



## **Community Supervised Experiential Learning Preceptor Syllabus**

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**Professional Science Master's in Applied Nutrition- Dietetics Emphasis**

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## **Description of Program and Community Supervised Experiential Learning (SEL)**

The Professional Science Master's (PSM) in Applied Nutrition- Dietetics Emphasis at the University of Arizona is an Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited graduate program in which students are concurrently enrolled in graduate level coursework and participate in nutrition professional practice settings. Students participate in a community nutrition professional setting to meet practice hours and competencies required by the program and that align with ACEND graduate program standards. More information about the program is available at the following link: <https://snsw.arizona.edu/graduate/online-distance-programs/psm-applied-nutrition-dietetics>

## **Program Mission, Goals and Objectives**

Mission: To provide advanced knowledge in nutrition and skills in dietetics, to successfully prepare competent graduates for entry-level practice as registered dietitians/registered dietitian nutritionists in the state and nation.

Goal #1: Applied Nutrition - Dietetics Graduate Program graduates will possess knowledge required to become a Registered Dietitian Nutritionist (RDN).

Objectives:

1. At least 80% of students complete program requirements within 1.5 years (150% of the program length).
2. At least 80 percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
3. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
4. At least 80% of program graduates will rate the overall quality of the program as "excellent" or "good".

Goal #2: Applied Nutrition - Dietetics Graduate Program graduates are versatile, highly skilled professionals, prepared with the skills, knowledge and confidence to excel in the field of nutrition and dietetics.

Objectives:

1. Of graduates who seek employment, at least 50 percent are employed in nutrition and dietetics or related fields within 12 months of graduation.
2. At least 80% of employers surveyed will rate the program graduates as: "above average" "excellent" or "good" in preparation for entry-level practice in a nutrition- or dietetics-related field.
3. At least 80% of graduates responding to alumni surveys will rate their abilities to work as entry-level Registered Dietitian Nutritionists as: "above average" "excellent" or "good".

## **Program Contact Information**

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## **Affiliation Agreements**

An affiliation agreement must be established between the University of Arizona (UArizona) and the host site for a student to participate at the host facility. Once a student is officially admitted into the PSM- Dietetics Program, the program coordinator will reach out to the site contact to initiate the process of establishing an affiliation agreement. The agreement must be fully executed prior to the student starting at the host facility.

## **Preceptor Requirements**

ACEND recommends that program preceptors and faculty be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination. ACEND provides resources and webinars on Diversity, Equity and Inclusion (DEI) topics: [Diversity, Equity and Inclusion](#)

Preceptors will be asked to upload the following documents in the program's competency based education portal:

- Resume/CV
- Current CDR card (if RDN or NDTR)
- Proof of completion of DEI training

## **Preceptor Continuing Professional Education Units (CPEU)**

Up to 3 CPEUs can be awarded per year to RDNs and NDTRs for precepting. Preceptors can complete the required forms then send them to the program director/coordinator for signature. Navigate to the following link to learn more about earning CPEUs for precepting: [CDR CPEU Credit for Preceptors](#)

## **Supervised Experiential Learning (SEL) Timeline**

For the community SEL, students will be on site 2 days/16 hours per week for the duration of the semester. Fall semester starts mid-August and ends mid-December. Spring semester starts mid-January and ends mid-May. Specific dates can be discussed with the prospective student or program coordinator and can be found in the University of Arizona Academic Calendar: [Academic Calendar | University of Arizona](#)

## SEL Course Objectives

During this SEL, students will:

- Design food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities.
- Utilize program planning steps to develop, implement, monitor and evaluate community and population programs.
- Complete 250 hours of supervised experiential learning.

## Student Projects

Students will be assigned a semester-long project to complete onsite during the community SEL. The project involves developing a nutrition education presentation based on the needs of the population being served. Review **Appendix A** for detailed project instructions. Project requirements can be adapted to fit the needs of the sight. Project deliverables will be graded by the SEL course instructor, but should be reviewed and approved by the preceptor at each step of the process. Preceptors are encouraged to consider the work interns did for the project, as well as other activities they have completed, when completing the competency evaluations. Preceptors can reach out to the program coordinator to discuss project requirements if questions or concerns arise.

## Topics Covered in the Community Graduate Didactic Course:

Students will concurrently be enrolled in a Nutrition Interventions course while completing their community SEL. The goal of the Nutrition Interventions course is to provide students with tools and competencies for developing, implementing, and evaluating nutrition intervention programs in community contexts. It is not required that all topics in the Nutrition Interventions course also be covered during the SEL; the topics are provided below only as suggested topics to review with students, if applicable:

<b>Module 1: Data &amp; Statistics, Proven Intervention Strategies, and State and Local Programs</b>	
Week 1	Opportunities in Community Nutrition Principles of Epidemiology Finding Community Nutrition Resources
Week 2	A National Nutrition Agenda for the Public's Health Analyzing Community Problems Designing and Adapting Community Interventions
Week 3	Community Needs Assessment Identifying and Prioritizing Community Nutrition Problems Epidemiology of Obesity
<b>Module 2: Populations at Risk of Poor Nutrition</b>	
Week 4	Food Insecurity and the Food Assistance Programs Mothers and Infants Defining Goal(s) and Objectives of a Nutrition Intervention

Week 5	Children and Adolescents Healthy Aging: Nutrition Assessment, Services and Programs Conducting a Needs Assessment
<b>Module 3: Planning Nutrition Interventions</b>	
Week 6	Understanding and Achieving Behavior Change Program Planning for Success Guide to Community Preventive Services
Week 7	Gaining Cultural Competence in Community Nutrition Community Alignment and Health Equity Considerations
Week 8	Principles of Nutrition Education Designing and Adapting Community Interventions Identifying and Describing Core Elements of a Nutrition Intervention
<b>Module 4: Implementing and Evaluating Nutrition Interventions</b>	
Week 9	Program Planning and Implementation Program Evaluation
Week 10	Marketing Nutrition and Health Promotion Programs Develop an Evaluation Plan for a Nutrition Intervention
Week 11	Building Grantsmanship Skills Evaluate the Potential Public Health Impact and Sustainability of Nutrition Intervention
Week 12	Organizing and Communicating Your Ideas The Role of Telehealth in Nutrition Education and Counseling
<b>Module 5: Communicating Nutrition Interventions to Stakeholders</b>	
Week 13	Organizing and Communicating Your Ideas Identifying Resources Needed to Conduct a Community Nutrition Intervention
Week 14	Organizing and Communicating Your Ideas
Week 15	Organizing and Communicating Your Ideas

**Expected Learning Outcomes/ACEND Graduate Program Competencies**

Students will work towards meeting all ACEND graduate program competencies at entry level for dietitians by the end of the PSM- Dietetics Program. The ACEND competencies and performance indicators listed in **Appendix B** should be met during the student’s Community SEL. Preceptors can reach out to the program coordinator if they identify that the student will not have the opportunity to meet a competency during their SEL or if they need clarification or suggestions on types of activities the student must engage in in order to meet the competency.

### **Competency Evaluations and Student Time Log**

Evaluations and a student time log will be completed in a competency based education portal, called iCompHost. The program coordinator will set up an account for the site preceptor(s) prior to the intern starting on site. Electronic evaluations are used to track students' progress towards meeting ACEND graduate program competencies at entry level for dietitians. Preceptors will be asked to complete a competency evaluation at the midpoint and end of the community SEL. Midpoint competency evaluations are used to help the preceptor and student identify which key competencies are being met by the student during the first half of the SEL. If the student is not meeting important competencies, then the preceptor and student can establish a plan on how competencies can be met before the end of the SEL. Students will be expected to complete self-evaluations that preceptors can directly access and review in iCompHost.

Students will enter their daily time into iCompHost and preceptors will be asked to approve their time log by the end of the SEL.

## **Appendix A- Community Nutrition Education and Counseling Project**

This assignment is scaffolded across the entire course semester, however, this is a recap of the entire project, which can help guide SEL planning with your preceptor.

### **This activity requires the following:**

1. Develop a nutrition education presentation(s) as directed by the preceptor and based on the needs of the population being served. Develop the schedule of educational presentations, if the information will be provided over a series of sessions.
2. Develop a marketing approach and marketing plan by which to attract the target population/clients. This may be posters, an email campaign, fliers posted in appropriate areas. Make sure the information is appealing to your target audience and that all the required information is included.
3. Implement the marketing plan. Remember to schedule time between the initiation of the marketing plan and the actual nutrition class(s). Monitor how the marketing plan is functioning and make any necessary adjustments.
4. Present the nutrition class, following up with participants on an individual basis if appropriate. If attendees were not your intended target, brainstorm alternative marketing strategies and note any changes for the future.

### **Activity Objectives:**

- Provide nutrition education and counseling services in a collaborative environment considering patients' needs and resources.
- Practice compliance with federal and state regulations.
- Use effective education and counseling skills to facilitate behavior change.
- Refer clients and patients to other professionals and services when appropriate.
- Perform the nutrition care process.
- Communicate effectively both orally and in writing.
- Cooperate and communicate appropriately within and between departments.

### **Getting Started Checklist**

Review the organization guidelines for the following:

- The role of the nutrition educator standards of care
- Standards of documentation of clients/individuals/populations served
- Scope of practice for an RD in nutrition education
- Use of organization resources to provide nutrition education and counseling.  
Expectations to adhere to organization and professional standards of care and practice.  
Discuss with the preceptor the oversight body that provides guidelines or sets policy for the organization.

### **On-going Nutrition Education and Counseling Activities (as available/appropriate)**

- Shadow nutrition educator as she/he provides presentations and counseling, taking notes on steps of the nutrition care process, observations regarding motivational

interviewing related to groups and individuals, and presentation format and method. Observe clients' readiness for change and counseling strategies. Discuss with a preceptor.

- Determine nutrition education and counseling assignment to include clients to be served, presentations to provide, and documentation needed.
- Attend in-services and meetings as appropriate.

### **Developing the Nutrition Presentation(s)**

- Prepare an outline of the presentation(s)
- Identify the target audience (culture, age, education, interests)
- Identify the main idea, supporting details, and guidance for tips for each supporting detail.
- Develop and pre-and post-test to assess participant learning
- Identify all related materials to develop and organize including handouts, PowerPoint presentations, video clips, and/or Web resources
- Identify and reserve (if needed) room, tables, chairs, display boards, computer display, and all related support materials
- Review presentation outline with the preceptor
- Revise outline as needed
- Develop the presentation.
- Determine the schedule for the presentation(s) and any follow-up sessions or materials needed.
- Develop a marketing plan indicating how the presentation will be advertised
- Implement the marketing plan.
- Conduct the presentation with the preceptor present. Discuss the presentation with the preceptor and make any needed adjustments, including any adjustments to the marketing plan.

### **Full Practice Responsibilities When Ready as Determined by Preceptor**

- Review rotation schedule to include any nutrition presentations or nutrition education/counseling opportunities.
- Continue ongoing presentations and follow-up education/counseling as appropriate.

### **Nutrition Education and Counseling Wrap-Up**

**Final reflection – prepare a 1-2 page reflection paper of this activity.**

#### **Discuss:**

- What have you learned?
- What skills have you developed?
- What areas do you need to develop?
- How does this experience add or change your views of the role of the dietitian in individuals' lives?



## **Appendix B- ACEND Community Competencies & Performance Indicators**

### **Unit 1: Foundational Knowledge**

**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.**

- 1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. (S)
  - 1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. (S)
  - 1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease.(S)
  
- 1.2 Applies an understanding of anatomy, physiology, and biochemistry. (S)
  - 1.2.1 Analyzes the impact of food and nutrition on physiological processes. (S)
  - 1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care.(S)
  
- 1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. (S)
  - 1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities and populations. (S)
  - 1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition. (S)
  
- 1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)
  - 1.7.4 Identifies and implements strategies to address cultural biases and differences. (D)
  - 1.7.5 Applies culturally sensitive approaches and communication skills. (D)
  
- 1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness. (S)
  - 1.9.1 Critically evaluates evidence-based literature to inform decisions about use of complementary and integrative nutrition. (S)
  - 1.9.2 Applies an understanding of the impact of complementary and integrative nutrition on drugs, food, disease states and wellness. (S)
  
- 1.10 Applies knowledge of math and statistics. (S)
  - 1.10.3 Applies math skills to perform food and nutrition calculations. (S)
  
- 1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)
  - 1.11.1 Interprets and communicates medical terminology to non-health professional audiences. (D)

1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication. (D)

1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle.(D)

1.14.1 Evaluates, integrates and communicates nutritional requirements across the life cycle. (D)

1.14.2 Identifies nutritional risk factors across the life cycle.(D)

1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. (S)

1.15.2 Identifies, prioritizes and implements health risk reduction strategies for individuals, groups and populations. (S)

1.15.5 Applies behavior change theories for nutritional health promotion and disease prevention. (S)

## **Unit 2: Client/Patient Services**

**Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.**

2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services. (D)

2.1.1 Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services. (D)

2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness and lifestyle management. (D)

2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products. (D)

2.1.4 Conducts an evaluation of a product, program or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate.(D)

2.4 Implements or coordinates nutritional interventions for individuals, groups or populations. (D)

### Education

2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials. (D)

2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience.(D)

### Psychological Counseling and Therapies

2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions. (D)

2.4.19 Refers/transfers client/patient to appropriate health professionals when counseling therapy or client/patient's mental health issues are beyond personal competence or professional scope of practice.(D)

#### **Unit 4: Community and Population Health Nutrition**

**Applies community and population nutrition health theories when providing support to community or population nutrition programs.**

4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. (D)

4.1.1 Recognizes how determinants of health, epidemiological findings, health disparities, political interest, availability of resources, and accessibility influence the nutritional health and well-being of a community and population. (D)

4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population. (D)

4.1.6 Evaluates the program using measurement indicators and outcomes. (D)

#### **Unit 5: Leadership, Business, Management and Organization**

**Demonstrates leadership, business and management principles to guide practice and achieve operational goals.**

5.1 Demonstrates leadership skills to guide practice. (D)

5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. (D)

5.1.4 Develops conversational and interpersonal skills. (D)

5.2 Applies principles of organization management. (D)

##### Time Management

5.2.18 Prioritizes activities to effectively manage time and workload.

##### Motivation and Recognition

5.2.20 Models behaviors that maximize group participation by consulting, listening and communicating clearly. (D)

**Unit 6: Critical Thinking, Research and Evidence-Informed Practice**  
**Integrates evidence-informed practice, research principles and critical thinking into practice.**

6.1 Incorporates critical thinking skills in practice. (D)

6.1.1 Considers multiple factors when problem solving. (D)

6.1.2 Incorporates the thought process used in critical thinking models. (D)

6.1.3 Engages in reflective practice to promote change and continuous learning. (D)

6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research. (D)

6.2.2 Articulates a clear research question or problem and formulates a hypothesis. (D)

6.2.5 Collects and retrieves data using a variety of methods (qualitative, quantitative) and technologies. (D)

6.2.7 Translates and communicates research findings and conclusions through a variety of media. (D)

6.3 Applies current research and evidence-informed practice to services. (D)

6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care.(D)

6.3.4 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning. (D)

**Unit 7: Core Professional Behaviors Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.**

7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)

7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics. (D)

7.1.4 Applies client/patient-centered principles to all activities and services. (D)

7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment. (D)

7.2 Uses effective communication, collaboration and advocacy skills. (D)

7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes. (D)

7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience. (D)