



# Policies and Procedures for Supervised Experiential Learning: Handbook for Program Director, Faculty, Preceptors and Students

Future Education Model, Master of Science in Nutrition and with Supervised Experiential Learning,  
Distance Program, College of Natural Sciences, Río Piedras Campus, University of Puerto Rico

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## SECTION I: PROGRAM INTRODUCTION

## Welcome!

Thank you for your commitment and willingness to become part as faculty, student and preceptors of the Future Education Model, Master of Science in Nutrition and Dietetics with Supervised Experiential Learning (FEM-MSND-SEL) at the Nutrition and Dietetics Program, College of Natural Sciences, University of Puerto Rico, Río Piedras Campus.

### A. PURPOSE OF THE PROGRAM

Graduates of the Future Education Model, Master of Science in Nutrition and Dietetics with Supervised Experiential Learning, Distance Program, will receive a competency-based education that will integrate theory and practice to prepare nutrition and dietetics professionals equipped to serve in the community, clinical and administrative positions of nutrition and dietetics. Graduates may also choose to continue to do doctoral programs and pursue positions in academia and research.

The Nutrition and Dietetic Program of the University of Puerto Rico, Río Piedras Campus (UPR-RP) demonstrated its leadership in education and the MSND-SEL was approved by the *Accreditation Council for Education in Nutrition and Dietetics* (ACEND®) as part of the fifth cohort of programs to be accredited under the new *Future Education Model Accreditation Standards* for Graduate Degree Programs in Nutrition and Dietetics (GP). These accreditation standards integrate didactic coursework with supervised experiential learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice. **Refer to Appendix 1 - Future Education Model Graduate Degree Competencies and Performance Indicators**

<https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates> .

### B. PROGRAM DESCRIPTION

The Master of Science in Nutrition and Dietetics with Supervised Experiential Learning (MSND-SEL) is a combined online-onsite single program that integrates the Master of Science degree along with the 1,000 hours of alternate and supervised experiential learning (SEL) hours in professional work settings, required to become eligible to take the Commission on Dietetic Registration (CDR) credentialing Exam for Dietitian Nutritionist (Registered Dietitian Nutritionist) and local licensure exam. The Program follows a Competency-Based Education (CBE) model of the accrediting agency, the Accreditation Council on Education in Nutrition and Dietetics (ACEND), in which the curriculum is based on professional roles and student evaluation includes demonstrated performance in some aspects of that role. Is designed as a cohort- curricular sequential program and students are expected to be full-time and complete the program in 2 years (four- semesters and one summer).

The alternate experiential learning hours consist of 280 hours of learning activities embedded in online required courses and 720 hours equivalent to 8 credits of supervised experiential learning that must be completed in practice sites. As required by ACEND, the program has policies and

procedures to address the selection and periodic evaluation of the adequacy and appropriateness of facilities to ensure that sites are able to provide supervised experiential learning compatible with the competencies that students are expected to achieve. *While the program will make every best effort to assign SEL sites based on students interests and other logistical considerations, no given facility can be guaranteed at the time of the application for admission.*

### **C. ACCREDITATION**

The University of Puerto Rico, Río Piedras Campus, is accredited by the Middle States Commission on Higher Education (MSCHE) <https://www.msche.org/institution/0606/>

On June 24, 2022, the Accreditation Council for Education in Nutrition and Dietetics Board granted *Candidacy for Accreditation* for a four-year accreditation term to the Future Education Model, Master of Science in Nutrition and Dietetics with Supervised Experiential Learning, Distance Program (FEM-MSND-SEL).

<https://www.eatrightpro.org/acend/accredited-programs/program-directory>

Students accepted as of this date, and those in succeeding classes, will be considered graduates of an ACEND accredited program and eligible, upon satisfactory completion of the program, to write the Commission on Dietetic Registration's (CDR) Registration Examination for Dietitians. In Puerto Rico, the FEM-MSND-SEL is the only graduate program in nutrition and dietetics accredited by ACEND. As part of a new ACEND's model for education in Nutrition and Dietetics, all FEM programs advances the profession and protects the public.

The BS in Nutrition and Dietetics Program, offered by the College of Natural Sciences, Río Piedras Campus, has been accredited by ACEND as a Didactic Program in Dietetics (DPD) since 1999 and, since 1976 under ACEND's former title of Commission on Accreditation in Dietetics Education. The Program is currently fully accredited by ACEND until June of 2028.

### **D. PROGRAM MISSION**

The mission of the Future Education Model - Master of Science in Nutrition and Dietetics with Supervised Experiential Learning is to provide the intellectual and humanistic formation in diverse areas of scientific inquiry and be eligible to become Registered Dietitian Nutritionists qualified to offer educational, administrative and clinical services and the management of foodservice systems.

### **E. GOALS AND OBJECTIVES**

ACEND-required program objectives are underlined

**Goal 1 | Program graduates will become well-qualified Registered Dietitian Nutritionist to contribute to the overall well-being of the population in a variety of settings and related fields.**

- Objective 1.1** At least 80% of program graduates complete program requirements within 3 years (150% of the program length).
- Objective 1.2** At least 70% of program graduates take the CDR credentialing Exam for Dietitian Nutritionist within 12 months of program completion.
- Objective 1.3** 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 Nutritionist is at least 80%.
- Objective 1.4** The Program's one-year pass rate on the local licensure exam for Dietitian Nutritionist is at least 80%.
- Objective 1.5** Of graduates who seek employment, at least 75% are employed in Nutrition and Dietetics settings (educational, administrative and clinical services and in the management of foodservice systems) or related fields within 12 months of graduation.

**Goal 2 | Program graduates will be successful in future endeavors in Nutrition and Dietetics within a culturally diverse society and for research and problem solving to advance human nutrition and health in a variety of settings.**

- Objective 2.1** At least 80% of graduates who answer the Graduate's Survey will rate the overall preparation in Nutrition and Dietetics as satisfactory or above.
- Objective 2.2** At least 80% of graduates who complete the requirements for becoming Registered Dietitian Nutritionist indicate they work effectively with culturally diverse populations in a variety of settings.
- Objective 2.3** At least 80% of the employers of graduates indicate their Dietitian Nutritionist participates in research to advance nutrition, dietetics or related field when required.
- Objective 2.4** At least 80% of the employers indicate they consider the graduates' preparation for entry level satisfactory or above.

## **F. GRADUATES LEARNING DOMAINS**

Upon completing the FEM-MSND-SEL students will be able to demonstrate the competencies required by the accrediting agency as well as the graduate learning domains established by the institution as part of the learning assessment system.

Upon completing the FEM-MSND-SEL program, graduates will be able to demonstrate the competencies and performance indicators required by the accrediting agency (Refer to Appendix I). In addition, graduates must demonstrate achievement of the learning domains set forth by the institution's office of student learning assessment encompassed in the *División de*

*Investigación Institucional y Avalúo.* The student learning assessment plan was combined to measure the seven (7) domains that integrate the 37 competencies required by ACEND as well as the six learning domains for graduate programs set forth by the University.

**Table 1.** Student Learning Assessment Plan for the Graduate Program in Nutrition and Dietetics

UPRRP Domains for Graduate Student Learning	ACEND's Competencies/Units
<b>1. Effective communication:</b> Effectively communicate knowledge of their field or discipline of study.	<b>Unit 1: Foundational Knowledge</b> Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. <b>Unit 6: Critical Thinking, Research and Evidence-Informed Practice</b> Integrates evidence-informed practice, research principles and critical thinking into practice.
<b>2. Research and creation:</b> Carrying out research or projects to create, offer solutions or generate knowledge.	<b>Unit 1: Foundational Knowledge</b> Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. <b>Unit 6: Critical Thinking, Research and Evidence-Informed Practice</b> Integrates evidence-informed practice, research principles and critical thinking into practice.
<b>3. Critical Thinking (Continuous Learning):</b> Critically evaluate knowledge from a variety of theoretical and methodological approaches. Exercise independence of judgment and show creativity and initiative, as well as learn autonomously and continuously.	<b>Unit 1: Foundational Knowledge</b> Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. <b>Unit 6: Critical Thinking, Research and Evidence-Informed Practice</b> Integrates evidence-informed practice, research principles and critical thinking into practice.
<b>4. Content of the discipline (Integration of technology; Teamwork):</b> Integrate theories, practical protocols and ethical codes into their professional or research work, through the incorporation of technology and collaborative actions through multi and interdisciplinary teamwork.	<b>Unit 1: Foundational Knowledge</b> Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. <b>Unit 3: Food Systems Management</b> Applies food systems principles and management skills to ensure safe and efficient delivery of food and water. <b>Unit 5: Leadership, Business, Management and Organization</b> Demonstrates leadership, business and management principles to guide practice and achieve operational goals.
<b>5. Information competence:</b> Handle information critically, effectively and ethically.	<b>Unit 2: Client/Patient Services</b> Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes. <b>Unit 7: Core Professional Behaviors</b> Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.
<b>6. Social Responsibility (Ethical sensitivity; Leadership):</b> Show commitment to the protection and enrichment of natural and cultural heritage, as well as respect for human rights through actions of social inclusion and commitment to diversity. At the same time, it fosters leadership that contributes to individual and collective transformations	<b>Unit 1: Foundational Knowledge</b> Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. <b>Unit 4: Community and Population Health Nutrition</b> Applies community and population nutrition health theories when providing support to community or population nutrition programs.



## G. CURRICULAR SEQUENCE

The program has been designed with the Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics (Future Education Model). [www.eatrightpro.org/FutureModel](http://www.eatrightpro.org/FutureModel). The Program is designed as a cohort- curricular sequential program and students are expected to be full-time and complete the 45 credits program in 2 years (four-semester and one summer). The curriculum sequence ensures progress from introductory to more advanced learning experiences, building on previous knowledge, skills and experience to achieve the expected depth and breadth of competency by completion of the program. **Refer to Appendix 2. FEM-MSND-SEL Curricular Sequence**

The curriculum integrates a Master of Science degree in Nutrition and Dietetics along with the required 1,000 hours of supervised and alternate experiential learning. The supervised experiential learning (SEL) hours consist of 280 hours of alternate experiential learning (AEL) embedded in online required courses and 720 hours equivalent to 8 credits of SEL courses that must be completed in practice sites. The SEL rotations will be tailored to include a wide range of practical experiences to meet the required competencies in community nutrition, foodservice management and clinical nutrition.

### *SEL Community Nutrition: 180 hrs.*

The community nutrition rotations will provide students with an understanding of the role of the nutritionist dietitian in a variety of agencies and programs in the local community. Experiences for students include outpatient nutrition clinics, Head Start Program, Nutritional Assistance Program (PAN, in Spanish), Food Bank, and Women, Infants, and Children (WIC) program. Students will provide individual nutrition counseling, teach group nutrition education classes on various topics including healthy nutrition, overweight and obesity, diabetes management, legislation and advocacy strategies, and to organize health promotion events and participate in a variety of community health and wellness projects. Additionally, nutrition research in the community is included to demonstrate the Nutritionists and Dietitians role in program development and evaluation.

### *SEL in Foodservice Management: 270 hours*

Foodservice management rotations will be planned to provide students with a variety of food service systems and management experiences. Students learn about food production and procurement, food service systems, menu planning, recipe development, employee education, sanitation, safety, personnel management, catering and a number of other administrative experiences. They may participate in performance improvement, personnel management, and interdisciplinary leadership meetings. Through projects, meetings, and role plays, students gain an understanding of skills needed in upper management and leadership roles. In addition, with the increasingly regulated field of hospital foodservice, students get hands-on experience with hospital foodservice systems, including the accreditation process, quality evaluation, as well as financial accountability. Students will also experience firsthand the role of the school foodservice Nutritionist and Dietitians to implement healthy lifestyle menus and education. During the school foodservice rotation, the student will be exposed to food service operations and become familiar with the Federal School Breakfast and Lunch Program Regulations.

*SEL in Clinical Nutrition: 270 hours*

A range of clinical experiential learning covering the life span and highlighting the major nutrition-related morbidities and mortalities will be covered. The rotation settings are hospitals and institutions that provide a wide variety of experiences from pediatrics to geriatrics, including chronic diseases such as cardiovascular, renal, cancer, diabetes, HIV/AIDS, as well as acute needs related to situations as transplant, trauma and burns. Students will be supervised by knowledgeable preceptors with expertise in Medical Nutrition Therapy, many with advanced degrees and certifications in their specialty areas.

Each year, the appropriateness of supervised experiential learning facility will be reviewed by the FMSND-SEL program based on changes in the program and/or changes that have occurred in the supervised experiential learning facility that might impact the ability of the facility to provide the needed learning experiences.

## SECTION II: POLICIES AND PROCEDURES FOR SUPERVISED EXPERIENTIAL LEARNING SITES

## **Policies and Procedures for Supervised Experiential Learning Sites**

The Future Education Model – Master of Science in Nutrition and Dietetics with Supervised Experiential Learning of the University of Puerto Rico, Río Piedras Campus, has established policies and procedures to maintain written agreements with institutions, organizations and/or agencies that provides supervised experiential learning to meet the accreditation-entry level competencies. The policies and procedures address the selection and periodic evaluation of adequacy and appropriateness of facilities to ensure that sites are able to provide supervised experiential learning compatible with the competencies that students are expected to achieve.

### **A. POLICIES AND PROCEDURES THAT OUTLINE THE SELECTION CRITERIA, EVALUATION PROCESS AND TIMELINE FOR EVALUATION OF ADEQUACY AND APPROPRIATENESS OF SUPERVISED EXPERIENTIAL LEARNING SITES**

The supervised experiential learning sites must be conducive to learning and be able to provide experiences to meet specific accreditation-required competencies.

#### Selection criteria for SEL sites or facilities

The supervised experiential learning sites must be conducive to learning and be able to provide experiences to meet specific accreditation-required competencies. The selection criteria for SEL sites or facilities includes the following:

1. Located in Puerto Rico, preferably a reasonable distance from the UPR Río Piedras Campus.
2. Be a corporation or entity registered and in good standing with the Puerto Rico Department of State.
3. Have merchant's registration certificate of the Puerto Rico Department of the Treasury.
4. Willing to enter into an Affiliation Agreement with the University of Puerto Rico Río Piedras Campus.
5. Preceptors must meet state and federal regulations, professionally licensed or credentialed, as needed, in the area in which will be supervising students and must be qualified to serve as educators and professional role models.
6. Preferable preceptors with one or more Licensed Dietitian Nutritionist (LND) with more than one year of professional experience and willing to participate as an *ad-honorem* preceptor.
7. Preceptors must comply with the continuing education requirements to maintain appropriate professional license or credentials, including LND and RDN, if applicable
8. Provide learning experiences for professional development according to ACEND competencies and performance indicators.
9. Ensure that students will not be a replacement for staff or employees.
10. Comply with the Puerto Rico's public health policy protocol and require students materials such as face masks, medical disposable gloves and hand sanitizer and others, as needed.

11. Clinical and foodservice management learning sites must be accredited by the Joint Commission or other appropriate accreditation agency.
12. Provides a safe workplace and room for the students to do their work and keep their belongings.
13. Provide a safe area for parking (optional)

#### Evaluation process and timeline for SEL sites or facilities

Each year, the appropriateness of supervised experiential learning facility will be reviewed by the FEM-MSND-SEL program based on changes in the program and/or changes that have occurred in the supervised experiential learning facility that might impact the ability of the facility to provide the needed learning experiences.

The annual evaluation will consider the following documentation:

1. Continuity of compliance with the agreement's stipulations.
2. Continuity of compliance with the SEL site selection criteria.
3. Students' evaluations following each SEL rotation (i.e., practice opportunities and preceptor's availability)
4. Preceptors' evaluations

The Program's Faculty SEL supervisor will coordinate a visit to complete an evaluation of the site's appropriateness (SEL Site Evaluation Form). This evaluation will be done *annually*, however, ongoing evaluations by preceptors and students will be conducted to ensure that experiences meet the expected learning outcomes and competencies.

If periodic evaluation information and data demonstrates that a site is no longer suitable to complete experiential learning activities, it can be discontinued and replaced at any time. Reasons for discontinuation include failure to provide the students with the required learning opportunities to meet specific required competencies and student's complaints about unethical practices or inappropriate behaviors observed at the site. The SEL Coordinator will define appropriate remedial action to address findings.

#### **B. POLICIES AND PROCEDURES FOR MAINTAINING WRITTEN AGREEMENTS WITH INSTITUTIONS, ORGANIZATIONS AND/OR AGENCIES WHERE STUDENTS ARE PLACED FOR SUPERVISED EXPERIENTIAL LEARNING**

For each SEL course, sites and approved affiliation agreements for established rotations will be secured before students' enrollment. Preceptors at the facility must have the appropriate credentials and expertise relative to their area of practice. The facility must be willing to assign the preceptors and staff the appropriate length of time required to educate and train the students. It is required that all preceptors and staff at the SEL site recognize that students are there for learning purposes and are not to routinely replace employees.

All institutions, organizations and/or agencies where students are placed for supervised experiential learning are required to have a signed affiliation agreement, delineating the rights

and responsibilities of all parties. The affiliation agreements are reviewed and signed annually. Written agreements must include the following minimum requirements:

1. UPR-RP mandatory and ethical stipulations: Mandatory (Dispute resolution, no discrimination, document's custody, liability release, use of logo and stamps, intellectual property, financing, no employment relationship, validity period, modifications and amendments); Ethical (Anticorruption code, compliance with Law No. 1-2012 Organic Law of the Puerto Rico Office for Governmental Ethics, exclusivity of agreement, registration of agreement)
2. FEM-MSND-SEL specific required stipulations:
  - a. Willingness of the affiliated institution to provide SEL to students.
  - b. Commitment to designate qualified member of the dietetic staff to be preceptor on an *ad honorem* basis.
  - c. Assign the preceptors and staff the appropriate length of time required to educate and train the students.
  - d. Guarantee that students are there for learning purposes and not to replace RDN/LND positions or regular dietetic employees.
  - e. Agree that monetary compensation shall neither be expected nor received by either party, or by students.
  - f. Assurance that students and faculty will comply with all the rules and regulations of the affiliated institution.
  - g. Assure that the University of Puerto Rico will provide health and liability insurance for faculty and students.

### **C. POLICIES WHEN AFFILIATION AGREEMENTS ARE NOT REQUIRED**

Some Supervised Experiential Learning (SEL) rotations do not require a written agreement. Among these, a university-affiliated hospital and health clinic, a member hospital of a healthcare group, volunteer agreements, and entrepreneurship. Instead, these facilities will be required to sign a Memorandum of Understanding or an agreement letter, a health and liability insurance, evaluation forms and the SEL rotation description with expected learning outcomes. At this moment no international SEL experiences will be offered by the FEM-MSND-SEL.

#### **Procedure for affiliation agreements**

1. Written agreements must be completed for each site that require them such as institutions, organizations and/or government agencies.
2. The SEL Coordinator will contact each site to prepare a written agreement that will be signed by both parties, the UPR-Rio Piedras Campus and the authorized representative of the SEL facility. These agreements must be revised and sign annually.
3. If the site does not require an agreement, a Memorandum of Understanding or an agreement letter must be provided.
4. Both the UPR and the affiliated facility will keep a copy of the agreement.

### SECTION III: POLICIES FOR PROGRAM DIRECTORS, FACULTY, PRECEPTORS AND STUDENTS

## **A. THE SUPERVISED EXPERIENTIAL LEARNING POLICIES (SEL)**

### **Introduction**

The SEL or practice represents a crucial step in developing the student from “beginner” to “entry-level” competence. Competence is defined as the quality or state of having requisite or adequate ability or qualities. A competence entails more than the possession of knowledge, skills and judgement; it requires the student to apply these [abilities] in the work environment to achieve optimal results. The SEL provides an opportunity for students to practice or perform dietetics-related activities under supervision while building skills, gradually increasing workload and complexity of work, and applying didactic learning to real-life dietetics practice.

The supervised experiential learning or practice offers an environment in which students can learn new skills and apply coursework education. Supervised practice will help the student attain competencies and learning outcomes appropriate to the entry level nutritionist-dietetic practitioner. Essentially, students will be learning what you, the preceptor and professional, do on a daily basis as part of your job. Upon culmination of each rotation, students should have developed the skills necessary to perform the job in a satisfactory manner. It is not expected that students will be able to perform the job with the same level of skill as you, the preceptor, an experienced professional.

Professionals in each field might have a wide variety of education, experience, and certification; some are licensed and/or registered nutritionists dietitians, others are school specialists, chefs, or administrators. It is experience and mastery of each individual’s field of expertise that are important as a preceptor, not title or level of education. Sometimes new preceptors are uncertain about just how much they should teach. Preceptors are encouraged to share any information considered important to community, foodservice, or clinical nutrition education.

### **Formative and Summative Assessment of Student Competence and Regular Reports of Performance and Progress**

Formal evaluation of students occurs at pre-determined times throughout the program using specific assessment forms. Evaluations include both assessments of the student’s progress as well as assessments of the student’s knowledge and performance in supervised experiential learning. Preceptors completing the evaluation do so within the rotation assessment system provided and review with the student prior to submitting to the program’s SEL Coordinator.

Students also complete a self-evaluation, which is reviewed with the preceptor. It is the student’s responsibility to be familiar with the various evaluation forms to be aware of the criteria and timing. Students can expect to receive formal evaluations in the following formats: written evaluations from preceptors, rubrics for oral presentations; comprehensive review of nutrition assessments and charted notes with written feedback provided by preceptors (daily during rotations where medical nutrition therapy is provided); preceptor reviewed assignments, such as case studies. Many opportunities exist for informal feedback about performance. These should be viewed as opportunities to gain insight and adjust performance. Examples of informal



evaluation include, but are not limited to, daily feedback and discussions with preceptors on skill development, clinical documentation, presentations and projects. **Refer to Appendix 3: Student Self-Evaluation Questionnaire; Appendix 4: Rubric Assessment: Educational Plan (Example)**

### **Tracking Competencies During SEL Courses and Rotations**

The program has defined procedures for tracking individual student's hours in alternate experiences (AEL) and supervised experiential learning (SEL) in professional work settings. The program is planned to provide students 1000 hours distributed in didactic online courses (AEL) and practice presential courses (SEL). Documentation that students have met established competencies are maintained at the respective management systems platforms throughout their progression in the FEM-MSND-SEL.

To support adequate tracking of student's achievement of competencies, the MSND-SEL Director will meet with faculty or academic advisor and SEL Coordinator twice in the semester. Following institutional assessment policies to monitor mid-semester student progress, each October for the Fall semester and March for the Spring semester, an evaluation of student progress in each course and SEL rotation will be examined to determine achievement of competencies to date. For this evaluation, several sources of data will be used to capture student's performance in the program and determine if remedial intervention is required for a student such as providing more time to demonstrate competency or additional learning activities in SEL rotations. **Refer to Appendices 6, 7, & 8: Rotation Preceptor / Summative Assessment Rubric, NUTR 6115, 6116 & 6014, respectively.**

To ensure students achieve the expected learning outcomes, competencies and performance indicators will be tracked for supervised experiential learning (SEL) courses and specific rotations.

1. Students are required to successfully complete all coursework and supervised experiential learning (SEL) hours.
2. Each student will be evaluated using specific formative or summative assessment for each SEL course to assess proficiency of required competencies.
3. Formal evaluations (e.g., checklists, rubrics, evaluation forms) will be provided to students as they progress through the program. Self-evaluations will also be required at the end of each SEL rotation.
4. Each SEL rotation includes a set of required competencies and performance indicators in which students must demonstrate proficiency.
5. If a student is unable to demonstrate proficiency in a specific set of competencies (80% or higher in formative and summative rotation assessments) a remediation activity or plan will be established.
6. SEL courses will be graded with a Pass or Fail rating where a passing grade must be equivalent to a good or excellent rating of their performance in the practice sites by the preceptors.

## Remediation Plan

Students are expected to obtain an 80% or higher in formative and summative assessments. For students who are deemed not proficient in a Competency Performance Indicator integrated into the didactic and SEL course a remediation activity or plan will be established.

1. An evaluation below the 80% or higher threshold will indicate that the student has not achieved a Competency Performance Indicator.
2. This will be documented and utilized to provide a remediation activity or plan to facilitate compliance with the Competency Performance Indicator.
3. The student is required to consult the SEL Coordinator and preceptor to establish a remediation plan that could include one or more of the following:
  - a. Schedule time in addition to normal supervised practice hours to repeat the activity required to demonstrate achievement of the Competence Performance Indicator.
    - ✓ The additional time must be scheduled in conjunction with the preceptor of that rotation.
  - b. Complete an alternate-substitute activity that measures the Competency Performance Indicator within the same SEL course.
  - c. Measure the Competency Performance Indicator in a different didactic or SEL course.

## Student SEL or Practice Rotation Schedule

The Supervised Experiential Learning (SEL) or practice, as established by ACEND, should be completed onsite at the supervised practice facility, or other approved, appropriate professional setting, under the direct supervision of a Licensed (LND) or Registered Dietitian Nutritionist (RDN) or other appropriate professional. The student is expected to work a minimum of 720 hours of SEL onsite practice (8 credits or 3 SEL courses in the curriculum).

1. For each SEL course offered during a semester or summer a weekly rotation schedule will be pre-determined by the SEL Coordinator in conjunction with Preceptors.
2. Students must be flexible with regard to the work week. A typical work week is Monday through Friday; however, weekends and/or evening hours may be required during some rotations.
3. The student must refer to Student SEL or Practice Rotation Schedule to determine how many hours should be accomplished in each rotation.
  - a. The student and the Preceptor will review the work schedule for each particular rotation.
  - b. A student's rearrangement of the work schedule without prior approval of the Preceptor and the SEL Coordinator or Program Director will be considered an absence.
  - c. The hours the student works may vary from facility to facility and from rotation to rotation.
  - d. Didactic class time and/or completion of didactic assignments, not related to SEL rotation, are not counted as rotation or working time.
  - e. If site schedule do not allow complete established hours or extenuating circumstances arise that take away from supervised practice time, it is the SEL

Coordinator in conjunction with the Preceptor to determine a way to complete the supervised practice hours required for each rotation while following program policies.

- f. Typical strategies include making up lost hours during the weekend with appropriate supervision or working more than the required onsite supervised practice hours during a given week.
  - g. If required hours are not accomplished during a specific rotation, students may be required to go back to a particular rotation at the end of the SEL course.
4. Students complete SEL practice for the purpose of developing professional skills and cannot be used to compensate for or support employee shortages and/or absences in any facility. Students will not be paid for their practice experiences.

## **Attendance and Documentation of Practice Hours**

### Attendance

1. The “Student SEL or Practice Rotation Schedule” must be completed and pre-determined by the SEL Coordinator in conjunction with preceptors.
2. If an extenuating circumstance arises that necessitates altering a rotation and/or facility, a request must be written to the Program Director immediately, and at least one month prior to the scheduled rotation start.
3. Students must be present each day at each rotation, onsite at the supervised practice site (or at another professional setting) as determined by the preceptor, at which the student will be working under the direct supervision of the preceptor or another qualified professional from the supervised practice site.
  - a. Prompt attendance is required for rotations.
  - b. More than two unexcused absences or chronic tardiness per academic session (semester or summer) will result in a remediation plan developed by the SEL Coordinator and Preceptor and may prevent the student from completing the SEL course on time.
4. If it is necessary for the student to be absent for any reason (including illness) from the supervised practice setting, the Preceptor and the SEL Coordinator or Program Director MUST be notified within no more than 2 hours of the scheduled arrival time.
  - a. In the case of illness or death in the family legal documentation must be provided to Program Director immediately upon return to verify an excused absence.
  - b. Failure to show immediate and sustained improvement after a plan of action has been initiated may be grounds for dismissal from the SEL course.
5. Personal business, including doctors’ appointments, should be conducted on off-duty time rather than during hours when students are expected to be in supervised practice. If this is not possible, the student must request permission from the Preceptor to reschedule rotation time, so no rotation time is lost. Students should not schedule appointments during expected supervised practice hours before receiving approval from the Preceptor and the SEL Coordinator.

## Documentation of SEL Hours

1. All supervised practice hours will be documented by the student on a weekly timesheet form. The week's cumulative hours will be totaled by the student, signed by the student as accurate, and verified and signed by the preceptor. The signed timesheet will be submitted electronically each week. All timesheets must be both signed and submitted after supervised practice hours have been completed for the week. **Refer to Appendix 9: Weekly Supervised Experiential Learning Practice Hours Log**
2. Having the Preceptor sign off on hours not yet completed and submitting the timesheet early is an unethical practice by both the student and the preceptor and is false documentation. Documenting supervised practice hours when the student was not "on the clock" (including break time or instances in which the student may leave the site early) on the timesheet is false documentation.
3. Documenting hours worked when the student is not under direct supervision and present at the rotation site or other approved professional setting on the timesheet is also false documentation. Any of these practices or other types of false documentation are examples of a breach of the ADA Code of Ethics and can result in student dismissal from the program.

## **B. PROGRAM DIRECTOR**

The Program Director has the primary responsibility for the program and communication with ACEND. Is charged with the authority, responsibility and sufficient time allocated to manage the program, and provide effective leadership for the program, the program faculty, and the students. The Program Director requirements are the following:

1. Have earned a doctoral degree or equivalent and have a minimum of three years professional experience post credentialing or have earned a master's degree or equivalent and have a minimum of five years professional experience post credentialing.
2. Be credentialed as a Registered Dietitian Nutritionist (RDN) by the Commission on Dietetic Registration.
3. Be a full-time employee of the sponsoring institution (or one or more of the sponsoring partnership institutions), or a full-time employee of another organization that has been contracted by the sponsoring institution.
4. Not direct another ACEND-accredited nutrition and dietetics education program.

## **SELS' Responsibilities**

1. Communicate any changes in policy and procedures, curriculum, SEL and rotation descriptions, or competencies/learning outcomes with faculty, preceptors and students.
2. Request from preceptors facility-specific information required to know (e.g., policies, procedures, and/or facility guidelines about educating students).
3. Collect from faculty, preceptors and students all SEL's sites required certifications
4. Monitor progress through weekly reflections and evaluation forms to identify whether students have met the competencies and requirements in established rotations.

5. Address any concerns raised by either preceptors or students in a timely manner.
6. Work with preceptors to develop alternatives and solutions to changes and difficulties as they arise. If necessary, implement the students and preceptors grievance and complaint procedure.
7. Request to students the legal documentation immediately upon return to verify an excused absence.
8. Incorporate preceptor feedback into the continuous quality improvement process of rotations and the program.

## **C. POLICIES FOR PROGRAM FACULTY**

### **Academic Background**

The full time (tenure track and tenured) faculty members have a strong academic background and are actively participating in research areas of their choice. Our faculty has the academic background and expertise in the areas of food science, foodservice management, nutritional and clinical sciences and nutrition education, providing uniqueness from many other programs across the nation.

Faculty members are encouraged to publish their results in peer reviewed venues, and to seek external funding to support their research projects. In addition, our faculty members are also involved in reshaping and improving the educational model offered by our program in order to provide students with a high-quality education.

All licensed Nutritionists and Dietitians must complete 36 hours of continuing education every three years as established by law. In addition, to maintain the Registered Dietitian Nutritionist credential requires completion of 75 hours every five years. Thus, professors of the FEM-MSND-SEL program will continue to participate in continuing education requirements, professors that are not licensed will also continue to participate in annual conferences and events sponsored by local and international professional organizations.

### **Faculty Responsibilities**

The responsibilities of the UPR-RP professor in charge of the supervision of students in SEL sites and rotations include, but are not limited to the following:

1. Submit to the Program Director and SEL's sites required certifications:
  - ✓ Birth Certificate
  - ✓ Criminal Record Certificate
  - ✓ Valid Health Certificate (issued by the Department of Health less than one year old)
  - ✓ Vaccination Certificate: Including three doses of Hepatitis B vaccine; Chickenpox (varicella), Seasonal Influenza
  - ✓ Negative doping test consisting of the following: amphetamines, morphine (opiates) cocaine, marijuana, and PCP.
  - ✓ License to practice the profession, if applicable

- ✓ License Registration (Board of Examiners), if applicable
  - ✓ Professional organization membership (eg. Colegio de Nutricionistas y Dietistas de Puerto Rico)
  - ✓ Other specific, if required by SEL sites
2. Collect and keep up-to-date students' certifications and coursework records.
  3. Plan, lead, supervise and evaluate the supervised learning experiences or practices of each student.
  4. Guide, evaluate, and ensure that students are aware of the laws, administrative orders, rules, and procedures of the SEL site or practice center.
  5. Supervise that students carry out supervised learning experiences or practices in compliance with the laws, administrative orders, rules and procedures of the SEL site or practice center.
  6. Observe that students make diligent use of the equipment in the SEL site or practice center.

#### **D. POLICIES FOR PRECEPTORS**

##### **Professional Background**

ACEND defines a preceptor as a “practitioner who serves as faculty for students/students during supervised practice by overseeing practical experiences, providing one-on-one training, and modeling professional behaviors and values”.

All preceptors are required the education and experience needed to provide appropriate guidance for supervised experiential learning. Preceptors must be licensed, as appropriate, to meet state and federal regulations or credentialed, as needed, in the area in which will be supervising students and must be qualified to serve as educators and professional role models.

In Puerto Rico, the body of laws that defines and regulates the scope of practice of Nutritionists and Dietitians requires the professional license but not the Registered Dietitian Nutritionist (RDN) credential. To be licensed it is required to take and approve a local examination. Consequently, Licensed Nutritionists and Dietitians (LND) are registered by the *Office of Regulations and Certification of Health Professionals under the Puerto Rico Health Department* and must become members of the Puerto Rico College of Nutritionists and Dietitians. Criteria for appointment as a preceptor include good standing with the appropriate licensure and professional requirements as well as one year of experience in their field. The program encourages preceptors to take the Commission on Dietetic Registration (CDR) credentialing exam for Dietitian Nutritionist although this credential is not required.

Preceptors must have the education and experience needed to provide appropriate guidance for the supervised experiential learning. Preceptors must be licensed, as appropriate to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising students.

The preceptor must be committed to their own lifelong learning and exhibits leadership, commitment to the program and the profession, and must have interest in and time for guiding,

providing relevant and rewarding experiences, and assessing a graduate student. Their curriculum vitae should evidence their knowledge and experience in the profession. Preceptors offer their time, effort, knowledge and commitment to the program on an *ad honorem* basis and will have the benefit of participating in continuing education activities to be offered by the FEM-MSND-SEL Institution and ACEND free of charge.

As part of the Program Evaluation Plan, preceptors will be evaluated by students at the end of the SEL to assess satisfaction with preceptors and learning activities. In addition, following each SEL rotation, all preceptors will be required to complete the “Characteristics of Effective Preceptors Self-Assessment”, a resource tool provided during ACEND Dietetics Preceptor Training Certificate.

### **Preceptors Qualifications**

Preceptors offer their time, effort, knowledge and commitment to the program on an *ad honorem* basis and will have the benefit of participating in continuing education activities that to be offered the FEM-MSND Institution free of charge. **Refer to Appendix 5: Characteristics of Effective Preceptors Self-Assessment**

- Have the knowledge and expertise in their field as evidenced by their professional degrees and certifications.
- As appropriate to the area in which they will be supervising students, preceptors must be licensed or credentialed to meet state and federal regulations.
- Must be in good standing with the Puerto Rico Board of Examiners for Nutritionists and Dietitians, if applicable
- Are licensed and members of the Puerto Rico College of Nutritionists and Dietitians as required by local law, if applicable
- Have a minimum of 1 year of experience in their field at the moment of appointment.
- Are encouraged to take CDR credentialing exam for Dietitian Nutritionist although it is not required.
- Be committed to their own lifelong learning. Their resumes should document that they regularly participate in appropriate professional development programs and training.
- Should exhibit leadership, commitment to the program and the profession.
- Have interest in and time for guiding, teaching, and assessing a graduate student.

### **Preceptor Roles (ACEND Training Program Module 1)**

#### Preceptors as Planners

Once the program director has established the principles and curriculum of the dietetics education program, some preceptors may do more detailed planning of the supervised practice rotation or tailor it for individual students. You may be asked to share your perspectives about the sequencing of the student’s rotations, the length of time spent in each rotation, the projects, and assignments, as well as other components of the educational experience.

#### Preceptors as Role Models

Students learn not just from what you say but also from what you do as you fulfill your professional responsibilities. It is critical, then, that role modeling is intentional; that is, you need to be deliberate in modeling the professional behaviors the student is expected to learn and perform. They will be observing how you interact with patients and clients, as well as how you collaborate with your colleagues and professionals from other health disciplines.

#### Preceptors as Facilitators of Learning

Preceptors should facilitate learning using a variety of teaching methods and guide students through thoughtful questioning and encouraging feedback. The supervised practice arena is well suited to facilitated learning because the setting is full of real-world cases that you can use as learning tools. The problems engage students' curiosity and enhance the learning of the subject matter. Students learn to apply theory to practice.

#### Preceptors as Resource Locators

Preceptors are often involved in helping students locate resources such as reference materials, evidence-based practice guidelines, nutrition protocols, research, and policy and procedures manuals that support their learning. Also, you will likely guide the student's learning to collaborate with other members of the health care and/or management team to accomplish professional goals. Through your interactions with others, you are helping students learn to network and see the value in developing the collegial relationships that are so important to success.

#### Preceptors as Assessors of Learning

Preceptors are integral to the assessment of the student's learning and competence. The program director will count on you to identify whether students have met the program requirements in your rotation. Preceptors often guide student learning about self-assessment. Preceptors help students learn to be objective and realistic about their strengths and areas to improve.

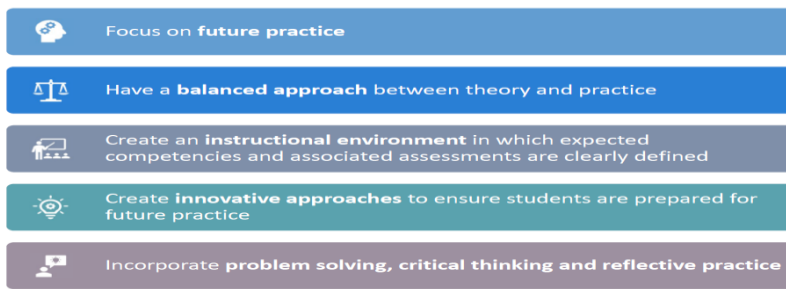
### **Preceptors Responsibilities (ACEND Training Program Module 2)**

1. Document that you have the qualities required by ACEND to be an excellent preceptor
2. Following the acceptance, the preceptor or collaborator Preceptors are required to complete the following trainings:
  - Dietetics Preceptor Training Program
  - Code of Ethics for Dietitians
  - Future Education Model Accreditation Standards
  - Competency Based Education and Assessment
3. Annually, preceptor must document their continued competence through formal professional development, including activities to maintain licensure (Licensed Nutritionist Dietitian (LND) and certification requirements (Registered Dietitian Nutritionist or RDN), if applicable.



4. Adhere to the Competency-Based Education Key Principles:

### Key Principles



5. Complete a student's need assessment to determine if they are ready to begin and progress on the SEL competencies/learning outcomes. The needs assessment should occur before or during the orientation process. You will want to:
  - a. Get to know your student
  - b. Assess what your student already knows and what skills they possess
  - c. Assess your student's readiness
  - d. Assess to learn
6. Develop a weekly experiential learning schedule to ensure the students will be able to complete the activities needed to meet the competencies assigned. In case experiential learning cannot be offered, alternative or authentic activities will be included.
7. Create the students learning plan once you and the student have worked together to determine their level of knowledge, skills and values, and readiness to learn.
  - a. Establish learning goals specific to the student.
  - b. The ACEND Competencies and performance indicators, your program's learning outcomes, and identified learning experiences will be the foundation for your student's personalized learning goals.
  - c. The experiences may need to be adjusted depending upon the current knowledge and skill of each student.
8. Create an environment conducive to authentic learning and open communication
  - a. For each SEL rotation, define the competency to be assessed and the total number of SEL hours assigned.
  - b. Align the learning experience and activities to the competencies and SEL hours.
  - c. Plan activities that gradually increase in complexity and transition from requiring more supervision to minimal or no supervision.
  - d. Provide an orientation to the facility/department and supervised experiential learning expectations.
  - e. Prepare and gather authentic materials.
9. Identify appropriate methods to assess student accomplishment of learning outcomes, for example: Case Studies; Multiple-Choice Tests; Portfolios; Group Projects; Written

Work Samples (Papers, reports, and medical chart entries), Observation (using checklists);m Video Recording of oral assignments (case presentations) or interactions with patients, clients, or employees and educational classes; Self-Assessment.

10. Identify or create assessment tools: For many of the assessment methods, checklists and rubrics can be used otherwise, you risk inconsistent and subjective ratings. Checklists and rubrics are typically provided by the program but can also be developed at the practice site.

11. Identify the assessment type to evaluate students in your rotation. All assessment methods have different purposes as students' progress in their rotations.

Formative Assessment/Feedback – Is used in the first attempt at developing instruction. It helps to identify the strengths and weaknesses of your students when they begin to practice skills in your rotation.

Summative Assessment/Feedback – Is a final determination of knowledge, skills, and abilities and generally occurs at the end of a rotation or experience. It is aimed at assessing the extent to which the most important outcomes at the end of the instruction or rotation have been reached.

12. Work with your communication skills:

Before working with students:

- Discuss and review preceptor roles, responsibilities, expectations, and qualifications.
- Discuss and review the design of the rotation or experience (e.g., type of rotation, schedules, learning objectives, goals, and the ACEND competencies / performance indicators students are expected to meet.
- Provide learning activities, assignments, and experiences that will assist the student in meeting the ACEND competencies and performance indicators.
- Identify the process of communication (e.g., preferred method of contact).
- Identify documentation methods or tools for objectively tracking student progress and completion of rotation hours (e.g., necessary forms).
- Discuss program resources that will be available for preceptors (e.g., technology, teaching materials, library access, etc.).
- Provide facility-specific information that the program director should know (e.g., policies, procedures, and/or facility guidelines about educating students).

While working with students:

- Role model evidence-based practice, ethical, professional behaviors and principles in compliance with the Nutrition and Dietetics Code of Ethics. Allow the student to shadow and observe you.

## CBE Preceptor Attributes



Is an objective assessor, who understands entry-level competence.

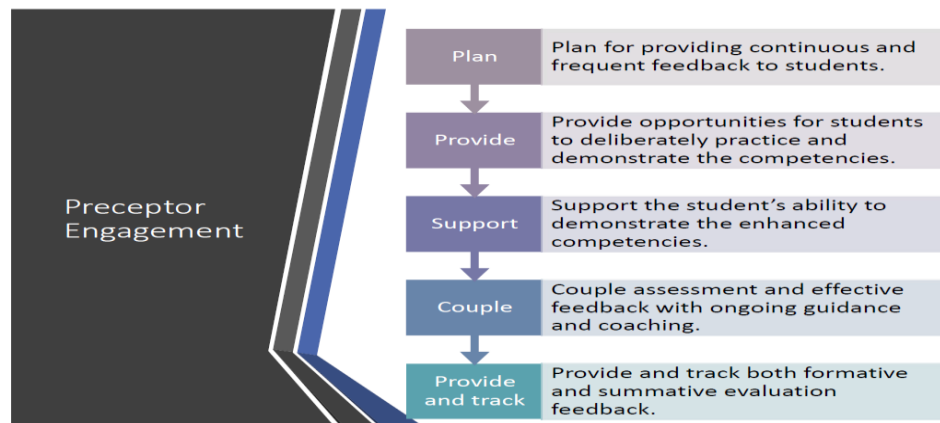


Is able to think out-loud – so the students witness the thoughts or problem-solving process of the preceptor.



Support reflective practice (ask student “why and what”).

- Supervise and document daily attendance and punctuality, ethical and professional behaviors.
- Promote mutual respect, professional communication, and behavior with the student.
- Do not use the student experience to substitute an employee.
- Provide for a Preceptor’s engagement experience:

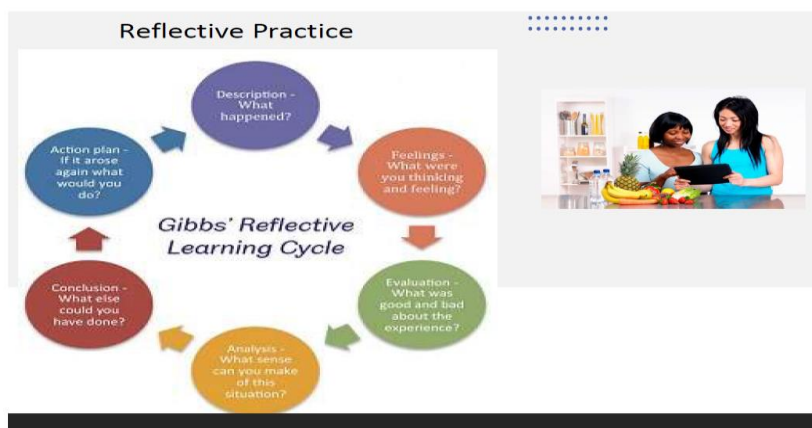


- Verify and document attendance, punctuality and completion of time commitments (tracking hours) by SEL and rotations.
- Supervise the student as they perform assigned tasks.
- Be always available during the experience to provide guidance, ongoing evaluation, and support learning.
- Document in appropriate tools (e.g., checklists, rubrics, evaluation forms) the assessment of each student’s achievement of competencies and performance indicators.
- Incorporate formative and summative assessments and reflective practice exercises.
- Verify and document students’ progress and meeting the ACEND competencies and performance indicators.

### After working with students:

- Complete and discuss formal evaluation forms to provide feedback on the student’s work (rotation or experience) and professional conduct at your facility.

- Provide constructive-reflective feedback to the student, to help them master the required competencies in preparation for their future responsibilities as an entry-level Registered Dietitian Nutritionist.



- Provide and communicate validation of the students' experience including completion of assignments, testing (if applicable), and the preceptor's evaluation of the student's experience.
- Submit in the appropriate portal each student's learning activity assessment and total hours completed.
- Communicate constantly with the SEL Coordinator the student progress and remediation process with the students that did not meet the competencies.
- Provide your feedback regarding working with the program director and the supervised practice program.

#### Sharing program feedback:

- ACEND Accreditation Standards require program directors to monitor the effectiveness of the planned program in terms of meeting the goals of the program. Information from preceptors is often particularly valuable in helping program directors determine how they might improve the program. Preceptors can generally expect that their input will be solicited in the following general areas:
  - ✓ What are the strengths of the program?
  - ✓ What the areas where the program might improve?
  - ✓ What worked well from your perspective? What needs tweaking so that your experiences as a preceptor are as positive and rewarding as possible?
  - ✓ What, if any, problems remain unresolved?

## **E. POLICIES FOR STUDENTS**

Students are required to comply with the following:

1. Submit to the UPR-RP faculty in charge of the SEL site supervision the required certifications:
  - ✓ Birth Certificate
  - ✓ Criminal Record Certificate
  - ✓ Valid Health Certificate (issued by the Department of Health less than one year old)

- ✓ Vaccination Certificate: Including three doses of Hepatitis B vaccine; Chickenpox (varicelas), Seasonal Influenza
  - ✓ Negative doping test consisting of the following: amphetamines, morphine (opiates) cocaine, marijuana, and PCP.
  - ✓ Other specific, if required by SEL sites or rotation
2. Follow the sites' policies and safety protocol.
  3. Wear as uniform a navy blue scrub with their name tag.
  4. Comply and document daily attendance and punctuality at each SEL sites and rotations.
  5. Show respect, ethical behavior, and professional attributes including timeliness, organization, respect, a positive attitude, motivation, open-mindedness, flexibility, and patience during the experiential learning activity.
  6. Must have completed prior coursework required for each SEL course.
  7. Prepare for and read the assigned materials prior to all supervised practice activities.
  8. Take a pre and post-test before and after the experiential learning, if available.
  9. Participate actively in the tasks assigned, arrive to the site on time and dress appropriately according to the institution.
  10. Complete all learning activities established at each SEL site and rotations to meet the competencies and performance indicators required.
  11. Assume responsibility for own learning and be a self-directed learners.
  12. Communicate continuously with the preceptor and the SEL Coordinator regarding expectations, progress, questions, and difficulties.
  13. Be respectful of preceptors' willingness to precept and the preceptors' full-time commitment and priority to providing patient/client care and/or high-quality food and nutrition services in addition to precepting.
  14. Be respectful of experience and knowledge gained through professional practice.
  15. Expect a challenging supervised practice experience while acknowledging that many skills will take years to develop and require experience far beyond the supervised practice activities.
  16. Manage time well, while recognizing the commitment to intense and long hours in most rotations.
  17. Manage your health and personal lives in order to be able to give the supervised practice experience a full focus and energy.
  18. Discuss and critically reflect about each evaluation with each preceptor.
  19. Complete a satisfaction survey following the experience at each site on overall experience, site appropriateness and preceptor evaluation.

## **F. POLICY FOR STUDENT/PRECEPTOR COMPLAINTS**

The UPR-Nutrition and Dietetics Programs adheres to the UPR-Rio Piedras' Bylaws of rights and obligations for filing complaints and grievances: UPR-Rio Piedras Campus Student Bylaws ([Reglamento de Estudiantes Recinto de Río Piedras Certificación 85 \(2020-2021\)](#)) and the UPR Students' General Bylaws ([Reglamento General de la Universidad de Puerto Rico Certificación 55 \(2022-2023\)](#)), aligned with the institutional Student Ombudsman Policies (Cert. 119, 2014-2015, JG: <https://procuraduria.uprrp.edu/>; <https://procuraduria.uprrp.edu/wp-content/uploads/2020/10/certificacionjg-1192014-2015.pdf>) and the Academy of Nutrition and

Dietetics Code of Ethics (<https://www.eatrightpro.org/practice#code-of-ethics>). All Official Regulations of the Río Piedras Campus of the University of Puerto Rico are available at the website <https://estudiantes.uprrp.edu/normativas/>

Students and preceptors have the right to file protected complaints and grievances, including ethical complaints, following the hierarchy established below. A chronological record of complaints and resolutions is kept for 7 years. **Refer to Appendix 10: Preceptor Complaint Form.**

Complaints should be addressed in writing for resolution at each level, in the following order:

1. Course faculty / preceptor of supervised experiential learning
2. Faculty academic advisor, if applicable
3. Coordinator of Supervised Experiential Learning, if applicable
4. Director, Graduate Program in Nutrition and Dietetics
5. Director / Chair, UPR-RP Nutrition and Dietetics Program
6. Student Ombudsperson, (787) 764-0000, extension 86600, 86601, or 86603 or visit <http://procuraduria.uprrp.edu/>
7. Assistant Dean of Graduate Studies /Dean of the College of Natural Sciences
8. Dean of Graduate Studies and Research / UPR-RP Chancellor
9. ACEND

For matters pertaining to academic programs, curriculum and specific standards and expectations, students should seek the advice of the Program Director. All faculty members are available to guide and assist students in the completion of the Future Education Model – Master of Science in Nutrition and Dietetics with Supervised Experiential Learning (FEM-MSND-SEL). If problems arise, the following procedure is recommended to achieve resolution:

Level 1: Discuss the issue directly and privately to the individual(s) involved (student, course faculty, preceptor of SEL etc.) If the problem cannot be resolved at this level, discuss concerns with the faculty academic advisor, if applicable and SEL Coordinator, if applicable. All students with program complaints (regarding faculty, coursework, ethics, etc.) will be advised to submit an email documenting key details of the complaint including name, topic area for complaint (Faculty/Staff, course or SEL/Policies, Other) description of complaint, desired outcome and potential program change for the future.

Level 2: If the problem was not resolved at the previous level, the next appropriate step would be to discuss your concerns with the FEM-MSND-SEL Program Director. The Program Director will make an appointment with the student to review the complaint and discuss next steps to achieve desired outcomes.

Level 3: If the problem was not resolved at the previous level, the next appropriate step would be to discuss concerns with the UPR-Nutrition and Dietetics Chair, and if not resolved should notify the Assistant Dean of Graduate Studies of the College of Natural Sciences. Advice can be provided from the Office of the Student Ombudsperson, established to guarantee a fast, effective and informal process for conflict resolution confronted by students in his/her academic life. The responsibility of the Student Ombudsperson is to investigate and examine facts and applicable

rights and guide the university community. Is the duty of the Student Ombudsperson to create a favorable atmosphere and provide the necessary support to promote an education of quality and efficiency in the services provided to the students.

Level 4: If resolution is not reached at this level, the complaint is submitted to the Dean of Graduate Studies and Research and, if necessary, to the UPR-Rio Piedras Campus Chancellor. If the issue remains unresolved, students have the right to file a written complaint related to the ACEND accreditation standards directly to ACEND.

The written complaint must be submitted to ACEND directly, only after all other options at the UPR-RP have been exhausted. Students may access ACEND by email or via the Internet at [acend@eatright.org](mailto:acend@eatright.org).

## SECTION VI: ORIENTATION AND CONTINUING EDUCATION



## **A. ORIENTATION AND MATERIALS**

- Preceptors will be invited to attend a virtual orientation prior to the Supervised Experiential Learning or practice start date.
- Preceptors will be provided online access to all rotation-specific forms and information. Materials will be available prior to the SEL rotations and maintained throughout the academic session. The Program Director is available via email and phone for questions or clarifications.

## **B. CDR PRECEPTOR TRAINING COURSE**

To assist preceptors with expectations of the supervised experiential learning of an ACEND accredited graduate program, the Commission on Dietetics Registration (CDR) offers a free, online Dietetics Preceptor Training Course. The course may be accessed via the following link <https://acend-s-school.thinkific.com/courses/preceptor-training-course>

- The course is available to RDNs as well to preceptors who are not RDNs. Many professionals can earn continuing education credit by completing the quizzes and the entire module. Follow the module instructions for earning credits.
- This complimentary training awards participants with 8 CPEUs and includes seven modules:
  1. Role as Preceptor
  2. Planning and Organizing Experiences
  3. All Students are Not the Same
  4. Assessing Student Learning
  5. Communicating Effectively
  6. Managing Time
  7. Keeping Current in Dietetics Education and CredentialingThrough these modules, several activities, self-assessments, tools and resources are included such as developing a goal-based learning plan, solving case-based scenarios and completing a communication checklist.
- The course is available online and can be accessed at your convenience. The course is self-paced and tracks what sections have been completed.
- After accessing the website, you will be prompted to complete login information. You do not have to be a member of the Academy to access this course. The course title is: Dietetics Preceptor Training Program.
- The course takes several hours to complete. We suggest that you work on one module per day over the course of a week. The sample forms in the course do not have to be completed. We will provide you with forms during our orientation.

## **C. LEADERSHIP CATEGORY CPEU'S**

- As preceptor are eligible for up to 3 CPEUs per year in the Leadership category (15 CPEUs per 5-year cycle). Precepting Learning acquired while serving as a preceptor for

dietetics students in an Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited dietetics program may be awarded CPEUs.

- In order to receive CPEUs credit the precepting must have been completed during a current recertification cycle. The preceptor must complete the Preceptor Confirmation & Self-Reflection Form provided by the program director. The form must be signed and dated by the ACEND accredited program director. The form should be retained by the preceptor as documentation to be submitted to CDR if audited.
  - Visit: <https://www.cdrnet.org/>.

#### **D. ACEND CODE OF ETHICS**

<https://www.eatrightpro.org/practice/code-of-ethics/code-of-ethics-for-the-nutrition-and-dietetics-profession>

##### ***Preamble***

*When providing services the nutrition and dietetics practitioner adheres to the core values of customer focus, integrity, innovation, social responsibility, and diversity. Science-based decisions, derived from the best available research and evidence, are the underpinnings of ethical conduct and practice. This Code applies to nutrition and dietetics practitioners who act in a wide variety of capacities, provides general principles and specific ethical standards for situations frequently encountered in daily practice. The primary goal is the protection of the individuals, groups, organizations, communities, or populations with whom the practitioner works and interacts.*

*The nutrition and dietetics practitioner supports and promotes high standards of professional practice, accepting the obligation to protect clients, the public and the profession; upholds the Academy of Nutrition and Dietetics (Academy) and its credentialing agency the Commission on Dietetic Registration (CDR) Code of Ethics for the Nutrition and Dietetics Profession; and shall report perceived violations of the Code through established processes. The Academy/CDR Code of Ethics for the Nutrition and Dietetics Profession establishes the principles and ethical standards that underlie the nutrition and dietetics practitioner's roles and conduct. All individuals to whom the Code applies referred to as "nutrition and dietetics practitioners". By accepting membership in the Academy and/or accepting and maintaining CDR credentials, all nutrition and dietetics practitioners agree to abide by the Code.*

#### **E. DIETETICS RESOURCES**

<https://www.eatrightpro.org/practice/dietetics-resources>

Nutrition and dietetics practitioners, students and educators can find a plethora of resources for their work and studies, including scope and standards of practice, nutrition informatics and topics resources.

## SECTION V: APPENDICES

**Future Education Model Graduate Degree  
Competencies and Performance Indicators**  
(K=Knows, S=Shows, D=Does)

<b>Unit 1: Foundational Knowledge</b> <b>Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>1.1</b> Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. <b>(S)</b>	1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. <b>(S)</b> 1.1.2 Demonstrates general understanding of nutrition and genetics, as it relates to health conditions. <b>(K)</b> 1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease. <b>(S)</b> 1.1.4 Demonstrates an understanding of research techniques and processes used to study the relationship between molecules (e.g. genes, proteins, metabolites) and microbes with disease states. <b>(K)</b> 1.1.5 Identifies the influence of food consumption on the development of diseases. <b>(K)</b>
<b>1.2</b> Applies an understanding of anatomy, physiology, and biochemistry. <b>(S)</b>	1.2.1 Analyzes the impact of food and nutrition on physiological processes. <b>(S)</b> 1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care. <b>(S)</b>
<b>1.3</b> Applies knowledge of microbiology and food safety. <b>(S)</b>	1.3.1 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth. <b>(S)</b> 1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food. <b>(S)</b>
<b>1.4</b> Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. <b>(S)</b>	1.4.1 Analyzes the role of fundamental chemistry and organic chemistry principles on food, human health and metabolism. <b>(S)</b> 1.4.2 Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health. <b>(S)</b> 1.4.3 Evaluates the chemical nature and composition of food on food quality, acceptability and compatibility. <b>(S)</b>
<b>1.5</b> Applies knowledge of patho-physiology and nutritional biochemistry to	1.5.1 Examines nutritional biochemical indicators specific to the disease process. <b>(K)</b> 1.5.2 Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process. <b>(S)</b> 1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status. <b>(S)</b>

physiology, health and disease. <b>(S)</b>	1.5.4 Analyzes the correlation between mental health conditions and nutritional health. <b>(S)</b>
<b>1.6</b> Applies knowledge of social, psychological and environmental aspects of eating and food. <b>(S)</b>	1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities and populations. <b>(S)</b> 1.6.2 Articulates the impact of nutritional health on psychiatric disorders. <b>(S)</b> 1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/ biodegradable items, local and global produce sourcing and access to food. <b>(S)</b> 1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition. <b>(S)</b>

<b>Unit 1: Foundational Knowledge (cont.)</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>1.7</b> Integrates the principles of cultural competence within own practice and when directing services. <b>(D)</b>	1.7.1 Demonstrates knowledge of the cultural competence models. <b>(K)</b> 1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends. <b>(S)</b> 1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals. <b>(S)</b> 1.7.4 Identifies and implements strategies to address cultural biases and differences. <b>(D)</b> 1.7.5 Applies culturally sensitive approaches and communication skills. <b>(D)</b> 1.7.6 Develops awareness of one's own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds. <b>(S)</b>
<b>1.8</b> Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy. <b>(S)</b>	1.8.1 Identifies the classifications of nutraceutical pharmacological agents and the action of the body. <b>(K)</b> 1.8.2 Demonstrates understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration. <b>(S)</b> 1.8.3 Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions. <b>(S)</b>
<b>1.9</b> Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness. <b>(S)</b>	1.9.1 Critically evaluates evidence-based literature to inform decisions about use of complementary and integrative nutrition. <b>(S)</b> 1.9.2 Applies an understanding of the impact of complementary and integrative nutrition on drugs, food, disease states and wellness. <b>(S)</b> 1.9.3 Identifies indications, use and contraindications of complimentary and integrative nutrition. <b>(K)</b>
<b>1.10</b> Applies knowledge of math and statistics. <b>(S)</b>	1.10.1 Chooses appropriate statistical methods, performs statistical analysis and interprets results in various data analysis situations. <b>(S)</b> 1.10.2 Communicates information on statistical methods, results and interpretation, both orally and in writing. <b>(S)</b>

<b>Unit 2: Client/Patient Services</b> <b>Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>2.1</b> Applies a framework to assess, develop, implement and evaluate products, programs and services. <b>(D)</b>	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. <b>(D)</b> 2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness and lifestyle management. <b>(D)</b> 2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products. <b>(D)</b> 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. <b>(D)</b>
<b>2.2</b> Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. <b>(D)</b>	2.2.1 Considers all client/patient factors when selecting, developing nutrition screening tools. <b>(D)</b> 2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice. <b>(S)</b> 2.2.3 Leads the implementation of nutrition screening tools in collaboration with other health professionals. <b>(D)</b> 2.2.4 Prioritizes care based on results of screening considering complexity of care needs. <b>(D)</b>
<b>2.3</b> Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. <b>(D)</b>	<u>Nutrition Assessment</u> 2.3.1 Selects and implements nutrition assessment tools for individuals, groups or populations. <b>(D)</b> 2.3.2 Interviews client/patient to collect subjective information considering the determinants of health. <b>(D)</b> 2.3.3 Conducts a nutrition focused physical exam. <b>(D)</b> 2.3.4 Takes a food and nutrition related medical history. <b>(D)</b> 2.3.5 Assesses physical activity and history of physical activity. <b>(D)</b> 2.3.6 Collects, assesses and interprets anthropometric measures and body composition. 2.3.7 Orders, collects and interprets biochemical tests. <b>(D)</b> 2.3.8 Analyzes diagnostic test results relevant to nutrition (e.g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement) . <b>(D)</b> 2.3.9 Identifies signs and symptoms of nutrient deficiencies or excesses. <b>(D)</b> 2.3.10 Determines barriers that might influence a client/patient's nutritional status. <b>(D)</b> 2.3.11 Determines accuracy and currency of nutrition assessment data. <b>(D)</b> 2.3.12 Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements. <b>(D)</b>



<b>Unit1: Foundational Knowledge (cont.)</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>1.13</b> Demonstrates computer skills and uses nutrition informatics in the decision making process. <b>(D)</b>	1.13.1 Analyzes appropriate data in electronic format to make best decisions related to nutrition and diet. <b>(S)</b> 1.13.2 Evaluates accuracy and reliability when accessing and evaluating nutrition information in electronic format. <b>(S)</b> 1.13.3 Operates nutrition informatics systems in practice. <b>(D)</b> 1.13.4 Uses electronic databases to obtain nutrition information and evaluate credible sources in decision making. <b>(D)</b> 1.13.5 Uses technology and informatics skills proficiently to aggregate data and enhance practice and client/patient care. <b>(D)</b>
<b>1.14</b> Integrates knowledge of nutrition and physical active ity in the provision of nutrition care across the life cycle. <b>(D)</b>	1.14.1 Evaluates, integrates and communicates nutritional requirements across the life cycle. <b>(D)</b> 1.14.2 Identifies nutritional risk factors across the life cycle. <b>(D)</b> 1.14.3 Teaches the benefits of physical activity across the life cycle to individuals, groups and populations. <b>(D)</b> 1.14.4 Explains and takes into consideration how nutrients, nutritional supplements and hydration influence physical activity and wellness. <b>(K)</b>
<b>1.15</b> Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. <b>(S)</b>	1.15.1 Recognizes and communicates the cause of disease and nutrition risks. <b>(K)</b> 1.15.2 Identifies, prioritizes and implements health risk reduction strategies for individuals, groups and populations. <b>(S)</b> 1.15.3 Examines the influence of the determinants of health on health and wellness. <b>(S)</b> 1.15.4 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities. <b>(S)</b> 1.15.5 Applies behavior change theories for nutritional health promotion and disease prevention. <b>(S)</b>
<b>1.16</b> Gains a foundational knowledge on public and global health issues and nutritional needs. <b>(K)</b>	1.16.1 Examines the trends and current issues that impact public and global health from existing, new and reemerging diseases that spread through immigration, travel and global trade. <b>(K)</b> 1.16.2 Examines the impact of global food supply and sustainability and related factors. <b>(K)</b> 1.16.3 Examines how globalizing processes impact nutrition, nutrition education and nutrition related diseases in developing countries. <b>(K)</b>

Unit 2: Client/Patient Services (cont.)	
Competencies	Example Performance Indicators
<b>2.3 (cont.)</b>	<p><u>Intervention</u></p> <p>2.3.16 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client/patient nutrition goals in collaboration with the client/patient and team members. <b>(D)</b></p> <p>2.3.17 Orders nutrition prescriptions to address nutritional goals. <b>(D)</b></p> <p>2.3.18 Implements the nutrition plan of care or nutrition intervention with the client/patient and other team members. <b>(D)</b></p> <p><u>Monitoring/Evaluation</u></p> <p>2.3.19 Monitors and evaluates impact of nutrition intervention on the nutrition diagnosis. <b>(D)</b></p> <p>2.3.20 Develops and applies nutrition care outcome indicators to measure nutrition intervention. <b>(D)</b></p> <p>2.3.21 Assesses client/patient's compliance with nutrition intervention. <b>(D)</b></p> <p>2.3.22 Identifies barriers to meeting client/patient's nutrition goals and makes recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others. <b>(D)</b></p> <p>2.3.23 Summarizes impact of nutrition interventions on client/patient's nutrition outcomes, considering client/patient-centered care. <b>(D)</b></p> <p>2.3.24 Identifies, analyzes and communicates reasons for deviation from expected nutrition outcomes. <b>(D)</b></p> <p>2.3.25 Evaluates the availability of services to support access to nutrition care and to help meet client/patient nutrition goals. <b>(D)</b></p> <p><u>Documentation</u></p> <p>2.3.26 Documents all elements of the nutrition care process following professional standards and organizational policies. <b>(D)</b></p> <p>2.3.27 Demonstrates coding and billing procedures to obtain payment for nutrition services under alternate health care payment models. <b>(D)</b></p>
<b>2.4</b> Implements or coordinates nutritional interventions for individuals, groups or populations. <b>(D)</b>	<p><u>Medical Nutrition Therapy</u></p> <p>2.4.1 Manages medical nutrition therapy for clients/patients. <b>(D)</b></p> <p>2.4.2 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy, diet and disease management. <b>(D)</b></p> <p>2.4.3 Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral and parenteral diets. <b>(D)</b></p> <p>2.4.4 Considers and applies all relevant factors when recommending the use of oral nutritional supplements. <b>(D)</b></p> <p>2.4.5 Refers/transfers care to relevant professionals when client/patient needs or required interventions are beyond personal competence or professional scope of practice. <b>(D)</b></p>



Unit 2: Client/Patient Services (cont.)	
Competencies	Example Performance Indicators
<b>2.4 (cont.)</b>	<p><u>Education</u></p> <p>2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials. <b>(D)</b></p> <p>2.4.7 Assesses audience's readiness to learn and identifies barriers to learning. <b>(D)</b></p> <p>2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience. <b>(D)</b></p> <p>2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences. <b>(D)</b></p> <p>2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience. <b>(D)</b></p> <p>2.4.11 Communicates complex nutrition information to broad and diverse audiences. <b>(D)</b></p> <p>2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required. <b>(D)</b></p> <p><u>Psychological Counseling and Therapies</u></p> <p>2.4.13 Assesses client/patient's nutritional needs and appropriateness for the recommended counseling or therapy. <b>(D)</b></p> <p>2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions. <b>(D)</b></p> <p>2.4.15 Identifies the indications, contraindications, benefits, risks and limitations of the counseling or therapy. <b>(K)</b></p> <p>2.4.16 Demonstrates understanding of transference and counter transference in the therapeutic relationship. <b>(K)</b></p> <p>2.4.17 Demonstrates awareness of various appropriate counseling techniques. <b>(K)</b></p> <p>2.4.18 Evaluates effectiveness of the counseling or therapy and makes modifications as required. <b>(D)</b></p> <p>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. <b>(D)</b></p>
<b>2.5</b> Prescribes, recommends and administers nutrition-related pharmacotherapy. <b>(S)</b>	<p>2.5.1 Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy. <b>(S)</b></p> <p>2.5.2 Demonstrates awareness of food and drug interactions. <b>(S)</b></p> <p>2.5.3 Assesses client/patient factors to determine the client/patient's indication for the nutrition-related pharmacotherapy. <b>(S)</b></p> <p>2.5.4 Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing, recommending and administering nutrition related drug therapy. <b>(S)</b></p> <p>2.5.5 Critically analyzes the potential negative effects of the nutrition therapy or supplement and determines the required knowledge, skill and judgment required to manage negative outcomes. <b>(S)</b></p> <p>2.5.6 Prescribes, recommends and administers nutrition-related pharmacotherapy adhering to the professional standards and evidence-informed practice. <b>(S)</b></p>

	<p>2.5.7 Applies the standard of practice, legislation, organizational policies and evidence-informed practices for prescribing. <b>(S)</b></p> <p>2.5.8 Applies the principles of safe drug administration. <b>(S)</b></p> <p>2.5.9 Monitors the response and the effects of the nutrition related drugs on the individual and takes the required action to make modifications or adjustments. <b>(S)</b></p> <p>2.5.10 Consults and refers/transfers client/patient to the appropriate health professional when client/patient's needs are beyond personal competence or professional scope of practice. <b>(S)</b></p>
<b>Unit 3: Food Systems Management</b> <b>Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>3.1</b> Directs the production and distribution of quantity and quality food products. <b>(D)</b>	<p>3.1.1 Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals. <b>(D)</b></p> <p>3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation. <b>(D)</b></p> <p>3.1.3 Communicates the organization's mission and how work activities impact the services and organization. <b>(D)</b></p> <p>3.1.4 Establishes and analyzes policies and performance measures for quality and quantity of work. <b>(D)</b></p> <p>3.1.5 Implements systems to report on local, state and federal compliance. <b>(D)</b></p> <p>3.1.6 Directs and analyzes the evaluation of foodservice production and services to inform, change, and/or budget resources and department or corporate direction. <b>(D)</b></p> <p>3.1.7 Establishes a culture that is ethical and free of safety and health hazards. <b>(D)</b></p> <p>3.1.8 Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability. <b>(D)</b></p>
<b>3.2</b> Oversees the purchasing, receipt and storage of products used in food production and services. <b>(D)</b>	<p>3.2.1 Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of foodservices. <b>(D)</b></p> <p>3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources. <b>(D)</b></p> <p>3.2.3 Creates internal or external professional relations and/or agreements to solve problems in foodservice operations. <b>(D)</b></p> <p>3.2.4 Acts as a departmental and organizational liaison between contractual parties involved. <b>(S)</b></p> <p>3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation. <b>(K)</b></p> <p>3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations. <b>(D)</b></p> <p>3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand. <b>(D)</b></p>
<b>3.3</b> Applies principles of food safety and	<p>3.3.1 Maintains currency in and follows applicable legislation and guidelines. <b>(D)</b></p>

<b>Unit 4: Community and Population Health Nutrition</b> <b>Applies community and population nutrition health theories when providing support to community or population nutrition programs.</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>4.1</b> Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. <b>(D)</b>	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. <b>(D)</b> 4.1.2 Conducts community and population based assessments considering all relevant factors. <b>(D)</b> 4.1.3 Identifies the resources and connects with partners needed for sustainability of the program. <b>(D)</b> 4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population. <b>(D)</b> 4.1.5 Interprets and uses nutrition surveillance and global health and safety data. <b>(D)</b> 4.1.6 Evaluates the program using measurement indicators and outcomes. <b>(D)</b> 4.1.7 Communicates evaluation findings, outcomes, recommendations and research findings to promote change and justify program. <b>(D)</b>
<b>4.2</b> Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. <b>(D)</b>	4.2.1 Interprets legal terminology used to establish nutrition regulations and policies for populations. <b>(K)</b> 4.2.2 Navigates governmental, intergovernmental and nongovernmental organizations to promote nutrition legislation and regulations that address public, population and global nutrition health. <b>(D)</b> 4.2.3 Analyzes political interests and their impact on program development, goals and objectives. <b>(D)</b>

Unit 5: Leadership, Business, Management and Organization	
Demonstrates leadership, business and management principles to guide practice and achieve operational goals.	
Competencies	Example Performance Indicators
<b>5.1</b> Demonstrates leadership skills to guide practice. <b>(D)</b>	5.1.1 Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation. <b>(S)</b> 5.1.2 Demonstrates understanding of social cues and team dynamics. <b>(K)</b> 5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. <b>(D)</b> 5.1.4 Develops conversational and interpersonal skills. <b>(D)</b> 5.1.5 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. <b>(D)</b> 5.1.6 Understands the mentoring role and practices mentoring and precepting others. <b>(D)</b>
<b>5.2</b> Applies principles of organization management. <b>(D)</b>	<u>Planning</u> 5.2.1 Establishes operational plan considering budget, inventory control, labor and regular daily tasks. <b>(D)</b> 5.2.2 Aligns plans with the organizational strategic plan, mission and vision. <b>(D)</b> <u>Organizing</u> 5.2.3 Assigns responsibilities to various team members according to scope of practice and personal competence. <b>(D)</b> 5.2.4 Sets and monitors clear targets for team members, departments and the organization aligned with common objectives and goals. <b>(D)</b> 5.2.5 Demonstrates an understanding of how individuals and groups interact within the organization. <b>(D)</b> 5.2.6 Takes into consideration individual and organizational culture and behaviors when planning and managing. <b>(D)</b> <u>Management</u> 5.2.7 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations. <b>(D)</b> 5.2.8 Integrates change management theories and conflict resolution skills to manage and promote positive change. <b>(S)</b> 5.2.9 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions. <b>(D)</b> 5.2.10 Understands and respects roles and responsibilities of interprofessional team members. <b>(D)</b> <u>Controls</u> 5.2.11 Collects, understands and analyzes financial data to support fiscally responsible decision making. <b>(D)</b> 5.2.12 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities. <b>(D)</b> 5.2.13 Analyzes components of a productivity system including units of service and work hours and makes recommendations. <b>(D)</b>

Unit 5: Leadership, Business, Management and Organization (cont.)	
Competencies	Example Performance Indicators
<b>5.2 (cont.)</b>	<p><u>Time Management</u></p> <p>5.2.17 Applies principles of time management to monitor and enhance personal productivity and productivity of others. <b>(D)</b></p> <p>5.2.18 Prioritizes activities to effectively manage time and workload. <b>(D)</b></p> <p><u>Motivation and Recognition</u></p> <p>5.2.19 Promotes team involvement and values the skills of each member. <b>(D)</b></p> <p>5.2.20 Models behaviors that maximize group participation by consulting, listening and communicating clearly. <b>(D)</b></p> <p>5.2.21 Takes innovative approaches to build support and maintain a diverse workforce. <b>(D)</b></p> <p>5.2.22 Coaches and advises team leaders on resolving differences or dealing with conflict. <b>(D)</b></p>
<b>5.3</b> Applies project management principles to achieve project goals and objectives. <b>(D)</b>	<p>5.3.1 Leads the development and completion of a project plan and budget. <b>(D)</b></p> <p>5.3.2 Identifies the project strengths, weaknesses, opportunities and threats. <b>(D)</b></p> <p>5.3.3 Identifies and manages potential and real risks to the plan, individuals or organization. <b>(D)</b></p> <p>5.3.4 Conducts regular review of project to note strengths and opportunities for improvement and to implement adjusted actions. <b>(D)</b></p>
<b>5.4</b> Leads quality and performance improvement activities to measure, evaluate and improve a program's services, products and initiatives. <b>(D)</b>	<p>5.4.1 Identifies and communicates quality and/or performance improvement indicators and benchmarks using evidence-informed practice. <b>(D)</b></p> <p>5.4.2 Develops quality and/or performance improvement measurement tools and analyzes data to inform baselines and to identify root causes and potential solutions. <b>(D)</b></p> <p>5.4.3 Develops, implements and communicates a quality and/or performance improvement action plan for further improvement and monitors impact. <b>(D)</b></p> <p>5.4.4 Develops, implements and communicates an ongoing measuring and monitoring system to ensure ongoing quality and performance improvement. <b>(D)</b></p> <p>5.4.5 Applies change management theories and principles to effectively implement change. <b>(D)</b></p>
<b>5.5</b> Develops and leads implementation of risk management strategies and programs. <b>(D)</b>	<p>5.5.1 Assesses potential and real risks to an individual, group and or organization. <b>(D)</b></p> <p>5.5.2 Identifies and takes action to manage, reduce and or eliminate risk to self, others and the organization. <b>(D)</b></p> <p>5.5.3 Develops risk management plans and protocols. <b>(D)</b></p>



<b>Unit 6: Critical Thinking, Research and Evidence-Informed Practice</b> <b>Integrates evidence-informed practice, research principles and critical thinking into practice.</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>6.1</b> Incorporates critical thinking skills in practice. <b>(D)</b>	6.1.1 Considers multiple factors when problem solving. <b>(D)</b> 6.1.2 Incorporates the thought process used in critical thinking models. <b>(D)</b> 6.1.3 Engages in reflective practice to promote change and continuous learning. <b>(D)</b>
<b>6.2</b> Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research. <b>(D)</b>	6.2.1 Identifies, explains and applies the steps of the scientific method and processes. <b>(D)</b> 6.2.2 Articulates a clear research question or problem and formulates a hypothesis. <b>(D)</b> 6.2.3 Identifies and demonstrates appropriate research methods. <b>(D)</b> 6.2.4 Interprets and applies research ethics and responsible conduct in research. <b>(D)</b> 6.2.5 Collects and retrieves data using a variety of methods (qualitative, quantitative) and technologies. <b>(D)</b> 6.2.6 Analyzes research data using appropriate data analysis techniques (qualitative, quantitative, mixed). <b>(D)</b> 6.2.7 Translates and communicates research findings and conclusions through a variety of media. <b>(D)</b>
<b>6.3</b> Applies current research and evidence-informed practice to services. <b>(D)</b>	6.3.1 Uses research terminology when communicating with other professionals and publishing research. <b>(D)</b> 6.3.2 Critically examines and interprets current research and evidence-informed practice findings to determine the validity, reliability and credibility of information. <b>(D)</b> 6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care. <b>(D)</b> 6.3.4 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning. <b>(D)</b>

<b>Unit 7: Core Professional Behaviors</b> <b>Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.</b>	
<b>Competencies</b>	<b>Example Performance Indicators</b>
<b>7.1</b> Assumes professional responsibilities to provide safe, ethical and effective nutrition services. <b>(D)</b>	7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics. <b>(D)</b> 7.1.2 Engages in self-reflective practice activities to develop and maintain ongoing competence and professional behaviors. <b>(D)</b> 7.1.3 Adheres to nutrition related legislation, regulations and standards of practice. <b>(D)</b> 7.1.4 Applies client/patient-centered principles to all activities and services. <b>(D)</b> 7.1.5 Identifies and takes steps to manage unethical, incompetent and unsafe behavior. <b>(S)</b> 7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment. <b>(D)</b> 7.1.7 Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information. <b>(D)</b> 7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information. <b>(D)</b>
<b>7.2</b> Uses effective communication, collaboration and advocacy skills. <b>(D)</b>	7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes. <b>(D)</b> 7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork. <b>(D)</b> 7.2.3 Participates in advocacy activities to change or promote new legislation and regulation. <b>(D)</b> 7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience. <b>(D)</b>



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### Curricular Sequence

First Year			
1st Semester		2nd Semester	
Courses	Cred.	Courses	Cred.
Advanced Data Analysis and Experimental Design (MATE 6686)	3	Global Nutrition (NUTR 6111)	3
Research Methods in Nutrition and Dietetics (NUTR 6602)	3	Foodservice Management (NUTR 6112)	3
Nutrient Metabolism (NUTR 6003)	3	Nutrition Education and Counseling (NUTR 6012)	3
Ethics and Professionalism (NUTR 6004)	1	Nutrition Assessment Diagnosis (NUTR 6013)	3
Total	10		12
Summer (UPR-RP Seven Weeks)			
Course			Cred.
Research Project (NUTR 6110)			3
Supervised Experiential Learning: Community Nutrition (26 hours/wk.) (NUTR 6115)			2
Total			5
Second Year			
1st Semester		2nd Semester	
Courses	Cred.	Courses	Cred.
Supervised Experiential Learning: Foodservice Management (18 hours/wk.) (NUTR 6116)	3	Supervised Experiential Learning: Clinical Nutrition (18 hours/wk.) (NUTR 6014)	2
Medical Nutrition Therapy and Pathophysiology (NUTR 6010)	3	Electives	3
Pathophysiology of Life Span (NUTR 6011)	3	Advanced Concepts in Nutrition (NUTR 6113)	3
Research Project (Continuation) (NUTR 6110)	0	Research Project (Continuation) (NUTR 6110)	0
Total	9		9

\*Each academic credit of supervised experiential learning is equal to 6 hours per week.

Revised Curricular Sequence: Minor Change Curricular Proposal – curricular reordering required by ACEND – approval letter submitted by Dr. Orestes Quesada González, Executive Vice President, Central Administration UPR, October 28, 2022





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**Appendix 3**

Name of student: \_\_\_\_\_ Self-Assessment Date: \_\_\_\_\_  
Rotation Location \_\_\_\_\_

**Student's Self-Evaluation Questionnaire**

**Instructions**

Students are required to complete the self-evaluation questionnaire at the end of each SEL rotation. You'll be reflecting and rating yourself on where you are and where you've been on the following:

- ✓ Personal efficiency and effectiveness - How efficiently have I been fulfilling my responsibilities?
- ✓ Personal wellbeing - How is this work affecting me personally?
- ✓ Workplace culture – How well do I collaborate and work with my team?
- ✓ Learning and development – What are my strengths and areas for development

Please write your name. \*

Your efficiency in completing assigned tasks and general time management:

- 1 – Poor
- 2 – Need improvement
- 3 – Satisfactory
- 4 – Good
- 5 – Excellent

Your compliance with SEL policies and practices:

- 1 – Poor
- 2 – Need improvement
- 3 – Satisfactory
- 4 – Good
- 5 – Excellent

Your creativity in completing tasks?

- 1 – Poor
- 2 – Need improvement
- 3 – Satisfactory
- 4 – Good
- 5 – Excellent

How manageable does your current workload feel?

- 1 – Really unmanageable – I'm unable to complete tasks on time
- 2 – Always late in completing tasks
- 3 – Late more than once in a week in completing tasks
- 4 – Late only one time in a week in completing tasks
- 5 - Always on time, I totally got it under control.

What skills / attributes do you bring to the team?

Your answer

What are your best skills/attributes?

Your answer

What are some of your personal accomplishments over the past 6 months?

Your answer

What areas of your personal effectiveness would you most like to improve?

Your answer

Do you generally feel focused on your work?

- 1 – very unfocused
- 2 – somewhat unfocused
- 3 – partially focused
- 4 – most of the time focused
- 5 – very focused

Do you generally feel fulfilled by your work?

- 1 – very unfulfilled
- 2 – somewhat unfulfilled
- 3 – partially fulfilled
- 4 – mostly fulfilled
- 5 – very fulfilled

How often do you feel stressed and overwhelmed by your work?

- 1 – Always
- 2 – often
- 3 – sometimes
- 4 – occasionally
- 5 – Never or almost never

Do you feel supported by colleagues?

- 1 – Unsupported
- 2 – somewhat unsupported
- 3 – partially supported
- 4 – mostly supported
- 5 – very supported

How has your personal wellbeing changed over the past 6 months?

- 1 – More overwhelmed or compromised
- 2 – No change
- 3 – Improved

What particular competencies of your SEL practice are you feeling really fulfilled in?

Your answer

What particular competencies of your SEL practice areas of your work are you feeling overly-stressed or burdened by?

Your answer

Ability to collaborate with other colleagues or SEL staff

- 1 – Poor
- 2 – Need improvement
- 3 – Satisfactory
- 4 – Good
- 5 – Excellent

Attendance, punctuality and participation in SEL site and scheduled rotations:

- 1 – Poor
- 2 – Need improvement
- 3 – Satisfactory
- 4 – Good
- 5 – Excellent

Reference: [https://docs.google.com/forms/d/e/1FAIpQLSceplTkd8cxs6GofLa1dSWHg\\_0Cp0-uwYUrRr7Qpi75dk6g7w/viewform](https://docs.google.com/forms/d/e/1FAIpQLSceplTkd8cxs6GofLa1dSWHg_0Cp0-uwYUrRr7Qpi75dk6g7w/viewform)



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**Appendix 4**

Name of student: \_\_\_\_\_  
Rotation location: \_\_\_\_\_  
Rotation date: \_\_\_\_\_

Preceptor name: \_\_\_\_\_  
Learning activity name: \_\_\_\_\_  
Learning activity date: \_\_\_\_\_

**EXAMPLE - Rubric Assessment: Educational Plan**

Criteria	4	3	2	1	0
Description of the Educational Need Assessment	It includes a detailed description of the educational need and characteristics of the population. It presents relevant data that support it.	It describes the educational need and the population in a general way, but without supporting data.	The description is poor or incomplete, with insufficient information about the need or the population.	Identifies the educational need or population but does not describe it.	Not performed
Correct use of language	Maximum 2 grammatical or writing errors.	3 to 4 grammatical or writing errors.	5 to 6 grammatical or writing errors.	More than 6 grammatical or wording errors.	Not performed
Objectives of the activity	It uses observable and measurable verbs according to Bloom's taxonomy. Identify the population to be impacted and are aligned with the content.	It uses observable and measurable verbs, but it does not identify the population, or not all objectives are aligned with the content.	Some goals include observable verbs, but most are not aligned with the content.	Neither objective includes observable verbs nor identifies the population.	Not performed
Induction to learning	Creative and well-founded proposal to capture the attention of the participants. Aligned with the population and the educational environment.	An adequate proposal, although with little creativity or partial alignment with the population and the educational environment.	Proposal that is ineffective or not aligned with the population or the educational environment.	The proposal is not aligned with the population or the educational environment.	Not performed
Outline of the contents	Specify topics and subtopics aligned with educational objectives.	Specify topics and subtopics briefly, with most of them aligned to the objectives.	It does not include subtopics, or most are not aligned with educational objectives.	It only mentions general themes, or they are not aligned with the objectives.	Not performed

Criteria	4	3	2	1	0
Educational strategies	Explain in detail the methodologies and techniques to be used. Justifies their selection and relevance to learning.	Explains methodologies and techniques, but with limited justification.	Mention general strategies without development or explanation of their impact.	Mention minimal or irrelevant strategies for the content.	Not performed
Evaluation Formative	Designs clear and varied methods for assessing participants' progress and understanding. Explain how each method contributes to learning.	Design appropriate methods, but with little or no detailed explanation.	It mentions some forms of evaluation without detailing their application or impact.	Inadequate or insufficient methods for assessing learning.	Not performed
Materials and equipment	Identify and justify all the materials necessary for the activity.	It identifies most of the materials, but without clear justification.	Identifies some materials, but incompletely or inconsistently.	Does not identify the appropriate materials for the activity.	Not performed
References	All references are recent, relevant, and in APA format, from authoritative sources.	Most references meet the criteria of relevance, timeliness and APA format.	Only half of the references meet the criteria of topicality and relevance.	Almost no references are recent, relevant, or in APA format.	Not performed

#### CRITERIA AND SCALES

Criteria: Level achieved and type of response	Standards by scale level
Scale 4: <u>Excellent</u> performance in the indicators evaluated. It exceeds all expectations.	Exhaustive and complete answer with clear explanations of the concept/task/topic/problem/case. Identifies all the fundamental or important elements, their arguments are fully justified, provides adequate and pertinent examples; it offers information beyond what is expected.
Scale 3: <u>Competent</u> performance in the evaluated indicators. It exceeds much of the expectations.	Complete answer, it presents an understanding of the concept/theme/problem/case; present solid arguments; provides and identifies most of the fundamental or important elements
Scale 2: <u>In development</u> with good performance in the evaluated indicators. It exceeds some expectations.	The answer reflects some confusion when explaining the concept/theme/problem/case; presents an incomplete argument; It provides and identifies some of the fundamental elements.
Scale 1: <u>Unsatisfactory or poor</u> performance in the indicators evaluated. It needs to improve to meet the minimum indicators.	The answer does not show full understanding of the concept/topic/problem/case; does not provide a complete answer; it omits important parts; misuses terms; the strategy used in solving the problem or in explanations is inappropriate.
0 Scale: <u>Does not meet</u> any of the indicators evaluated. Ineffective attempt.	The answer is not provided or does not show full understanding of the concept/topic/problem/case; does not provide a complete answer; it omits important parts; misuses terms; the strategy used in solving the problem or in explanations is inappropriate.

### Characteristics of Effective Preceptors Self-Assessment

**Instructions:** First, read and rate yourself on each characteristic listed below (place an "x" in one of the four rating boxes; then put your score to the right). Then, for each characteristic rated at sometimes or never (1,0), develop an action plan for how you will practice in these areas.

Characteristic	Always 3	Usually 2	Sometimes 1	Never 0	Score
<b>Is Organized and Focused</b>					
I pre-plan precepting learning activities.					
I am prepared for precepting activities.					
I am on time for precepting activities.					
I take the time to explain concepts fully and clearly.					
I am careful and precise in answering questions.					
I summarize major learning points.					
I focus on the identified learning objectives.					
I use time wisely.					
I prioritize what I consider most important.					
<b>Values Student-Preceptor Interactions</b>					
I encourage discussion.					
I invite students to share knowledge, experiences, and opinions.					
I welcome and encourage questions.					
I use eye-contact with my students.					
I clarify thinking by identifying my reasons for questions.					
I can tell if the student understands me or not.					
I have interest and concern in the quality of my precepting.					
I encourage active learning, that is, the students are involved and engaged rather than simply observing.					
<b>Is Dynamic and Enthusiastic</b>					
I am enthusiastic about my professional responsibilities, including precepting.					
I vary the speed and tone of my voice.					
I use humor appropriately with students.					
I have an interesting style of presentation / teaching.					

Reference: <https://www.eatrightpro.org/acend/acend-training-and-volunteer-opportunities/preceptors-and-mentors/preceptor-training-program>



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**NUTR 6115 – ROTATION SUMMATIVE ASSESSMENT RUBRIC**

**Appendix 6**

**Instructions:**

1. Each student is responsible for completing all required learning activities, and the total number of hours scheduled for the Practice Center rotation.
2. The preceptor is responsible for completing the specific assessment instrument or rubric for each of learning activity developed during the rotation, for each assigned student.
  - ✓ The Program will provide a template to be used by Practice Center to establish assessment criteria and performance indicators for each learning activity.
  - ✓ Students must demonstrate a proficiency of 80% or higher in both formative and summative assessments for the set of competencies and performance indicators of each learning activity..
  - ✓ The Preceptor may establish a remediation activity or action plan if the student does not meet the required proficiency level.
3. At the end of the Practice Center rotation, the Preceptor must complete the Summative Assessment Rubric” for each student, with the final evaluation of the competencies and performance indicators established for the rotation.
  - ✓ Students must demonstrate proficiency of 80% or higher in the “Summative Assessment Rubric” (Very Good, Good, Satisfactory)
  - ✓ Any Competency or Performance Indicator evaluated with less than 80% (Need improvement, Non-Compliance) will require a Remediation Plan to be developed by the SEL Coordinator.
4. All completed “Summative Assessment Rubrics” must be uploaded weekly by the Preceptor to the designated electronic repository. This repository will be provided and monitored by the SEL Coordinator.

<b>NUTR 6115 – Community Nutrition Supervised Experiential Learning (Summer 2025)</b>	
Date of rotation:	Duration of observation (Number of Hours tracking): ____
Student Name:	Location of the observation:
Preceptor / Evaluator’s Name:	
Learning activities developed during the Practice Center rotation (Summer 2025):	

<b>Competencies and Performance Indicators</b> <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>	<b>Non Compliance (0)</b>
<b>1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. (S)</b>					
1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition. (S)					
<b>1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)</b>					
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)					
<b>1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)</b>					
1.11.1 Interprets and communicates medical terminology to non-health professional audiences. (D)					
<b>1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle. (D)</b>					
1.14.1 Evaluates, integrates and communicates nutritional requirements across the life cycle. (D)					
1.14.3 Teaches the benefits of physical activity across the life cycle to individuals, groups and populations. (D)					
1.14.4 Explains and takes into consideration how nutrients, nutritional supplements and hydration influence physical activity and wellness. (K)					
<b>1.15* Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. (S)</b>					
1.15.4 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities. (S)					
<b>2.1* Applies a framework to assess, develop, implement and evaluate products, programs and services. (D)</b>					
2.1.1 Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate					



<b>Competencies and Performance Indicators</b> <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>	<b>Non Compliance (0)</b>
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)					
<b>2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. (D)</b>					
2.2.3 Leads the implementation of nutrition screening tools in collaboration with other health professionals. (D)					
<b>2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D)</b>					
2.3.25 Evaluates the availability of services to support access to nutrition care and to help meet client/patient nutrition goals. (D)					
<b>2.4* Implements or coordinates nutritional interventions for individuals, groups or populations. (D)</b>					
2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials. (D)					
2.4.7 Assesses audience's readiness to learn and identifies barriers to learning. (D)					
2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience. (D)					
2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences. (D)					
2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience.					

<b>Competencies and Performance Indicators</b> <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>	<b>Non Compliance (0)</b>
2.4.11 Communicates complex nutrition information to broad and diverse audiences. (D)					
2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required. (D)					
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)					
<b>3.4 Applies and demonstrates an understanding of agricultural practices and processes. (S)</b>					
3.4.1 Has a working knowledge of different agricultural food production systems and related terminology and concepts including potential nutritional impact. (K)					
3.4.2 Understands the local and global food markets and applicable nutrition regulations. (S)					
3.4.3 Identifies and supports partnerships with local and global food growers and producers. (S)					
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)					
4.1.3 Identifies the resources and connects with partners needed for sustainability of the program. (D)					
4.1.6 Evaluates the program using measurement indicators and outcomes. (D)					
<b>4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. (D)</b>					

<b>Competencies and Performance Indicators</b> <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>	<b>Non Compliance (0)</b>
4.2.2 Navigates governmental, intergovernmental and non-governmental organizations to promote nutrition legislation and regulations that address public, population and global nutrition health. (D)					
<b>5.5 Develops and leads implementation of risk management strategies and programs. (D)</b>					
5.5.1 Assesses potential and real risks to an individual, group and or organization. (D)					
<b>7.2 Uses effective communication, collaboration and advocacy skills. (D)</b>					
7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork. (D)					
7.2.3 Participates in advocacy activities to change or promote new legislation and regulation. (D)					
<b>Comments</b>					
<b>Done well</b>					
<b>Needs work</b>					
<b>Suggestion(s) for improvement</b>					



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Appendix 7

**NUTR 6116 – ROTATION SUMMATIVE ASSESSMENT RUBRIC**

**Instructions:**

1. Each student is responsible for completing all required learning activities, and the total number of hours scheduled for the Practice Center rotation.
2. The preceptor is responsible for completing the specific assessment instrument or rubric for each of learning activity developed during the rotation, for each assigned student.
  - ✓ The Program will provide a template to be used by Practice Center to establish assessment criteria and performance indicators for each learning activity.
  - ✓ Students must demonstrate a proficiency of 80% or higher in both formative and summative assessments for the set of competencies and performance indicators of each learning activity..
  - ✓ The Preceptor may establish a remediation activity or action plan if the student does not meet the required proficiency level.
3. At the end of the Practice Center rotation, the Preceptor must complete the Summative Assessment Rubric” for each student, with the final evaluation of the competencies and performance indicators established for the rotation.
  - ✓ Students must demonstrate proficiency of 80% or higher in the “Summative Assessment Rubric” (Very Good, Good, Satisfactory)
  - ✓ Any Competency or Performance Indicator evaluated with less than 80% (Need improvement, Non-Compliance) will require a Remediation Plan to be developed by the SEL Coordinator.
4. All completed “Summative Assessment Rubrics” must be uploaded weekly by the Preceptor to the designated electronic repository. This repository will be provided and monitored by the SEL Coordinator.

NUTR 6116 – Foodservice Management Supervised Experiential Learning	
Date of rotation:	Duration of observation (Number of Hours tracking): ____
Student Name:	Location of the observation:
Preceptor / Evaluator’s Name:	
Learning activities developed during the Practice Center rotation (August to December):	

<b>Competencies and Performance Indicators</b> <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>	<b>Non Compliance (0)</b>
<b>1.3 Applies knowledge of microbiology and food safety. (S)</b>					
1.3.1 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth. (S)					
1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food. (S)					
<b>1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (S)</b>					
1.4.3 Evaluates the chemical nature and composition of food-on-food quality, acceptability and compatibility. (S)					
<b>1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. (S)</b>					
1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/ biodegradable items, local and global produce sourcing and access to food. (S)					
<b>1.10* Applies knowledge of math and statistics. (S)</b>					
1.10.3 Applies math skills to perform food and nutrition calculations. (S)					
<b>1.12 Demonstrates knowledge of and is able to manage food preparation techniques. (D)</b>					
1.12.1 Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures. (K)					
1.12.2 Converts recipes and ingredients based on client/patient's preferences or dietary needs. (D)					
1.12.4 Evaluates recipes using sensory evaluation methods. (D)					
<b>1.13* Demonstrates computer skills and uses nutrition informatics in the decision-making process. (D)</b>					
1.13.4 Uses electronic databases to obtain nutrition information and evaluate credible sources in decision making. (D)					
<b>3.1* Directs the production and distribution of quantity and quality food products. (D)</b>					

<b>Competencies and Performance Indicators</b> <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>	<b>Non Compliance (0)</b>
3.1.1 Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals. (D)					
3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation. (D)					
3.1.6 Directs and analyzes the evaluation of foodservice production and services to inform, change, and/or budget resources and department or corporate direction. (D)					
3.1.8 Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability. (D)					
<b>3.2* Oversees the purchasing, receipt and storage of products used in food production and services. (D)</b>					
3.2.1 Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of foodservices. (D)					
3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations. (D)					
3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand. (D)					
<b>3.3 Applies principles of food safety and sanitation to the storage, production and service of food. (D)</b>					
3.3.1 Maintains currency in and follows applicable legislation and guidelines. (D)					
3.3.3 Develops a plan to minimize vulnerabilities in the food supply chain. (D)					
3.3.4 Takes into consideration food allergies when preparing menus and foods. (D)					
<b>5.1* Demonstrates leadership skills to guide practice. (D)</b>					
5.1.5 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. (D)					

Competencies and Performance Indicators <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	Very Good (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Non Compliance (0)
<b>5.2* Applies principles of organization management. (D)</b>					
Planning					
5.2.1 Establishes operational plan considering budget, inventory control, labor and regular daily tasks. (D)					
5.2.2 Aligns plans with the organizational strategic plan, mission and vision. (D)					
5.2.3 Assigns responsibilities to various team members according to scope of practice and personal competence. (D)					
5.2.4 Sets and monitors clear targets for team members, departments and the organization aligned with common objectives and goals. (D)					
5.2.5 Demonstrates an understanding of how individuals and groups interact within the organization. (D)					
5.2.6 Takes into consideration individual and organizational culture and behaviors when planning and managing. (D)					
Management					
5.2.7 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations. (D)					
5.2.9 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions. (D)					
5.2.10 Understands and respects roles and responsibilities of interprofessional team members. (D)					
Controls					
5.2.11 Collects, understands and analyzes financial data to support fiscally responsible decision making. (D)					
5.2.12 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities. (D)					
5.2.14 Sets controls to analyze the progress and effectiveness of the operational plan and budget. (D)					
5.2.15 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met. (D)					

<b>Competencies and Performance Indicators</b> <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>	<b>Non Compliance (0)</b>
5.2.16 Reevaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met. (D)					
Time Management 5.2.17 Applies principles of time management to monitor and enhance personal productivity and productivity of others. (D)					
5.2.18 Prioritizes activities to effectively manage time and workload. (D)					
Motivation and Recognition 5.2.19 Promotes team involvement and values the skills of each member. (D)					
5.2.20 Models behaviors that maximize group participation by consulting, listening and communicating clearly. (D)					
5.2.21 Takes innovative approaches to build support and maintain a diverse workforce. (D)					
5.2.22 Coaches and advises team leaders on resolving differences or dealing with conflict. (D)					
<b>5.4 Leads quality and performance improvement activities to measure evaluate and improve a program services products and initiatives. (D)</b>					
5.4.1 Identifies and communicates quality and/or performance improvement indicators and benchmarks using evidence-informed practice. (D)					
5.4.2 Develops quality and/or performance improvement measurement tools and analyzes data to inform baselines and to identify root causes and potential solutions. (D)					
5.4.3 Develops, implements and communicates a quality and/or performance improvement action plan for further improvement and monitor's impact. (D)					
5.4.4 Develops, implements and communicates an ongoing measuring and monitoring system to ensure ongoing quality and performance improvement. (D)					



<b>Competencies and Performance Indicators</b> <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>	<b>Non Compliance (0)</b>
5.4.5 Applies change management theories and principles to effectively implement change. (D)					
<b>5.5 Develops and leads implementation of risk management strategies and programs. (D)</b>					
5.5.2 Identifies and takes action to manage, reduce and or eliminate risk to self, others and the organization. (D)					
5.5.3 Develops risk management plans and protocols. (D)					
<b>7.2 Uses effective communication, collaboration and advocacy skills. (D)</b>					
7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes. (D)					
7.2.3 Participates in advocacy activities to change or promote new legislation and regulation. (D)					
<b>Comments</b>					
<b>Done well</b>					
<b>Needs work</b>					
<b>Suggestion(s) for improvement</b>					



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Appendix 8

**NUTR 6014 – ROTATION SUMMATIVE ASSESSMENT RUBRIC**

**Instructions:**

1. Each student is responsible for completing all required learning activities, and the total number of hours scheduled for the Practice Center rotation.
2. The preceptor is responsible for completing the specific assessment instrument or rubric for each of learning activity developed during the rotation, for each assigned student.
  - ✓ The Program will provide a template to be used by Practice Center to establish assessment criteria and performance indicators for each learning activity.
  - ✓ Students must demonstrate a proficiency of 80% or higher in both formative and summative assessments for the set of competencies and performance indicators of each learning activity..
  - ✓ The Preceptor may establish a remediation activity or action plan if the student does not meet the required proficiency level.
3. At the end of the Practice Center rotation, the Preceptor must complete the Summative Assessment Rubric” for each student, with the final evaluation of the competencies and performance indicators established for the rotation.
  - ✓ Students must demonstrate proficiency of 80% or higher in the “Summative Assessment Rubric” (Very Good, Good, Satisfactory)
  - ✓ Any Competency or Performance Indicator evaluated with less than 80% (Need improvement, Non-Compliance) will require a Remediation Plan to be developed by the SEL Coordinator.
4. All completed “Summative Assessment Rubrics” must be uploaded weekly by the Preceptor to the designated electronic repository. This repository will be provided and monitored by the SEL Coordinator.

NUTR 6014 – Clinical Nutrition Supervised Experiential Learning	
Date of rotation:	Duration of observation (Number of Hours tracking): ____
Student Name:	Location of the observation:
Preceptor / Evaluator’s Name:	
Learning activities developed during the Practice Center rotation (January to May)	

<b>Competencies and Performance Indicators</b> <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Need Improvement (1)</b>	<b>Non Compliance (0)</b>
<b>1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)</b>					
1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication. (D)					
<b>1.13* Demonstrates computer skills and uses nutrition informatics in the decision-making process. (D)</b>					
1.13.1 Analyzes appropriate data in electronic format to make best decisions related to nutrition and diet. (S)					
1.13.2 Evaluates accuracy and reliability when accessing and evaluating nutrition information in electronic format. (S)					
1.13.3 Operates nutrition informatics systems in practice. (D)					
1.13.4 Uses electronic databases to obtain nutrition information and evaluate credible sources in decision making. (D)					
1.13.5 Uses technology and informatics skills proficiently to aggregate data and enhance practice and client/patient care. (D)					
<b>2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. (D)</b>					
2.2.1 Considers all client/patient factors when selecting, developing nutrition screening tools. (D)					
2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice. (S)					
2.2.4 Prioritizes care based on results of screening considering complexity of care needs. (D)					
<b>2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D)</b>					
2.3.1 Selects and implements nutrition assessment tools for individuals, groups or populations. (D)					
2.3.2 Interviews client/patient to collect subjective information considering the determinants of health. (D)					

<b>Competencies and Performance Indicators</b> <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Need Improvement (1)</b>	<b>Non Compliance (0)</b>
2.3.3 Conducts a nutrition focused physical exam. (D)					
2.3.4 Takes a food and nutrition related medical history. (D)					
2.3.5 Assesses physical activity and history of physical activity. (D)					
2.3.6 Collects, assesses and interprets anthropometric measures and body composition. (D)					
2.3.7 Orders, collects and interprets biochemical tests. (D)					
2.3.8 Analyzes diagnostic test results relevant to nutrition (e g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement). (D)					
2.3.9 Identifies signs and symptoms of nutrient deficiencies or excesses. (D)					
2.3.10 Determines barriers that might influence a client/patient's nutritional status. (D)					
2.3.11 Determines accuracy and currency of nutrition assessment data. (D)					
2.3.12 Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements. (D)					
2.3.13 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care. (D)					
2.3.14 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors. (D)					
2.3.15 Prioritizes the nutrition diagnosis(es). (D)					
2.3.16 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client/patient nutrition goals in collaboration with the client/patient and team members. (D)					
2.3.17 Orders nutrition prescriptions to address nutritional goals. (D)					
2.3.18 Implements the nutrition plan of care or nutrition intervention with the client/patient and other team members. (D)					
2.3.19 Monitors and evaluates impact of nutrition intervention on the nutrition diagnosis. (D)					

<b>Competencies and Performance Indicators</b> <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Need Improvement (1)</b>	<b>Non Compliance (0)</b>
2.3.20 Develops and applies nutrition care outcome indicators to measure nutrition intervention. (D)					
2.3.21 Assesses client/patient's compliance with nutrition intervention. (D)					
2.3.22 Identifies barriers to meeting client/patient's nutrition goals and makes recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others. (D)					
2.3.23 Summarizes impact of nutrition interventions on client/patient's nutrition outcomes, considering client/patient-centered care. (D)					
2.3.24 Identifies, analyzes and communicates reasons for deviation from expected nutrition outcomes. (D)					
2.3.25 Evaluates the availability of services to support access to nutrition care and to help meet client/patient nutrition goals. (D)					
2.3.26 Documents all elements of the nutrition care process following professional standards and organizational policies. (D)					
<b>2.4* Implements or coordinates nutritional interventions for individuals, groups or populations. (D)</b>					
2.4.1 Manages medical nutrition therapy for clients/patients. (D)					
2.4.2 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy, diet and disease management. (D)					
2.4.3 Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral and parenteral diets. (D)					
2.4.4 Considers and applies all relevant factors when recommending the use of oral nutritional supplements. (D)					
2.4.5 Refers/transfers care to relevant professionals when client/patient needs or required interventions are beyond personal competence or professional scope of practice. (D)					
2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience. (D)					
2.4.13 Assesses client/patient's nutritional needs and appropriateness for the recommended counseling or therapy. (D)					

<b>Competencies and Performance Indicators</b> <b>To be tailored by Practice Center: Select ONLY those that apply to specific rotation &amp; learning activities</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Need Improvement (1)</b>	<b>Non Compliance (0)</b>
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)					
<b>5.1 Demonstrates leadership skills to guide practice. (D)</b>					
5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. (D)					
5.1.4 Develops conversational and interpersonal skills. (D)					
5.1.5 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. (D)					
<b>7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)</b>					
7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information. (D)					
<b>7.2 Uses effective communication, collaboration and advocacy skills. (D)</b>					
7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience. (D)					
<b>Comments</b>					
<b>Done well</b>					
<b>Needs work</b>					
<b>Suggestion(s) for improvement</b>					



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**Appendix 9**

NUTR course code and title: \_\_\_\_\_

Rotation Location: \_\_\_\_\_

**LOG FORM: WEEKLY SUPERVISED EXPERIENTIAL LEARNING PRACTICE HOURS**

Student name:				Rotation date:			
Preceptor name:				Week starting date:			
Date (Month/Year)	Day of Week	Time In	Time Out		Time In	Time Out	Total Hours Each Day

Student Signature:	<b>Total Hours</b>	_____Hrs
Preceptor Signature:		
Comments:		

**Instructions:**

1. Preceptor must submit weekly logs for each student. The SEL Coordinator will provide access to each Practice Center Preceptor to an electronic repository.
2. Preceptors must keep a digital copy of each student's weekly log.

### Attendance and Documentation of SEL Hours

1. The “Student SEL or Practice Rotation Schedule” must be completed and pre-determined by the SEL Coordinator in conjunction with preceptors.
2. If an extenuating circumstance arises that necessitates altering a rotation and/or facility, a request must be written to the Program Director immediately, and at least one month prior to the scheduled rotation start.
3. Students must be present each day at each rotation, onsite at the supervised practice site (or at another professional setting) as determined by the preceptor, at which the student will be working under the direct supervision of the preceptor or another qualified professional from the supervised practice site.
  - a. Prompt attendance is required for rotations.
  - b. More than two unexcused absences or chronic tardiness per academic session (semester or summer) will result in a remediation plan developed by the SEL Coordinator and Preceptor and may prevent the student from completing the SEL course on time.
4. If it is necessary for the student to be absent for any reason (including illness) from the supervised practice setting, the Preceptor and the SEL Coordinator or Program Director MUST be notified within no more than 2 hours of the scheduled arrival time.
  - a. In the case of illness or death in the family legal documentation must be provided to Program Director immediately upon return to verify an excused absence.
  - b. Failure to show immediate and sustained improvement after a plan of action has been initiated may be grounds for dismissal from the SEL course.
5. Personal business, including doctors’ appointments, should be conducted on off-duty time rather than during hours when students are expected to be in supervised practice. If this is not possible, the student must request permission from the Preceptor to reschedule rotation time, so no rotation time is lost. Students should not schedule appointments during expected supervised practice hours before receiving approval from the Preceptor and the SEL Coordinator.

### Documentation of SEL Hours

1. All supervised practice hours will be documented by the student on a weekly timesheet form. The week’s cumulative hours will be totaled by the student, signed by the student as accurate, and verified and signed by the preceptor. The signed timesheet will be submitted electronically each week. All timesheets must be both signed and submitted after supervised practice hours have been completed for the week.
2. Having the Preceptor sign off on hours not yet completed and submitting the timesheet early is an unethical practice by both the student and the preceptor and is false documentation. Documenting supervised practice hours when the student was not “on the clock” (including break time or instances in which the student may leave the site early) on the timesheet is false documentation.
3. Documenting hours worked when the student is not under direct supervision and present at the rotation site or other approved professional setting on the timesheet is also false documentation. Any of these practices or other types of false documentation are examples of a breach of the ADA Code of Ethics and can result in student dismissal from the program.





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**Appendix 10**

**Preceptor Complaint Form**

Date of rotation:	Location/facility of the observation:
Preceptor's Name:	Email address:
Student's Name::	Email address:

Briefly provide specific facts about your complaint, including relevant dates of the incident(s) in chronological order. If additional evidence, such as emails or other communications, program policies, or any other documentation, is provided as attachments, clearly label them (for example, "Appendix A") and the text narrative provided should reference the appendix evidence by this labeling.

Describe the steps you have taken to resolve your concern through the program's complaint process. What was the outcome?

Please sign and date completed form.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_