

Preceptor Handbook

EASTERN MICHIGAN UNIVERSITY *Education First*

Coordinated Programs in Dietetics

**Accreditation Council
for Education in
Nutrition and Dietetics**



the accrediting agency for the
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and Dietetics

Eastern Michigan University Coordinated Program
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Academy of Nutrition and Dietetics
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Thank You and Acknowledgements

The faculty and staff of the Eastern Michigan University (EMU) Coordinated Programs in Dietetics (CP) would like to begin with a heart-felt thank you for the significant contribution you make to our program, the education of future dietitians, and to the profession of dietetics. Our program would simply not exist if it were not for you. We fully recognize that most of the rewards are intangible and performing the role of preceptor takes valuable time away from demanding jobs and schedules.

We encourage you to share your thoughts and provide feedback about our program. Please contact us at any point to further discuss your ideas.

It is with enormous respect that we acknowledge you as colleagues and friends, as well as partners in preparing the dietitians of the future to enter the field we are all passionate about. We created this handbook to serve as a resource for our preceptors. We hope you will find it to be a helpful tool.

Thank you!

Eastern Michigan University
Faculty & Staff of the
Coordinated Programs in Dietetics

Thank-you to the reviewers for the 2016 Handbook revision:

Diane F. Reynolds, RDN - Clinical Coordinator

Nicholas Pomante, RD - Graduate Assistant

Kyunghee Choi, MS, RD- Lecturer II

Thank-you to our preceptors who contributed to page 18:

Mission of the Coordinated Program Using the DE Standards (Standard 4)

Mission CP

The Coordinated Programs in Dietetics at Eastern Michigan University educate and graduate students prepared for entry-level practice as registered dietitians, with a concentration in entrepreneurship.

The CP achieves the mission through:

- Providing an exceptional learning environment so students are continuously interpreting and responding to food and nutrition service delivery in a changing social and economic environment and applying new technologies to their dietetic education
- Providing student-centered learning opportunities for students to pursue their specific interests
- Encouraging and engaging in collaboration and partnerships with the community
- Promoting evidence-based knowledge and skills for students and graduates
- Enhancing students' current critical and reflective skills by collaborating with faculty to develop and complete research-based projects

What is a Coordinated Program? How is it different from an Internship?

Eastern Michigan University's Coordinated Programs in Dietetics (CP) have been graduating entry-level practitioners since 1974 and is one of only two accredited Coordinated Programs in the state of Michigan.

A Coordinated Program in Dietetics (CP) integrates didactic (classroom) instruction **with** 1,200 hours of Supervised Practice Experience in the professional phase of the program. This is accomplished in two years; two fall semesters, two winter semesters and one summer semester. We are **not** an ISPP (Individualized Supervised Practice Pathway) and are **not** an Internship. An internship occurs after all didactic coursework is completed and a degree is awarded. If you have worked primarily with traditional Internships in the past, this is how we compare...

Didactic Program + Internship = Coordinated Program (CP), where didactic coursework and the 1200 "internship" hours are completed concurrently. These hours are referred to as **Supervised Practice Experience**.

Upon completion of our CP, students receive a bachelor's or master's degree (depending on their program of study) and are eligible to sit for the registration exam and begin practice as a Registered Dietitian.

Our program is highly structured with students completing didactic co-requisite courses concurrently with Supervised Practice Experiences. Unlike an internship, students in a CP complete Supervised Practice Experiences while completing their coursework. Much thought and coordination goes into timing experiences to complement and reinforce the coursework. However, there may be times when a student will encounter a specific challenge that has not yet been taught/reviewed in the classroom. It is these circumstances that will require understanding and expertise on the part of the preceptor. It is perfectly acceptable to expect the student to refer to the nutrition care manual and other professional food and nutrition resources to fill temporary "gaps" in knowledge. These can be valuable learning experiences.

It is the students' responsibility to make sure that all general education and prerequisite courses, as determined by EMU and the Coordinated Program in Dietetics, are appropriately completed.

Students will complete the following courses as listed once they have applied and are accepted into the Coordinated Program in Dietetics

FALL 1 - Total Credits = 15

DTC 330	Nutrition Therapy I	3
DTC 331	Nutrition Therapy I Experience	2
DTC 350	Food Systems I	3
DTC 351	Food Systems I Experience	4
*DTC 372	Nutrition of the Lifecycle	3

*Summer before program start or 1st fall

WINTER 1 - Total Credits = 13

DTC 302	Nutrient Metabolism Macronutrients	3
*DTC 358	Food and Culture	3
DTC 370	Nutrition Therapy II	3
DTC 371	Nutrition Therapy II Experience	4

*Allowed to take out of sequence

SUMMER - Total Credits = 6

DTC 459	Development of the Entrepreneurial Dietitian 15 weeks	3
DTC 375	Integrative Medicine 7.5 weeks	3

FALL 2 - Total Credits = 12

DTC 422	Nutrient Metabolism Micronutrients	3
DTC 430	Community Nutrition	3
DTC 431	Community Nutrition Experience	4
DTC 435	Seminar in Dietetics	2

WINTER 2 - Total Credits = 12

DTC 450	Food Systems Management II	2
DTC 451	Food Systems Mgmt II Experience	4
DTC 470	Nutrition Therapy III	2
DTC 471	Nutrition Therapy III Experience	4

It is the students' responsibility to make sure all prerequisite courses are completed as determined by the Coordinated Program in Dietetics. Students will complete the following courses as listed once they have applied and are accepted into the Coordinated Program in Dietetics

FALL 1 - Total Credits = 15

DTC 330	Nutrition Therapy I	3
DTC 531	Nutrition Therapy I Experience	2
DTC 350	Food Systems I	3
DTC 551	Food Systems I Experience	4
*DTC 372	Nutrition of the Lifecycle	3

WINTER 1 - Total Credits = 16

DTC 302	Nutrient Metabolism Macronutrients	3
DTC 375	Complementary and Alternative Medicine	3
DTC 370	Nutrition Therapy II	3
DTC 571	Nutrition Therapy II Experience	4
*DTC 500	Research Design and Methods	3

*Summer before program start or 1st fall

SUMMER (10-15 weeks) - Total Credits = 6-8

DTC 659	Development of the Entrepreneurial Dietitian	3
Math 502	Statistics for Graduate Students	3
DTC 691 or 694	Thesis I or Non-Thesis Research I (not needed if taking DTC 601)	2

*Choose Thesis, Non-Thesis Research or Research Writing option

FALL 2 - Total Credits = 15

DTC 422	Nutrient Metabolism Micronutrients	3
DTC 430	Community Nutrition	3
DTC 631	Community Nutrition Experience	4
		2

WINTER 2 - Total Credits = 12

DTC 450	Food Systems Management II	2
DTC 651	Food Systems Mgmt II Experience	4
DTC 470	Nutrition Therapy III	2
		4

DTC 435	Seminar in Dietetics	
DTC 692, 693 or 601	Thesis II, Non- Thesis II or Research Writing	3

DTC 671	Nutrition Therapy III Experience	
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DTC 358 Food and Culture - take anytime

SUMMER (7.5-15 weeks) - Total Credits = 6-7

DTC 693 or 694	Thesis III or Non-Thesis Research III	1
DTC 608	Advanced Topics in Foods	3
DTC 618	Advanced Topics in Nutrition	3

The Eastern Michigan University Coordinated Program in Dietetics

COORDINATED PROGRAM CONTACT INFORMATION

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Student's Role in Supervised Practice

How does EMU prepare the Student?

Coordinated Programs in Dietetics (CP) Program Prerequisites

Acceptance to the program is by a second admissions (competitive) process. Students may apply after completion of the following coursework;

- Survey of Organic Chemistry
- Foundations of Biochemistry
- Introductory Microbiology
- General Psychology
- Introductory Statistics Course
- Physiology
- DTC 108 Careers in Nutrition and Dietetics
- DTC 202 Principles of Nutrition
- DTC 251 Experimental Foods
- Medical Terminology
- Aging to Infancy or Lifespan Human Growth and Development Course

Once accepted, students complete the following Program Orientation Requirements and a Medical Physical Exam, prior to starting the CP in the Fall Semester;

- HIPAA training
- Adult/Child CPR, AED, First Aid Certification (American Heart Association Heartsaver Program or Red Cross Professional Rescuer Program or equivalent)
- Bloodborne Pathogens training
- Complete vaccinations and double TB skin test, per CDC recommendations
- Certified Background Check
- Students are required to be members of the Academy of Nutrition and Dietetics and join a local/district dietetics association
- Must carry personal health insurance

Student's Role in Supervised Practice

Responsibilities and Expectations of EMU Students:

- Make initial contact with preceptor to determine time, date, location and dress code for first day.
- Be on time, rested, and prepared to learn.
- Comply with all policies and procedures of the EMU CP Student Handbook. Student receives & signs full Handbook indicating they understand and agree to abide by all content.
- Comply with student Handbook Policy on Professionalism (See Appendix A)
- Comply with all policies and procedures of Supervised Practice Experience sites.
- Communicate questions, concerns, learning goals and needs.
- Have a positive attitude and be enthusiastic about their practice experience.
- Be flexible to accommodate requirements of the experience and learning opportunities.
- Plan and organize assignments for each day and week. Take responsibility for accomplishing the learning objectives for the experience.
- Be internally motivated. When assigned tasks are complete, seek more.
- Refrain from making personal calls, texts & emails while at experience.
- Be willing to take some risks and stretch outside of their personal comfort zone in order to grow and learn.
- Conduct their own self-assessment of strengths and weaknesses. Seek opportunities to develop work areas.
- Be respectful, patient and appreciative towards preceptors.
- Be grateful for and receptive to both positive feedback and corrections, as both are meant to be helpful.

Student's Role in Supervised Practice

Supervised Practice from a Student's Perspective.

I am not an intern. As a student in Supervised Practice Experiences in a CP, I can be anywhere in my professional phase of education, from an entry level first year student to my final semester of the second year, but at no time am I done with my didactic component, as an intern would be. Thus, I may have gaps in my knowledge and hope that you will be understanding and helpful. I am here to learn. Feel free to provide supplemental learning material to facilitate my ability to function in your setting.

I am not like your last student. Students come from a wide range of backgrounds. Some of us are very young and inexperienced and have rarely worked before while others are pursuing second careers, are more mature and have a great deal of work experience. I might be very comfortable with patients or could need more exposure to develop confidence with patients. I may come from a wide range of cultural and experience backgrounds that are sure to enrich your workplace.

No matter who I am, this is all new to me. Please be patient and encourage me to take risks in order to develop confidence. For the most part, every experience that I enter is a foreign environment. It is similar to starting a new job every couple of months! Please take the time to orient me to the physical environment and policies, and even to describe the culture at your particular facility.

Please share with me your "tips and tricks". Please let me learn from your experiences by sharing the "tricks of the trade" and techniques you have developed along the way. How do you manage time and workload? How do you handle difficult situations? If a particularly good learning opportunity arises, please include me in it.

Please remember that I am still in school. We students are not only in Supervised Practice Experiences, but also have a full load of coursework to attend to during evenings and weekends. We are expected to be flexible and give you our full attention for the hours we have committed to, but many additional hours beyond our experience requirements may be impractical given our course load.

Preceptor's Role in Supervised Practice

Benefits of Precepting: Positive Outcomes of Working with Students

HELP WITH WORKLOAD: Students need to develop proficiency at gathering assessment data and doing the very things that can be most time consuming for you. Once they are properly trained and oriented to your facility, they can be very helpful.

A FRESH PERSPECTIVE: A second set of eyes looking for the same things you do can provide additional information or a new perspective on a situation or problem. Students have very little prior history influencing their decisions and can often bring fresh creativity to the work place.

UP TO DATE INFORMATION: Nutrition knowledge is constantly evolving and growing with continuous research. Students have access to the most current information in the field. Although they lack experience, their didactic education is fresh and they can be a resource on developing topics as well. Allowing them to share their knowledge makes the student feel valued and builds confidence.

FURTHER DEVELOP YOUR MANAGEMENT SKILLS: Precepting requires many management skills, from time and project management to coaching and personnel development. If management is a personal career goal, this can be a very valuable learning experience for you.

OPPORTUNITY TO GET A SPECIAL PROJECT DONE: Use student case studies, course material, assignments and projects to do an analysis or project that you've identified as important, yet haven't had the time or resources to complete. This allows for the work to be a win-win situation for you and the student and can be rewarding for all involved.

Preceptor's Role in Supervised Practice

Responsibilities of the Preceptor:

COMMUNICATE: It is critical to communicate not only with the student, but also with the EMU CP Course Instructor and others in your organization regarding the student and their learning experience.

- Communicate regularly with your primary contact at EMU – the CP Course Instructor.
- Make sure others in your organization know the student is going to be there and what should and should not be expected of them.
- Communicate on a planned and routine basis with the student regarding the specific competencies they must achieve.

ORIENT: Providing a thorough orientation to the student saves you time and protects the student, the organization and your clients. As much as possible, make information available in writing so they can refer back to it.

- Provide a tour and maps of the facility and hints for how to get around. Many organizations have HIPAA training and emergency action plan training. Be sure to pass this along to the student as well. (Remember, EMU has also provided HIPAA training, see pg. 9.)
- Many organizations have an orientation that covers the mission and goals of the organization, plus policies and procedures. Providing an organizational chart with names, job titles and working relationships can also be helpful to understanding the function of a department or organization.
- Students must be oriented to security and technology such as phones, computers, copy machines, ID cards, etc.
- Make sure they know not only what they can use, but also what they cannot, and where they can and cannot go.
- Finally, orient them to your job, resources you have access to, office supplies, patient education materials and forms.

Preceptor's Role in Supervised Practice

Responsibilities of the Preceptor (continued):

Know the Learning Objectives for the Experience: The CP Learning Outcomes Tool (LOT) student evaluation form is the central document that guides the student's experience. You will receive this by email from the EMU Course Instructor. Within it are descriptions of specific competencies the student must achieve to accomplish the learning outcomes while with you. Students receive the LOT form at the beginning of the course. This document is the starting point for planning all the activities of the experience. In order for the student to be successful in this experience, please review the LOT with the student at the beginning and guide them in developing a plan for accomplishing the learning outcomes described. Many of these tasks will require some facilitation or recognition of opportunities on your part along the way. Please review directions on the LOT cover and also refer to the helpful 2-page document provided with the LOT, titled "Navigating the Learning Outcome Tool for Preceptors." Most LOTs have a Midpoint and Final Evaluation. On the first day at your site, the student will need to review the Student-Preceptor Supervised Practice Experience Course Directions with you. Both of you need to sign this single page document. It is the student's responsibility to submit this document electronically to their CP Instructor, as well as the completed LOT at the close of the experience.

Refer to Preceptor Checklist or Assignment Timeline: The Preceptor Checklist or Assignment Timeline is a short (usually one page) document intended to be a summary of what the student needs to accomplish during their experience with you. It is a useful daily reference tool to keep the student moving toward accomplishing all competencies. Both the LOT and the Assignment Timeline or Preceptor Checklist will be provided to you by the CP Course Instructor through email. In addition, you will receive the complete Course Syllabus. You may find the Syllabus to be useful for more detailed explanations of student assignments. At any time, please contact the CP Course Instructor with questions. They are here to support you and serve as a resource.

Responsibilities of the Preceptor (continued):

Teach as you work: Observation is an important part of the student's learning experience. Simply allowing the student to observe you as you go about your job teaches them more than you might realize. However, it is important to "think out loud" to give them the advantage of understanding how you make decisions and what is important in certain situations and why. It is also critical for them to observe how and when you interact with doctors, nurses, aides, social workers and others in the organization. These interactions form a framework in the student's mind for professional relationships.

A survey of students found the following two learning experiences to be the most valuable:

- Observing preceptors communicating with colleagues
- Hearing preceptors think out loud to arrive at care plans

Wolf KN, Dunlevy CL. Impact of preceptors on student attitudes toward supervised practice. *J Am Diet Assoc.* 1996;800-802.

Create Opportunities for Independence: A natural transition occurs in all experiences from observation and dependence to independence and ultimately performing at an entry-level. Depending on the student, you may need to push some students to try activities independently before they are comfortable. Others will want to try things before having adequate experience. You decide what the student is ready for. Be available to them at a predetermined time of day to answer questions and help them work through problems or give them a way to send you a message. Be clear with the student about what they can/cannot do in terms of submitting orders or writing chart notes. View mistakes as teaching opportunities of the learning experience.

Preceptor's Role in Supervised Practice

Characteristics of Effective Preceptors:

- 1. Competent Professional:** A high level of competence will be recognized by students and rewarded with the respect and admiration that facilitates learning. Professionalism is an elusive attribute until it is personified in the professional. The student forms their own self-concept as a professional by watching your communication style, level of formality, appropriate emotional response to situations, etc.
- 2. Organized and Focused:** The professional skills of time and task management, prioritizing work load and managing distractions are valued by the student.
- 3. Dynamic, Energetic, and Enthusiastic:** Your enthusiasm for your profession, job, and being a preceptor, will inspire the same passion and commitment from your student. Even if you might not consider yourself to be “charismatic”, you can describe why you love doing what you do and why it is a good match for your skills and personality.
- 4. Effective Communicator:** Let the student know that you want them to succeed. Open, two-way communication, kindness, patience and effort invested in the preceptor role (planning and preparation) encourages the student to take risks, make constructive mistakes and be receptive to corrective feedback. It is motivating and confidence building for students to have someone believe in them.
- 5. Analytical:** Critical thinking and a logical, analytical approach to decision making are important attributes for the student to assimilate in the Supervised Practice Experiences.
- 6. Confident:** Confidence in the professional’s ability to perform their job, balanced by a good perspective on personal growth areas and potential to make occasional mistakes is an important attribute.

Preceptor's Role in Supervised Practice

Helpful Hints for Preceptors:

1. The three step process for skill demonstration:

Pre-conference: Share your procedures, discuss clear expectations and refer to the CP LOT student evaluation form.

Observe Student: Observe and take notes.

Post-conference: Share constructive feedback promptly.

2. Help in providing constructive feedback and correcting mistakes.

Purpose: Remember, students want feedback. Feedback is a teaching tool.

Importance: State the purpose or importance of the knowledge or skill.

Balanced: The “sandwich approach” is a good technique. Always start with what they did well. Then proceed to corrections and areas of improvement. End with another positive observation of performance.

Specific: Both positive and corrective feedback should be specific. Don't just say “good job” or “it could have gone better”.

Prioritize: Limit the feedback to a few points.

Develop a Plan: Work with the student to develop a plan to practice the skill or learn the information, with activities and a schedule to re-evaluate.

Focus on Behaviors: Assess the presence or absence of behaviors and skill demonstration. Do not assess personality or value the person, i.e. “you were a disappointment”.

Timing: Give feedback as soon as possible after an observation to both reinforce positive behaviors and correct errors. If there are negative performance issues to address, try to do this in a private setting to avoid embarrassing the student.

Experienced EMU Preceptor and Program Graduate's Advice for Success

On-Campus EMU Program Graduate and Graduate Assistant: Nick Pomante, RD

“During my time in the coordinated program, I found that the best preceptors were the ones who asked for my opinion and to explain how I came to my answers. During supervised practice experience it's important to let your student observe the day-to-day activities of an RD so they have a realistic idea of what that job entails. This is also a crucial time to develop the student's critical thinking skills and teach them how to *think* like a dietitian, in that particular environment. Often times my preceptors would ask me how I formulated my diagnosis and interventions or completed a task. Afterward we would reflect on my thought process and they would offer their constructive criticism. This made me feel empowered, held me accountable to my work and exemplified how to think like a seasoned professional. This created an environment in which I felt comfortable to engage in new experiences and could learn from my mistakes. My preceptors also benefited from my fresh ideas and new perspective, making the experience a win for both of us.”

Distance-Online Preceptor: Danielle Halewijn, RD, CDE PIH Health- Presbyterian Intercommunity Hospital

“We are fortunate to have a wide variety in the students and internship experiences we precept here at PIH Health Hospital – Whittier. Students come from distance internship programs, coordinated programs and traditional university programs. Recognizing that different programs have different time constraints, we start the intern's experience by mapping out a strategy to complete all of the tasks. The timeline we create will help both the student and the clinical instructor with keeping on task and also serves as a reminder of the progression that is planned, including the dates and times anticipated. In addition, the interns are able to meet with the different clinical staff members they will be working with and immediately start a hands-on clinical experience. The interns are involved in all of the activities the RDs participate in so that they can begin to experience the true day to day work of a clinician. The interns are encouraged to discuss their projects and assignments with the RDs, in addition to the planned project presentations. By exchanging information, both the RD and the intern can benefit from shared knowledge. We define the preceptor as a resource. The intern is ultimately responsible for using their resource in the most advantageous way to enhance their learning experience and open new areas of clinical growth. We have a great environment for learning here and it is our pleasure to share it with up and coming RDs.”

Preceptor's Role in Supervised Practice

Completion of an Affiliation Agreement

An affiliation agreement (aka “Contract”, “MOU” or “Business Agreement”) is the legal document between the **Eastern Michigan University Board of Regents** and the facility where a preceptor is employed. This facility is the location that the student will be placed at when completing their Supervised Practice Experience hours with you as their preceptor, during the designated semester(s).

EMU can provide their own affiliation agreement form for your site’s consideration and this should be noted on the preceptor forms that you complete for our student. In this case, the agreement will be sent from the EMU’s Legal Affairs Affiliation Coordinator to your site’s designated contact person - via email. The EMU Affiliation Coordinator will then serve as the contact person for all further matters regarding the agreement, until it is signed by both parties (fully executed) and returned to both parties.

If your site requires their own affiliation agreement, please email this request to Diane Reynolds at dreynol2@emich.edu. Please have the agreement attached to that email, stated to be with “**Eastern Michigan University Board of Regents**” and specifically for the “**Coordinated Program in Dietetics**”. Diane will review the agreement for substantive content related to our Dietetics Program. It is then sent to EMU Legal Affairs for their review. Once again, EMU Legal Affairs will be the point of contact until the agreement is completed. Questions regarding the affiliation agreement process can be directed to Diane Reynolds in email or by phone at 734-487-0327.

Related to the affiliation agreement process, EMU provides general liability and student medical professional liability insurance for our Dietetics students while in Supervised Practice Experiences. Proof of such in the form of a **Certificate of Insurance** can be requested from Diane Reynolds, upon completion of the affiliation agreement.

Preceptor's Role in Supervised Practice

Resources and Support

About Precepting in General --

The Commission on Dietetic Registration offers a **free** online **Updated** Dietetics Preceptor Training Program approved for 8 CPEU's for RD's. This program is an excellent next step in developing as a preceptor. We highly recommend that you access this valuable tool. It includes 7 modules covering:

Preparing for Your Role as Preceptor, Planning for Student Learning, Facilitating Student Learning, Assessing Student Learning, Communicating Effectively, Managing Your Time and Keeping Current.

This course is self-paced. To enter the course, go to: <http://www.cdrcampus.com/>

Questions? Whom to contact...

Please see page 8 for contact information. Feel free to email us any time or call if the need is urgent. We welcome the opportunity to speak with you.

Overall Program Administration and Accreditation Related Questions can be directed to: Lydia Kret, MS, RD, Program Director, Email: Lydia.kret@emich.edu

Questions regarding Supervised Practice Experiences, Related Affiliation Agreements, Required Forms and your Facility's Requirements for our Students, can be addressed to: Diane Reynolds, RDN, Dietetics Clinical Coordinator, Email: Dreynol2@emich.edu

Questions about the Course Content for this Experience, Specific Standards and Expectations for the Student can be directed to:

The CP instructor for the specific course. They will provide their syllabus, LOT student evaluation form and checklists to you via e-mail. You will receive their email/phone number and will be contacted while the student is with you.

Handling Difficult or Problem Situations

It is always preferable to address the student directly with a reminder of clear expectations, before contacting EMU's CP faculty. Remind the student of the expectation, when it was first shared and why it is important. Never ignore a problem and assume the student knows what is expected. If a student ignores a clear expectation that you have reminded them about twice (the exception is absence/tardiness-see below), always contact the CP Course Instructor for that Experience to describe the situation and share your concerns. The sooner we are aware, the sooner we can work on a resolution. This information should never be a surprise to the student.

1. Unexcused Absence or Tardiness. Preferably, the student is reminded of the expectation of attendance and start time at the first absence or late arrival. Students are expected to routinely be a few minutes early for their experiences (see Appendix A). They understand that they must accumulate a specific number of hours in each practice experience and all absences **MUST** be made up, at your convenience, including emergencies. It is a good idea to discuss with the student after a single absence how they plan to make up those hours. Options must be acceptable to you and your schedule. Let the Course Instructor know of all tardiness or absences and when such time will be made up. The second event prompts a counseling between the student and Program Director or advisor to develop a corrective plan (see Appendix A). Email is the best way to contact us, unless it is an emergency.
2. Emergency Absence. Students are expected to contact you prior to the start time if they have an emergency and will be late or absent.
3. Inappropriate Dress. This may be the first time a student has ever dressed for a professional workplace. While we attempt to be as detailed as possible regarding proper attire (see Appendix A), your site's specific dress code may need to be discussed.

Preceptor's Role in Supervised Practice

Handling Difficult or Problem Situations (continued):

4. Making personal phone calls, texting or sending personal email messages while at site. Students are instructed to leave cell phones off during their Supervised Practice Experience and take care of personal business outside of such hours. They should receive your permission if they need to make a call due to an emergency. A student's full attention should be on their learning experience.
5. Negative, disrespectful or unprofessional behavior. Like any other behavior, clear expectations, timely correction, and modeling appropriate behavior is the way to correct this behavior. Explain why it is important to behave in specific ways in certain circumstances. If you need help handling this type of behavior, do not hesitate to discuss this with your faculty contact or the Supervised Practice Coordinator.
6. Excessive knowledge gaps. You may wish to discuss the previous didactic coursework and background with the student. They simply may not have been taught certain material yet. However, if they are not recalling information that they have been taught, they will need to develop a plan to augment their knowledge and review material. It is not your job to teach this material and it is a good idea to contact the Course Instructor for that practice experience and get their assistance in helping the student with this plan. It is in the student's personal best interest to address these issues as well, as they will be attempting to pass the RD exam and become a competent entry-level dietitian at the completion of the program.
7. Personality conflicts. This is not necessarily a matter of the student doing anything wrong. On some RARE occasions, certain personalities simply do not mix. After the discussion with the student, it may be best to discuss this with the Course Instructor to see if any action is warranted or resolution can be reached. If needed, our Program Director or Clinical Coordinator will assist in such situations.

Preceptor's Role in Supervised Practice

Preceptor Self-Evaluation

Characteristics of Effective Preceptors Self-Assessment

A suggested tool for those new to being a Preceptor

Instructions: First, read and rate yourself on each characteristic listed below (place an “x” in one of the four rating boxes). Then, for each characteristic rated at sometimes or never, develop an action plan for how you will practice in these areas.

Characteristic	Always	Usually	Sometimes	Never
Is Organized and Focused				
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 identify what I consider most important				
Values Student-Preceptor Interactions				
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				
Characteristic	Always	Usually	Sometimes	Never
Is Dynamic and Enthusiastic				
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				
Relates Well to Students				
I have a genuine interest in students				
I respect students as persons				
I attempt to relate to students as individuals				
I adapt to the differences in individual students				
I am valued for advice beyond that directly related to the supervised practice experience				
I am accessible to students				
I am approachable and friendly				
Uses an Analytical Approach				
I discuss recent developments in the field				
I discuss points of view other than my own				
I share the origins of my ideas and concepts				
I provide references for interesting and involved points				
I explain why the student's work is correct or incorrect				

I have students apply concepts to demonstrate understanding				
I provide constructive and timely feedback				

Characteristic	Always	Usually	Sometimes	Never
Is Competent and Confident				
I demonstrate mastery in the area in which I am precepting				
I keep up-to-date in the area in which I am precepting				
I am confident in my expertise in the area in which I am precepting				
I am confident in my skill as preceptor				
Models Professional Behavior				
I show respect for others				
I demonstrate empathy for others				
I take responsibility for my actions				
I recognize my own limitations				

Sources:

- MH Oermann, *A Study of Preceptor Roles in Clinical Teaching, Nursing Connections 1996 Winter*; 9(4):57-64.
- An extended summary of Association for Medical Education in Europe Medical Education Guide No 20 R M Harden and J R Crosby Published in *Medical Teacher* (2000) 22, 4, pp 334-347 Tay Park House, 484 Perth Road, Dundee, DD2 1LR (www.amee.org)
- Irby, David M. Clinical Teacher Effectiveness in Medicine. *Journal of Medication Education* 53:(October 1978):18-24.

From the Academy of Nutrition and Dietetics Commission on Dietetic Registration Online Preceptor Training Program.

Available at: <http://www.cdrcampus.com/>

Appendix A Eastern Michigan University Coordinated Programs in Dietetics Student Handbook Policy on Professionalism:

A. Dress Code

Students are expected to look professional. Preceptors will share any specific dress code requirements of the facility. The following dress code is expected by EMU and will apply to most facilities:

1. A clean and pressed white lab coat
2. Official EMU nametag (the Clinical Coordinator will provide instructions on how to obtain the official EMU nametag). There is a charge for this.
3. Dresses or skirts must be at least knee length (no mini's)
4. Full-length casual dress pants (no jeans), must be hemmed. No fraying or holes.
5. Comfortable closed-toe walking shoes with non-slip soles (no sneakers)
6. Appropriate undergarments must be worn; undergarments and midriffs are NOT to be exposed
7. Jewelry may be worn but is limited to engagement and wedding rings, watch, and one pair of small earrings (no hoops, dangles or spacers); additional jewelry is not permitted. Exposed body piercings (except ears) are not permissible; all body jewelry must be removed
8. Short fingernails (without polish) are a must
9. Dark or neutral hose or socks must be worn at all times

B. Conduct

Conduct involves the responsibility of student(s) in Supervised Practice Experience or assigned areas away from the School of Health Sciences.

The student...

1. Is responsible to address the preceptor(s) and employees in a professional manner. Please ask how the preceptor would like to be addressed. Students are the first impression many of these professionals will have of EMU.
2. Is responsible to be flexible – recognizing that in working in the real world setting, change is inevitable.

Student Handbook Policy on Professionalism continued

3. Is responsible for his/her own appropriate automobile insurance and transportation to/from the facility. Students should not accept transportation from a preceptor, EMU faculty, or a client.
4. Is responsible for his/her own meals at facilities.
5. Is responsible for following the policies of facilities.
6. Is responsible for reporting on time. Arrive at least 10 minutes early for each day's work. This shows eagerness to learn and displays respect for the preceptor.
7. Must contact the preceptor at the facility and the EMU course instructor **prior** to the start of the experience if an emergency prevents reporting for SPE as scheduled.
8. Must reschedule missed hours as soon as possible with the preceptor and EMU course instructor.
9. With greater than one unexcused absence or tardiness from a supervised practice rotation, will be referred for a counseling session with the Program Director/advisor to develop a plan of action. Additional unexcused absences or tardiness may result in dismissal from the coordinated program.
10. May not leave assigned facility areas during supervised practice experiences without the permission of the preceptor. Students must always check in and check out with the preceptor before leaving the area or leaving for the day.
11. Is responsible for the cost (either through personal health insurance or personal funds) for any emergency/routine/personal health care delivered at an SPE facility or another facility related to illness occurring during supervised practice experience hours. EMU, SPE sites and preceptors are not responsible to cover such costs. All medical care costs not covered by personal health care insurance are the responsibility of the individual student.
12. Is not covered by worker's compensation; they are not employees of EMU or the facility.
13. Is responsible for completing necessary accident report forms of the facility if injured during supervised practice.
14. Is responsible for obtaining any immunizations, physical examinations, drug screening and background checks, and any fees associated with meeting these requirements, requested by the practice facility.

Student Handbook Policy on Professionalism continued

C. Academy Code of Ethics

<http://www.eatright.org/healthprofessionals/content.aspx?id=6868>

Code of Ethics

The Academy and its credentialing agency, the Commission on Dietetic Registration, believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct.

Published Code of Ethics

The Code of Ethics Task Force reviewed and revised the 1999 Code of Ethics in March 2009. The Academy Board of Directors, Commission on Dietetic Registration and House of Delegates approved the revised Code in May 2009. The 2009 Code of Ethics was published in the August 2009 *Journal of the American Dietetic Association*, now *Journal of the Academy of Nutrition and Dietetics*, (pages 1461-1467). The 2009 Code is in effect as of January 1, 2010 and the 1999 version of the code is no longer valid.

Accessed from the Academy website; www.eatright.org

An effective preceptor is a.....

