

# UCA DI PRECEPTOR SYMPOSIUM

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- Welcome
- Introductions
- Restrooms
- Agenda
- CPE Certificates

# PRECEPTOR BEST PRACTICES

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USING APPRECIATIVE INQUIRY TO CREATE AND SHARE CHANGE



# APPRECIATIVE INQUIRY IS:

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- A post-modern approach to social science
- A method for engaging a small or large group of people in studying the best examples of whatever they are interested in creating more of
- A dialogue approach to organization development and change

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# OBJECTIVES

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- Develop a basic understanding of Appreciative Inquiry
- Share “best of” stories from preceptor experiences



# WHAT MAKES FOR A GREAT DIETETIC INTERN ROTATION EXPERIENCE?

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## NORMAL INQUIRY

- What do you think are the qualities of a great rotation experience?
- What do you think makes a rotation experience awful?
- What would you recommend to someone preparing a rotation experience?


## APPRECIATIVE INQUIRY

- Why do you say this is the best rotation you have ever experienced?
- What was it about the intern and the preceptor that make it so great?
- What does this story teach us about the qualities of a great rotation experience?

# TO WHAT EXTEND DID THIS INQUIRY...

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	Low				High
Result in new ideas about the topic?	1	2	3	4	5
Increase your sense of connection and rapport with the other person?	1	2	3	4	5
Leave you feeling energized and excited?	1	2	3	4	5



# KEY POINTS

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- The questions we ask, and how we ask them, are critical to what happens next.
- Organizations move in the direction of the questions they most persistently and passionately ask.
- You tend to get more of what you pay attention to.
- People are more likely to engage in discussing things they are proud of and that inspire them than things they are ashamed of and feel bad about.
- Knowing what is wrong doesn't tell you what's right.



# UNDERLYING ASSUMPTIONS

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- We use stories (examples, narratives) to make sense and to convey meaning to each other.
- We are as influenced by what we think will happen in the future as by what has happened in the past.

# CONTRAST

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## USUAL APPROACH

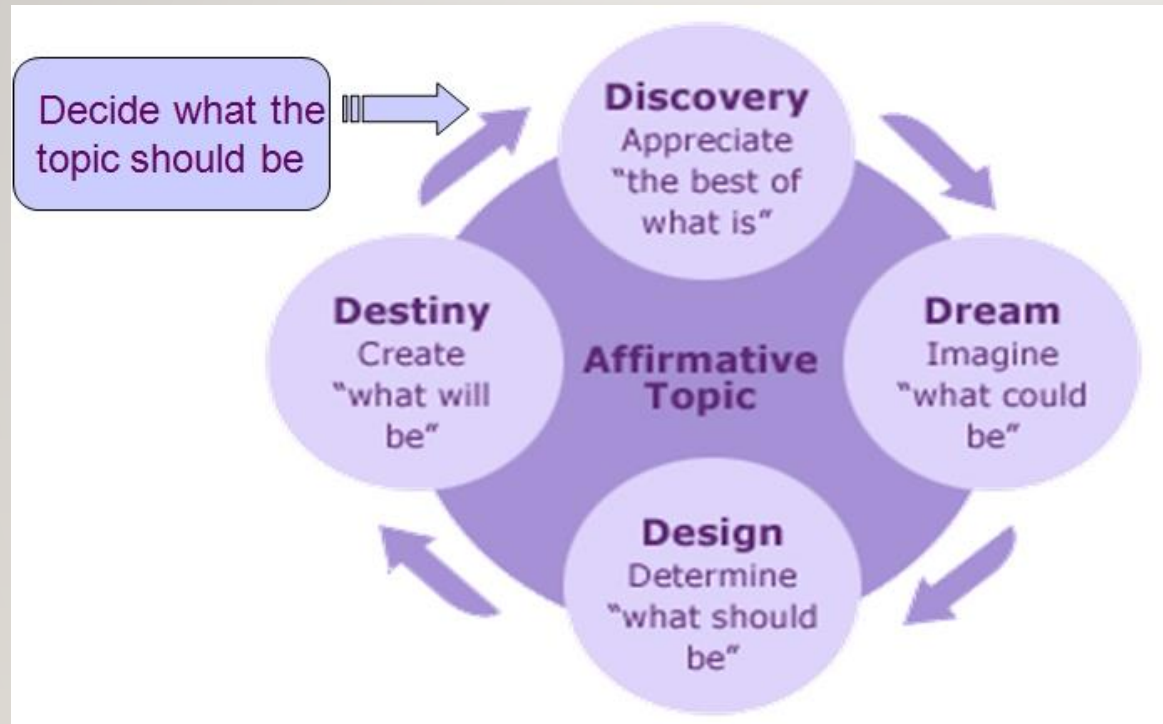
- Identify the problem
- Analyze causes
- Identify possible solutions
- Action planning
- Assumption: organizing is a problem to be solved

## APPRECIATIVE INQUIRY

- Value the Best of What Is
- Envision: What Might Be
- Dialogue: What Should Be
- Innovate: What Can Be
- Assumption: organizing is a miracle to be appreciated

# APPRECIATIVE INQUIRY “4-D MODEL”

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- Positive emotions makes people more open to differences and more creative
- Identifying what is already working, what brings life and vitality
- Focusing on what you want more of, not less of
- Seeing the possibilities in people and systems

# AI IS TRANSFORMATIONAL WHEN IT IS “GENERATIVE”

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- It generates new ideas
- It generates energy
- It generates a desire to act



# AI BEGINS WITH...DISCOVERY

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- Decide what you want more of...and look for the best of it that already exists
- Get people to interview each other about their “best of” stories
- Use the storytelling process to build relationships, find common ground, and uncover powerful new images and ideas



# DISCOVERY

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- Interview someone using appreciative inquiry
- Be interviewed by that same person
- Get together with another pair to share your insights about the affirmative question
- Make comments and ask questions

# TIPS

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- Listen closely and be curious. Dig deep into the story.
- Think of this as more of a conversation than an interview.
- Keep notes on ideas that come to you about how to answer the affirmative topic.
- The hallmark of a great appreciative interview is that you both learn something new from exploring the story.

# INTERVIEW GUIDE

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- Tell me a story about the time that you exceeded your own expectations as a preceptor in helping an intern improve a skill.
- This experience is one where you were surprised at how positive an impact you had. It might not be the biggest impact you ever had, but it was the one that most surprised you because you didn't think you would be as influential or that it would turn out as well as it did.
- **Possible follow-up questions:**
  - How did this begin? What happened? What was the positive impact?
  - Why was that surprising to you? What do you think it was about you that resulted in this impact?
  - What do you think it was about the other people that led to a positive outcome?
  - ***What does this story tell us about how to create a future where preceptors play an integral role in supervised practice rotations?***

# PROCESS

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- Pair up and interview each other for 15 minutes (7.5 minutes each) to share your “best of” stories.
- Meet with another pair who have just completed their interviews
- Begin by introducing the person you just interviewed and give a short summary of their story and what struck you about it (5 minutes)
- Once each person has been introduced, have a conversation about what you think makes for a successful preceptor-intern experience (10 minutes)
- Identify 2-3 key components of a successful preceptor-intern experience and write these on the post-it papers

# RECAP

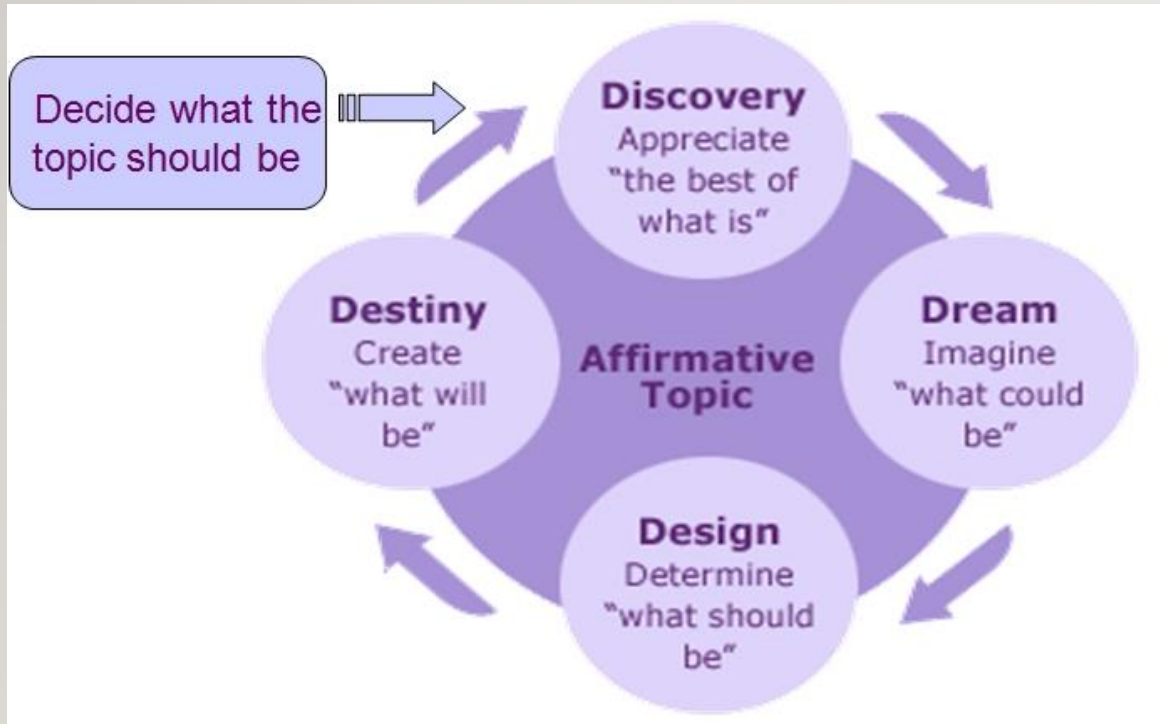
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- Share results of AI with entire group



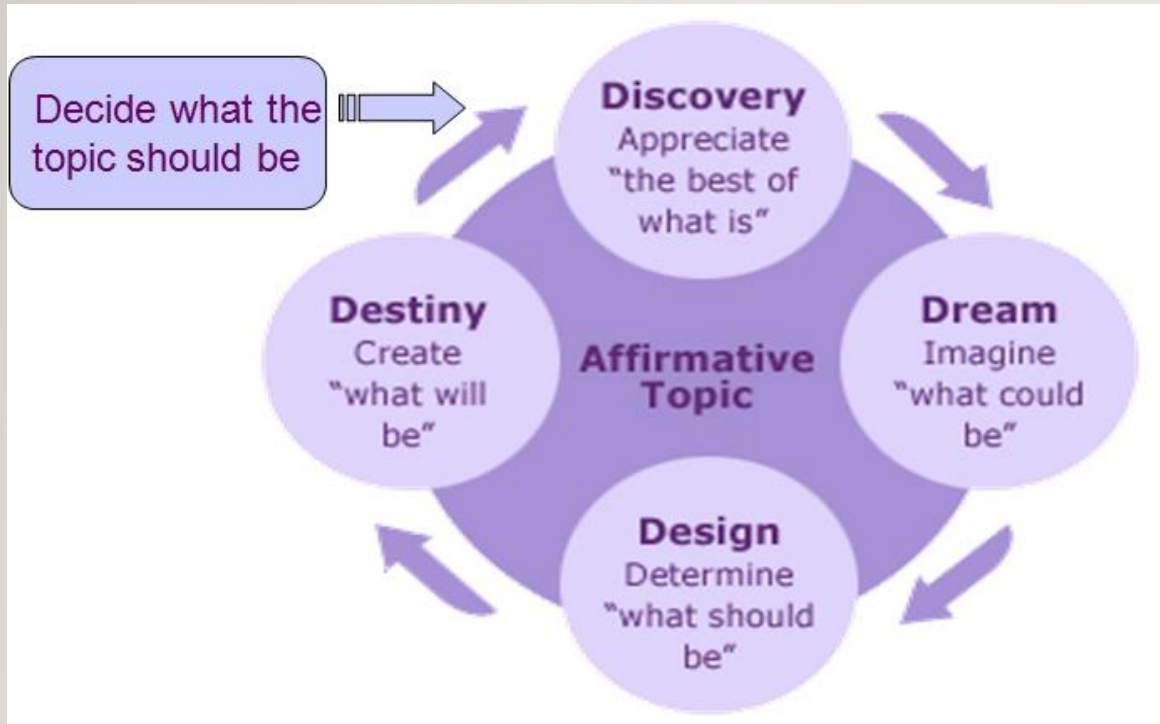
# NOW WHAT?

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1. We completed the **Discovery** step.
2. Next we **Dream**: When you think about the future of the UCA MSDI, what are your deepest hopes, dreams and visions for creating the richest learning environment and the highest quality learning experiences for students? How would things be different from how they are now? Share these thoughts with me later.

# NOW WHAT?



3. **Design:** What specific actions and changes do you think need to be made to create these hopes and visions?

4. **Deploy:** What will have to happen for people in the program (director, preceptors, interns, administrators) to take on the challenge to change in these ways?

Strategic Plan

# NOW WHAT?

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- Dream, Design, and Deploy
  
- Lunch!

# ACEND & FERPA FOR PRECEPTORS

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# OBJECTIVES

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- Recognize ACEND requirements
- Identify resources for preceptors
- Recognize FERPA requirements



# ACEND

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- Accreditation Council for Education in Nutrition and Dietetics
- Moving from 23 to 10 standards

## Eligibility for ACEND Accreditation

1. Program Characteristics and Finances

2. Title IV Compliance for Free-Standing Programs

3. Consortia

Program Planning and Outcomes Assessment

4. Program Mission

5. Program Goals

6. Program Objectives

7. Program Assessment

8. On-going Program Improvement

Curriculum & Student Learning Objectives

9. Program Concentrations

10. Curricular Mapping

11. Learning Activities

12. Curriculum Length

13. Learning Assessment

14. On-going Curricular Improvement

Program Staff and Resources

15. Responsibilities of the Program Director

16. Faculty and Preceptors

17. Continuing Professional Development

18. Program Resources

19. Supervised-Practice Facilities

Students

20. Student Progression and Professionalism

21. Student Complaints

22. Information to Prospective Students and the Public

23. Policies and Procedures

## 1. Program Characteristics and Resources

2. Consortia

3. Program Mission, Goals, and Objectives

4. Program Evaluation and Improvement

5. Curriculum and Learning Activities

6. Student Learning Outcomes Assessment and Curricular Improvement

7. Faculty and Preceptors

8. Supervised Practice / Experiential Learning Sites

9. Information to Prospective Students and the Public

10. Policies and Procedures

# STANDARD 5: CURRICULUM AND LEARNING ACTIVITIES

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- **5.1** A curriculum map must be developed that:
  - a. Identifies **supervised practice experiences**, which occur in various settings or practice areas that interns will complete to meet the core competencies and program-defined concentration competencies.
  - b. Sequentially and logically organizes the progression of didactic courses and supervised practice experiences from introductory to more advanced learning activities and builds on previous knowledge or experience to achieve the expected depth and breadth of knowledge and competency by completion of the program.
  - c. Culminates in experiences to demonstrate entry-level competence.

# STANDARD 5: CURRICULUM AND LEARNING ACTIVITIES

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- **5.2** The program's curriculum must be designed to ensure the breadth and depth of requisite knowledge and skills needed for entry-level practice as a registered dietitian nutritionist.
- a. The program's curriculum must prepare interns with the following core competencies:
- b. The curriculum must include at least one program-defined concentration that builds on the core competencies and develops additional depth necessary for future proficiency in a particular area. The concentration must include at least two program specific competencies with associated learning activities.



# STANDARD 5: CURRICULUM AND LEARNING ACTIVITIES

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- **5.3** The program's curriculum must provide learning activities to attain the breadth and depth of the core competencies and program-defined concentration competencies. Syllabi for courses taught within the academic unit and supervised practice rotation descriptions must include these learning activities with the associated CRDN.
- a. Learning activities must prepare interns for professional practice with patients/clients with **various conditions**, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.
- b. Learning activities must prepare interns to implement the **Nutrition Care Process** with various **populations and diverse cultures**, including infants, children, adolescents, adults, pregnant/lactating females and older adults.
- c. Learning activities must use a variety of educational approaches necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.





## DOMAIN I. SCIENTIFIC AND EVIDENCE BASE OF PRACTICE: INTEGRATION OF SCIENTIFIC INFORMATION AND TRANSLATION OF RESEARCH INTO PRACTICE

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- CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.
- CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature.
- CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.
- CRDN 1.4 Evaluate emerging research for application in nutrition and dietetics practice.
- CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis.
- **CRDN 1.6 Incorporate critical-thinking skills in overall practice.**

## DOMAIN 2. PROFESSIONAL PRACTICE EXPECTATIONS: BELIEFS, VALUES, ATTITUDES AND BEHAVIORS FOR THE PROFESSIONAL DIETITIAN NUTRITIONIST LEVEL OF PRACTICE.

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- CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.
- CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.
- CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.
- **CRDN 2.4 Function as a member of interprofessional teams.**
- CRDN 2.5 Assign duties to NDTRs and/or support personnel as appropriate.
- CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
- CRDN 2.7 Apply leadership skills to achieve desired outcomes.

# DOMAIN 2 CONTINUED

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- CRDN 2.8 Demonstrate negotiation skills.
- CRDN 2.9 Participate in professional and community organizations.
- CRDN 2.10 Demonstrate professional attributes in all areas of practice.
- CRDN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues and staff.
- CRDN 2.12 Perform self-assessment and develop goals for self-improvement throughout the program.
- CRDN 2.13 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
- CRDN 2.14 Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.
- **CRDN 2.15 Practice and/or role play mentoring and precepting others.**

## DOMAIN 3. CLINICAL AND CUSTOMER SERVICES: DEVELOPMENT AND DELIVERY OF INFORMATION, PRODUCTS AND SERVICES TO INDIVIDUALS, GROUPS AND POPULATIONS.

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- CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
- **CRDN 3.2 Conduct nutrition focused physical exams.**
- CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.
- CRDN 3.4 Design, implement and evaluate presentations to a target audience.
- CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.



# DOMAIN 3 CONTINUED

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- CRDN 3.6 Use effective education and counseling skills to facilitate behavior change.
- CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
- CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends.
- CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
- CRDN 3.10 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.



## DOMAIN 4. PRACTICE MANAGEMENT AND USE OF RESOURCES: STRATEGIC APPLICATION OF PRINCIPLES OF MANAGEMENT AND SYSTEMS IN THE PROVISION OF SERVICES TO INDIVIDUALS AND ORGANIZATIONS.

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- CRDN 4.1 Participate in management of human resources.
- CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
- CRDN 4.3 Conduct clinical and customer service quality management activities.
- CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.
- CRDN 4.5 Analyze quality, financial and productivity data for use in planning.

# DOMAIN 4 CONTINUED

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- CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
- CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
- CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
- **CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.**
- **CRDN 4.10 Analyze risk in nutrition and dietetics practice.**

# STANDARD 7: FACULTY AND PRECEPTORS

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- **7.1** The program must provide evidence that qualified and appropriately credentialed faculty and **preceptors** are sufficient to ensure implementation of the program's curriculum and the achievement of the program objectives and student learning outcomes.
- **7.2** The requirements for program faculty and preceptors must include:
  - a. Program faculty (faculty within the academic unit), including the program director, must meet the sponsoring organization's criteria for appointment and have sufficient education in a field related to the subject in which they teach or must meet the institution's policy for education and/or equivalent experience.
  - b. **Preceptors must have the education and experience needed to provide appropriate guidance for supervised practice experiences. Preceptors must be licensed, as appropriate to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising interns.**
  - c. Program faculty, including the program director, and preceptors must show evidence of continued competence appropriate to their teaching or precepting responsibilities through professional work, graduate education, continuing education, scholarship/research or other activities leading to professional growth in the advancement of their profession.
  - d. The program must have a process for the periodic review, including **input from interns, of the effectiveness of faculty and preceptors.**

# STANDARD 7 CONTINUED

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- **7.3** The orientation and training requirements for program faculty and preceptor must include:
  - a. New program faculty members, instructors, preceptors and teaching assistants must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics program.
  - b. Program faculty members, instructors, teaching assistants and preceptors must receive feedback, and training as needed, based on program evaluation and feedback from interns.
  - **c. Program faculty members, instructors, teaching assistants and preceptors must receive training on the ACEND Standards and required knowledge and competencies.**



# STANDARD 8: SUPERVISED PRACTICE / EXPERIENTIAL LEARNING SITES

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- **8.1** Supervised practice site requirements:
  - a. The institution/organization must establish policies that outline the issuance and maintenance of **written affiliation agreements** and the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of supervised practice facilities.
  - b. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies.
  - c. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students.
  - d. The institution/organization must clarify in its policies any situation where affiliation agreements are not required (such as a site being part of the program's organization).



# RESOURCES FOR PRECEPTORS

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- DI Director, Nina Roofe: [nroofe@uca.edu](mailto:nroofe@uca.edu)
- Website: <http://uca.edu/facs/programs/dietetic-internship/preceptors/>
- UCA DI Preceptor Handbook (on website)
- CDR: <http://www.cdrnet.org/> and <https://www.cdrnet.org/cpeu-credit-for-preceptors>
  - CPEUs awarded for precepting: 1-25 contact hours = 1 CPEU; 26-50 contact hours = 2 CPEUs; 51 and greater contact hours = 3 CPEUs
- Community of AR preceptors
- Rotation manuals (foodservice, community, clinical, research)

# FERPA

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- "FERPA" stands for Family Educational Rights and Privacy Act of 1974. This is similar to patient's rights to privacy under HIPAA and must be observed by every member of the educational system from the President of the University to the groundskeepers. This also includes preceptors and instructors involved in supervised practice.

# EDUCATIONAL RECORDS

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- "Educational Records" refers to any record having to do with a student/intern made in respect to that student's education. This is broad and includes anything associated with a student or intern, including but not limited to transcripts, examinations, grades, papers, and rotation evaluations. It also includes any correspondence associated with a student or intern, such as those between the DI Director and the Preceptor(s).
- FERPA is important not just because it is law, but because the violations of FERPA, are enforced by fines and/or loss of federal funding for the institution which is in violation. Additionally, violations become news stories, which are not the type of publicity any facility desires.

# POSITIVES

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- We want to celebrate and share when our students / interns succeed and typically this is not an issue. However, we should always be mindful of our student's preference for privacy in those matters and encourage them to share their successes themselves.
- As part of the UCA MSDI, interns sign a release in order to be photographed, videotaped, and named for educational purposes and to share their successes publically.
- However, we should still communicate with each intern to ensure they are aware of our use of any photos, videotapes, and information.



# POTENTIAL ISSUES

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- Note please that **FERPA includes both rights and privacy**. All educational records, including rotation evaluations and information regarding an intern's progress in the program, are considered to be confidential. A few examples are given below to illustrate this further:
- We cannot post grades which link to students.
- We cannot give the test paper of one student (with a grade on it) to another student even if that person is a spouse.
- The student ID number, social security number, or similar identifiers must not be released.
- ACEND recently changed the verification statement format to no longer include student's social security numbers. Now, we use student's full names and their mother's maiden name. However, this information can also be used to steal a person's identity, so these should be guarded as well.



# POTENTIAL ISSUES

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- Verbally transferring information is equally protected. ***There can absolutely not be any discussion of the performance or evaluation of a student / intern with another student or intern.*** Discussion of the performance or evaluation of a student / intern with the DI Director is however, allowed for purposes of documenting student / intern achievement and completion of program requirements.
- Giving information which leads to the ***location of a student*** to a non-program person is not allowed. Persons who want to contact students should leave their name and number which is forwarded to the student so that the student can make the decision to contact or not contact the caller.
- If you have more than one student / intern at the same time, ***evaluations must be done separately.*** It is perfectly acceptable to talk to two or more students together, as long as evaluation and grading does not enter into the conversation. That is confidential information.

# BOTTOM LINE

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- Students / interns have both an ethical and legal expectation of being able to see their own records and have those records protected from unwanted intrusion.
- ***When in doubt - don't release it, don't repeat it, and don't share it.***

# COMMUNITY NUTRITION SHOWCASE

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Melissa Minnich and Audrey Chandler



# DOOR PRIZES & FUTURE GOALS

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