

Master of Applied Nutrition (MAN)

Preceptor Manual

INTRODUCTION & PROGRAM BACKGROUND

Thank you for being a preceptor to the Master of Applied Nutrition (MAN) Program! As a preceptor, you will bridge the gap between theory and practice, facilitating the transformation of the student to entry-level practitioner. Under your supervision, the student will develop critical thinking skills to synthesize and apply nutrition, food service, communication and management principles, theory and skills.

Your active participation in the intern's learning experience will play a key role in the shaping of the future of our dietetics profession. The information contained in this preceptor manual is intended to make your preceptor experience a beneficial one for you, your organization and the student.

The MAN Program

The next few pages will explain a little bit about the MAN Program so you can understand what education and information the student receives and is involved in throughout the year.

You can also read more at:

- [MAN Program](#)
- [MAN Program Brochure](#)
- [MAN Frequently Asked Questions](#)

Mission

The mission of the MAN program is to produce graduates who are competent dietetic professionals able to apply advanced theoretical and technical knowledge to work in a variety of settings, and with the critical appraisal and entry level technical skills to engage in practice based research.

MAN Program Objectives

The broad objectives of the MAN program are:

- i) to develop students' theoretical knowledge and skills related to research, critical appraisal, and communication through graduate course work,
- ii) to foster research mindedness and practice-based research skills development by engaging students in a variety of research activities, and
- iii) to promote the acquisition and demonstration of professional competencies through practicum placements and reflection on practice.

Program Duration

The MAN program is a one year (3 semesters) specialized degree of **advanced graduate course work** and **competency-based practicum experience**. It is for students who have completed an undergraduate degree from a dietetic program accredited by the Partnership for Dietetic Education and Practice (PDEP) within the last 3 years.

Practicum and Related Practicum Courses/Seminar (Competency-based Practice Experience)

Each student completes three practica in three different settings in order to achieve the variety of required professional ICDEPs through experience in practice and reflection on practice¹. The student and the placement supervisor / preceptor develop the Practicum Plan (See *Guideline for Practicum Plan* under Roles and Responsibilities tab for more detail) based on the placement setting's dietetic-related activities. The tasks and projects use dietetic entry-level competencies, which are evaluated and documented on activity plans. The practicum plan guides the student's work throughout the practicum. In consultation with the preceptor the student completes a 2-3 activities or projects that are somewhat outside of routine placement activities during the practicum. The activities decided on (e.g. cooking demonstration) are recorded on a Gantt chart. Each activity will have an outcome objective; key tasks described; a due date; and competencies to be achieved identified. As the student works to complete these activities during the placement

Each practicum involves 3 to 4 days per week with one organization per semester, allowing the student to progress from a novice stage to being able to provide relief for the dietitian during the last few weeks. Each placement is **40 days** long, totalling about **320 hours** each.

The seminar, in-class part of the practicum (Mondays) helps students reflect on their development of transferable skills and promotes discussion of these skills with colleagues in other placements.

Practicum courses that supplement placement experience:

1. FRAN*6710 Practicum in Applied Human Nutrition I (Fall semester)

This course provides a practicum of 3 or 4 days per week with a dietetic-related agency or organization to develop and perform dietetic competencies (internship experience). In weekly seminars, students discuss and reflect on theory and dietetic practice issues.

The course prepares students for practicum by discussion of placement forms (i.e. activity charts, competency tracking), topics of importance to success in placement (i.e. critical thinking, clinical judgement/supervision), and preparation of reflective journals. Invited speakers cover topics such as Jurisprudence (CDO) and health literacy.

2. FRAN*6720 Practicum in Applied Human Nutrition II (Winter semester)

This course provides a practicum of 3 or 4 days per week with a dietetic-related agency or organization to develop and perform dietetic competencies (internship experience). In weekly seminars, students discuss and reflect on theory and dietetic practice issues. Focus in this II level course is on clinical assessment and application.

¹ Bines H. Chapter 2: Issues in Course Design. In Bines H & Watson D. *Developing Professional Education*. Birmingham, UK: The Society for Research into Higher Education & Open University Press; 1992.

The course makes use of simulated learning experience using case based scenarios and live actors in the role of the patient/client. Case scenarios include Type 2 Diabetes Mellitus, gastroesophageal reflux, irritable bowel syndrome, and metabolic syndrome. Each student plays the role of RD and interviews the patient/client. Each student also acts in an observer role. In addition, students engage in reflective learning by sharing their experience in their various practicum placements with the class.

3. **FRAN*6730 Practicum in Applied Human Nutrition III (Spring semester)**

This course provides a practicum of 3 to 5 days per week with a dietetic-related agency or organization to develop and perform dietetic competencies (internship experience). In weekly seminars, students discuss and reflect on theory and dietetic practice issues. Focus in this III level course is on completion of business and research projects and completing ICDEP competencies.

Graduate Courses (Advanced Professional Course Work)

Students in the Master of Applied Nutrition program will take the following half semester courses to full degree requirements:

1. **FRAN*6610 Advances in Clinical/Nutritional Assessment I (Fall)**

An advanced overview of nutritional assessment and clinical nutrition with an emphasis on issues relevant to community based and non-acute care settings. Nutrition assessment methods will be discussed in depth along with emerging issues. Emphasis on clinical nutrition will be integration of theory and practice. Some project examples include:

- Researching and writing a PEN® (Practice-Based Evidence in Nutrition) pathway suitable for publication and creating and delivering an oral presentation related to a PEN Pathway
- Case study on a disease state (e.g. Cystic Fibrosis) and review of International Dysphagia Diet Standardization Initiative
- Critique of original research article

2. **FRAN*6510 Nutrition in the Community (Winter)**

Concepts and knowledge of nutrition as applied in community and public health nutrition. Examination of current programs in applied nutrition.

The course provides the theoretical and practical knowledge to develop effective behavior change interventions and the grant writing skills required to obtain funding for these programs. The course is a combination of lecture and group activities. Group activities supplement the lecture by providing an opportunity to work through a “real-life” example of how the material presented could be applied in the public health arena. Working in groups of approximately 4, students will complete assignments related to grant review and development of community nutrition interventions by examining the following topics:

- epidemiology, rationale, and predictive factors,
- formative assessment,
- theoretical model and study objectives
- intervention strategies

- evaluation and logic mode.

Based on activities undertaken in the development of community nutrition interventions topics, students will make presentations on these experiences and have an opportunity to share their work with other students. Finally, students will work in groups to gain experience in the grant application process by writing an actual grant proposal requesting funds for a community nutrition intervention.

3. **FRAN*6740 Foodservice Management in Healthcare** (Winter)

Students will critically assess and integrate foodservice management literature and theories to address the multifactorial issues in foodservice operations in healthcare. Case studies presented by expert guests and operational projects will support student synthesis and evaluation of the literature.

This is seminar style course with class discussions, guest speakers, and student presentations that focus of the complex, multi-dimensional environment of Foodservice management in the healthcare setting. It explores how management of a foodservice operation draws upon cross-disciplinary theoretical background related to dietetics, food science, food microbiology, human resources, operational and fiscal management and applies the theory to this dynamic environment.

In the course, students will critically assess the literature in developing creative oral and written resolutions to the real-world issues that arise in foodservice operations in healthcare. In the course, students will conduct an operational SWAT analysis based on their previous semester placement experience; work in small groups to develop and present an in-service presentation to a defined target group on the following topics:

- Food service administration
- Menu Planning
- Food Production
- Nutrition Care
- Meal Service and Dining.

4. **FRAN*6750 Final Project in Applied Human Nutrition** (course in Fall; continue project work winter and spring/summer)

This supervised project includes a written report and oral presentation of an applied practice-based research project or a proposal for a research project, consisting of a literature view, purpose, methodology, and analysis plan. Students register in complete a course in the fall semester, and then work on the project for next 2 consecutive semesters.

Final Project in Applied Nutrition is a research course and runs through all 3 semesters. The research is based on a quality improvement framework and relies on practice based projects from preceptors. The course engages the student in applied implementation research for dietetic services in public health, social services and/or clinical contexts

The Fall semester course provides the basic background to undertake the research and includes the following learning components:

- Paradigms, models and terminology for practice based “research” in health and social services contexts
- Planning the study – Typical study designs, logic models
- Basic methods of conceptualizing, conducting, analysing and presenting focus groups, surveys, key informant interviews, audits, consensus processes
- Develop a range of research skills by participating in a community research project.

Research topics are solicited from placement organizations and these MAN community partners volunteer their time to work with students to complete projects relevant to practice. A University of Guelph Applied Human Nutrition faculty member is responsible for overseeing the projects. Projects are completed in the Winter and Summer semesters, generally by students working in groups of 2 or 3.

Additional Learning opportunities:

BootCamp (August): Is a 1-week intensive orientation conducted on-site at University of Guelph by an academic faculty member of Applied Human Nutrition and the MAN Program Coordinator. Sessions include:

- Medical Terminology
- Client Interaction based on a variety of scenarios
- Nutrition Care Process
- Enteral Nutrition case study
- Parenteral Nutrition case study
- Mock Counselling/Motivational Interviewing (simulation and peer to peer)
- Disease condition case study (e.g. GI disorder)

Other Learnings – Student enrol in the following Dietitians of Canada- On-Line Courses:

- Dysphagia Management
- Critical Care Nutrition
- Population/Public Health Needs Assessment

ROLES AND RESPONSIBILITIES – PLACEMENT

The student placement focuses on completing routine activities along with additional projects within an organization. Successful completion of these activities will satisfy some of the competencies as reflected by the ICDEP entry-level competencies.

Students are assigned to a placement by the MAN practicum coordinator after students have ranked their top choices. In assigning particular placements and learning pathways, consideration is given to, among other factors the:

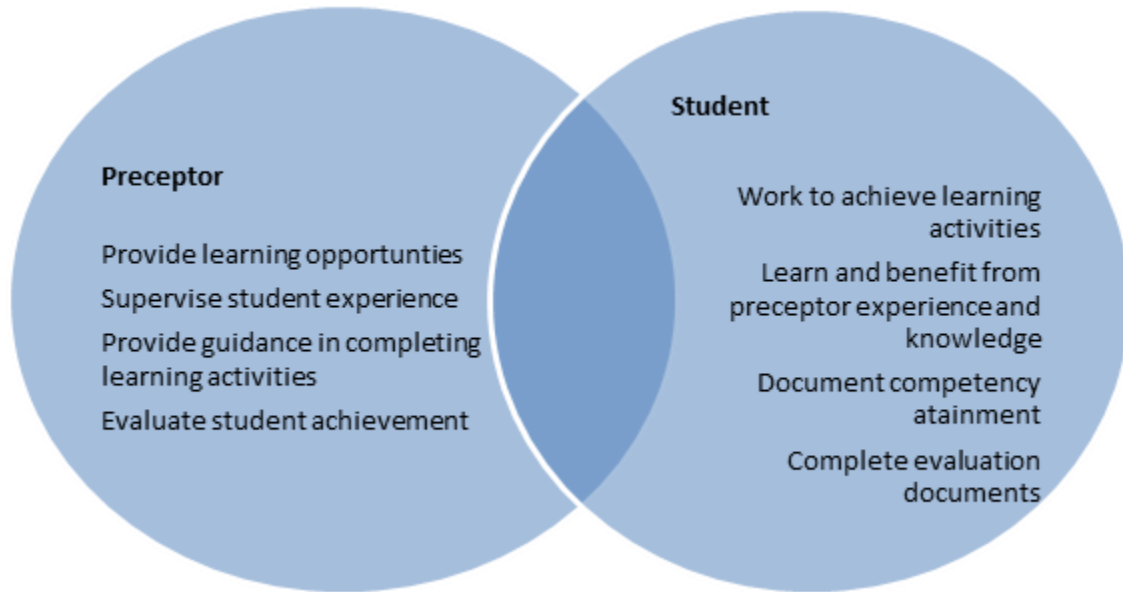
- learning needs, skills and interests of the student,
- needs of the organization, and
- availability of placements.

The program coordinator makes the final decision as to the placement assignment. The student is responsible for his or her own transportation to the placement site.

A **successful placement** requires cooperation by all three parties involved: *the student, the organization (placement site) and the University of Guelph.*

Students are responsible for familiarity and compliance with the placement organization's regulations, rules and policies. Failure to comply with regulations, rules and policies may result in termination of the placement by the organization or the University.

Successful
Experiential
Experience



ROLE – PRECEPTOR

Review the 2014 [Guidelines for Supervising Dietetic Learners](#) from the College of Dietitians of Ontario (CDO). The guide outlines the CDO's expectations for dietitians who supervise learners in practical education programs to ensure that both the supervising dietitians and learners practice safely, competently and ethically through the practical training process.

Before starting the practicum (6-8 weeks in advance)

1. Confirm the placement 6-8 weeks before the placement start date, review student resume and discuss potential practicum activities with practicum coordinator.
2. Provide any documentation required, or requests such as police checks and immunization, by the organization and complete forms sent from the MAN practicum coordinator (this can be done

at the interview or at a meeting prior to the start of the placement):

- Certificate of Liability Insurance <https://www.uoquelp.ca/finance/departments-services/insurance-office/certificates-insurance>
 - Letter to Placement Employers <https://www.uoquelp.ca/hr/sites/uoguelph.ca.hr/files/public/UOG%20Letter%20to%20Placement%20Employers.pdf> ;
 - Declaration of Understanding <https://www.uoquelp.ca/hr/sites/uoguelph.ca.hr/files/public/UOG%20Student%20Declaration%20Letter%284%29..%20acc.pdf>
 - Pre-Placement Health & Safety Due Diligence Checklist <https://www.uoquelp.ca/hr/sites/uoguelph.ca.hr/files/public/UOFGPre-placement%20Due%20Dilligence.1.pdf>
3. Assist with completion of the Affiliation Agreement if required. The Affiliation Agreement generally applies for a three to five year period.
 4. Briefly talk with the student before the placement about start date and location; provide information about the organization; any discuss any pre-work needed and placement expectations.

Practicum planning and review:

Week 1: Meet with student at the beginning of the placement to begin orientation:

- Support the student's orientation at the organization.
- When your student arrives start off with having an open conversation about goals, expectations, timelines and review site policies and procedures; and complete any remaining forms. Review the evaluation form applicable to the placement (nutrition care, community/public health; or foodservice management – found under the Forms tab).
- Complete placement site forms provided by the student (also provided under the Forms tab):
 - Placement Contact Information Form
 - Placement Orientation Checklist - Identify on this form any required activities and documents for orientation to the organization policies and procedures and the materials for knowledge review.
 - Activity Plan / Gantt Chart Form – begin to think about placement activities
- If appropriate, provide materials for orientation prior to beginning the placement to reduce the orientation period.

Consider a few 'First Day Essentials'¹:

Provide orientation to:

- Physical space – tour of institution, location of washroom, parking, use of phone, workspace for intern, etc.
- Other staff .

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- Dietitian's role (job description).
- Type of client/patient.
- Resources - teaching materials (active vs. inactive), audiovisual equipment, diet manual, computer, etc.
- Policies & procedures – mission and organization of the institution, description of programs, dress code, protocols, confidentiality, emergency procedures.
- Baseline knowledge and tools needed e.g. formulae, calculator, background readings for assignments, etc.

Provide scheduling details for:

- ✓ Hours of work
- ✓ Daily routine
- ✓ Lunch and coffee breaks
- ✓ Rounds
- ✓ Meetings
- ✓ Project timelines
- ✓ Availability of dietitian (and contact information)
- ✓ One-on-one time (and where)
- ✓ Personal and written evaluations, etc.

Determine where the student is “at” academically, professionally and personally. Review their learning record and use the following questions to launch the discussion.

- ✓ What style of learning suits you best?
- ✓ What is your experience with... (nutrition assessment, patient counseling, cafeteria specials, budgeting, health promotion event, etc)?
- ✓ What courses have prepared you for this placement?
- ✓ What skills do you have that would be useful for this placement?

Clarify goals and objectives of the placement by reviewing the learning materials provided. In addition, discuss the following topics:

- ✓ What do you hope to personally accomplish during this placement? Can you be more specific?
- ✓ How do you see yourself achieving that?
- ✓ Are there specific skills you need/want to develop/practice?
- ✓ Discuss the tasks and projects to be assigned. Clarify expectations, and outline minor and major tasks/responsibilities.

Discuss feedback and evaluation (intern and preceptor) process.

- ✓ Role of dietitian in the learning experience e.g. teaching methods used.
- ✓ Discuss when the student will be observed in action.
- ✓ Review evaluation forms (intern's performance appraisal form & placement evaluation).
- ✓ Discuss when feedback and evaluation will occur (set up appointments for midway and final evaluations; clarify who will give evaluation).

Weeks 2-3: Assist student by discussing expectations and outcomes for activities or projects planned for the placement.

- The student is responsible for drafting a *practicum plan* composed of various activity plans recorded on a Gantt chart. A practicum plan (or activity plan) consists of an objective, description and completion criteria created for each activity or project undertaken based on the supervisor's input, with 3-4 planned per placement. See *Guidelines for Preparing the Practicum Plan* in the Preceptor Portal.
- Review and accept the practicum plan prior to student discussing it with the program coordinator.

Week 4: The student shares the practicum plan with the practicum/program coordinator who will discuss any concerns with the student and supervisor if necessary.

Weeks 6-7: Mid-evaluation - Communicate with the practicum/program coordinator by the end of week 7 of the practicum about the student's progress on the practicum plan (earlier if there are any questions or concerns).

- When feasible, there will be a meeting including the student, the supervisor and coordinator, in person or via conference call. Department of Family Relations and Applied Nutrition Masters of Applied Nutrition Program Outline of Practicum Supervisor Responsibilities

Supervision throughout practicum:

1. Provide the student with opportunities to participate in your routine work activities, including attending staff conferences, consistent with the various activity plans.
2. Supervise the student's activities, especially those related to the practicum plan. Ensure that resources that are required to complete the activities are available or accessible.
 - You may delegate student supervision to the staff member who normally supervises a specific activity.
3. Meet regularly with the student to discuss progress on the each of the activity plans and answer questions about organizational activities, once a week if feasible.
4. If the student's behaviour is unacceptable or the organization's service or care is being compromised by the behaviour, the practice supervisor can terminate the practicum experience, preferably after consultation with the program coordinator. The practicum

supervisor shall advise the program coordinator in writing of the reasons for the decision and action.

Week 12-13

1. Review the activities completed with the student using either (or both in some placement situations) the Community and Foodservice Evaluation and/or the Nutrition Care Evaluation. Provide any additional comments on how the student executed the activities and any comments to assist the student in their next placement.
 - Assess the level of achievement for each activity or project, assigning a final scale level using the following scale from the Dietitians of Canada Internship Program Procedures Manual:
 - Novice (N)
 - Advanced Beginner (AB)
 - Competent (C)
 - Proficient (P)
2. Provide an overall grade based on the completion of the evaluation.
3. You can review the student's self-assessment of the competencies achieved / demonstrated during execution of the various activities and the statements presented to support the self-assessed level of achievement on the Student Practicum Competency and Activity Record.
 - The students will assess themselves using the following scale from the Dietitians of Canada Internship Program Procedures Manual:
 - Novice (N)
 - Advanced Beginner (AB)
 - Competent (C)
 - Proficient (P)
 - Adjust the self-assessment ratings based on discussions with student.
4. Forward the completed Evaluation form(s) and the Practicum Competency and Activity Record, if reviewed, to the program coordinator. These documents can be sent by email.