



Placement Information

Student Name, Student Number:

Preceptor Name(s):

Placement Practice Area & Location:

Placement Dates:

Student Instructions

1. Share a blank copy of this form with your preceptor(s) in week 1 of each placement. Schedule mid-point and end-of-placement evaluation meetings with your preceptor(s).
2. Complete this form before each meeting, and bring it to discuss with your preceptor(s) during scheduled evaluation meetings. Use one form for both the mid-point and end-of-placement evaluation meetings.
3. Discuss with your preceptor(s) in each meeting: (a) the examples of how you are demonstrating the placement learning outcomes, (b) the goals you have set at mid-point and end of placement.
4. Complete the 'Summary of Meeting Discussion' section of this form during each evaluation meeting with your preceptor(s).
5. Save each form as follows: FNH482.LastNameFirstInitial.PlacementNumber.Year, e.g.FNH482.JonesM.P1.2023
6. Submit each completed form to Canvas, following your end-of-placement evaluation meeting with your preceptor(s).
DUE DATES: the final Friday of each placement, by 11:59 pm.

Preceptor Instructions

1. Review a blank copy of this form in week 1 of the placement (will be shared with you by the student). This form provides guidance on the placement learning outcomes that students need to demonstrate, student progression expectations, and feedback and evaluation processes.
2. Attend mid-point and end-of-placement evaluation meetings, which the student will schedule with you.
3. Discuss student's completed form with them during mid-point and end-of-placement evaluation meetings. Share your feedback on the student's performance, specifically: (a) the examples they have provided on their demonstration of the placement learning outcomes, (b) the goals they have set at mid-point and end of placement.
NOTE: students are responsible for documenting a summary of the meeting discussion on this form during each meeting, and submitting completed form to UBC instructors at the end of each placement.

Important Notes for Students and Preceptors

- This formal evaluation process is not meant to replace regular and timely feedback conversations throughout the placement. Ensure that regular feedback opportunities are planned into the placement.
- If there are any **performance concerns from the student or the preceptor at any time during the placement**, contact your designated UBC Dietetics Instructor, as soon as any issues emerge.



Placement Progression Expectations

The following expectations are **general guidance** on how the 6-week placement structure is intended to support students to progress and succeed. **Reach out to your designated UBC Instructor at any time with any questions.**

Week 1	<ul style="list-style-type: none">– Main focus is for students to orient and settle into the placement setting– Observation/job shadowing of the preceptor is appropriate– Students can progress to trying things on their own by the end of week 1, with preceptor supervision/corrective feedback– Students' approach to decision-making is mostly rule-bound at this stage; they may incorrectly apply previous experiences to new situations or not recognize important differences in context
Week 2	<ul style="list-style-type: none">– Students should be actively participating in placement activities and practicing skills this week– Some observation/job shadowing can be appropriate but is not the main focus this week– Close preceptor supervision and corrective feedback is appropriate this week– Students can describe their decision-making approaches and ask informed questions, even if they require significant input and direction from preceptors
Weeks 3 & 4	<ul style="list-style-type: none">– Weeks 3 and 4 are when students should be shifting to doing significantly more placement activities on their own, with decreasing preceptor prompting and supervision. The exact timing of this shift over weeks 3 and 4 will depend on each student, preceptor and the placement setting– Preceptor support shifts from major corrective feedback to minor refinement and coaching for ongoing improvement– Students can articulate their decision-making process and explain their rationale– Students are improving at identifying their current scope of knowledge/skills and when they need to seek guidance and/or learning resources– By the end of week 4, students should be prepared to shift to practicing with minimal supervision in weeks 5 and 6
Week 5	<ul style="list-style-type: none">– Students are shifting to primarily completing placement activities/providing care on their own, seeking preceptor feedback on their approaches and decisions– Students can recognize situations that may be beyond their personal scope and take appropriate steps to address the situation– Students' independent decision-making and care skills are improving and require minimal correction. As students shift to independent practice this week, it is appropriate for them to seek reassurance and input from preceptors– Students are beginning to demonstrate entry-to-practice level time management with their placement activities/care provision
Week 6	<ul style="list-style-type: none">– Students are completing placement activities/providing care on their own, with minimal preceptor supervision (preceptor review and sign-off still required)– Students are building confidence in their skills and are setting meaningful goals to support their ongoing growth– Students are demonstrating independent decision-making with their placement activities/care provision, requiring minimal correction from preceptor– Students can consistently recognize situations that are beyond their personal scope and take appropriate steps to address the situation– By the end of week 6, students are demonstrating entry-to-practice level time management with their placement activities/care provision most of the time



Placement Learning Outcome	Mid-Point Evaluation	End-of-Placement Evaluation
1. Provide individualized nutrition care using a client-centred approach <i>This learning outcome may not be relevant to all placements. State "not applicable" as needed.</i>	Examples of progress towards meeting this learning outcome	Examples of how this learning outcome was demonstrated in the placement
	–	–
	Goal(s) for the rest of the placement, to support me to meet this learning outcome	Goal(s) for my next placement
	–	–
2. Assess food and nutrition needs of communities/ populations and contribute to population health service delivery <i>This learning outcome may not be relevant to all placements. State "not applicable" as needed.</i>	Examples of progress towards meeting this learning outcome	Examples of how this learning outcome was demonstrated in the placement
	–	–
	Goal(s) for the rest of the placement, to support me to meet this learning outcome	Goal(s) for my next placement
	–	–
3. Demonstrate effective communication skills	Examples of progress towards meeting this learning outcome	Examples of how this learning outcome was demonstrated in the placement
	–	–
	Goal(s) for the rest of the placement, to support me to meet this learning outcome	Goal(s) for my next placement
	–	–
4. Contribute effectively to teamwork and collaborative practice	Examples of progress towards meeting this learning outcome	Examples of how this learning outcome was demonstrated in the placement
	–	–
	Goal(s) for the rest of the placement, to support me to meet this learning outcome	Goal(s) for my next placement
	–	–
5. Demonstrate culturally safe and inclusive attitudes and behaviour	Examples of progress towards meeting this learning outcome	Examples of how this learning outcome was demonstrated in the placement
	–	–



Placement Learning Outcome	Mid-Point Evaluation	End-of-Placement Evaluation
	Goal(s) for the rest of the placement, to support me to meet this learning outcome	Goal(s) for my next placement
	–	–
6. Demonstrate ethical attitudes and behaviour	Examples of progress towards meeting this learning outcome	Examples of how this learning outcome was demonstrated in the placement
	–	–
	Goal(s) for the rest of the placement, to support me to meet this learning outcome	Goal(s) for my next placement
	–	–
7. Identify and comply with legislative, regulatory and organizational requirements	Examples of progress towards meeting this learning outcome	Examples of how this learning outcome was demonstrated in the placement
	–	–
	Goal(s) for the rest of the placement, to support me to meet this learning outcome	Goal(s) for my next placement
	–	–
8. Engage in reflective practice to enhance personal practice and health systems	Examples of progress towards meeting this learning outcome	Examples of how this learning outcome was demonstrated in the placement
	–	–
	Goal(s) for the rest of the placement, to support me to meet this learning outcome	Goal(s) for my next placement
	–	–

Mid-Point Evaluation Summary of Meeting Discussion

Students to fill out this section and verify content with their preceptor(s) during mid-point evaluation meeting

Summary of meeting discussion. Contact designated UBC instructor following the meeting if any questions/concerns

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End-of-Placement Evaluation Summary of Meeting Discussion

Students to fill out this section and verify content with their preceptor(s) during end-of-placement evaluation meeting

Summary of meeting discussion. Contact designated UBC instructor following the meeting if any questions/concerns

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Reference Only