



## 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 the placement. Schedule mid-point (week 3) and end-of-placement (week 6) 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 set at mid-point and how you achieved them at the end of the placement.
4. Complete the 'Summary of Meeting Discussion' section of this form during the mid-point and end-of-placement evaluation meetings with your preceptor(s).
5. Save your form as follows: FNHXXX.LastNameFirstInitial.Year, e.g.FNHXXX.JonesM.2024
6. Submit your completed form to Canvas, following your end-of-placement evaluation meeting with your preceptor(s).

**DUE DATE to submit to Canvas:** Sunday June 23, 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 students). This form provides guidance on the placement learning outcomes that students need to demonstrate, and feedback and evaluation processes.
2. Attend mid-point (week 3) and end-of-placement (week 6) evaluation meetings **with each student individually**. Each student will schedule these meetings with you.
3. Discuss each 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 and how they achieved them.

**NOTE:** students are responsible for documenting a summary of the meeting discussion on this form during each meeting, and submitting the completed form to UBC instructors at the end of the 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"><li>– Main focus is for students to orient and settle into the placement setting</li><li>– Observation/job shadowing of the preceptor is appropriate</li><li>– Students can progress to trying nutrition assessment data gathering on their own by the end of week 1, with preceptor supervision/corrective feedback</li></ul>
Week 2	<ul style="list-style-type: none"><li>– Students should begin actively practicing skills this week that are appropriate to match the learning outcomes (i.e. <b>nutrition assessment only</b>, with less complex patients/clients/residents)</li><li>– Observation/job shadowing is still appropriate, as students settle into the placement</li><li>– Close preceptor supervision and corrective feedback is appropriate this week</li><li>– Student-led assignments and learning activities are built into this week, to structure the students' placement time and support preceptors with their workload</li><li>– Students can begin to ask informed questions, even if they require significant input and direction from preceptors</li><li>– Students' approach to decision-making is rule-bound at this stage; they may incorrectly apply previous experiences to new situations or not recognize important differences in context</li></ul>
Week 3	<ul style="list-style-type: none"><li>– Students should be shifting to doing placement activities with increasing independence this week</li><li>– The goal in week 3 is for students to get repeated practice doing nutrition assessments with patients/clients/residents, at an unrushed pace, to allow them to solidify thinking and process skills</li><li>– Student-led assignments and learning activities are built into this week, to structure the students' placement time and support preceptors with their workload</li><li>– Students can <b>begin</b> to articulate their decision-making process and explain their rationale by the end of week 3</li></ul>
Weeks 4 & 5	<ul style="list-style-type: none"><li>– Weeks 4 &amp; 5 may look different for each student, depending on the practice setting, their skill progression, and confidence level. Continuing to focus on nutrition <b>assessment</b> is acceptable in weeks 4 and 5. Students can begin to assess <b>more complex patients</b> in weeks 4 &amp; 5</li><li>– If students are ready and the setting allows, they can begin to try doing the full nutrition care process (assessment, diagnosis, intervention, monitoring and evaluation)</li><li>– Students are progressing to doing assessments more independently by the end of week 5, seeking preceptor feedback on their approaches and decisions</li><li>– Students are improving at identifying their current scope of knowledge/skills and when they need to seek guidance and/or learning resources</li></ul>
Week 6	<ul style="list-style-type: none"><li>– Students are conducting nutrition assessments with minimal preceptor supervision and they <b>may</b> be doing the full nutrition care process (with preceptor support) for some patients/clients/residents</li><li>– Students are building confidence in their skills and are setting meaningful goals for their upcoming courses &amp; placements</li><li>– Students can recognize situations that are beyond their personal scope (they 'know what they don't know') and articulate their approach to decision-making in this placement setting</li><li>– Students are convincingly demonstrating all placement learning outcomes, keeping in mind they will have 5 additional placements to progress to demonstrating skills at entry-to-practice level</li></ul>



Placement Learning Outcome	Mid-Point Evaluation	End-of-Placement Evaluation
1. Conduct nutrition <b>assessment</b> using a client-centred approach	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	
	–	
2. 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	
	–	
3. 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	
	–	
4. Demonstrate culturally safe and inclusive attitudes and behaviours	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	
	–	
5. Demonstrate ethical attitudes and behaviours	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	
	–	
6. 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	
	–	



Placement Learning Outcome	Mid-Point Evaluation	End-of-Placement Evaluation
7. Engage in reflective 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	
	-	

**Mid-Point Evaluation Summary of Meeting Discussion**

*Student 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

-

**End-of-Placement Evaluation Summary of Meeting Discussion**

*Student 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

-