

Meeting DI Program Standards and Competency Requirements

NDEP Roundtable Discussions at FNCE

October 22, 2018

Pre-FNCE Questions/Comments/Issues

- Alternate supervised practice activities for our DI program curriculum
- Addressing barriers to doing a supervised practice experience.
- Educators (in conjunction with DI program) – how to intertwine supervised practice into classroom projects, how to engage students to bring experience to learning
- What to do if you suspect a student/intern might have an eating disorder
- Incorporation of the Principles of Patient and Family Engagement (Patient and Family Centered Care) in dietetics education and supervised practice
- What internship directors view as good versus poor letters of recommendation are from DPD faculty, using real examples, would be beneficial.
- How are programs handling applications from students that have solid grades but not good interpersonal skills? We want to know that our students will work well with our preceptors and with the co-workers of our preceptors. This can be tricky. How are other programs handling it?
- I would like to see a discussion of intern preparedness for assuring interns obtain, understanding, can apply and document consensus characteristics of adult and peds malnutrition. This is so critical and in our practice if the intern is not prepared it is a really hard climb and they just struggle to do the job. I interviewed an intern last year who when asked about this, because our daily practice includes it....she said "I read 3 articles so I am ready". There seems to be a great range of preparedness and not.
- How others are meeting the mentoring competency.
- With WIC enrollments declining in many areas, interns have a difficult time staying engaged when they may be basically sitting around (after creating educational materials, bulletin boards, etc.).
- Interns – using technology to track tasks/hours/logs, teaching professionalism, how to support an intern through a 'challenging' time, how to teach mentoring skills

On-Site Table Questions/Issues/Concerns

1. Can you share some best practices for meeting the mentoring and role-playing competency?

Meeting DI Program Standards and Competency Requirements

NDEP Roundtable Discussions at FNCE

October 22, 2018

Discussion Notes

1. Mentoring

- a. Created scenarios where intern/preceptor relationship goes wrong. Then use this to do simulation among students to help them learn how to have the difficult conversation with the preceptor.
- b. (IL): uses interns in different rotations to mentor each other throughout the year
- c. (NC): interns tape themselves doing a patient consult and then other interns critique them
- d. (UAB): Interns often train preceptors on NFPE.

2. Alternative practice hours (up to 300 hours to meet competencies)

- a. (Lenoir-Rhyne U)
 - i. During orientation, interns pair up to do consults with PA students (with instructor observer)
 - ii. Partnered with local farmer's market to do education at tables at local health fair.
 - iii. Also simulating menu preparation since they don't get this in Food Service Management rotation. They share with fellow interns to get feedback.
 - iv. Evaluating menus via the exchange system.
 - v. Have estimated number of hours that it takes interns to complete these activities.
- b. (U of Alabama-Birmingham)
 - i. Simulation centers might be used in the future for alternative hours. Currently partnered with medical students that have access to a simulation "patient", which is a half day.
 - ii. Partner with school of nursing for additional simulation hours.
 - iii. Working toward developing their own simulation center.
 - iv. All courses are online. Interns will start counseling each other "virtually" for additional practice hours
- c. (Raleigh, NC)
 - i. Partnering with school of nursing to do simulations with nursing students.
 - ii. Also doing virtual case studies. Will be developing something for pediatrics since they don't have a lot of interaction with peds.
 - iii. Uses simulation stations to learn NFPE.

3. NFPE

- a. Interns often train preceptors on NFPE.
- b. One university offers CEUs to preceptors to learn NFPE.
- c. Some sites use a task list to evaluate NFPE.
- d. Abbott modules from the Academy have a good guide for NFPE. Also complete the module for assessing malnutrition through Abbott.
- e. One place utilizes athletic trainers to help teach the skill of NFPE.
- f. Use simulation stations to learn NFPE.

Meeting DI Program Standards and Competency Requirements

NDEP Roundtable Discussions at FNCE

October 22, 2018

4. Critical thinking
 - a. One director is having interns journal on a weekly basis.
 - b. Behavior-based interview software is used by some.
 - c. (UAB): Two case study presentations to capture critical thinking. They use the “value rubric” (AACU.org) for critical thinking. Interns need to demonstrate that they are using evidence-based guidelines to support what they did with the patient.

5. Other questions and ideas
 - a. What can be done during orientation week to deal with clinical preceptors who expect interns to be able to go right to work with patients.
 - i. One suggestion was to do preceptor training.
 - ii. Another was to include an intro to the NDP and learning common things expected at the hospital such as how to enter a patient’s room, etc.
 - iii. Can include a clinical overview as a field trip day.
 - iv. Include a patient simulation in class.
 - v. Perhaps have each intern shadow a clinical RD prior to starting the rotation

 - b. Preceptor Training
 - a. Strongly encourage the CDR preceptor training modules (have recently been updated)
 - b. One place reports that one of their rotation sites interview the interns before placement with their preceptors to determine if it’s appropriate to take the intern.
 - c. (UAB) Does virtual preceptor orientation to discuss preceptor responsibilities, etc. and offers a preceptor handbook to use as a resource.
 - d. NDEP has a 1 hour webinar/video on preceptor guidelines with 1 free CEU.
 - e. Offer a preceptor appreciation event to promote more understanding between interns and preceptors.

 - c. How to deal with anxiety among interns
 - i. Refer to health/counselor on campus.
 - ii. Remind interns about time management skills, etc.