



Dietetic Practicum Program Evaluation Form

Student Name: Click or tap here to enter text.		Student Number: Click or tap here to enter text.	
Organization: Click or tap here to enter text.		Preceptor(s): Click or tap here to enter text.	
Placement Type: Choose an item.	Location: Choose an item.	Start Date: Click or tap to enter a date.	
Practicum Level: Choose an item.		End Date: Click or tap to enter a date.	

The process for completing this evaluation involves:

- The Practicum Student reflecting on their experience, referring to their attestation log and completing a self-evaluation for all relevant performance indicators and answering student specific questions in the form.
- The Practicum Student and the Preceptor then complete the evaluation together. Preceptors are encouraged to define the performance categories as clearly as possible for themselves and to discuss them with the Practicum Student during the evaluation process. Please use the following scale to evaluate the Practicum Student's performance.
- If significant performance concerns are discussed during the mid-point evaluation meeting, in consultation with the Preceptor and/or the Acadia Practicum Supervisor, the Practicum Student develops a Performance Action Plan which is signed by both the Preceptor and the Practicum Student, and submitted to the Practicum Supervisor within 48 hours of the mid-point meeting.
- The Practicum Evaluation Form, including the mid-point and end-of-placement ratings and comments, is required at the end of the practicum placement.
- The Preceptor(s) will complete and sign the mid-term and final evaluations and the practicum student will submit to the Acadia Practicum Supervisor.

Upon completion of the academic program and practicum program, practicum students are expected, as a minimum, to exhibit behavior consistent with the following **Statement of Entry-Level Proficiency**. The ICDEP defines **Entry-Level Proficiency** as:

Entry-level dietitians apply approaches consistent with standards and best practices in the profession. They recognize situations beyond their capacity and take appropriate steps to ensure such situations are addressed safely and ethically.

Furthermore,

- When presented with routine situations, the entry-level dietitian performs relevant competencies in a manner consistent with generally accepted standards in the profession, without supervision or direction, and within a reasonable timeframe. The entry-level dietitian selects and performs competencies in an informed manner. The entry-level dietitian anticipates what outcomes to expect in a given situation, and responds appropriately.
- The entry-level dietitian recognizes unusual, difficult to resolve and complex situations which may be beyond their capacity. The entry-level dietitian takes appropriate and ethical steps to address these situations, which may include seeking consultation, supervision or mentorship, reviewing research literature or a referral.



A Practice Competency is a task that is performed in practice that can be carried out to a specified level of proficiency. The performance of a practice competency requires application of a combination of knowledge, skills, attitudes, and judgments.

Performance Indicators are tasks that can be carried out within an assessment vehicle. The successful completion of performance indicators serves as an indication of the dietitian's ability to proficiently perform a practice competency. Therefore, where a practice competency is an actual job task, an indicator may be a "construct" developed solely for assessment.

By the end of the practicum program the Practicum Student is expected to consistently achieve a rating of "I" (Independent) in most competency areas. However, in some areas it may be difficult to practice independently in the placement timeframe in these areas, a rating of M (Minimal supervision) may be appropriate as the Preceptor provides oversight for projects and activities for organization and/or liability reasons.

Depending on the type of placement, not all competencies may apply. "Nutrition Care" applies primarily to clinical placements, "Population and Health Promotion" applies to community placements, and "Food Provision" & Management and Leadership" applies to management/food service placements. Competency categories "Professionalism and Ethics", "Communication and Collaboration" and some aspects of "Management and Leadership" are elements of everyday practice and therefore apply **across all placements**. Please note that there may be overlap across placements and therefore all competencies should be considered.

Performance Rating Categories	
Exposure/Discussion (E)	Describes experiences at the exposure level only. Practicum students may have observed activities but not performed them independently. Activities are rule-driven, and practicum students at this stage may require significant supervision or prompting, may make numerous mistakes or omissions and may require extended periods of time to complete tasks.
Supervised (S)	Describes experiences at the "hands-on" level but with direct supervision. Activities are primarily directed by the preceptor and the Practicum student may have difficulty identifying relevant data. Practicum students rely upon rules and procedures and require significant direction when rules do not apply. The Practicum Student may still make numerous mistakes and require extended periods of time to complete tasks.
Minimal Supervision (M)	Describes experiences at the "hands-on" level requiring only minimal supervision. Practicum students may identify most relevant details, but may still lack speed and flexibility and seek direction when/if original plans fail. Although mistakes are minimal, practicum students may still require assistance prioritizing to complete tasks.
Independent (I)	Describes experiences at the "hands-on" level to generally recognized standards of the profession. Although speed may still be somewhat slower, the Practicum student presents no threat to the public, and is able to prioritize activities to achieve goals and established outcomes within a reasonable timeframe, with minimal errors or omissions and with little or no prompting required from the preceptor.
N/A	Not observed or not applicable to this placement.

Non-Competent Behaviours (NC)	The following describe behaviours considered non-competent. • Making errors without recognizing them or learning from them. • Not applying past experience. • Avoiding/not making decisions. • Not being able to work collaboratively. • Not asking for help when needed. • Demonstrating inappropriate communication skills • Practicing unethically. • Not being receptive to advice/constructive criticism. • Lacking knowledge/skills and not pursuing further learning. • Lacking the ability to recognize self-limitations/knowledge deficits.
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The following Practice Competencies and Performance Indicators are elements of everyday practice. Practicum students should demonstrate ongoing progress towards achieving competence in the areas of Professional Practice, Communication and Collaboration and Management and Leadership.

*Please note ICDEP 1.0 Food and Nutrition Expertise are evaluated at Academic and CDRE level only. Therefore, the practicum evaluation form starts with competencies 2.0.

2. Professionalism and Ethics Dietitians use professional, ethical and client-centered approaches, to practice with integrity and accountability	Midpoint Rating	Final Rating
2.01 Practice within the context of Canadian diversity		
<i>Performance Indicators:</i> 1. Identify structures that impact health equity and social justice	Choose an item.	Choose an item.
2.02 Act ethically and with integrity		
1. Treat others with respect	Choose an item.	Choose an item.
2. Act in a manner that engenders trust	Choose an item.	Choose an item.
3. Act in accordance with ethical principles	Choose an item.	Choose an item.
4. Accept accountability for decisions and actions	Choose an item.	Choose an item.
5. Act in a manner that upholds the reputation of the profession	Choose an item.	Choose an item.
6. Maintain professional boundaries	Choose an item.	Choose an item.



2.03 Practice in a manner that promotes cultural safety		
1. Act with sensitivity and humility with regard to diverse cultural groups	Choose an item.	Choose an item.
2. Act with awareness of how one's own biases, beliefs, behaviours, power and privilege may affect others	Choose an item.	Choose an item.
2.04 Employ a client-centred approach		
1. Ensure informed consent	Choose an item.	Choose an item.
2. Identify client perspectives, needs and assets	Choose an item.	Choose an item.
3. Engage client in collaborative decision making	Choose an item.	Choose an item.
4. Maintain client confidentiality and privacy	Choose an item.	Choose an item.
2.05 Practice according to legislative, regulatory and organizational requirements		
1. Adhere to regulatory requirements	Choose an item.	Choose an item.
2. Comply with organizational policies and directives	Choose an item.	Choose an item.
2.06 Ensure appropriate and secure documentation		
1. Document relevant information accurately and completely, in a timely manner	Choose an item.	Choose an item.
2. Maintain security and confidentiality of records	Choose an item.	Choose an item.
2.07 Use risk management approaches		
1. Identify risks and hazards in the practice setting	Choose an item.	Choose an item.
2. Contribute to an organizational culture of safety	Choose an item.	Choose an item.



2.08 Manage time and workload		
1. Prioritize activities	Choose an item.	Choose an item.
2. Meet deadlines	Choose an item.	Choose an item.
2.09 Employ an evidence-informed approach to practice		
1. Make evidence-informed decisions	Choose an item.	Choose an item.
2.10 Engage in reflective practice		
1. Critically assess approaches to practice	Choose an item.	Choose an item.
2. Develop goals and seek resources to improve practice	Choose an item.	Choose an item.
2.11 Practice within limits of current personal level of professional knowledge and skills		
1. Articulate individual level of professional knowledge and skills	Choose an item.	Choose an item.
2. Identify situations which are beyond personal capacity	Choose an item.	Choose an item.
3. Address situations beyond personal capacity	Choose an item.	Choose an item.
2.12 Maintain comprehensive and current knowledge relevant to practice		
1. Use relevant terminology	Choose an item.	Choose an item.
2. Identify relevant sources of information	Choose an item.	Choose an item.
3. Critically appraise information relevant to practice	Choose an item.	Choose an item.
4. Identify emerging information relevant to practice	Choose an item.	Choose an item.



2.13 Use information management technologies to support practice		
1. Use information management systems	Choose an item.	Choose an item.
Professionalism and Ethics Comments: Click or tap here to enter text.		
3. Communication and Collaboration Dietitians communicate effectively and collaborate with others to achieve practice goals	Midterm Rating	Final Rating
3.01 Use appropriate communication approaches		
<i>Performance Indicators:</i> 1. Identify opportunities for and barriers to communication relevant to context	Choose an item.	Choose an item.
2. Use communication approaches appropriate to context	Choose an item.	Choose an item.
3. Use language tailored to audience	Choose an item.	Choose an item.
3.02 Use effective written communication skills		
1. Write in a manner responsive to audience	Choose an item.	Choose an item.
2. Write clearly and in an organized fashion	Choose an item.	Choose an item.
3.03 Use effective oral communication skills		
1. Speak in a manner responsive to audience	Choose an item.	Choose an item.
2. Speak clearly and in an organized fashion	Choose an item.	Choose an item.
3.04 Use effective electronic communication skills		
1. Use electronic communication relevant to context	Choose an item.	Choose an item.
3.05 Use effective interpersonal skills		
1. Employ principles of active listening	Choose an item.	Choose an item.



2. Use and interpret non-verbal communication	Choose an item.	Choose an item.
3. Act with empathy	Choose an item.	Choose an item.
4. Establish rapport	Choose an item.	Choose an item.
5. Employ principles of negotiation and conflict management	Choose an item.	Choose an item.
6. Seek and respond to feedback	Choose an item.	Choose an item.
7. Provide constructive feedback to others	Choose an item.	Choose an item.
3.06 Engage in teamwork		
1. Contribute effectively to teamwork	Choose an item.	Choose an item.
3.07 Participate in collaborative practice		
1. Participate in discussions with team members	Choose an item.	Choose an item.
2. Contribute dietetics knowledge in collaborative practice	Choose an item.	Choose an item.
3. Draw upon the expertise of others	Choose an item.	Choose an item.
4. Contribute to collaborative decision making	Choose an item.	Choose an item.
Communication and Collaboration Comments: Click or tap here to enter text.		
4. Management and Leadership Dietitians use management skills and provide leadership to advance health, through food and nutrition	Midterm Rating	Final Rating
4.01 Manage programs and projects		
<i>Performance Indicators:</i> 1. Contribute to strategic and operational planning	Choose an item.	Choose an item.



2. Contribute to human resource management	Choose an item.	Choose an item.
3. Contribute to financial management	Choose an item.	Choose an item.
4. Contribute to physical resource management	Choose an item.	Choose an item.
4.02 Assess and enhance approaches to practice		
1. Assess a practice situation	Choose an item.	Choose an item.
2. Interpret and consolidate evidence to establish a course of action	Choose an item.	Choose an item.
3. Plan the implementation of change	Choose an item.	Choose an item.
4. Plan the evaluation of change	Choose an item.	Choose an item.
4.03 Participate in practice-based research activities		
1. Frame question(s)	Choose an item.	Choose an item.
2. Critically appraise literature	Choose an item.	Choose an item.
3. Identify relevant methodology	Choose an item.	Choose an item.
4. Interpret findings	Choose an item.	Choose an item.
5. Communicate findings	Choose an item.	Choose an item.
4.04 Undertake knowledge translation		
1. Identify food and nutrition knowledge relevant to others	Choose an item.	Choose an item.



2. Reframe knowledge into a format accessible to others	Choose an item.	Choose an item.
4.05 Advocate for ongoing improvement of nutritional health and care		
1. Identify opportunities for advocacy	Choose an item.	Choose an item.
2. Identify strategies for effective advocacy	Choose an item.	Choose an item.
3. Engage in advocacy	Choose an item.	Choose an item.
4.06 Foster learning in others		
1. Identify opportunities for learning	Choose an item.	Choose an item.
2. Assess learning needs and assets	Choose an item.	Choose an item.
3. Develop learning outcomes	Choose an item.	Choose an item.
4. Implement educational strategies	Choose an item.	Choose an item.
5. Evaluate achievement of learning outcomes	Choose an item.	Choose an item.
4.07 Foster development of food literacy in others		
1. Identify strategies to assist the development of food literacy	Choose an item.	Choose an item.
2. Engage in activities to build food literacy	Choose an item.	Choose an item.
4.08 Foster development of food skills in others		
1. Respond to the cultural foodways of client	Choose an item.	Choose an item.
2. Identify strategies to assist in the development of food skills	Choose an item.	Choose an item.



3. Critically appraise food messaging and marketing	Choose an item.	Choose an item.
4. Interpret food label	Choose an item.	Choose an item.
5. Demonstrate food preparation techniques	Choose an item.	Choose an item.
6. Engage with client in building food skills	Choose an item.	Choose an item.
Management and Leadership Comments: Click or tap here to enter text.		
5. Nutrition Care Dietitians use the Nutrition Care Process to provide individualized care		
5.01 Conduct nutrition assessment		
<i>Performance Indicators:</i> 1. Use appropriate nutrition risk screening strategies	Choose an item.	Choose an item.
2. Identify relevant information	Choose an item.	Choose an item.
3. Assess and interpret food-and nutrition-related history	Choose an item.	Choose an item.
4. Obtain and interpret medical history	Choose an item.	Choose an item.
5. Obtain and interpret demographic, psycho-social and health behaviour history	Choose an item.	Choose an item.
6. Assess and interpret anthropometric parameters	Choose an item.	Choose an item.
7. Assess and interpret nutrition-focused physical findings	Choose an item.	Choose an item.
8. Obtain and interpret biochemical data	Choose an item.	Choose an item.
9. Obtain and interpret results from medical test and procedures	Choose an item.	Choose an item.



10. Obtain and interpret medication data	Choose an item.	Choose an item.
11. Assess and interpret chewing, swallowing and eating abilities	Choose an item.	Choose an item.
5.02 Determine nutrition diagnosis		
1. Integrate assessment findings to identify nutrition problem(s)	Choose an item.	Choose an item.
2. Prioritize nutrition problems	Choose an item.	Choose an item.
5.03 Plan nutrition interventions		
1. Determine nutrition goals	Choose an item.	Choose an item.
2. Determine nutrition requirements	Choose an item.	Choose an item.
3. Determine dietary modifications	Choose an item.	Choose an item.
4. Determine therapeutic supplementation	Choose an item.	Choose an item.
5. Determine supportive physical and social / environmental accommodations	Choose an item.	Choose an item.
6. Determine enteral nutrition regimens	Choose an item.	Choose an item.
7. Determine parenteral nutrition regimens	Choose an item.	Choose an item.
8. Determine client learning needs and assets	Choose an item.	Choose an item.
9. Determine required resources and support services	Choose an item.	Choose an item.
5.04 Implement nutrition intervention(s)		



1. Coordinate implementation of nutrition intervention(s)	Choose an item.	Choose an item.
2. Provide nutrition education	Choose an item.	Choose an item.
3. Provide nutrition counselling	Choose an item.	Choose an item.
5.05 Monitor nutrition intervention(s) and evaluate achievement of nutrition goals		
1. Determine strategies to monitor effectiveness of nutrition intervention(s)	Choose an item.	Choose an item.
2. Evaluate progress in achieving nutrition goals	Choose an item.	Choose an item.
3. Adjust nutrition intervention(s) when appropriate	Choose an item.	Choose an item.
Nutrition Care Comments: Click or tap here to enter text.		
6. Population Health Promotion Dietitians assess food and nutrition needs with communities / populations, and collaborate in planning to promote health		
6.01 Assess food- and nutrition related situation of communities and populations		
<i>Performance Indicators:</i> 1. Identify types and sources of information required to assess food and nutrition-related situation of communities and populations	Choose an item.	Choose an item.
2. Identify stakeholders	Choose an item.	Choose an item.
3. Access relevant assessment information	Choose an item.	Choose an item.
4. Interpret food and nutrition surveillance data	Choose an item.	Choose an item.
5. Interpret health status data	Choose an item.	Choose an item.



6. Interpret information related to the determinants of health and health equity	Choose an item.	Choose an item.
7. Interpret information related to food systems and dietary practices	Choose an item.	Choose an item.
6.02 Determine food- and nutrition-related issues of communities and populations		
1. Integrate assessment findings to identify food- and nutrition-related assets, resources and needs	Choose an item.	Choose an item.
2. Prioritize issues requiring action	Choose an item.	Choose an item.
6.03 Develop food- and nutrition-related community/ population health plan		
1. Contribute to development of goals and objectives	Choose an item.	Choose an item.
2. Identify strategies to meet goals and objectives	Choose an item.	Choose an item.
3. Identify required resources and supports	Choose an item.	Choose an item.
4. Contribute to identification of evaluation strategies	Choose an item.	Choose an item.
6.04 Implement food- and nutrition-related community/ population health plan		
1. Participate in implementation activities	Choose an item.	Choose an item.
6.05 Monitor and evaluate food- and nutrition-related community/ population health plan		
1. Contribute to monitoring implementation activities	Choose an item.	Choose an item.
2. Contribute to evaluation activities	Choose an item.	Choose an item.
3. Propose adjustments to increase effectiveness or meet modified goals and objectives	Choose an item.	Choose an item.
Population Health Promotion Comments: Click or tap here to enter text.		



7. Food Provision

Dietitians manage and consult on quantity food provision to support health

7.01 Determine food provision requirements of a group/ organization

Performance Indicators:

1. Identify types and sources of information required to assess food provision needs

Choose
an item.

Choose
an item.

2. Access relevant information

Choose
an item.

Choose
an item.

3. Interpret situation factors that impact food provision

Choose
an item.

Choose
an item.

4. Assess food provision requirements

Choose
an item.

Choose
an item.

5. Integrate findings to determine food provision priorities

Choose
an item.

Choose
an item.

7.02 Plan food provision

1. Participate in development of goals and objectives

Choose
an item.

Choose
an item.

2. Identify strategies to meet goals and objectives

Choose
an item.

Choose
an item.

3. Identify required resources and supports

Choose
an item.

Choose
an item.

4. Participate in identification of evaluation strategies

Choose
an item.

Choose
an item.

7.03 Manage food provision

1. Identify facility layout and equipment requirements for food production

Choose
an item.

Choose
an item.

2. Participate in purchasing, receiving, storage, inventory control and disposal of food

Choose
an item.

Choose
an item.

3. Develop and standardize recipes

Choose
an item.

Choose
an item.

4. Participate in menu planning

Choose
an item.

Choose
an item.



5. Participate in management of food production and distribution procedures	Choose an item.	Choose an item.
6. Participate in maintaining safety and quality control	Choose an item.	Choose an item.
7.04 Monitor and evaluate food provision		
1. Participate in monitoring food provision activities	Choose an item.	Choose an item.
2. Contribute to evaluation of food provision activities	Choose an item.	Choose an item.
3. Propose adjustments to food provision to increase effectiveness or meet modified goals and objectives	Choose an item.	Choose an item.
Food Provision Comments: Click or tap here to enter text.		



Mid-Point Evaluation Summary:

Part 1: STUDENT ASSESSMENT (student to complete)

My strengths are:	I would like to get better at:

Learning experiences that have worked well for me are:

Are there ICDEP competencies (relevant to this placement) that you are concerned about?

Part 2: OVERALL ASSESSMENT of SKILLS (Student and preceptor to complete & review together after reviewing the performance indicator evidence above).

Note: some skills are specific to Nutrition Care. Assess the skills that are relevant to the placement.

- Professionalism** (interaction with other disciplines, fellow clinical nutrition staff, professional appearance, time management, empathy towards clients, culturally safe & inclusive attitudes and behaviour)

LEVEL	E	S	M	I	N/A
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- Ethical attitudes and behaviour** (acts ethically and with integrity, practices within limits of current personal level of professional knowledge skills, practices according to legislative, regulatory and organizational requirements, accepts accountability for actions)

LEVEL	E	S	M	I	N/A
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- Effective communication skills and teamwork** (interactions with preceptors, staff, clients, listening and responding to improve mutual understanding; appropriate, teamwork and collaboration with others, effective communication skills for the setting/client (oral, written and electronic), receptive to feedback)



LEVEL	E	S	M	I	N/A
4. Critical Thinking (ability to put together multiple nutritional concerns into a plan, objective data – can verbalize rationale for interventions, awareness of disease conditions and role of nutrition)					
LEVEL	E	S	M	I	N/A
5. Collecting relevant nutrition information (ability to collect appropriate information from patient chart, ability to ask appropriate diet history questions, appropriate time to complete)					
LEVEL	E	S	M	I	N/A
6. Develop nutrition care plans (prioritize patient nutrition goals, select and justify interventions, develop nutritional care plan, monitor parameters for tolerance)					
LEVEL	E	S	M	I	N/A
7. Documentation (appropriate layout based on facility format, readability, spelling/grammar, appropriateness for viewing by other disciplines, length of time to complete, can navigate computer charting system [as applicable])					
LEVEL	E	S	M	I	N/A
8. Education/Counselling (individual or group settings, tailors content to literacy level, applies adult education principles in verbal and written material used, addresses questions appropriately)					
LEVEL	E	S	M	I	N/A

PART 3: PRECEPTOR ASSESSMENT

Student's strengths are:	Student's areas for growth are:

Preceptor overall impression of performance to date ☐ I have no concerns regarding the student's performance and progress ☐ I have minor concerns regarding the student's performance and progress ☐ I have significant concerns regarding the student's performance and progress Please explain your rating:



This document has been reviewed by student and preceptor	☐ Yes No	☐
<i>By checking the above boxes, you are verifying the information in this evaluation to be true and correct.</i>		

☐

Preceptor: Please check here to request a phone or video consultation with Practicum Supervisor

Mid-point Evaluation Signatures

Preceptor Name:	Preceptor Signature:	Date:
Practicum Student Name:	Practicum Student Signature:	Date:
Practicum Supervisor Name:	Practicum Supervisor Signature:	Date:

The practicum student is responsible for submitting this mid-point evaluation to the Practicum Supervisor, copied to the preceptor(s), by email.



Final Evaluation Summary

Preceptor's Feedback:

Did the Practicum student excel in any particular area? What are identified strengths?

Click or tap here to enter text.

Number of days the Practicum Student was absent:

Comments: Click or tap here to enter text.

If applicable, did the student successfully complete the learning goals identified in the Performance Action Plan?

☐ Yes ☐ No

Comments: Click or tap here to enter text.

Are there any areas / competencies requiring further attention? Areas for growth?

Click or tap here to enter text.

General Comments (regarding competency development, attitude, etc.):

Click or tap here to enter text.

Check one:

In my professional opinion, this Practicum Student HAS completed all the requirements to progress to the next practicum level/ entry-level practice.

☐ Yes ☐ No

Practicum Student's Comments: (Highlights of placement, major learning challenges, areas of strength and/ or areas for growth):

Click or tap here to enter text.



Final Evaluation Signatures:

Preceptor Name:

Preceptor Signature:

Date:

Practicum Student Name:

Practicum Student Signature:

Date:

Practicum Supervisor Name:

Practicum Supervisor Signature:

Date:

The practicum student is responsible for submitting this mid-point evaluation to the Practicum Supervisor, copied to the preceptor(s), by email.

