

The cover features a central yellow vertical band. On either side, there are dark grey panels with a wood-grain texture. The left panel shows green and blue paper clips. The right panel shows a green sticky note, a purple sticky note, and several colored pencils (blue, green, yellow, light blue). The year '2023' is printed in large, bold, black font across the yellow band. Below the year is a horizontal line, followed by the title 'PRECEPTOR GUIDE' in bold, black, uppercase letters. At the bottom of the yellow band is the Toronto Metropolitan University logo, which consists of a blue rectangle with the university's name in white text, and a yellow rectangle partially overlapping it from the right.

**20
23**

**PRECEPTOR
GUIDE**

**Toronto
Metropolitan
University**

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Nutrition Communication (MHSc) Program Outline

PDEP Accredited, 16-month program that provides students with the unique opportunity to gain a strong foundation in nutrition communication and develop the advanced skills and knowledge needed to thrive in diverse areas of dietetic practice.

MHSC COURSES

**NUTRITION
COMMUNICATION SEMINAR**

**APPRAISING SCIENTIFIC
EVIDENCE**

**HEALTH BEHAVIOUR
COMMUNICATION**

**NUTRITION
COMMUNICATION
STRATEGIES**

FOOD & NUTRITION POLICY

KNOWLEDGE TRANSLATION

**PREPARATION FOR
DIETETIC PRACTICE**

STUDENT SKILLS



Knowledge Translation: Systematic Literature Reviews, Infographics and Educational Resources



Written/Digital Communication: Social Media, Videography and Food Photography



Oral Communication: Media Training, Public Speaking and Group Facilitation



Project Management/Public Health: Program Assessment, Development, Planning and Evaluation

PRACTICUM SCHEDULE

MAY - AUG

SEPT - DEC

ORIENTATION

1 week

PLACEMENT 2

6 weeks

PRIMARY CARE / COUNSELLING

PLACEMENT 3

14 weeks

INPATIENT/ OUTPATIENT

PLACEMENT 1

8 weeks

MANAGEMENT & LEADERSHIP / FOOD PROVISION

**CLINICAL
BOOTCAMP**

2 weeks

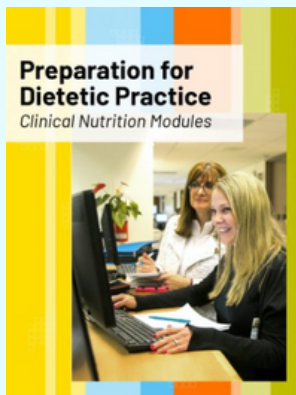
**PROGRAM
COMPLETE**



Clinical Nutrition Preparation

Students complete a 2 week Clinical Bootcamp and a series of online clinical nutrition modules to prepare for placements. Case studies, live actor simulations, and assignments require students to apply knowledge of pathophysiology and medications, interpret lab data, and apply critical thinking & counselling skills.

CLICK TO REVIEW THE MODULES



*Additional modules under development

Nutrition Care Placement Objectives



ASSESS individual nutrition related risks and needs; patient prioritization, interpreting labs + medications, interviewing clients and families, communicating with interdisciplinary team members.



DEVELOP nutrition care plans; determine nutrition diagnosis, demonstrate clinical decision making by prioritizing nutrition problems and determine client learning needs, assets and required supports ie referrals



IMPLEMENT nutrition care plans; provide individual & group education, practice counselling skills; communicate plan to client, families & interprofessional team, chart in the EMR



EVALUATE & modify nutrition care plans; identify factors impacting plan & make adjustments, create SMART goals with clients.

Planning the Placement

- Create a reading list to familiarize the student to your practice area. Include journal articles, Clinical Practice Guidelines, commonly used patient handouts, hospital formulary, organization acronyms etc.
- Complete the Placement Expectations Worksheet to breakdown the activities and milestones you expect the student to achieve each week.
- Prepare any documents to on-board the student to your organization. This may include access to the EMR, ID badge, email account, space to leave belongings, etc.
- Prepare an orientation schedule to familiarize the student with your organization.
- Connect with your student - you will receive an email from your student 3 weeks prior to the placement start date.



Remote Placement Tips

- 1** Schedule regular check in meetings (minimum of once a week) by video chat or phone
- 2** Establish work hours - do you require the student to be available at specific times of the day or can they set their own schedules?
- 3** Discuss preferred method of communication for student to ask questions - email, text, phone etc.
- 4** Use online tools to collaborate (Google Drive, Drop Box etc.)
- 5** Integrate the student into your organization - invite to meetings, e-introduce to colleagues etc
- 6** Provide timely feedback to keep the student busy and engaged while working from home

Management & Leadership Placement Objectives



MANAGE programs and by understanding the connection to the organization's strategic and operational plan, human resource practices, financial reporting and availability of physical resources.



ASSESS & enhance dietetic practice by interpreting evidence, developing an action plan, implementing a change and evaluating the outcomes.



PLAN knowledge translation activities (webinars, online modules, resources, etc) responsive to the needs of a target audience that considers food literacy, cultural food practices, and development of food skills.



ADVOCATE for improvements related to nutritional health and care by identifying opportunities and strategies to engage in advocacy.



Planning the Placement

- Create a reading list to familiarize the student to your practice area. This may include - annual reports, organizational strategic plans, website links etc.
- Complete the Placement Expectations Worksheet to breakdown the activities and milestones you expect the student to achieve each week.
- Use the Work Plan Worksheet to compile a project list with deliverables that meet the relevant competencies.
- Prepare any documents to on-board the student to your organization. This may include remote VPN access, ID badge, email account, space to leave belongings, workspace etc.
- Prepare an orientation schedule to familiarize the student with your organization
- Connect with your student - you will receive an email from your student 3 weeks prior to the placement start date.



Project Ideas

01

LTC / HOSPITAL

Research, test and implement a new menu item & evaluate resident/patient satisfaction

02

PRIVATE PRACTICE

Research and Develop an online cooking class for women who are newcomers to Canada to learn budget friendly recipes and meal planning strategies to feed their families nutritious meals

03

INDUSTRY

Research and Develop a presentation on key nutrition messaging for a new food product to present to marketing colleagues

Food Provision Placement Objectives



ASSESS food provision requirements of a group or organization by identifying (what info) & accessing (how and who to gather info from) information to determine priorities.



PLAN food provision projects by developing goals and objectives, identifying available resources and supports and selecting strategies to evaluate project outcomes.



MANAGE food provision by understanding food production requirements, procedures (purchasing, inventory, disposal), standardization of recipes, menu planning and safety & quality control.



EVALUATE & modify project plans; contribute to evaluating the effectiveness of activities and propose modifications



Planning the Placement

- Create a reading list to familiarize the student to your practice area. This may include - employee manuals, organizational policies and procedures, government legislation ie. LTC Homes Act
- Complete the Placement Expectations Worksheet to breakdown the activities and milestones you expect the student to achieve each week.
- Use the Work Plan Worksheet to compile a project list with deliverables that meet the relevant competencies.
- Prepare any documents to on-board the student to your organization. This may include remote VPN access, ID badge, email account, space to leave belongings, workspace etc.
- Prepare an orientation schedule to familiarize the student with your organization
- Connect with your student - you will receive an email from your student 3 weeks prior to the placement start date.

Assessing Student Progress

Each student will progress at their own pace, which may be slower or faster than the suggested progression

EXPOSURE

Allow student to observe new tasks while describing the process clearly. Encourage hands on training for familiar or repetitive tasks ie. diet recall, chart reviews, group education, presentations etc.

WEEK
01

The **Weekly Feedback Form** is a helpful tool to keep your student on track

GUIDING

Provide opportunities for hands on learning. Step-by-step instruction is helpful at this stage. Student should engage with clients, family and staff regularly. Constructive feedback to correct mistakes and positive reinforcement to increase confidence is key!

COACHING

Identify activities the student may find challenging or has not been exposed to. Coach the student to perform these tasks until confidence has increased and they can demonstrate progress. CLINICAL: The student should be able to identify mistakes and discuss strategies for improvement.

WEEK
02

WEEK
03

AUTONOMY

Allow the student to increase their independence when performing tasks previously observed. Students may need you to tell them they are ready for more autonomy. Your confidence in their skills is very meaningful at this stage. CLINICAL: The student should be able to fully explain their nutrition care plan with rationale. .

WEEK
04

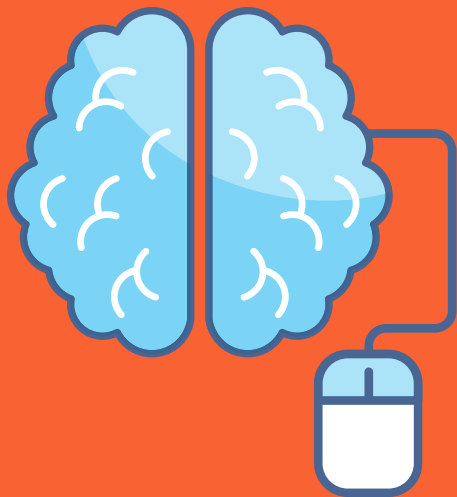
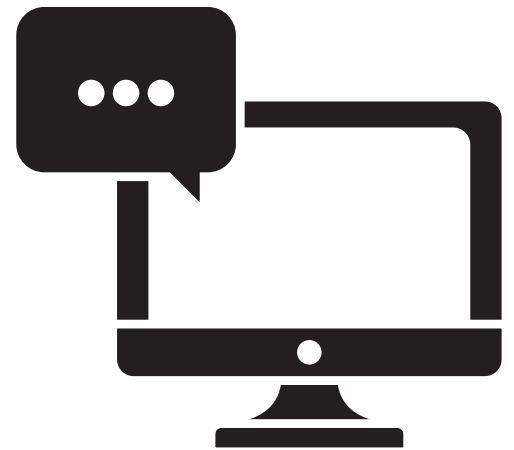
REFINING

Week 5 and beyond should be dedicated to improving speed, confidence and increasing complexity of workload. The student should be able to articulate what they need to continue their development.

WEEK
05+

MIDPOINT EVALUATION

Your student will schedule a video conference with their Preceptor and Practicum Coordinator at the halfway point to informally discuss their progress. This meeting provides an opportunity to review the learning objectives and adjust activities to ensure the student is on track. To prepare, review your student's logbook and identify activities they could complete to demonstrate progression in the second half of their placement. The student will complete the Midpoint check in form and review it with you prior to this meeting.



STUDENT LOGBOOKS

Your student will document completed activities within their online Logbook. They will share access to the logbook via the Google Drive when they start their placement. The logbook is similar to a journal and can be used by preceptors as a reference to recall past activities. **Preceptors do not need to comment in or edit this document.**

FINAL EVALUATION

The final evaluation is completed online using Google Forms. The form will be shared with you following the Midpoint meeting by the Practicum Coordinator. You can save and return to the form at any time by clicking the **SUBMIT** button at the end of the form. This will automatically send you an email to access the form at a later date. Please keep this email in the event that you would like to edit the form. **DO NOT close your browser before you click the submit button.**

Both the preceptor and student will receive a pdf copy of the form when it is complete.

PRECEPTOR CHECKLIST



№	ACTIVITIES	
1	Submit internal documents required for student onboarding (ie. ID badge)	
2	Reply to student's intro email & send them readings/assignment	
3	Review the MHSc Preceptor Guide & ICDEPs relevant to your practice area	
4	Submit the TMU Library Access Form (optional)	
5	Prepare orientation schedule & plan learning opportunities for the student	
6	Meet with student on the first day & provide a tour of the organization	
7	Complete any organizational on-boarding requirements (ie. EMR access)	
8	Review organizational policies & procedures (ie. COVID-19, confidentiality)	
9	Discuss pre-placement readings / assignments with student	
10	Discuss placement expectations & milestones with student	
11	Review the student's schedule and projects	
12	Discuss your student's preferred learning style	
13	Determine method (verbal, written) & frequency of feedback	
14	Introduce your student to their workspace & team members	
15	Schedule time to meet with your student each week to discuss progress	
16	Prepare and participate in the Midpoint check in meeting	
17	Adjust the student's learning activities as needed to support progression	
18	Review the student's logbook	
19	Complete the Final evaluation form	
20	Meet with the student to discuss their final evaluation during the last week	

PRECEPTOR EXPECTATIONS

WHO WE ARE

A preceptor instructs, observes, coaches and assesses students as they demonstrate their competence with respect to the Integrated Competencies for Dietetic Education and Practice (ICDEPs)

RESPONSIBILITIES

- Organize opportunities for students to demonstrate progress in achieving ICDEPs
- Provide students with readings and assignments/case studies to prepare for the placement
- Create a positive environment for learning
- Adapt teaching style to meet the needs of the student
- Provide timely feedback including both positive and constructive comments to promote development
- Complete online documentation and maintain communication with TMU's Practicum Coordinators

RECOGNITION

Preceptors have 1 year access to the [TMU Library](#), including PEN and Up-To-Date databases. Annual letters of recognition will also be emailed to preceptors to document their contribution to our program.

Opportunities for professional development including virtual and in-person events, guest lecturer and case study development.