Important Note: This is a SAMPLE of the evaluation form. It is not intended for entering and saving information. Any information entered here will not be saved.

ND 683 Competency Tracking

Form's Score: 5

Who will be filling-up the form? : Preceptor
Workflow Details: Preceptor fills and submits the form, admin reviews the form, student views the form.
Notification Details: Lowscore notification are activated.

INSTRUCTIONS

Instructions: Complete evaluation at the end of the rotation. It must be submitted in **PRISM** within 3 days of completion of the rotation. Please evaluate each student based on the rating scale below, with close attention to the definitions of each level of performance.

Scale	Definition
N/A	Not observed or not applicable.
0	**Student did not perform or complete the tasks as assigned.** Preceptor to contact Clinical Coordinator to communicate concerns about a students performance PRIOR to completion of the rotation. Alternative schedule arrangements may be made to remediate performance deficiencies.
2	**Needs Improvement/Not Fulfilling Expectations Towards Competence:** Student exhibits foundational knowledge gained through didactic coursework but lacks the pracice-based experience. For assigned tasks, student follows a rule-based knowledge system with an ability to synthesize only basic concepts. Student requires significant preceptor guidance for problem solving. If preceptor anticipates greater than three '2' ratings for competency performance indicators, Clinical Coordinator will be made aware of concerns about students performance PRIOR to completion of the rotation. Alternative schedule arrangements may be made to remediate performance deficiencies.
3	**Approaching Expectations towards Competence:** Student has an expanded repertoire of knowledge, skills, judgment and abilities through supervised experiential learning, and can apply to patient care, projects and other real-world work. Student is making appropropriate progress towards competence, with an increasing ability to synthesize basics to more complex concepts. Student is able to analyze problems more independently, but requires preceptor input and guidance.
4	**Competent/Ready for Entry-Level Practice:** Student demonstrates application of knowledge, skills, abilities, and behaviors to function successfully in entry-level patient care, projects and other real-world work. S/he can complete basic problem analysis on own, requiring preceptor assistance only for more complex problem analysis.
5	**Aspirational/Exceeds Entry-Level Competence:** Student consistently incorporates knowledge, skills, abilities, and behaviors into practice and is able to draw from past experiences to problem solve. S/he demonstrates an ability to work independently with minimal preceptor guidance, seeking preceptor input in appropriate situations.

SAMPLE

DOMAIN 1

CRDN 1 : Scientific and Evidence Base of Practice: Integration of scientific information and research into practice. Beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

CRDN 1.3 : Justify programs, products, services and care using appropriate evidence or data.*

5 4 3 2 0 N/A

DOMAIN 2

CRDN 2 : Professional Practice Expectations: Beliefs, values, attitudes and behaviors fo[illegible]e profe[illegible]ional dietitian level of practice.

CRDN 2.3 : Demonstrate active participation, teamwork and contributions in group settings.

5 4 3 2 0 N/A

CRDN 2.4 : Function as a member of interprofessional teams.*

5 4 3 2 0 N/A

CRDN 2.5 : Work collaboratively with NDTRs and/or support pe[illegible]nel [illegible]other disciplines.*

5 4 3 2 0 [illegible]

CRDN 2.6 : Refer clients and patients to other professiona[illegible]a[illegible]ervice[illegible]hen needs are beyond individual scope of practice.*

5 4 3 2 0 N/[illegible]

CRDN 2.9 : Actively contribute to nu[illegible]n and dietet[illegible]rofessional and community organizations.*

5 4 3 2 [illegible] N/A

CRDN 2.10 : Demonstrate professional [illegible]i[illegible]tes in all areas of practice.*

5 4 [illegible] 2 [illegible]0 N/A

CRDN 2.11 : Show cu[illegible]ral h[illegible]y [illegible]nteractions with colleagues, staff, clients, patients and public.*

5 4 [illegible] [illegible] 0 N/A

CRDN 2.12 : Implement cult[illegible]sensitive strategies to address cultural biases and differences.*

5 4 3 2 0 N/A

CRDN 2.13 : Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.*

5 4 3 2 0 N/A

DOMAIN 3

CRDN 3 : Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.

SAMPLE

CRDN 3.7 : Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.*

5 4 3 2 0 N/A

CRDN 3.8 : Design, implement and evaluate presentations to a target audience.*

5 4 3 2 0 N/A

CRDN 3.9 : Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.*

5 4 3 2 0 N/A

CRDN 3.11 : Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.*

5 4 3 2 0 N/A

CRDN 3.12 : Deliver respectful, science-based answers to client questions concerning emerging trends.*

5 4 3 2 0 N/A

DOMAIN 5

CRDN 5 : Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitio

CRDN 5.4 : Advocate for opportunities in the professional setting (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).*

5 4 3 2 0 N/A

CRDN 5.5 : Demonstrate the ability to resolve conflict

5 4 3 2 0 N/A

SAMPLE