PH 790 Public Health [Nutrition] Field Experience Preceptor Handbook

MPH-Nutrition & Dietetics Program

Zilber College of Public Health

Updated 8/22/25

Did you know RDNs can earn continuing professional education units (CPEUs) for precepting a student?

As of June 1, 2017, RDNs may be eligible to earn a total of 15 CPEUs per five-year cycle for precepting students! For more information, visit this webpage on the Commission on Dietetic Registration's website.

Hello, preceptor of a UWM MPH-Nutrition & Dietetics student!

Note from the MPH-Nutrition & Dietetics Program Director

This document is intended to support preceptors of MPH-Nutrition & Dietetics students and serve as an addendum to the general Preceptor Handbook. If you are reading this, you are likely one of those amazing preceptors! On behalf of UWM's MPH-Nutrition & Dietetics Graduate Program which launched in September 2023, I would like to express our gratitude for your willingness to be an integral part of the training of the next generation of RDNs! Should you have any concerns or questions, please do not hesitate to reach out to me at any point. My door – whether it be physical or virtual – is always open.

Program Director contact information

Lori Klos, PhD, RDN

Associate Professor & Program Director, MPH-Nutrition & Dietetics Graduate Program
P: 414-251-8220 (Teams); 414-828-5261 (Cell)
E: lklos@uwm.edu
UWM Main Campus: 455 Enderis Hall, 2400 E. Hartford Avenue, Milwaukee WI, 53211
UWM Downtown Campus: 323 ZCPH, 1240 N. 10th Street, Milwaukee, WI, 53205

Note. She has much more gray hair now.

What you will find in this supplementary document

The main Preceptor Handbook provides a broad overview of the Field Experience in Public Health for all students pursuing one of the six available tracks in UWM's MPH program. As the Nutrition & Dietetics track has some unique components – including the opportunity for students to achieve competency measures established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) - this supplementary document will help provide you with additional information, resources, and guidance to help you navigate the field experience with your student.

We welcome any suggestions for what additional information you would like to see included in this document so we can better meet the needs of preceptors like you! Reach out anytime!

Contents

Overview of field experience for UWM MPH-Nutrition & Dietetics students

Accreditation details

UWM's MPH-Nutrition and Dietetics Graduate Program (GP) within the Zilber College of Public Health is accountable to two accrediting bodies: the Council on Education in Public Health (CEPH) and the Accreditation Council for Education in Nutrition & Dietetics (ACEND®).

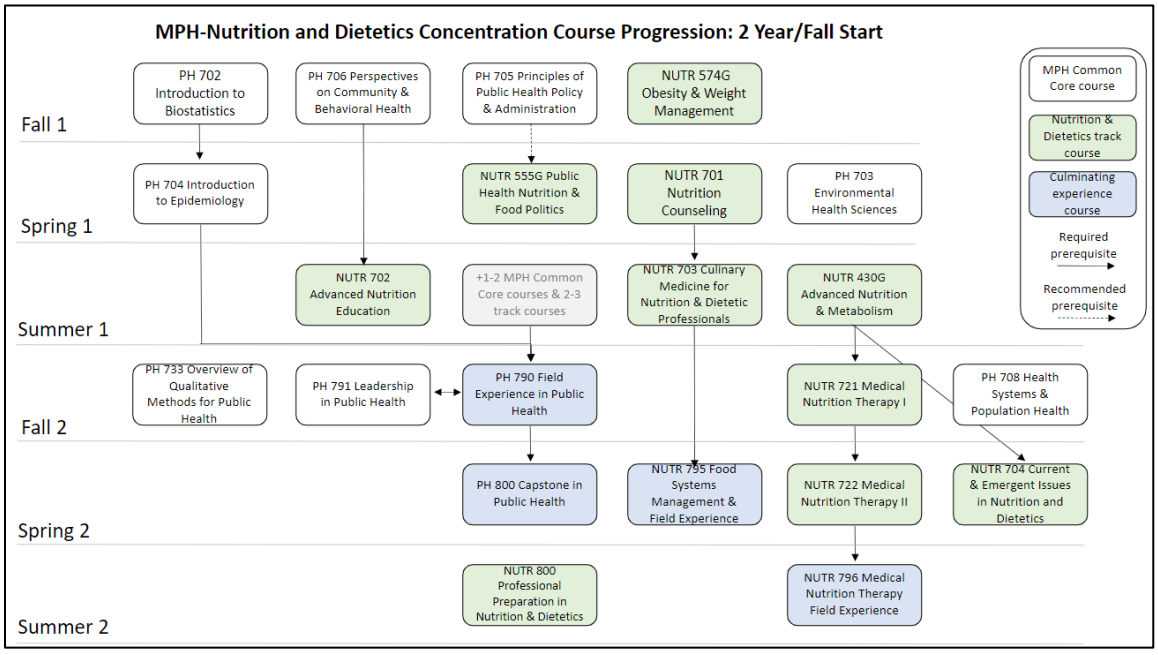
Field experience courses are built directly into a student's plan of study. Through such courses, students earn the bulk of the 1,200+ "supervised experiential learning" (SEL) hours UWM's program requires as part of its graduation requirements. Specifically, the Field Experience in Public Health (PH 790) satisfies both CEPH and ACEND® accreditation requirements and provides students with a minimum of 240 hours of supervised learning under preceptor supervision.

Field experience within the MPH-Nutrition & Dietetics curriculum

For students enrolled full-time in the program, Field Experience in Public Health (PH 790) occurs in the third semester (Fall 2) of UWM's 6-semester plan of study. It is the first field experience course students will complete.

Prior to starting PH 790, students will have had the majority of the "MPH Common Core" which serves as a student's foundation to the field of public health. Students will also have had several Nutrition and Dietetics track-specific courses focused on obesity and weight management, public health nutrition, nutrition counseling (emphasizing development of motivational interviewing skills), advanced nutrition education (utilizing the DESIGN program planning framework), and a course focused on building expertise developing culinary nutrition activities like food demonstrations.

In subsequent semesters, students will also complete field experience courses (shown in blue in the figure below) focused on food systems management and medical nutrition therapy.



Educational purpose of field experience courses

The purpose of all field experience courses within the MPH-Nutrition and Dietetics track is to provide students with hands-on, competency-focused educational experiences under the supervision of a qualified preceptor.

The student must not be used to replace employees. However, students can be expected to perform a variety of duties to meet the needs of the facility on a particular day as would be expected of a preceptor or staff member.

Ensuring students complete their supervised experiential learning (SEL) hours

Hours required and student scheduling

For PH 790 Field Experience in Public Health, the MPH-Nutrition & Dietetics students are required to accrue a **minimum of 240 supervised experiential learning (SEL) hours within a single academic semester**. For students in this track, a **minimum of 50% of those hours must be accrued on-site under the supervision of a preceptor**.

Specific schedules should be arranged between the student and preceptor.

Time off

The program follows UWM's academic calendar; students should be afforded days off for legal holidays listed in the calendar. Students have been advised that vacations should be scheduled during breaks in the program (e.g., spring break, legal holidays as specified on the UWM academic year calendar).

Missed SEL hours

Should a student miss scheduled supervised experiential learning hours, they will be required to schedule time to make up any missed hours and SEL activities. They are required to notify their preceptor at the earliest possible opportunity about any missed time, planned or unplanned. It is their responsibility to coordinate make-up hours with you and inform their field experience instructor.

Please reach out to the field experience instructor and MPH-Nutrition & Dietetics Program Director for guidance if missed hours starts to become problematic.

Student injury or illness while at a supervised practice site

Should a student become injured or ill while in your facility for supervised experiential learning, they have been instructed to seek appropriate care and notify you and their field experience course instructor the day of the event (if possible). Let the student know how you would like them to get in touch with you in case of this circumstance.

Any missed supervised experiential learning hours must be made up in order to meet the number of hours required by the specific course and the program. A student's plans to make up hours must be approved by the field experience preceptor and communicated to the field experience course instructor as soon as possible.

Tracking of students' SEL hours

Students will be asked to track and record their placement site hours and activities in a log provided by the PH 790 Course Instructor.

Students will **submit the log at the end of each month** in two ways:

- To the PH 790 Canvas site as instructed by the Course Instructor AND
- To the Program Director via email, cc-ing the preceptor (no preceptor signatures are required on the log)

Program-specific resources and training

ACEND® requires that programs provide preceptors with specific information about the program's mission, goals, and objectives, training on ACEND® Standards, and resources on precepting. This information has been provided in advance of your student's placement but is also included below.

Mission, goals, and objectives of UWM's MPH-Nutrition & Dietetics Graduate Program

The mission of the MPH-Nutrition and Dietetics program is to prepare graduates to practice as Registered Dietitian Nutritionists who support the advancement of population health and health equity among diverse communities in southeastern Wisconsin and beyond.

UWM's MPH-Nutrition & Dietetics Graduate Program has two overarching goals and objective(s) nested under each.

1. Graduates will be prepared to practice as a Registered Dietitian Nutritionist and to contribute to the field of nutrition and dietetics, particularly in public health and community nutrition-related endeavors.
    a. At least 80% of students complete program requirements within 3 years (150% of planned program length).
    b. Of graduates who seek employment, at least 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.
    c. At least 80% of employers will indicate they are satisfied with program graduates' preparation to practice as an entry-level nutrition and dietetics professional.
    d. At least 80% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
    e. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
    f. At least 80% of graduates will agree that the program prepared them to practice in the field of nutrition and dietetics.
2. Graduates will apply their deepening understanding of the sociocultural determinants of health to assess individual and community needs, and plan and implement evidence-based nutrition interventions to better the health of the public.

a. At least 80% of graduates will agree that the program facilitated their ability to plan and implement evidence-based nutrition interventions informed by sociocultural determinants of health, and individual and community needs.

ACEND Standards

Preceptors should carefully review the PowerPoint presentation slide deck developed by ACEND® titled "**ACEND®** 2022 Accreditation Standards and **Nutrition and Dietetics Graduate Program Accreditation Standards** Overview." *Note that UWM's program follows the Nutrition & Dietetics Graduate Program standards, not the 2022 Accreditation Standards.*

Each slide includes notes that provide additional important information; be sure to review this information carefully. It has been tailored for preceptors and for the type of standards that apply to UWM's MPH-Nutrition & Dietetics Graduate Program.

You can access the file in the "Information for Public Health Program Site Preceptors" section of the Zilber College of Public Health's website; the file may have been emailed to you directly.

Competency-based education: an overview

The MPH-Nutrition & Dietetics Graduate Program is based on a competency-based education (CBE) model. For context, please review this ACEND-developed CBE Preceptor Training for a succinct 20-minute overview about the following topics:

- Competency-based education model
- Key CBE elements and principles
- Enhanced competencies
- Developing competence
- Formative and summative assessments

To save a little time, you are welcome to click past training information about associate's and bachelor's level programs and **focus on graduate-level program content**.

More information about competencies and their assessment and evaluation will be shared later in this document.

Biases, microaggressions, and discrimination

We are providing you with resources on strategies to recognize and monitor biases in yourself and others and reduce instances of microaggressions and discrimination. You are welcome to "choose your own adventure" from the list below:

- Watch the following videos available via YouTube:
    a. TEDxMidAtlanticStation – We All Have Implicit Biases. So What Can We Do About It? By Dushaw Hockett, founder and Executive Director of Safe Places for the Advancement of Community & Equity (12 minutes)
    b. TEDxPasadena – How to Outsmart Your Own Unconscious Bias by Valerie Alexander, author and CEO of Speak Happiness (17 minutes)
    c. TEDxOakland - Eliminating Microaggressions: The Next Level of Inclusion by Tiffany Alvoid, attorney & international speaker (9 minutes)
    OR….

- Complete the online training session offered by the Food & Nutrition Conference and Expo in 2019 sponsored by the Academy of Nutrition & Dietetics titled *Combating Unconscious Bias and Preventing Microaggressions: A Professional Duty*. (1 hour 28 minutes; 1.5 CPEUs)

Seeking additional preceptor training?

ACEND® offers a complimentary Preceptor Training Program (8 CPEUs available) which "preceptors prepare for their role as mentors. The course covers a variety of topics including the foundation of student experiences to meet ACEND Accreditation Standards, role delineation, preparation for orientation and learning activities, navigating different learning styles among students, how to create a safe space for students to learn and practice, providing constructive and supportive feedback through good communication, among other important topics." The training was revised and updated in August 2023.

The **Nutrition and Dietetic Educators and Preceptors** (NDEP) practice group of the Academy of Nutrition and Dietetics offers the following:

- Free two-part webinar titled *Guide to Being an Effective Preceptor*. CPEU credits available.
- General Orientation Checklist for preceptors to use with their students
- Preceptor Resource Toolkit and more!
- Click here to access the resources

Competencies and their assessment and evaluation

As previously mentioned, UWM's MPH-Nutrition and Dietetics program is a competency-based education (CBE) program that measures learning by how well a student demonstrates the ACEND® Graduate Program (GP) competencies, as well as multiple CEPH competencies.

Successful attainment of these competencies suggests that the student has achieved at least the minimum level of proficiency required for entry-level dietetic practice. Field experience courses are one of the major milestones in the program where students are assessed for competence and afforded additional opportunities to build and demonstrate competence, as needed.

Competencies: summative assessment

The program has designated that specific competencies are to be "summatively assessed" in the field experience course. The competencies fall within two categories:

CEPH competencies

For students in the Nutrition & Dietetics track, all students will be working towards the following specific set of five "Foundational" and "Track-specific" competencies. These are shown in the left and middle columns in the table included in this section.

ACEND® Graduate Program competencies

Students are continually working towards obtaining competence across 30+ ACEND-specified competencies in 7 different domains of dietetics practice.

1. Foundation knowledge. Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.

2. Client/patient services. Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
3. Food systems management. Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.
4. Community and population health nutrition. Applies community and population nutrition health theories when providing support to community or population nutrition programs
5. Leadership, business, management and organization. Demonstrates leadership, business and management principles to guide practice and achieve operational goals.
6. Critical thinking, research, and evidence-informed practice. Integrates evidence-informed practice, research principles, and critical thinking into practice.
7. Core professional behaviors. Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

ACEND® specifies that each competency within a given unit should be attained at a knows (K), shows (S), or does (D) level. For some competencies, knowing information is not sufficient for entry-level practice. A future dietetic professional must instead be able to apply their knowledge and demonstrate competence by performing it in practice – this is considered the "Does" level of competence. Students work towards competency attainment throughout the program.

Performance indicators

Each ACEND® competency has a set of corresponding performance indicators or PIs (not shown in the table below as there are 300+ PIs). Each PI provides measurable, observable criteria of what competence could look like in practice. PIs are used by the program to help design learning activities within courses to assess the student's progress towards competence. *If you'd like to explore the competencies and PIs in greater depth, visit Appendix A of the ACEND Graduate Degree Program Standards.*

Competencies summatively assessed in PH 790

The following ACEND competencies have been earmarked for summative assessment in PH 790:

Competency	Assessment
1.7 Integrates the principles of cultural competence within own practice and when directing services. (Does)	Nutrition Education Project
2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services. (Does)	Nutrition Education Project
2.4 Implements or coordinates nutritional interventions for individuals, groups or populations. (Does)	Nutrition Education Project
4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. (Does)	Nutrition Education Project
4.2 Engages in legislative and regulatory activiti**es** that address community, population and global nutrition health and nutrition policy. (Does)	Preceptor evaluation
6.1 Incorporates critical thinking skills in practice. (Does)	Nutrition Education Project
6.3 Applies current research and evidence-informed practice to services. (Does)	Nutrition Education Project
7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (Does)	Preceptor evaluation
7.2 Uses effective communication, collaboration and advocacy skills. (Does)	Preceptor evaluation

Given some conceptual overlap between CEPH and ACEND® competencies, the table below illustrates the "crosswalk" of competencies, where applicable.

CEPH MPH foundational competencies	CEPH Nutrition & Dietetics track competencies	ACEND Graduate Program competencies (level of competence required)
16 Apply **principles of leadership, governance, and management**, which include creating a vision, empowering others, fostering collaboration and guiding decision making.		7.2 Uses **effective communication, collaboration and advocacy** skills. (Does)
19 **Communicate audience-appropriate public health content**, both in writing and through oral presentation.		
9 Design a **population- based policy, program, project or intervention**.	4 Develop **an evidence-based, theory-informed public health nutrition-related program, intervention, or policy**.	2.1 Applies a framework to **assess, develop, implement and evaluate products, programs and services**. (Does)
		2.4 **Implements or coordinates nutritional interventions** for individuals, groups or populations. (Does)
		4.1 Utilizes program planning steps to **develop, implement, monitor and evaluate community and population programs**. (Does)
	5 Demonstrate **cultural humility and collaborative skills** when working with diverse stakeholders on public health nutrition challenges.	1.7 Integrates the **principles of cultural competence** within own practice and when directing services. (Does)
…there are many more competencies for the student to work on, but the ones in this table will be summatively assessed in PH 790.		4.2 Engages in **legislative and regulatory activities** that address community, population and global nutrition health and nutrition policy. (Does)
		6.1 Incorporates **critical thinking skills** in practice. (Does)
		6.3 Applies current **research and evidence-informed practice** to services. (Does)
		7.1 Assumes professional responsibilities to provide **safe, ethical and effective** nutrition services. (Does)

Assessment activities to demonstrate competence

In addition to the preceptor evaluation (subsequent section in this handbook), students enrolled in PH 790 are required to complete one major project during their field experience to support competency assessment and attainment. A brief description of the project is shown below.

The Nutrition Education Project (NEP)

As part of the pre-placement process, students worked to develop a Learning Agreement which outlined a specific "Nutrition Education Project" to demonstrate attainment of several competencies listed in the table above.

All Nutrition & Dietetics concentration students are required to **develop, deliver, and evaluate an evidence-based, theory-informed public health nutrition education program** in conjunction with their primary PH 790 experiential learning site. Their proposed program is to be developed in close consultation with you - their preceptor - to ensure it aligns with the needs and priorities of your organization Should you have any questions about project adaptation, please reach out to the MPH-Nutrition & Dietetics Program Director.

It is expected this will be a lengthy, exciting, and collaborative process. Encourage your student to get started early in their placement. It is acceptable if this project (goals, topic, modality, and/or audience) evolves or changes as you collaborate with your student.

Students will be required to submit a detailed paper and program materials summarizing their work.

An NEP Guide will be provided to you and the student to facilitate this process.

Legislative and regulatory activity (ACEND® competency 4.2)

To facilitate having a student demonstrate ACEND® competency 4.2 "*Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy*," provide the student with at least one of the following learning activities with a relevant associated demonstration of learning or assessment that best aligns with your site.

Learning activities	Demonstration/assessment ideas
• Review local, national and global legislation and establish policies for public health programs. • Identify governmental, intergovernmental and nongovernmental organizations that advocate/influence nutrition legislation and regulations that address public, population and global nutrition health. • Communicate nutritional implications of legislation to representatives at the local, state or national level. • Engage in individual advocacy (e.g., changing the situation for an individual) and systems advocacy (e.g., changing policy and practice at the local, national or international level; and changing the situation for groups of individuals). • Use advocacy tools to effect positive change in community-based, national and global nutrition health programs and policies (e.g., survey tools, legislative tracking/posting websites, social media outreach, email communications to stakeholders, a blog, create and delivery surveys, advocacy events). • Or other relevant activity	• Write a letter to a legislator promoting legislative change and awareness. • Develop an internet blog, newsletter article, or social media content. • Create a proposal for a new community program, including stakeholder consultation, considering accessibility, sustainability and target audience. • Create and distribute surveys to gain awareness of advocacy issues and general sentiments. • Organize or participate in advocacy events such as press conferences, marches and advocacy days. • Engage in a practice debate defending (or arguing against) a specific nutrition legislative issue. • Or other relevant demonstration

Enrich the experience with additional activities and projects

Your site likely offers an array of rich public health nutrition-related experiences (e.g., shadowing program administrators, nutrition assessment and counseling opportunities, assisting staff to deliver existing nutrition-related programming, etc.) the student may benefit from beyond the competencies earmarked for summative assessment in the table above. We encourage the students to "take initiative" and seek out additional opportunities.

Please do not hesitate to provide your student with relevant learning experiences beyond those related to the Nutrition Education Project.

The "ADDITIONAL RESOURCES" section at the end this document also includes inspiration and ideas for additional competency-based learning activities. Additional examples of ways to keep an efficient student meaningfully busy are described in the main PH 790 Preceptor Handbook.

Preceptor evaluation of student performance

At the end of the field experience, you will be asked to evaluate your student(s) on CEPH competencies (see main handbook) and specific ACEND competencies. You will be provided with an evaluation form to use for this purpose (form provided in Additional Resources).

Discussing this evaluation with the student is an opportunity to assist them in highlighting strengths and areas for future growth.

Performance monitoring and remediation

Given the competency-based nature of the program, students must meet the competencies and objectives of the immersive supervised experiential learning courses in order to progress.

Early detection of students having difficulty

Preceptors are requested to provide regular supervision to include at least one one-on-one meeting per week and provide performance feedback in a reasonable timeframe to allow the student an opportunity to correct any problems.

Preceptors are also expected to inform the field experience course instructor and MPH-Nutrition & Dietetics Program Director about any emerging problems regarding the student's progress that are not immediately resolved.

Midpoint check-in

Preceptors will be asked to schedule a brief mid-point check-in meeting (virtual or phone call) with the Course Instructor and/or the MPH-Nutrition & Dietetics Program Director. The purpose of this conversation is to evaluate how the student is progressing and determine if they are on track to likely meet the field experience competencies by the end of the placement.

Feedback will be provided to the student by the preceptor and/or Course Instructor (if requested by the preceptor) so performance adjustments can be made by the student, if needed. It is also an opportunity that any precepting-related questions or concerns can be addressed.

Remediation

Within the field experience semester

Should a student's work not meet the expected level of competence required, preceptors are encouraged to provide detailed feedback and specific suggestions to allow the student to make improvements (if possible); the preceptor can then re-assess the student's work. Should a project or activity not lend itself to revision, the preceptor may consider assigning an alternative activity for the student to attempt to demonstrate competence in the relevant area.

At the end of the field experience semester

As a program, we request that preceptors provide a remediation period of **three weeks** to students who do not attain the desired level of expertise within the regular time frame. If so, students will be assigned a grade of "I" (incomplete) which will need to be resolved in order to meet program requirements for graduation.

Should a student not attain the level of competence required for a given competency that is summatively assessed, the student will be asked to meet with the course instructor and preceptor to discuss opportunities for remediation to facilitate competency attainment in their current placement and/or via an alternative remediation activity. The student will be granted no more than

three weeks to remediate (which may delay graduation); if they do not, they will be at risk for program dismissal.

Expectations of professional behavior (see also main handbook)

Code of Conduct and Code of Ethics

Per track-specific policy on student performance monitoring, students are expected to exhibit professional behavior aligned with the Zilber College of Public Health Code of Conduct. In addition, students in the Nutrition and Dietetics track should learn about and strive to abide by the Academy of Nutrition & Dietetics/CDR Code of Ethics for the Nutrition and Dietetics Profession.

Broadly, students should conduct themselves in an appropriate manner in all interactions with professors, staff, preceptors, fellow students, and any clients/patients and/or research subjects.

Abusive language, verbal outbursts, offensive written communications, or discriminatory remarks or actions will not be tolerated.

Students displaying nonprofessional behavior will be counseled and, if warranted, will be subject to disciplinary action. Students demonstrating substandard professional behavior will be placed on probation and afforded an opportunity to make improvements, else additional disciplinary action will be taken.

Should you wish to discuss an issue of this nature with regards to a student, reach out to the Program Director for guidance.

Professional appearance

All ZCPH students are expected to convey a positive, professional appearance as shown by their adherence to dress-code policies at their fieldwork sites and special events. Appearance includes a person's dress, hygiene, and appropriate etiquette for the environment.

Please communicate the specific dress code requirements of your site to the student early in the field experience semester.

Make expectations clear and allow opportunities for improvement

Please integrate an overview of your professional behavioral expectations of the student as part of their orientation to your site. Consider discussing specific sections of the Code of Ethics for the Nutrition & Dietetics Profession that are particularly relevant, along with dress code expectations.

Should your student deviate from those expectations during their time with you, please provide them with constructive feedback and clear direction on how to proceed so that they may have an opportunity to course correct.

Background checks, substance screening, health/immunization, and insurance

Background checks

UWM students enrolled in academic programs that require clinical placements at partner agencies are required by Wisconsin State Statute to undergo criminal background checks and caregiver background checks. As the MPH-Nutrition and Dietetics program requires that students complete supervised experiential learning at clinical placement sites, per the MPH-Nutrition and Dietetics Policy: Background Checks, students in this program are subject to this requirement. Results are kept in Exxat for verification by the site.

Substance screening

The MPH-Nutrition and Dietetics program requires that students complete supervised experiential learning at partner agencies including, but not limited to, healthcare facilities. Per the MPH-Nutrition and Dietetics Policy: Substance Screening, students enrolled in the Nutrition and Dietetics track must obtain a substance screen in order to complete program requirements. Results are kept in Exxat for verification by the site.

Health requirements and immunization compliance

Every student admitted to the MPH-Nutrition and Dietetics program must complete a physical examination and specific immunizations and tests. Appropriate documentation must be submitted to the program as evidence of their completion. Standard immunizations include the following:

- Tuberculosis
- Hepatitis
- Diphtheria/Pertussis/Tetanus
- MMR
- Varicella (chicken pox)
- Influenza
- COVID-19

Facilities with specific requirements should inform the Program Director of them as early as possible. Results are kept in Exxat for verification by the site.

If a student does not complete these health-related compliance requirements (including any unique site-specific requirements), the student may not be able to be placed at certain sites which may jeopardize their ability to complete program requirements. Immunization and health-related testing requirements may change, and students are expected to comply with these changes in order to continue the program.

Health insurance

Students enrolled in the MPH-Nutrition and Dietetics program are required to have individual health insurance coverage while enrolled in the program to ensure healthcare coverage while on campus, off-campus, and during supervised experiential learning at placement sites.

Liability protection

General, professional and medical malpractice is extended to UWM MPH-Nutrition and Dietetics students while participating at a facility/institution, as afforded by Wisconsin State Statutes afforded by Wisconsin State Statutes under the following conditions:

- The program must be sanctioned by the Dean of the College.
- Liability protection is extended only for the time specified by the agreement between the affiliate and the School or College.
- The program provides credit and is a requirement for your graduation.
- The student is a registered student in good standing.
- If an accident occurs, the student was acting within the scope of the program at the time of the incident.
- The student reports any incident which may give rise to a claim to the Program Coordinator or Dean of your School or College. The Coordinator or Dean will advise UWM's Risk Manager.
- Should the incident result in a claim or legal action naming the student or UWM staff, the student must cooperate fully and follow instructions given to them by the UWM's Legal Affairs or Risk Management staff. If legal action is needed, legal representation will be assigned by the State of Wisconsin Attorney General.

Questions, concerns, and complaints

While UWM's MPH program has been in existence for many years, the Nutrition & Dietetics track is a more recent addition to the public health "family." With any new program, there may be some bumps in the road. As such, **we welcome your questions, concerns, and feedback throughout the field experience process**. In addition to the contacts provided in the main handbook, you are always welcome to reach out to the MPH-Nutrition & Dietetics Program Director:

Lori Klos, PhD, RDN
Associate Professor & Program Director, MPH-Nutrition & Dietetics Graduate Program
P: 414-251-8220 (Teams); 414-828-5261 (Cell)
E: lklos@uwm.edu
UWM Main Campus: 455 Enderis Hall, 2400 E. Hartford Avenue, Milwaukee WI, 53211
UWM Downtown Campus: 323 ZCPH, 1240 N. 10th Street, Milwaukee, WI, 53205

Submission of written complaints to the Accreditation Council for Education in Nutrition and Dietetics (ACEND®)

ACEND® has established a process for reviewing complaints against accredited programs in order to fulfill its public responsibility for assuring the quality and integrity of the educational programs that it accredits. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to ACEND.

Information on filing a complaint with ACEND®, including a downloadable form, is available.

ACEND® contact information:

Accreditation Council for Education in Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995

ADDITIONAL RESOURCES FOR PRECEPTORS

Preceptor Orientation Checklist (adapt as needed)

Prior to the field placement

- Communicate with the student about the following (as relevant to your site):
    - Dress code, time(s) to meet, directions to facility and meeting location, parking, meals, breaks, pre-rotation assignments or readings, confirm dates and number of hours to be completed at the facility, resources to bring, required medical forms and clearances.
- Complete the ACEND® preceptor training.
- Review the Nutrition Education Project Guide (or early in the first week)

On the first day of the field placement

- Discuss expectations of the student from the preceptor, department and facility.
- Share preferred method of communication and elicit student preferences for providing/receiving feedback.
- Solidify schedule for preceptor-student interaction for observation, collaboration, and feedback (e.g., weekly meetings on Friday to review progress, special events).
- Discuss expectations about professionalism, punctuality, illness, inclement weather, and any personal issues (e.g., religious observances, personal obligations, etc.).
- Site-specific trainings or learning modules to be completed.
- Begin discussions about how to approach tackling the Nutrition Education Project.
- Review how the student will be tracking rotation hours (program-provided monthly log).
- Review a "typical day" at the field experience placement.

Review organization's policy and procedure manual (if applicable)

- Location of the manual and when to refer to it.
- Print or highlight pertinent policies for use during rotation (e.g., assessment policy).
- Procedures (e.g. PPE, HIPPA, Safety, HACCP, Emergency & Disaster Plans).

Facility tour

- Provide a tour of facility (if applicable).
- Introduce the student by name to key employees, administrators and/or support staff.
- Demonstrate key technology resources: Electronic Health Record system, Software (e.g., CBORD), communication tools (e.g., virtual meeting software, email).
- Demonstrate any key documentation forms (e.g., malnutrition screening tool, intake forms).

Within the first week of the field placement

- Discuss reasonable timeline for tackling the Nutrition Education Project.
    - Needs assessment (basic is okay!)
    - Education development plan
    - Education implementation plan
    - Evaluation plan (process and outcomes – data is required!)
- Discuss and select opportunity for the student to demonstrate "does-level" competence for ACEND competency 4.2 on legislative and regulatory activities.
- Review criteria for evaluation.
- Discuss any other site-specific additional public health nutrition-related projects and activities that can help the student become a competent entry-level dietitian.

Developed by Becky Wojcik, MA, RDN, LDN & Alessandra Sarcona, EdD, RDN; NDEP Development Committee; adapted by Lori Klos, UWM MPH-Nutrition & Dietetics Program Director

Inspiration for additional projects and activities

We know that your site will provide an array of supervised activities and learning experiences to help your student grow professionally. Students will work on the **Nutrition Education Project that will help them create their "final products" outlined in the learning agreement**, but we encourage you to **provide additional public health nutrition-related enrichment experiences and activities** are available to help them develop as a future RDN (especially those that also meet the needs of your site)!

You are encouraged to use Appendix A (starting on p. 15) of ACEND's Accreditation Standards for Graduate Programs as a source of inspiration.

For each of the 37 ACEND® competencies – which are organized into 7 "Units" listed below – you will find specific performance indicators, learning activities, and ways to assess your student's competence. It's quite handy! Click here to access the document.

1. Foundation knowledge (pp. 15-23). Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
2. Client/patient services (pp. 24-31). Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
3. Food systems management (pp. 32-34). Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.
4. Community and population health nutrition (pp. 35-36). Applies community and population nutrition health theories when providing support to community or population nutrition programs
5. Leadership, business, management and organization (pp. 37-40). Demonstrates leadership, business and management principles to guide practice and achieve operational goals.
6. Critical thinking, research, and evidence-informed practice (pp. 41-43). Integrates evidence-informed practice, research principles, and critical thinking into practice.
7. Core professional behaviors (pp. 44-45). Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

Curious what sort of information you'll find in Appendix A? Here is a screenshot of the PIs, learning activities, and ways to students can demonstrate their progress towards competence associated with three different competencies (specifically 1.7, 4.1, and 7.1):

GP Unit 1: Foundational Knowledge **Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.**			
Competencies	**Performance Indicators**	**Learning Activities and Practice Illustrations**	**Demonstration/Assessment**
1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)	1.7.1 Demonstrates knowledge of the cultural competence models. (K) 1.7.2 Applies knowledge of foods eating patterns and food trends. (S) 1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals. (S) 1.7.4 Identifies and implements strategies to address cultural biases and differences. (D) 1.7.5 Applies culturally sensitive approaches and communication skills. (D) 1.7.6 Develops awareness of one's own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds. (S)	• Undertake a process of reflection on one's own cultural identity and recognizes the impact of one's own culture on practice. • Apply cultural competence including cultural awareness, cultural security, cultural respect and cultural safety. • Incorporate diverse eating patterns and preferences (e.g., Jewish dietary laws, hot and cold theory, holiday traditions) into practice (e.g., nutrition care plan, meal planning ,nutrition counseling, food preparation) • Describe a way of eating that conflicts with one's own cultural method (religious, ethnic, etc.). • Understand the family cultural influences and cultural foods. • Understand meal planning, nutritional plan and cooking foods from different cultures. • Consider that culture is beyond ethnical background and includes personal beliefs, values and sexual orientation. • Utilize culturally sensitive and gender neutral language. • Be familiar with food preferences and eating patterns of a specific population.	Case study, menu planning, community projects, self-reflection exercise, self-assessment, role play • Implement nutrition counseling or program planning for culturally diverse populations. • Create a specific menu based on a primary religion, ethnicity, personal beliefs and values. • Observe a culturally competent/sensitive counseling session and note required competence and modifications. • Attend a cultural event outside of student's own beliefs/cultural to expose self to other cultures and various eating patterns. • Engage in a self-assessment of personal bias including weight bias.

GP Unit 4: Community and Population Health Nutrition

Applies community and population nutrition health theories when providing support to community or population nutrition programs.

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
4.1* Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. (D)	4.1.1 Recognizes how determinants of health, epidemiological findings, health disparities, political interest, availability of resources, and accessibility influence the nutritional health and well-being of a community and population. (D) 4.1.2 Conducts community and population based assessments considering all relevant factors. (D) 4.1.3 Identifies the resources and connects with partners needed for sustainability of the program. (D) 4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population. (D) 4.1.5 Interprets and uses nutrition surveillance and global health and safety data. (D) 4.1.6 Evaluates the program using measurement indicators and outcomes. (D) 4.1.7 Communicates evaluation findings, outcomes, recommendations and research findings to promote change and justify program. (D)	• Assess and evaluate a current nutrition public health program; identify strengths, weaknesses, threats (e.g., sustainability, access), new opportunities or areas for improvement. • Conduct an assessment to determine the scope of project, availability of resources, intended audience needs and limitations. • Design a program to solve a nutrition related problem in the community. • List factors that influence food availability in a developing country. • Utilize current research to propose a public health/health promotion program at a facility or agency. • Search nutrition surveillance data from the CDC, WHO, and/or other government agencies or organizations to identify key health and safety issues impacted by access to food, water and nutrition. • Use health informatics and data analytics to gather population information about nutrition and health outcomes. • Collect and analyze data related to the values, beliefs, limitations and strengths of the population. • Identify the risk factors or risk conditions that the program plan will address. • Obtain data from the National Institutes of Health and national disease reporting systems, including the Centers for Disease Control and Prevention, state health departments and vital records. • Select methods and strategies for the intervention (e.g., education, information delivered by multimedia modes). • Apply for grants and/or seek funding partners. • Complete a cost analysis to develop, implement and sustain program. • Collaborate with stakeholders using data analytics in the process of data collection, extraction, transformation, analysis, interpretation and reporting.	Real or simulated community, national or international project, research, presentation, field placement • Evaluate the effectiveness of an existing public health or wellness program and present finding with recommendations. • Plan the implementation of a nutrition program at a school to evaluate a nutrition-related behavior. • Assess, plan, or evaluate an obesity prevention program to improve the nutritional health of low-income populations. • Evaluate a current public health hazard and management in a written paper; include recommendations for improvement and application to other public health issues. • Create a mock plan to address foodborne illness within a community, state or country. • Develop an emergency preparedness plan for community food security and participate in or coordinate the management of the situation as demonstrated during emergency drills.

GP Unit 7: Core Professional Behaviors

Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)	7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics. (D) 7.1.2 Engages in self-reflective practice activities to develop and maintain ongoing competence and professional behaviors. (D) 7.1.3 Adheres to nutrition related legislation, regulations and standards of practice. (D) 7.1.4 Applies client/patient-centered principles to all activities and services. (D) 7.1.5 Identifies and takes steps to manage unethical, incompetent and unsafe behavior. (S) 7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment. (D) 7.1.7 Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information. (D) 7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information. (D)	• Demonstrate understanding of Continuing Competence. • Set SMART (specific, measurable, achievable, relevant, time-based) goals based on feedback from preceptors, peers and/or clients/patients. • Attend ongoing trainings, seminars and webinars to keep abreast in the field of nutrition and be competent. • Complete a self-assessment of own knowledge, skill and judgment. • Consider and incorporate personal experiences. • Incorporate client's/patient's needs and wishes in the nutrition care plan. • Demonstrate understanding of mandatory reporting obligations (e.g., child or elderly abuse, professional misconduct). • Accept responsibilities and accountability for own actions and decisions. • Recognize and maintain professional boundaries; demonstrate an understanding of transfer and counter transference. • Critically evaluate ethical situations and manage ethical dilemma. • Understand bioethics and health case law; and the implications to practice. • Apply principles of informed consent process to ensure the client/patient can accept or refuse services. • Demonstrate understanding of privacy and confidentiality legislation and organizational policies. • Obtain client/patient consent for the collection, use, and disclosure of personal information. • Demonstrate understanding of confidentiality laws and regulations such as the Health Insurance Portability and Accountability Act (HIPAA).	Course work, self-reflection/assessment activities, CDR Professional Development Portfolio, case study, project work, field placement • Research state and CDR licensure and recertification requirement. • Review ethical case studies and identify the ethical behaviors presented in the case (trust, respect, accountability etc.). • Review current legal cases and identify the impact to ethical practice (e.g., confidentiality, right to life) • Review case studies that present an ethical dilemma, weigh the pros and cons of the situation and make recommendations for managing the situation. • Complete a self-reflective exercise to identify one's own beliefs and values, and how these attributes impact professional relationships and practice. • Complete a learning module on the topic (confidentiality, privacy, HIPAA).

PH 790 Site Preceptor Evaluation of MPH-Nutrition & Dietetics track students

***Fall 2025 preceptors**: The form may be revised slightly but the competencies being assessed will not change.*

The purpose of this form is to provide each Site Preceptor with the opportunity to evaluate their student's performance at the conclusion of PH 790 Field Experience in Public Health. Preceptors are encouraged to review and discuss the evaluation with their student. This form will also be shared with the student's faculty advisor so that it may be used during future advising session(s).

Submission instructions: Please email the completed form to MPH-Nutrition & Dietetics Program Director (Lori Klos, lklos@uwm.edu).

Thank you for taking the time to complete this important end-of-semester evaluation!

Part 1: Student and field experience information

Semester and year:	
Student's name:	
Organization/site:	
Preceptor name and title:	

Part 2: Preceptor evaluation of student performance

Students in the MPH-Nutrition & Dietetics track are working towards completing (a) field experience requirements, developing work habits and interpersonal skills, and attaining competence for select (b) Council on Education for Public Health (CEPH) and (c) Accreditation Council for Education in Nutrition and Dietetics (ACEND) competencies. Specific scoring criteria are provided to help you evaluate the student's progress in these various domains. Identification of a student's strengths and opportunities for growth can be found in (d) along with an opportunity to provide any additional comments.

2a. Field experience requirements and developing work habits/interpersonal skills

Instructions: Use the following 1-5 scale to evaluate a student's performance on criteria related to completing field experience requirements, developing work habits/interpersonal skills, and CEPH competencies:

- **1 – Needs improvement** – Needs additional work to reach expected level of competence.
- **3 – Satisfactory** – Meets requirements for current point in training.
- **5 – Above expectations** – Exceeds expectation at current point in supervised practice; took extra initiative or demonstrated creative approaches to the situation.

FIELD EXPERIENCE REQUIRMENTS	1 - Needs improvement	2	3 - Satisfactory	4	5 - Above expectations	N/A
Achieving site learning objectives as specified in the Learning Agreement						
Adhering to the schedule predetermined with the Site Preceptor						
Working effectively with Site Preceptor						
Working effectively within the organization						
Applying public health theory, knowledge, and skills in practice settings						
Demonstrating an appropriate level of public health skills and knowledge						
Please consider providing comments for any criterion where a student is scored at a 1 or 2.						

WORK HABITS AND INTERPERSONAL SKILLS	1 - Needs improvement	2	3 - satisfactory	4	5 - Above expectations	N/A
Reliability						
Taking initiative in work						
Demonstrating critical thinking skills in addressing problems						
Making effective use of time and resources to meet goals and deadlines						
Promoting a positive professional image/appearance						
Demonstrating a professional attitude						
Ability to give persuasive presentations						
Ability to engage in active listening						
Ability to relate to and work with co-workers (cooperation, helpfulness, etc.)						
Ability to relate to and work with community partners/clients						

Ability to provide feedback to preceptor and co-workers						
Ability to receive and implement feedback from preceptor and co-workers						
Please consider providing comments for any criterion where a student is scored at a 1 or 2.						

2b. CEPH competencies

Instructions: This pertains to a student's attainment of specific CEPH competencies associated with the PH 790 Field Experience in Public Health. Please use the same rating scale as the previous section to evaluate the student on attainment of the following competencies:

CEPH COMPETENCIES (foundational & track-specific)	Assessment	1 - Needs improvement	2	3 - Satisfactory	4	5 - Above expectations	N/A
One rating score can be used to assess both: • 9. Design a population-based policy, program, project or intervention. [foundational] • 4. Develop an evidence-based, theory-informed public health nutrition-related program, intervention, or policy. [track-specific]	[Preceptor evaluation of] Nutrition Education Project						
16. Apply leadership and/or management principles to address a relevant issue. [foundational]	[Preceptor evaluation of] Nutrition Education Project & overall preceptor evaluation						
19. Communicate audience-appropriate public health content, both in writing and through oral presentation. [foundational]	[Preceptor evaluation of] Nutrition Education Project & overall preceptor evaluation						
5. Demonstrate cultural humility and collaborative skills when working with diverse stakeholders on public health nutrition challenges. [track-specific]	[Preceptor evaluation of] Nutrition Education Project & overall preceptor evaluation						
Please consider providing comments for any CEPH competency where a student is scored at a 1 or 2.							

2c. ACEND competencies

Instructions: Specific ACEND competencies are summatively assessed as part of PH 790. By the end of the field experience, students should be performing at an ACEND-designated performance level associated with each competency: Knows (K), Shows (S), or, most commonly, Does (D). There is a minimum score a student must earn which aligns with the performance level for that competency (e.g., minimum score of 3 is required for a "Does"-level competency).

4	**DOES+ (D)**: The student is able to perform the described action in a professional setting (or simulated professional setting) above and beyond what would be expected for a beginner/entry-level dietetics practitioner.
3	**DOES (D)**: The student is able to perform the described action in a professional setting (or simulated professional setting) at what would be considered a beginner/entry-level for a dietetics practitioner. ***This is the most frequently required standard ACEND requires students to attain.***
2	**SHOWS (S)**: The student is able to apply the knowledge, skill, and judgement in an artificial or work situation. The student is moving towards but is not yet at the level of a beginner/entry-level dietetics practitioner.
1	**KNOWS (K)**: The student is able to demonstrate the required knowledge via oral or written assessment.
0	The student lacks adequate knowledge and skill to practice and perform this function as a competent professional.
N/A	The student did not have the opportunity to address this competency during this experience.

Please evaluate the student's attainment of each overarching ACEND competency. Performance Indicators (PIs) shown in gray associated with each competency may be used to assist/inform the overall competency rating. *Ratings for PIs are not required*.

REQUIRED ACEND COMPETENCIES	Assessment	0	1 Knows	2 Shows	3 Does	4 Does+	N/A

7.1 Assumes professional responsibilities to provide safe, ethical, and effective nutrition services. (Does)	Preceptor evaluation						
PI 7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics. (D) PI 7.1.4 Applies client/patient-centered principles to all activities and services. (D) PI 7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment. (D)							
7.2 Uses effective communication, collaboration, and advocacy skills. (Does)	Preceptor evaluation						
PI 7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes. (D) PI 7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork. (D) PI 7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience. (D)							
4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. (Does)	Preceptor evaluation						
4.2.1 Interprets legal terminology used to establish nutrition regulations and policies for populations. (K) 4.2.2 Navigates governmental, intergovernmental and nongovernmental organizations to promote nutrition legislation and regulations that address public, population and global nutrition health. (D) 4.2.3 Analyzes political interests and their impact on program development, goals and objectives. (D)							
4.1 Utilizes program planning steps to develop, implement, monitor, and evaluate community and population programs. (Does)	[Preceptor eval of] Nutrition Education Project						
PI 4.1.1 Recognizes how determinants of health, epidemiological findings, health disparities, political interest, availability of resources, and accessibility influence the nutritional health and well-being of a community and population. (D) PI 4.1.2 Conducts community and population-based assessments considering all relevant factors. (D) PI 4.1.3 Identifies the resources and connects with partners needed for sustainability of the program. (D) PI 4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population. (D) PI 4.1.5 Interprets and uses nutrition surveillance and global health and safety data. (D) PI 4.1.6 Evaluates the program using measurement indicators and outcomes. (D) PI 4.1.7 Communicates evaluation findings, outcomes, recommendations and research findings to promote change and justify program. (D)							
2.1 Applies a framework to assess, develop, implement, and evaluate products, programs, and services. (Does)	[Preceptor eval of] Nutrition Education Project						
PI 2.1.1 Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services. (D) PI 2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness and lifestyle management. (D)							

PI 2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products. (D) PI 2.1.4 Conducts an evaluation of a product, program or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate. (D)							
6.3 Applies current research and evidence-informed practice to services. (Does)	[Preceptor eval of] Nutrition Education Project						
PI 6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care. (D)							
2.4 Implements or coordinates nutritional interventions for individuals, groups, or populations. (Does)	[Preceptor eval of] Nutrition Education Project						
PI 2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials. (D) PI 2.4.7 Assesses audiences' readiness to learn and identifies barriers to learning. (D) PI 2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience. (D) PI 2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences. (D) PI 2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience. (D) PI 2.4.11 Communicates complex nutrition information to broad and diverse audiences. (D) PI 2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required. (D)							
1.7 Integrates the principles of cultural competence within own practice and when directing services. (Does)	[Preceptor eval of] Nutrition Education Project						
PI 1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends. (S) PI 1.7.4 Identifies and implements strategies to address cultural biases and differences. (D) PI 1.7.5 Develops awareness of one's own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds. (D)							
6.1 Incorporates critical thinking skills in practice. (Does)	[Preceptor eval of] Nutrition Education Project						
PI 6.1.1 Considers multiple factors when problem solving. (D) PI 6.1.2 Incorporates the thought process used in critical thinking models. (D) PI 6.1.3 Engages in reflective practice to promote change and continuous learning. (D)							
Please consider providing comments for any ACEND competency where a student did not meet the level of competence required (that is, scores below 3 for "Does" level competencies). ***The preceptor is encouraged to refer to the Preceptor Handbook for guidance on providing remediation.***							

Information about remediation of required ACEND competencies.

Should a student not attain the minimum competency score required for each required ACEND competency (e.g., 3 or better for "Does") by the end of the field experience, remediation experiences should be provided to facilitate attainment of competence. Please see the Preceptor Handbook – Nutrition & Dietetics track addendum or ask the MPH-Nutrition & Dietetics Program Director for details.

2d. Student's strengths and opportunities for growth

Please describe at least **two strengths** the student exhibited during the field experience.	
Please describe at least **two opportunities for growth** that could improve or enhance this student's effectiveness as a public health/ nutrition professional.	
Please share any additional comments in the space provided.	

Part 3: Submission of final evaluation

Please submit the completed form to MPH-Nutrition & Dietetics Program Director (Lori Klos, lklos@uwm.edu). Thank you!

Optional section

Time and energy permitting, preceptors are welcome to provide a rating for any other ACEND competencies students have had an opportunity to work on during the PH 790 field experience. Competencies shown in gray text were included in the previous section and do NOT need to be re-rated. This section is NOT required.

OPTIONAL ACEND COMPETENCIES	0	1 Knows	2 Shows	3 Does	4 Does+	N/A
Unit 1. Foundational knowledge						
1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. (S)						
1.2 Applies an understanding of anatomy, physiology, and biochemistry. (S)						
1.3 Applies knowledge of microbiology and food safety. (S)						
1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (S)						
1.5 Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health and disease. (S)						
1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. (S)						
1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)						
1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy. (S)						
1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness. (S)						
1.10 Applies knowledge of math and statistics. (S)						
1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)						
1.12 Demonstrates knowledge of and is able to manage food preparation techniques. (D)						
1.13 Demonstrates computer skills and uses nutrition informatics in the decision-making process. (D)						
1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle. (D)						
1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. (S)						

1.16 Gains a foundational knowledge on public and global health issues and nutritional needs. (K)						
Unit 2. Client and Patient Services						
2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services. (D)						
2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. (D)						
2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D)						
2.4 Implements or coordinates nutritional interventions for individuals, groups or populations. (D)						
2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy. (S)						
Unit 3. Food Systems Management						
3.1 Directs the production and distribution of quantity and quality food products. (D)						
3.2 Oversees the purchasing, receipt and storage of products used in food production and services. (D)						
3.3 Applies principles of food safety and sanitation to the storage, production and service of food. (D)						
3.4 Applies and demonstrates an understanding of agricultural practices and processes. (S)						
Unit 4. Community & Population Health Nutrition						
4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. (D)						
4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. (D)						
Unit 5. Leadership, Business, Management & Organization						
5.1 Demonstrates leadership skills to guide practice. (D)						
5.2 Applies principles of organization management. (D)						
5.3 Applies project management principles to achieve project goals and objectives. (D)						
5.4 Leads quality and performance improvement activities to measure, evaluate and improve a program services, products and initiatives. (D)						
5.5 Develops and leads implementation of risk management strategies and programs. (D)						
Unit 6. Critical Thinking, Research & Evidence Informed Practice						
6.1 Incorporates critical thinking skills in practice. (D)						
6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research. (D)						
6.3 Applies current research and evidence-informed practice to services. (D)						
Unit 7. Core Professional Behaviors						

7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)						
7.2 Uses effective communication, collaboration and advocacy skills. (D)						