

University of Maryland College Park Dietetic Internship

Program Orientation for Preceptors

Program Director: Anyea Lovette, MS, RD, LDN



Objectives

As a result of completing this training, you should be able to:

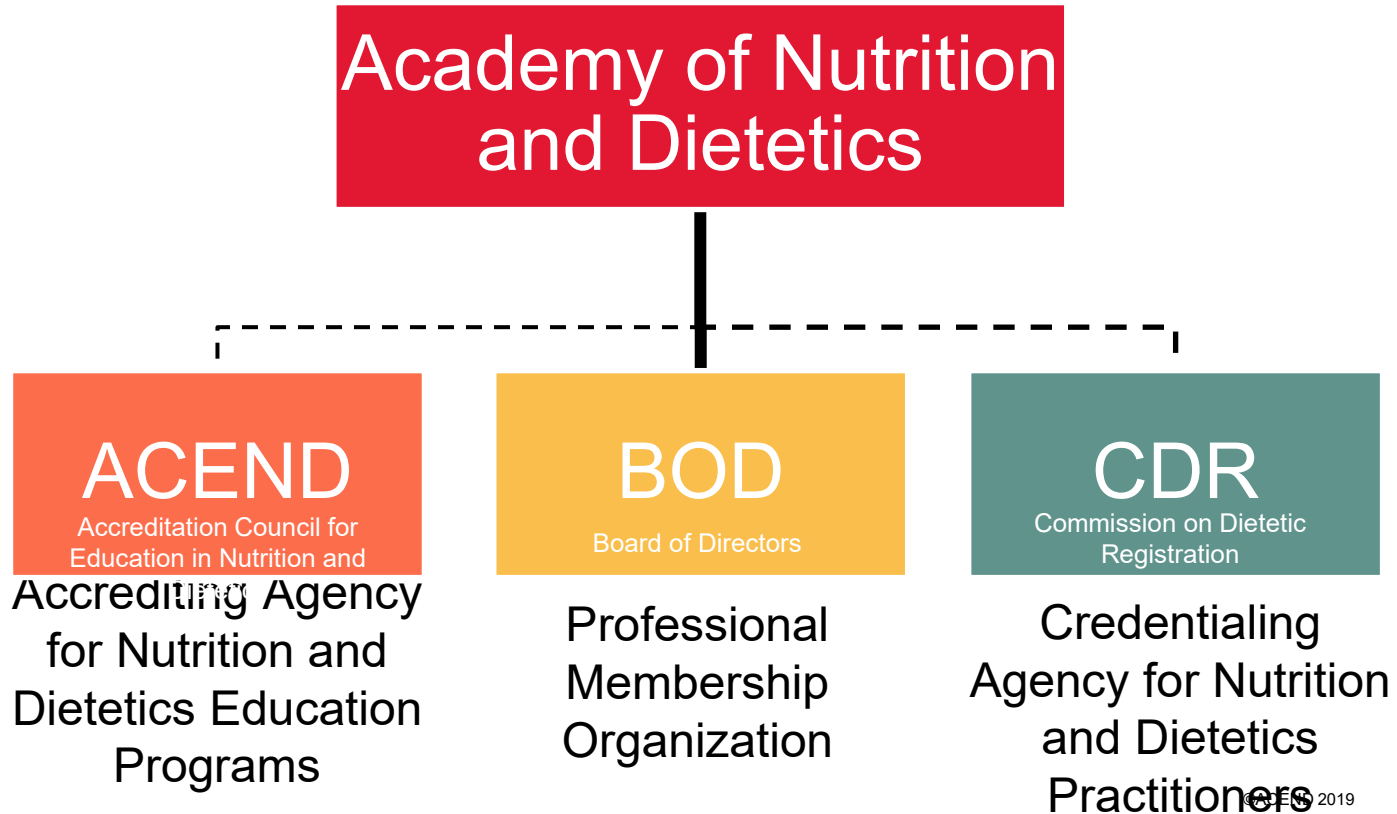
- Explain ACEND's relationship to the Academy of Nutrition and Dietetics and its role in the accreditation process
- Describe the roles of the program director (PD) and preceptor in the accreditation process
- Identify key ACEND Dietetic Internship Standards and Required Elements that are relevant to preceptors
- Describe the program's mission, goals/objectives of the program, the ACEND standards, and the required competencies
- Describe the program structure and discuss the importance of site/preceptor evaluations.
- Discuss intern, PD, and Preceptor Expectations
- Benefits of precepting





Accreditation Standards and Requirements

Academy Relationships¹



About ACEND¹

- USDE recognizes ACEND as the accrediting body for nutrition and dietetics education programs.
- ACEND Standards for programs and student learning
- ACEND assures the quality of nutrition and dietetics education through a peer review process → Self-study and site visit every 7 years;
- All accreditation decisions are made by a board of directors, comprised of educators, practitioners, student members and public members
- Annual reports to ACEND



PD and Preceptor Roles and Accreditation¹

Program Director

- Manages compliance with ACEND standards
- Delegates data collection to faculty and preceptors
- Compiles and analyzes student outcome data
- Coordinates submission of all ACEND reports
- Ensures faculty and preceptors are appropriate for subject area
- Ensure faculty and preceptors are trained on program procedures and ACEND standards

Preceptor

- Implement and assess specific assignments and activities in rotations
- Participate in trainings provided by program
- Provide program director with CV or other professional information to confirm experience
- Complete rotation evaluations for documentation that interns have met the competencies pertaining to their rotation
- Include knowledge requirements and competencies on syllabi and rotation descriptions

ACEND 2022 Dietetic Internship Standards

Standard 1: Program Characteristics and Resources

Standard 2: Program Mission, Goals, Objectives, Evaluation and Improvement

Standard 3: Curriculum and Learning Activities

Standard 4: Student Learning Assessment and Curriculum Improvement

Standard 5: Faculty and Preceptors

Standard 6: Supervised Practice Sites

Standard 7: Information to Prospective Students and the Public

Standard 8: Policies and Procedures for Enrolled Students



Standard 3: Curriculum and Learning Activities

- Required Element (RE) 3.1: The program's curriculum must be designed to ensure the breadth and depth of requisite skills needed for entry-level practice as a registered dietitian nutritionist.
- a. The program's curriculum must prepare interns with the following core competencies in 5 domains:
 - Domain 1: Scientific and Evidence-based Practice
 - Domain 2: Professional Practice Expectations
 - Domain 3: Clinical and Client Services
 - Domain 4: Practice Management and Use of Resources
 - Domain 5: Leadership and Career Management



Standard 3, RE 3.1

Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.

Competencies

Upon completion of the program, graduates are able to:

CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.

CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.

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

CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.

CRDN 1.5 Incorporate critical-thinking skills in overall practice.

Standard 3, RE 3.1

Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.

Competencies

Upon completion of the program, graduates are able to:

CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.

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

CRDN 2.4 Function as a member of interprofessional teams.

CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines.

CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.

CRDN 2.7 Apply change management strategies to achieve desired outcomes.

CRDN 2.8 Demonstrate negotiation skills.

CRDN 2.9 Actively contribute to nutrition and dietetics professional and community organizations.

CRDN 2.10 Demonstrate professional attributes in all areas of practice.

CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.

CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.

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

Standard 3, RE 3.1

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

Competencies

Upon completion of the program, graduates are able to:

CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.

CRDN 3.2 Conduct nutrition focused physical exams.

CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation)

CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.

CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.

CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.

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.

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

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

CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.

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

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

CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.

CRDN 3.14 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

Standard 3, RE 3.1

Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

Competencies

Upon completion of the program, graduates are able to:

CRDN 4.1 Participate in management functions of human resources (such as hiring, training and scheduling).

CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.

CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).

CRDN 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data.

CRDN 4.5 Analyze quality, financial and productivity data for use in planning.

CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.

CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.

CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.

CRDN 4.9 Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.

CRDN 4.10 Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).

Standard 3, RE 3.1

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

Competencies

Upon completion of the program, graduates are able to:

CRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

CRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.

CRDN 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.

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

CRDN 5.5 Demonstrate the ability to resolve conflict.

CRDN 5.6 Promote team involvement and recognize the skills of each member.

CRDN 5.7 Mentor others.

CRDN 5.8 Identify and articulate the value of precepting.

Standard 3, RE 3.3

The program's curriculum must provide learning activities to attain the breadth and depth of the core competencies. Syllabi for courses taught within the academic unit and supervised practice rotations must include the CRDNs that will be assessed in the course or rotation and the learning activities that facilitate achievement of the CRDNs.

- Learning activities must prepare interns for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.
- Learning activities must prepare interns to implement the Nutrition Care Process with various populations and diverse cultures.
- Learning activities must address and build competency in diversity, equity and inclusion. The program must ensure that interns have the skills to recognize biases in self and others and adapt to the diversity of the human experience.
- Learning activities must incorporate a variety of educational approaches necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.
- If any portion of the program is offered through distance education, the program assures regular and substantive interaction between interns and faculty.



Standard 4: Standard 4: Student Learning Assessment and Curriculum Improvement

- **Competency Assessment Plan (RE 4.1):** Identify summative assessment methods. Track competencies in courses and supervised practice activities.
- **Data-Driven Curriculum Review (RE 4.2):** Collect, summarize, and analyze intern performance data.
- **Ongoing Curriculum Evaluation (RE 4.3):** Use program evaluation data to find strengths and areas for improvement; Incorporate feedback from interns and stakeholders; Assess consistency across courses, sites, and delivery methods; Take action to enhance learning outcomes

Intern Evaluation

- Upon completion of the rotation, the preceptor should complete an objective written evaluation form for the intern that is specific for the rotation
- Encouraged to complete the final evaluation with the intern → must be signed by preceptor and intern!
- Mid- and final evaluations for rotations lasting >6 weeks.
- Only final evaluations required for rotation ≤ 6 weeks



Evaluation Ratings

- Objective: These will list how well the student's performance met the competency.
 - Exceeds Expectations: performing above expectations of an entry-level dietitian and exceeds the competencies of an entry level dietitian. The intern is functioning as would be expected of a dietitian with experience. The intern is performing very well
 - Meets Expectations: Intern is performing as would be expected of an entry-level dietitian. Intern is meeting the competencies of an entry-level dietitian. The intern is performing less than a dietitian with experience. The intern is performing well.
 - Needs Improvement: The intern is performing below expectations of an entry-level dietitian. The intern is not meeting the competencies of an entry-level dietitian. Some improvement is needed.
 - Does not meet expectations: The intern is performing far below expectations of an entry-level dietitian. The intern is not meeting the competencies of an entry-level dietitian. Much improvement is needed.
- Written section for Strengths and Areas for Improvement

***If an "needs improvement" or :does not meet" expectations for a competency they must re-do the task or may need extra time in the rotation to ensure they meet the competency! Communicate EARLY!**

Sample Evaluation Form

University of Maryland College Park Dietetic Internship
Clinical Rotation Evaluation Form

Dietetic Intern: _____ Rotation/dates: _____ Facility: _____
Evaluate intern on performance standards listed below. Support your evaluations wherever possible with examples and written comments.

Definition of Performance Standards

E = Exceeded: Intern is performing above expectations of an entry-level dietitian and exceeds the competencies of an entry-level dietitian. The intern is functioning as would be expected of a dietitian with experience. The intern is performing very well.
M = Met: Intern is performing as would be expected of an entry-level dietitian. Intern is meeting the competencies of an entry-level dietitian. The intern is performing less than a dietitian with experience. The intern is performing well.
NI = Needs Improvement: The intern is performing below expectations of an entry-level dietitian. The intern is not meeting the competencies of an entry-level dietitian. Some improvement is needed.
DM = did not meet: The intern is performing far below expectations of an entry-level dietitian. The intern is not meeting the competencies of an entry-level dietitian. Much improvement is needed. **NA = Not applicable**

Areas – See attached guidelines	E	M	NI	DM	NA	Comments (also on backside)
Work Habits: Management skills						
Punctual						
Follows policies & procedures including dress code						
Adheres to the AND Code of Ethics (CRDN 2.1)						
Is organized and sets priorities (CRDN 2.10)						
Manages time effectively (CRDN 2.10)						
Solves problems independently (CRDN 2.10)						
Works effectively in stressful situations (CRDN 2.10)						
Is flexible & displays work ethic (CRDN 2.10)						
Advocate for opportunities in the professional setting (ask for more responsibility, negotiate for salary or promotion) (CRDN 5.4)						
Conduct clinical and customer service quality management activities (such as quality improvement or quality assurance projects). (CRDN 4.3)						
Interpersonal Skills						
Shows initiative and remains engaged (CRDN 2.10)						
Accepts criticism (CRDN 2.10)						
Displays positive approach & enthusiasm (CRDN 2.10)						
Accepts differences in others and utilizes these differences for enhanced cooperation (CRDN 2.10)						
Advocates for the client						
Displays positive risk taking (ability) (CRDN 2.10)						
Show cultural humility in interactions with colleagues, staff, clients, patients and the public. (CRDN 2.11)						
Functions as a member of Interprofessional teams. (CRDN 2.4)						
Displays a mature & responsible attitude (CRDN 2.10)						
Nutritional Care						
Screens patients per policy						
Conducts nutrition focused physical exams (CRDN 3.2)						
Assesses patients & diagnose nutr. problems (PES) (CRDN 3.1)						
Initiates nutrition interventions (CRDN 3.1)						
Use effective education & counseling skills to facilitate behavior change. (CRDN 3.10)						
Monitors and evaluates approach to nutrition problems; modifies interventions as necessary. (CRDN 3.1)						
Documents accurately and appropriately (CRDN 3.7)						
Performs MNT by utilizing the NCP for individuals, groups of differing ages and health status. (CRDN 3.1)						
Demonstrate active participation, teamwork and contributions in group settings during rounds and with health care members. (CRDN 2.3)						
Accepts responsibility for own learning						

Evaluation of Professional Behavior

- Professional Behaviors

- Interpersonal skills
- Initiative
- Resourcefulness
- Dependability
- Organization skills
- Decision making
- Adaptability

- Enthusiasm
- Professional/Ethical conduct
- Communication skills

- NOTIFY PD immediately for any unacceptable professional behavior!



Intern Self-Evaluation

- Interns complete a self-evaluation at the end of each rotation. Must be signed by preceptor and intern!
- Before giving your feedback/evaluation, begin with an intern's self-evaluation.
 - “Before I share my evaluation, how did you view your performance?”
- Encourage the intern to list/discuss what was done well, along with what could be improved/areas for growth → fosters self-awareness and promotes constructive conversation about their growth and development throughout the rotation



Program Evaluation

- The program must use program evaluation data to find strengths and areas for improvement; Incorporate feedback from interns and stakeholders.
- At the end of each academic year:
 - We gather surveys from graduating interns and 1-year and 3-year graduates.
 - We request preceptors to provide feedback via survey (Google form)
 - We gather surveyors from 1-year and 3-year graduate employers.



Standard 5: Faculty and Preceptors

- **Qualified Faculty & Preceptors (5.1):** Ensure sufficient, credentialed professionals to meet program goals → preceptor qualification form, resume/CV
- **Preceptor Requirements (RE 5.3)**
 - Possess necessary credentials and experience
 - Receive orientation on program mission and goals
 - Train to address biases and reduce instances of microaggressions and discrimination
- **Ongoing Evaluation (RE 5.4)**
 - Conduct periodic reviews with intern feedback
 - Provide constructive feedback and training to faculty and preceptors



Intern Evaluation of Preceptor

- The program must have a process for periodic review, including input from interns, of the effectiveness of faculty and preceptors.
- Interns complete an evaluation of the preceptor/site at the end of the rotation.
- These will be shared with you at the end of the year during an annual check in if you hosted an intern that year.



DIETETIC INTERNSHIP

Student Evaluation of Preceptor/Mentor and Rotation Site

Preceptor/Mentor Name:

Date:

Please answer the questions below using the rating scale that follows:

7 = strongly agree

3 = mildly disagree

6 = agree

2 = disagree

5 = mildly agree

1 = strongly disagree

4 = neutral

0 = not applicable or cannot evaluate

____ 1. The preceptor/mentor was able to support the student in meeting the objectives identified by the student/faculty for the assignments and/or experiences.

Comment: _____

____ 2. The preceptor/mentor assisted with selecting assignments and/or experiences which enhanced student learning.

Comment: _____

____ 3. The preceptor/mentor assisted with selecting assignments and/or experiences which were challenging and within the scope of the student's ability.

Comment: _____

____ 4. The preceptor/mentor was available for assistance.

Comment: _____

____ 5. The preceptor/mentor was a positive role model for professionalism.

Comment: _____

____ 6. The preceptor/mentor was able to relate the assignments and/or experiences to evidence based practices.

Comment: _____

____ 7. The preceptor/mentor demonstrated respect for the student, and if applicable clients and clinical personnel.

Comment: _____

____ 8. The preceptor/mentor provided meaningful and objective feedback to the student regarding assignments and/or experiences.

Comment: _____

____ 9. The preceptor/mentor communicated as needed with the student and course faculty (if applicable) to discuss student progress and maintain open communication.


Comment: _____

10. For any individual scores over 4, list the factors that made the score high:

11. For any individual scores less than 4, provide constructive recommendations for improvement.

12. Did the site provide the necessary resources, tools, and support for you to effectively complete your learning objectives and activities? Please explain your response.

13. Please share any additional comments/feedback about the rotation and/or this site.

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UMCP DI Program Mission, Goals, and Objectives

Our Missions

- **Institution Mission Statement:** *The mission of the University of Maryland, College Park is to provide excellent teaching, research, and service. The University educates students and advances knowledge in areas of importance to the State, the nation, and the world. The University is committed to being a preeminent national center for research and for graduate education, and the institution of choice for Maryland's undergraduates of exceptional ability and promise.*
- **AGNR (College) Mission Statement:** *Here in AGNR, we work hard to curate the type of undergraduate experience that matters most, one that clearly defines your future and points you on a career trajectory to solve some of the world's most immediate and relevant challenges.*



Our Missions

- **Nutrition and Food Science (Department) Mission Statement:** *To advance nutrition, food safety and health by innovative research, progressive and high-quality education of undergraduate and graduate students, and creative outreach education disseminated to the citizens of Maryland, the United States, and the global marketplace.*
- **NFSC Dietetic Internship Mission Statement:** *The Nutrition and Food Science Department (NFSC) dietetic internship advances the health of the public by providing high quality training in advanced information technology, and supervised practice in clinical, community and food management dietetics to prepare its dietetic interns for careers in healthcare, research and industry as entry-level dietitians.*



UMCP DI Program Goals

1. Program graduates will be prepared to become competent registered dietitian nutritionists (RDNs).
2. Program graduates will be equipped to apply information technology to nutrition, food safety, and health.
3. Program graduates will be prepared to meet the employment needs of Maryland - DC area employers.



UMCP DI Goal 1 Objectives

- Goal One -- Program graduates will be prepared to become competent registered dietitian nutritionists (RDNs).

Objective	Recent Outcomes
1. At least 80% of interns complete program requirements within 15.75 months/66 weeks (150% of planned program length).	MET: 2022-2024 = 22/22 (100%)
2. At least 60% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.	MET: 2021-2023 = 33/33 (100%)
3. 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% .	MET: 2022-2024 = 90.91%
Of graduates who seek employment, at least 70% are employed in nutrition and dietetics or related fields within 12 months of graduation.	MET: 2021-2023 = 90.3%



UMCP DI Goal 2 Objective

- Goal Two -- Program graduates will be equipped to apply information technology to nutrition, food safety, and health.

Objective	Recent Outcomes
1. 90% of employers of graduates will report interns have above average information technology skills.	Difficult to evaluate due to low response rate, but of responses received employers report “average’ or “above average” information technology skills



UMCP DI Goal 3 Objectives

- Goal Three -- Program graduates will be prepared to meet the employment needs of Maryland - DC area employers.

Objective	Recent Outcomes
1. At least 25% of each graduating internship class will become employed by a MD-DC employer for at least two years.	MET: 2020-2022 = 16/36 (44.4%)
2. 80% of graduates achieve a satisfactory or greater rating for entry-level practice from employers based upon feedback surveys.	Difficult to evaluate due to low response rate, but of responses received employers report “average’ or “above average” entry-level skills



Program Structure

- Cohort sizes: we can accept up to 12 interns per cohort
- Program length: 44 weeks (mid-August → mid-June) including 2.5 weeks of vacation (Thanksgiving and winter holidays)
- Two-week orientation beginning mid-August
- During program: Weekly class day on Mondays, rotation sites Tuesday-Friday
- Rotations: clinical (including inpatient, pediatrics, renal, LTC); community, food service management, technology, elective



Intern Expectations

- Contact preceptor(s) confirming date, time, location, and dress code at least one week prior to the designated start date.
- Be on time and prepared to learn (be professional)!
- Comply with all policies and procedures of the UMCP DI program and its rotation sites.
- Maintain confidentiality, respect authority, and function as a team player
- Seek guidance and feedback, accept constructive criticism, and take full responsibility for their learning
- Meet competencies with specific activities and assignments during the rotation.
- Meet deadlines for assigned projects and activities.
- Keep an open mind, positive attitude, flexibility, strong work ethic, and open communication with preceptors and the PD



DI Director Expectations

1. To orient the Intern to the program.
2. To organize the rotations throughout the year.
3. To coordinate with the Preceptor the objectives, learning experiences and projects for the intern for that rotation.
4. To monitor and evaluate the Intern's progress in each rotation throughout the year. To communicate with the Preceptor at the mid- and end points of each rotation.
5. To write the Intern's schedules.
6. To plan and schedule class days.
7. To counsel and guide the Intern.
8. To serve as a role model.
9. To serve as a mentor.
10. To act as a liaison between the Preceptor and Intern as needed.
11. To serve as an advocate for the Intern when appropriate and justified.
12. To enforce policies and procedures.
13. To direct the selection and procession of new Dietetic Interns.
14. To evaluate and revise the program as needed to improve quality and meet Academy of Nutrition and Dietetics requirements.
15. To enforce the role and responsibilities of both the Intern and the Preceptor.
16. To recruit adequate and appropriate Preceptors.
17. To recruit members of the Dietetic Internship Advisory Committee.

Preceptor Expectations

- **Orientation and Onboarding:** Introduce interns to your facility, objectives, schedule, and expectations.
- **Knowledge of curriculum and competencies:** Be familiar with the rotation curriculum and competencies and suggested activities/assignments to meet competencies. Ensure interns meet competencies and appropriately track hours.
- **Guidance and Feedback:** Provide regular feedback, meet weekly, and support interns with projects.
- **Evaluation:** Monitor progress and complete required evaluations of intern performance at least once (rotations ≤ 6 weeks) or twice (rotations > 6 weeks) during the rotation.
- **Mentorship and Professionalism:** Serve as a role model, mentor, create opportunities for independence, and uphold internship policies
- **Collaboration and Program Support:** hours sign off, communicate with PD, avoid intern misuse, administrative tasks, and give feedback to DI Program.

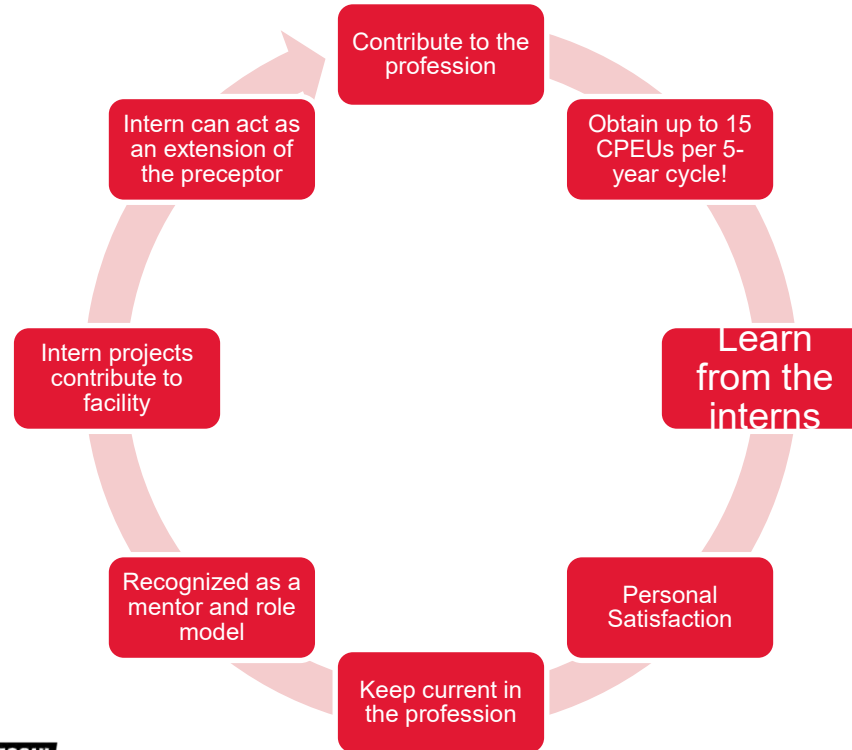


Role of an Effective Preceptor²

1. Provide a complete orientation to the organization and department
2. Be aware and accepting that each student has a unique personality and different learning styles, and strengths and weaknesses
3. Identify any barriers the intern may have to learning and problem-solve strategies to overcome these issues
4. Effective teaching strategies: one-minute preceptor, treat interns as adult learners, use effective feedback, and encourage self-reflection!



Benefits of Being a Preceptor²



Questions?

Contact: Anyea Lovette,
MS, RD, LDN

Email:
alovette@umd.edu

Phone: 301-405-4320

Link to [Preceptor
Resources](#)



**Thank you for
being a
preceptor!**



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MARYLAND

**FEARLESSLY
FORWARD**

References

1. Accreditation Council for Education in Nutrition and Dietetics (ACEND). (2019). *ACEND® Future Graduate Standards Overview: For Faculty and Preceptors* [PowerPoint slides].
2. Nutrition and Dietetic Educators and Preceptors (NDEP). *Guide to being an effective preceptor.* [PowerPoint slides].

