

University of Memphis Dietetic Internship and Residency Instructions for Evaluating Students.

1. There are two evaluation forms: The **Professional Attributes Evaluation Form** and **The Nutrition Care Process Evaluation Form**. Each form has an accompanying set of **Evaluation Guidelines**. All clinical rotations should evaluate the intern using both forms; management rotations and Church Health Center need only use **The Professional Attributes Evaluation Form**. Evaluate each **Ability** using the evaluation standards listed at the end of these instructions. Each **Ability** describes skills, abilities, or proficiencies that entry-level dietitians should have obtained by completion of their internship and are based on the Core Competencies of the Commission on Accreditation for Dietetics Education (<http://www.eatright.org/ada/files/2002rdfksc.pdf>). Each **Ability** is listed in the left hand column of the evaluation forms and the evaluation standards are in the top column of each **Evaluation Form**. To provide further explanation of the qualities covered by the **Ability**, review the **Evaluation Guidelines** which accompany each **Evaluation Form**. These guidelines in no way mean the interns have to perform or complete all aspects listed. Each **Ability** is highlighted with bold typing in the **Evaluation Guidelines**. The actual “guidelines” are the bulleted items that provide examples to elaborate on the meaning of the competency.
2. Although evaluations are to be completed at the end of the rotation do not hesitate to give critical feedback at any time during the rotation. Also remember that we would like a mid-rotation estimate of performance.
3. Sometimes several preceptors work with an intern during a rotation. Each individual preceptor does not need to complete the forms. Ideally, the evaluation of the intern should be a collaborative effort between RDs when more than one works with an intern during the rotation. Each individual dietitian preceptor is encouraged to provide constructive criticism of the intern’s performance in the comment section. Provide specific examples for rankings of “rarely” or “sometimes”.
4. Discuss the completed evaluation with the intern. Signatures of the primary preceptor and intern are required. Preceptors should also use titles and credentials. Every effort should be made to complete the evaluation process on the last day of the rotation in order to review it with the intern. Evaluation is most effective when the intern has an opportunity to ask questions about the ratings and comments.
5. Give completed **Evaluation Forms** to the intern who will return it to Clinical Coordinator. You do not need to send the **Evaluation Guidelines**. If you wish to mail the evaluation, send it to: Beth Egan, 161A Elma Neal Roane Fieldhouse, University of Memphis, Memphis, TN. 38152.

Evaluation Standards

Consistently	> 95% of the time	Entry level; minimal supervision. Always performs the expected competencies.
Almost Always	85-94 % of the time	Senior/experienced intern; some supervision. Almost always performs the expected competencies.
Usually	75-84% of the time	Junior/inexperienced intern; requires supervision. Usually performs the expected competencies.
Sometimes	50-74% of the time	Junior/inexperienced intern; close supervision required. Sometimes performs the expected competencies.
Rarely	<50% of the time	Requires constant supervision. Rarely performs the expected competencies.

RECAP

1. Both **Evaluation Forms** should be completed on each intern for clinical rotations; management rotations only need to complete **The Professional Attributes Evaluation Form**.
2. “Guidelines” provide examples of each **Ability**. Students are not expected to perform each activity in the **Evaluation Guidelines**.
3. The **Evaluation Forms** are used to record the evaluation of the interns’ performance.
4. Provide feedback throughout the rotation.
5. Provide examples if student ranks “rarely” or “sometimes”.
6. Discuss evaluation with intern, primary preceptor sign and date form.
7. Return evaluation to clinical coordinator via student or USPS.