



**Assessment Form  
Practice Placement B**

<b>Student name</b>	
<b>Practice Educator name(s)</b>	
<b>Name of placement setting</b>	
<b>Week of form completion</b>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/>
<b>Week 10 form only</b>	Has 'Yes' been achieved in all <u>essential</u> PPB proficiencies? <i>Note: all proficiencies are essential except 3.15</i> Yes – PPB has been passed <input type="checkbox"/> No <input type="checkbox"/>
<b>Form retention</b>	Do not retain. Shred and/or delete within 4 weeks of placement ending.

Yes, no, or n/a should mainly be based on practice in the **5 days** before this form is completed.

**Independent proficiencies: Assign 'yes' when you agree with all 4 statements.**

The student's practice of this proficiency...

- Safe** Did not pose a risk to the physical or emotional wellbeing of a service user.
- Competent** Was consistently more effective than ineffective. *E.g. evidence-based, practical*
- Professional** Did not lower the perception of the dietetic service.
- Independent** Reached a safe, competent, and professional standard with minimal assistance.

**Proficiencies performed with assistance: Assign 'yes' when you agree with all 3 statements.**

Moderate assistance was provided to a student and their resulting practice of this proficiency...

- Safe** Did not pose a risk to the physical or emotional wellbeing of a service user.
- Competent** Was consistently more effective than ineffective.
- Professional** Did not lower the perception of the dietetic service.

**Registered Dietitian [PE] who led the discussion of this form**

- I have assessed this student against the standard required at Week 10.
- I accept that any proficiency consistently performed below the required standard warrants contact with the College.

- Signature \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_
- Print name \_\_\_\_\_
- DRB [CORU] number \_\_\_\_\_

**Student [S]**

- Signature \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

## 1.0 Professional Autonomy and Accountability

	[S]	[PE]
<b>1.1 Independently accountable for their behaviour</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.2 Independently punctual throughout the day</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.3 Independently organised for their duties (e.g. notes revised, diet sheets to hand)</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.4 Independently adheres to the dress code, to include:</b>		
<b>Hair tied back   No facial piercings   Clean nails   Laundered clothes   Flat black shoes</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.5 Independently complies with infection prevention practices, incl. bare below the elbow</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.6 Independently handles health and other sensitive data within the limits of confidentiality</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.7 Independently uses technology appropriately (e.g. personal phone or internet on work PC)</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.8 Independently recognises the limits of their practice and seeks help appropriately</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>

Practice Educator suggestions to support progress with domain 1. Use examples of student practice for context.

\* Assess using the Week 10 standard of safe, competent, and professional – see page 1

## 2.0 Communication, Collaborative Practice, and Teamworking

	[S]	[PE]
<b>2.1 Independently introduces themselves as a Student Dietitian</b> Yes – consistently demonstrated to the specified standard* No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>2.2 Independently professional toward all persons encountered, encompassing:</b> <b>Language   Tone of voice   Mannerisms   Facial expressions   Composure   Boundaries</b> Yes – consistently demonstrated to the specified standard* No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>2.3 With assistance: demonstrates the capacity to engage in interdisciplinary work by:</b> <b>a. Showing an understanding of the roles of other health professionals; and,</b> <b>b. Consulting with staff to manage and advocate for safe healthcare</b> Yes – demonstrated to the specified standard* with assistance No – not yet consistently demonstrated to the specified standard Not applicable – was not required	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>2.4 To obtain consent prior to an assessment, the student independently:</b> <b>a. Explains the purpose of the consultation to the service user or their proxy; and/or,</b> <b>b. Considers whether a service user may need support to engage with process of consent</b> Yes – consistently demonstrated to the specified standard* No – not yet consistently demonstrated to the specified standard Not applicable – was not required	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>2.5 To acquire information from a service user (or proxy), the student independently:</b> <b>a. Adapts their communication style (incl. using translators) to reflect service user needs;</b> <b>b. Actively listens to obtain an understanding of what is reported; and,</b> <b>c. Maintains a non-judgemental, culturally sensitive, and non-discriminatory attitude</b> Yes – consistently demonstrated to the specified standard* No – not yet consistently demonstrated to the specified standard Not applicable – was not required	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>2.6 With assistance: to explain a dietetic intervention or concept, the student:</b> <b>a. Provides accurate information to a service user (or proxy), free from medical jargon;</b> <b>b. Identifies and modifies evidence-based resources to support discussion; and,</b> <b>c. Checks that a service user (or proxy) or group understands the explanation given</b> Yes – demonstrated to the specified standard* with assistance No – not yet consistently demonstrated to the specified standard Not applicable – was not required	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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	[S]	[PE]
<b>2.7 With assistance: when advising a service user (or proxy), the student:</b>		
<b>a. Applies early-stage evidence-based behaviour change skills; and,</b>		
<b>b. Collaboratively negotiates relevant evidence-based goals</b>		
Yes – demonstrated to the specified standard* with assistance	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable – was not required	<input type="checkbox"/>	<input type="checkbox"/>

**Practice Educator suggestions to support progress with domain 2. Use examples of student practice for context.**

### 3.0 Safety and Quality

	[S]	[PE]
<b>3.1 To record information accurately and completely, the student independently:</b>		
<b>a. Documents information in an appropriate (e.g. NCPM) and legible format; and,</b>		
<b>b. Uses accepted terminology and abbreviations</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.2 With assistance: develops, delivers, and/or presents a dietetic initiative</b>		
Yes – demonstrated to the specified standard* with assistance	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable – was not required	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.3 Independently completes tasks within the timeframe specified by a Practice Educator</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>

**Practice Educator suggestions to support progress with domain 3. Use examples of student practice for context.**

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## 4.0 Professional Knowledge and Skills

	[S]	[PE]
<b>4.1 With assistance: records accurate information, and omits irrelevant information, on:</b> <b>a. Medical conditions;</b> <b>b. Investigative tests and procedures;</b> <b>c. Nutrition screening tools; and,</b> <b>d. Psychosocial and family background</b>  Yes – demonstrated to the specified standard* with assistance No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>4.2 With assistance: records and interprets biochemical tests relevant to rotation</b>  Yes – demonstrated to the specified standard* with assistance No – not yet consistently demonstrated to the specified standard Not applicable – was not required	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>4.3 With assistance: demonstrates knowledge of medications relevant to a dietetic assessment</b>  Yes – demonstrated to the specified standard* with assistance No – not yet consistently demonstrated to the specified standard Not applicable – was not required	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>4.4 Independently records and analyses nutrition-focused physical findings</b>  Yes – consistently demonstrated to the specified standard* No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>4.5 Independently and appropriately takes and interprets anthropometric measures</b>  Yes – consistently demonstrated to the specified standard* No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>4.6 Independently calculates nutritional requirements using relevant equations</b>  Yes – consistently demonstrated to the specified standard* No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>4.7 Independently records suitably detailed summaries of food intake, appropriate to condition</b>  Yes – consistently demonstrated to the specified standard* No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>4.8 Independently and accurately estimates calories and protein from a record of food intake</b>  Yes – consistently demonstrated to the specified standard* No – not yet consistently demonstrated to the specified standard Not applicable – was not required	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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	[S]	[PE]
<b>4.9 Independently knows calorie and protein contents of ONS relevant to service users seen</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable – was not required	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.10 With assistance: manages gaps in information available (e.g. no new weight)</b>		
Yes – demonstrated to the specified standard* with assistance	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable – was not required	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.11 With assistance: summarises and prioritises nutritional issues to be addressed in a care plan</b>		
Yes – demonstrated to the specified standard* with assistance	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable – was not required	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.12 With assistance: devises and justifies new care plans that balance best and local practices with the preferences, resources, beliefs, culture, and psychosocial status of a service user</b>		
Yes – demonstrated to the specified standard* with assistance	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable – was not required	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.13 With assistance: uses relevant evidence, best practice, and local practice to justify the need to alter or maintain an existing dietetic care plan</b>		
Yes – demonstrated to the specified standard* with assistance	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable – was not required	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.14 [Non-essential] With assistance: devises standard enteral feeding regimens</b>		
Yes – demonstrated to the specified standard* with assistance	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable – was not required	<input type="checkbox"/>	<input type="checkbox"/>

Practice Educator suggestions to support progress with domain 4. Use examples of student practice for context.

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## 5.0 Professional development

	[S]	[PE]
<b>5.1 Independently submits placement documentation to educators at agreed times</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.2 Independently manages the impact of personal values on professional practice</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.3 Independently seeks and incorporates feedback on their practice</b>		
Yes – consistently demonstrated to the specified standard*	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.4 With assistance: identifies appropriate actions to advance their progress</b>		
Yes – demonstrated to the specified standard* with assistance	<input type="checkbox"/>	<input type="checkbox"/>
No – not yet consistently demonstrated to the specified standard	<input type="checkbox"/>	<input type="checkbox"/>

Practice Educator suggestions to support progress with domain 5. Use examples of student practice for context.

### Final comments

#### Student comments on progress during this block of placement

What went well during this block?	
What skills are the priority going forward?	

#### Practice Educator comments on progress during this block of placement

What went well during this block?	
What skills are the priority going forward?	

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