

Paradise Valley Community College (PVCC)
 Nutrition and Dietetic Technology Program
INTERVIEWING AND COUNSELING EVALUATION

Student Name _____ Rotation _____

The purpose of this form is to identify a student's strengths and limitations in practice during progression toward meeting the standards for an entry-level dietetic technician, registered.

- Of the following evaluation parameters, please select the number that best reflects your rating of the observed intern performance for each of the criteria listed.
- A comment section is provided at the end to elaborate on the student's strengths and areas for improvement.

5	Excellent	Always applies self, integrates materials, and applies concepts.
4	Good	Applies self, generally integrates materials, and/or applies concepts.
3	Adequate	Applies self and knows basic materials only as required.
2	Poor	Vaguely applies self and/or does not clearly grasp basic materials.
1	Unacceptable	Unprepared and/or unable to understand basic materials.

<i>COMPONENTS OF AN EFFECTIVE SESSION</i>	SCORE	COMMENTS
PREPARES <ul style="list-style-type: none"> • Reviews client/patient data. • Prepares environment, materials and teaching objectives. • Discusses plan with preceptor. 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
BUILDS RAPPORT <ul style="list-style-type: none"> • Introduces self, explains outline of session. • Uses eye contact and appropriate body language, modulates voice appropriately. • Practices active listening and displays empathy. • Appears comfortable with the client/patient and subject area. 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
COLLECTS <ul style="list-style-type: none"> • Gathers subjective information using open-ended and assessment questions. • Effectively brings client/patient back to nutrition topic. • Collects dietary intake data. • Reviews and/or obtains anthropometric measurements as appropriate. • Reviews and/or obtains diagnostic data as appropriate. 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
ASSESSES <ul style="list-style-type: none"> • Develops intervention plan based on nutrition assessment and individual needs. • Assesses client/patient's current knowledge and readiness to change. • Correctly assesses food records, calorie counts or 24h recalls. 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
LISTENING/EMPATHY SKILLS <ul style="list-style-type: none"> • Reviews objective findings with client/patient and explains them in simple terms as they relate to nutrition. • Responds to cues from client/patient: addresses questions and concerns first. Acknowledges feelings such as anxiety as well as facts. • Deviates from own objectives as necessary. 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	

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<i>COMPONENTS OF AN EFFECTIVE SESSION</i>	SCORE	COMMENTS
RECOMMENDS <ul style="list-style-type: none"> • Makes recommendations based on nutrition assessment. • Avoids judgmental language such as, “You need to...” • Offers anticipatory guidance if possible. “What to expect...” • Avoids technical jargon by emphasizing food groups rather than nutrients. • Individualizes education based on client/patient’s usual intakes, culture, lifestyle, and food preferences . • Engages client/patient in demonstrating understanding, e.g.: circling preferences, writing goals. Checks for understanding, restates information. 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
SETS GOALS <ul style="list-style-type: none"> • Allows client/patient to set goals and helps make them SMART: • <u>S</u>pecific: what will be accomplished and actions to be taken. • <u>M</u>easurable: contain numbers with quantity, frequency vs. “increase.” • <u>A</u>chievable: attainable; small steps to change behaviors. • <u>R</u>ealistic: within reach and relevant • <u>T</u>ime-bound: specific with date or timeframe 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
CONCLUDES <ul style="list-style-type: none"> • Makes referrals as needed. • Summarizes by restating findings and goals. • Plans next steps in clear and positive manner: e.g. to obtain more information • Makes follow-up appointment as needed 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
FOLLOW-UP <ul style="list-style-type: none"> • Documents session accurately and in timely manner. • Reviews documentation and evaluation with supervising RD/NDTR. 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
TOTAL INTERN SCORE	_____/45	

Total possible score: **45**
 Passing score (70%) **32 or above**
 Failing score: **31 or below**; student must repeat the session

Comments:

Student’s area of strengths:

Student’s areas for improvement:

Evaluator’s Signature _____ Date _____

Evaluator – Print Name _____

Student’s Signature _____ Date _____