

**Dietetic Technology  
Survey of Supervised Practice Sites**

*Prepared by the Office of Research  
Teaming to Serve Research Needs of the College  
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## Introduction

As a part of its efforts for continuous improvement and ongoing accreditation, the Dietetic Technology (DIT) program at Harper College was interested in gaining feedback from its supervised practice sites (i.e., sites where its students go to acquire practical experience and practice the skills they have learned in the program).

In Spring FY08, a brief web-based survey was sent to key individuals at the supervised practice sites via email. A total of thirteen surveys were sent and six completed surveys were received, for a response rate of 46 percent.

This report is organized into an Introduction, a Results and Discussion section that presents the survey responses in tabular format, and a Summary section that highlights key findings. The Appendix contains verbatim responses to open-ended questions as well as a copy of the survey instrument.

## Results and Discussion

Respondents were asked questions regarding their level of experience as a supervised practice site for Harper's DIT program and their satisfaction with various aspects of the supervised practice experience. They were also asked for their suggestions on how the program may be improved.

**Table 1: Length of Experience**

<b>How long has your facility been a supervised practice site for our program? (N=6)</b>	<b>N</b>	<b>%</b>
One year or less	1	16.7%
Two to four years	3	50.0%
Five years or more	2	33.3%

As shown in Table 1, the majority of respondents (83%) reported having more than two years experience as a supervised practice site.

**Table 2: Familiarity with Student Expectations**

<b>How familiar are you with student expectations for their supervised practice experience? (N=6)</b>	<b>N</b>	<b>%</b>
Very familiar	4	66.7%
Fairly familiar	2	33.3%
Not sure	0	0.0%
Fairly unfamiliar	0	0.0%
Very unfamiliar	0	0.0%

The majority of respondents (67%) reported being very familiar with student expectations. No respondents reported being unsure or unfamiliar.

**Table 3: Satisfaction with Aspects of the Supervised Practice Experience**

Please rate your satisfaction with the following aspects of the supervised practice experience	Very satisfied		Satisfied		Not sure		Dissatisfied		Very dissatisfied	
	N	%	N	%	N	%	N	%	N	%
Scheduling of students (N=6)	2	33%	3	50%	1	17%	0	0%	0	0%
Clarity of student assignments (N=6)	1	17%	5	83%	0	0%	0	0%	0	0%
How the assignments prepare students for entry-level practice (N=6)	3	50%	2	33%	0	0%	1	17%	0	0%
Preparation of students for the supervised practice experience (knowledge, skills, etc.) (N=6)	2	33%	3	50%	0	0%	1	17%	0	0%
Your comfort in the role of preceptor for the supervised practice experience (N=6)	5	83%	1	17%	0	0%	0	0%	0	0%
Availability of program faculty to assist you when questions arise (N=6)	4	67%	2	33%	0	0%	0	0%	0	0%

Table 3 shows respondents' ratings of their satisfaction with various aspects of the supervised practice experience. The respondents were most satisfied with their own comfort in the role of preceptor (83% very satisfied), the availability of program faculty (67% very satisfied), and how well the assignments prepare students for entry-level practice (50% very satisfied). One respondent reported being dissatisfied both with students' preparation for the experience and with how well the experience prepared them for entry-level practice. The majority of respondents, however, (83 to 100%) were at least satisfied with every aspect rated.

Respondents were also asked suggestions for how the supervised practice experience can be improved for the students and for their sites. Respondents offered the following comments:

- Students should receive more preparation on how to read and evaluate the forms used in practice;
- Students should be more familiar with common medications;
- Students' problem solving skills can be improved;
- Students' organizational skills can be improved (e.g., scheduling, purchasing, budgeting, working with others);
- Students should be familiarized with the facility first;
- Students sometimes seem like they do not always have enough to do – perhaps have them spend more time with residents, or increase the number of residents they are required to assess.

Some respondents did indicate that they had no suggestions for improvement. Respondents' verbatim comments are included in the Appendix.

## Summary

In Spring FY08, a brief web-based survey was sent to the supervised practice sites of Harper's DIT program. Thirteen surveys were sent and six completed surveys were received, for a 46 percent response rate.

Most respondents (50%) reported that their facilities had been supervised practice sites for two to four years. The majority of respondents (67%) indicated that they were very familiar with student expectations regarding the supervised practice experience. Most respondents (83 to 100%) reported that they were satisfied or very satisfied with each rated aspect of the supervised practice experience.

When asked how the experience could be improved for students and for themselves, respondents suggested that students be better prepared on how to read and evaluate commonly-used forms, be more familiar with medications, and have better problem-solving and organizational skills.

**Appendix**  
**Open-Ended Responses**  
**Survey Instrument**

## Open Ended Responses

UserID <sup>a</sup>	How can we improve the supervised practice experience for our students?
4i4t1urrzozaguz	Some students come who are very sharp and have had past experience before coming to this rotation, then others have only been in one other clinical setting, don't know how to read the info in patient charts, don't know how to read lab values or evaluate them and even with instruction. The forms they are asked to complete do not follow ADA's nutrition risk assessment so explaining the difference can be difficult depending on the student. Many do not understand calculations r/t tube feedings. Many do not understand care planning and how to create a care plan based on the assessment of the patient and often do not know how to summarize the info they collected and appropriate recommendations to make based on that info collected.
iscyy17qsrwibr	1) At times it seems like some of the projects repeat themselves between the courses of 150 and 200. 2) I think the students would get more out of the clinical care planning if they were more familiar with the types and classes of medications. The meds give a good picture of the residents' condition and would help the students better assess their nutritional risk and needs.
50umgkyfd99kdem	Have them complete multiple rounds in facility through out the clinical practice of the program.
0j47cf9uk37q4ac	I think they may need more problem solving skills in the dietary department of a nursing home. Scheduling, purchasing, budgeting, dealing with employee personality conflicts, even managing are a few suggestions.

<sup>a</sup> UserIDs are computer-assigned.

UserID	How can we improve the supervised practice experience for you and others at your facility?
4i4t1urrzozaguz	Have a day for just visiting the facility. Require them to be exposed to appropriate forms (in class prior to starting the rotations) that will be used in practice (such as the ADA nutrition risk assessment). Review in more detail, prior to starting the rotation, how to summarize the info collected when completing a risk assessment (maybe have a "tool" which they can use that walks them through the process as they are reviewing the charts). Give example care plans prior to entering the rotations so they have some knowledge of what a care plan is and why it is used. Many seem confused as to the worth of this process and it is difficult to explain to them when they don't understand what it is used for based on the assessment they completed. Again all this is based on the experience and comfort level of the student and how well they understand the assessment process.
7v4y93d2gr8og4c	No complaints.
iscyy17qsrwibr	I can't think of anything at this time. I appreciate the fact that [the coordinator] and the students can be flexible to my schedule if the need comes up. My facility only has care plans on Tuesday, so it is better for the student to come at least on that day. I realize this can vary due to the class schedule. I think it is good practice that [the coordinator] comes to the facility to have progress reports with the student and the preceptor. Thank you for the experience!!
50umgkyfd99kdem	No suggestions
0j47cf9uk37q4ac	Sometimes I feel the students don't have enough to do. Possibly more time spent with residents-but not sure in what respect-or increase the number of residents that the students have to do assessments on.

# Survey Instrument

## Survey of Supervised Practice Sites

The Dietetic Technician program at Harper College is gathering feedback to see how we can improve. Please help us by completing this brief survey. Thank you for your help in our continuous improvement efforts!

How long has your facility been a supervised practice site for our program?

- a. One year or less
- b. Two to four years
- c. Five years or more

How familiar are you with student expectations for their supervised practice experience?

- a. Very familiar
- b. Fairly familiar
- c. Not sure
- d. Fairly unfamiliar
- e. Very unfamiliar

**Please rate your satisfaction with the following aspects of the supervised practice experience.**

Scheduling of students -

Clarity of student assignments -

How well the assignments prepare students for entry-level practice -

Preparation of students for the supervised practice experience (knowledge, skills, etc.) -

Your comfort in the role of preceptor for the supervised practice experience -

Availability of program faculty to assist you when questions arise -

How can we improve the supervised practice experience for our students?

How can we improve the supervised practice experience for you and others at your facility?

*Thank you for completing this survey!*

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