



UNIVERSITY *of* ALASKA ANCHORAGE

Bachelor of Science, Dietetics

Academic Assessment Plan

Adopted by

The Dietetics and Nutrition faculty: **August 23, 2017**

Submitted to the Academic Assessment Committee via:

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Reviewed with curriculum changes as an information item by the Academic Assessment Committee: 1/15/21 -

Reviewed by the Faculty Senate as an information item: 3/5/21 -

Reviewed by the Academic Assessment Committee: 10/6/17 -

Reviewed as an information item by the Faculty Senate: 11/3/17 -

MISSION STATEMENT

Guide the future of dietetics in Alaska by preparing students for supervised practice.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a Bachelor of Science in Dietetics will be able to:

- Integrate scientific information and the translation of research into practice.
- Demonstrate beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.
- Develop nutrition-related information, products and services to individuals, groups, and populations.
- Apply principles of management and systems in the provision of nutrition-related services to individuals and organizations.

MEASURES

- Didactic Program in Dietetics Student Learning Outcomes Assessment Plan learning activities (Appendix A)
- Didactic Program in Dietetics Program Assessment Plan (Appendix C)
- Program graduate surveys (Appendix D)

PROCESS

The Bachelor of Science in Dietetics is externally accredited as a Didactic Program in Dietetics (DPD) by The Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND mandates that DPDs educate students on specific Knowledge Requirements for Dietitian Nutritionists (KRDNs). These KRDNs are organized into four domains. The PSLOs listed above represent each of these four domains. The program develops specific learning activities and assessment methods for each KRDN. Additionally, through their program ePortfolios, students are encouraged to consider extracurricular activities that contribute to their development in each of the KRDNs. Appendix A provides the current PSLO Assessment Plan that details each learning activity, assessment method, course where assessment occurs, the individual responsible for collecting and reporting the assessment data, and the timeline for collection. This is updated as needed based on annual review of effectiveness of the tools used for assessment in each area. Appendix B includes grading rubrics and assignments that are examples of ways assessment occurs within courses. Faculty collect their assessment data from the identified courses annually and provide it to the B.S. Dietetics program coordinator. The coordinator compiles these data along with additional assessment information described below. The data is

reviewed and recorded annually. A running five-year period of data is maintained to monitor trends. Each fall, dietetics and nutrition faculty meet to review the assessment data, discuss opportunities for improvements, and make recommendations for changes as appropriate.

In addition to the PSLO Assessment Plan, the program is mandated by accreditation to track specific program goals in a Program Assessment Plan. These assessment measures include acceptance rates into supervised practice and success in such programs (the mission of the program is to prepare students for supervised practice) as well as pass rates on the national Registered Dietitian Nutritionist (RDN) credentialing exam. The Program Assessment Plan is provided in Appendix B and notes specific accreditation standards and guidelines for each item in the plan. Graduates are surveyed at the completion of their B.S. program, one-year post graduation, and three years post-graduation. Appendix C provides the surveys that are administered. The data from these surveys are reviewed annually at the faculty meeting where other assessment data and outcomes are discussed. An informal, but important, measure of student outcomes and success is through our Dietetics and Nutrition Preceptor Council. This group is comprised of site coordinators for all of the sites UAA Dietetic Interns rotate through and the group is representative of Dietitians across the state of Alaska. They serve an advisory role to the B.S. in Dietetics. Because the majority of B.S. Dietetics graduates move on to the UAA Dietetic Internship, this group is able to provide meaningful feedback on students' preparation for supervised practice. The B.S. program coordinator collects information informally in Council meetings, which occur approximately four times per year.

In summary, the PSLOs data, student surveys, and the items listed on the Program Assessment Plan are all collected annually. The B.S. program coordinator compiles these data along with any informal assessment information that has been gathered and presents it to the dietetics and nutrition faculty early each fall. The faculty discuss all measures and make any recommendations for improvements.

APPENDIX A: PSLO Assessment Plan

UAA DPD Student Learning Outcomes (SLOs) Assessment Plan Student Learning Objectives Related to Knowledge Requirements for KRDNs

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

| KRDN | Learning Activity | Assessment Method | Course Where Assessment Occurs | Individual Responsible for Assessment | Timeline for collecting data |
|---|---|---|--|---------------------------------------|---------------------------------|
| 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions. | Development of a research proposal including evaluation of current literature, and development of methodology | Research proposal grading rubric (Target: average score $\geq 80\%$) | DN A430 Research Methods in Nutrition and Nutrition and dietetics | King | Each semester course is offered |
| | Human metabolism and pathophysiology of disease research paper | Research paper grading rubric (Target: average score of $\geq 80\%$) | DN A475 Advanced Nutrition | Sticka | Each semester course is offered |
| 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols | Case study on simple medical condition that must include references to electronic databases of evidence-based guidelines. | Case study grading guidelines (Target: average score $\geq 85\%$) | DN A401 MNT I | Sticka | Each semester course is offered |
| 1.3 Apply critical thinking skills | Case study that requires appropriately selecting and applying clinical research to an individual case. | Case study grading guidelines (Target: average score $\geq 85\%$) | DN A402 MNT II | Sticka | Each semester course is offered |

Domain 2. Professional Practice Expectation: beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice

| KRDN | Learning Activity | Assessment Method | Course Where Assessment Occurs | Individual Responsible for Assessment | Timeline for collecting data |
|--|--|--|---|---------------------------------------|---------------------------------|
| 2.1 Demonstrate effective and professional oral and written communication and documentation. | Utilization of computer software / current information technology to develop consumer nutrition education materials. | Evaluation of education materials. (Target: average score of $\geq 85\%$) | DN A312 Nutrition Comm. & Counseling | King | Each semester course is offered |
| | Oral presentation of case studies | Case study oral presentation grading guidelines. (Target: average score of $\geq 85\%$) | DN A402 Medical Nutrition Therapy II | Sticka | Each semester course is offered |
| | Take home final | Final exam grades | DN A415 | Walch | Each |

| | | | | | |
|---|---|--|-------------------------------------|---------|---------------------------------|
| | exam where students are required to develop grant proposal based on previous course assignments. | (Target: average score of $\geq 85\%$) | Community Nutrition | | semester course is offered |
| 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings. | ePortfolio reflection | Review of ePortfolio; 100% of students are able to describe these governance and practice issues | DN A492 Senior Seminar | Sticka | Each spring semester |
| 2.3 Assess the impact of a public policy position on nutrition and dietetics practice. | Letter writing project to elected official on current public policy issue that shows explains the impact of the public policy position on nutrition and dietetics practice | Public policy evaluation project (Target: average score of $\geq 85\%$) | DN A415 Community Nutrition | Walch | Each semester course is offered |
| 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services. | Current Topics in Nutrition and Health Care assignment where students research a current issue as it relates to the delivery of food and nutrition services and present it during a Bb Collaborate session. | Bb Collaborate session grading guidelines (Target: average score of $\geq 85\%$) | DN A450 | King | Each semester course is offered |
| | Lecture on health care systems | Grading of discussion board on health care delivery systems. (Target: average score of $\geq 90\%$) | DN A450 | King | Each semester course is offered |
| 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services. | Research and discussion on the role of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services. | Grading of discussion board on the role of interdisciplinary team members/ other health care professionals. average score of $\geq 90\%$) | DN A100 The Profession of Dietetics | Sticka | Each semester course is offered |
| 2.6 Demonstrate an understanding of cultural competence/sensitivity. | Students will research and interview an individual from a select ethnicity regarding traditional food practices summarizing their findings in a report regarding what healthcare | Interview project grading guidelines (Target: average score of $\geq 85\%$) | DN A315 World Food Patterns | Bridges | Each semester course is offered |

| | | | | | |
|--|--|---|---------|--------|------------------------------|
| | professionals need to know about this ethnic group in order to provide culturally competent care | | | | |
| 2.7 Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession. | Participation in online group debate | Discussion board grade for debated topic (Target: average score of $\geq 85\%$) | DN A415 | Walch | Each semester course offered |
| 2.8 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others. | ePortfolio review | Review of final ePortfoli (Target: 100% of students are able to articulate their future role in precepting and mentoring) | DN A492 | Sticka | Each spring semester |

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

| KRDN | Learning Activity | Assessment Method | Course Where Assessment Occurs | Individual Responsible for Assessment | Timeline for collecting data |
|---|---|---|---|---------------------------------------|---------------------------------|
| 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions. | Students will use case studies in common medical conditions to apply the nutrition care process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions using medical nutrition therapy | Case study grading guidelines related to inclusion of the Nutrition Care Process (Target: 100% of students will correctly utilize the nutrition care process in their final case study) | DN A401 MNT I | Sticka | Each semester course is offered |
| | A comprehensive final exam will require students to assess dietary, biochemical, and anthropometric data. | Final Exam (Target: average score of $\geq 80\%$) | DN A301 | Walch | Each semester course is offered |
| 3.2 Develop an educational session or program/educational strategy for a target population | Recording of oral nutrition education session for a target population | Oral nutrition education grading guidelines (Target: average score of $\geq 85\%$) | DN A312 Nutrition Comm. & Counseling | King | Each semester course is offered |
| | Community nutrition intervention plan | Community Nutrition | DN A415 Community | Walch | Each semester |

| | | | | | |
|--|--|--|--------------------------------------|---------|---------------------------------|
| | development | Intervention Plan grading rubric (Target: average score of $\geq 80\%$) | Nutrition | | course is offered |
| | Meal preparation project designed to meet the needs of a specific audience, incorporating knowledge of environment, food and lifestyle choices in developing interventions to enhance wellness | Meal preparation project grading rubric (Target: average score of $\geq 85\%$) | DN A255 Concepts of Health Foods | Bridges | Each semester course is offered |
| 3.3 Demonstrate counseling techniques to facilitate behavior change and enhance wellness for diverse individuals and groups. | Participation in mock counseling session with instructor and peer feedback. | Counseling session grading guidelines. (Target: average score of $\geq 85\%$) | DN A312 Nutrition Comm. & Counseling | King | Each semester course is offered |
| | Documentation of a nutrition counseling session that demonstrates the student's use of their knowledge of the role of the environment, food and lifestyle to facilitate behavior change | Counseling session grading guidelines. (Target: average score of $\geq 85\%$) | DN A312 Nutrition Comm. & Counseling | King | Each semester course is offered |
| 3.4 Explain the process involved in delivering quality food and nutrition services. | Exam | Exam question (Target: average score on question $\geq 85\%$) | DN A350 | King | Each semester offered |
| 3.5 Describe basic concepts of nutritional genomics. | Exam | Exam question(s) on nutritional genomics (Target: average score on question(s) related to nutritional genomics $\geq 80\%$) | DN A475 | Sticka | Each semester course offered |

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.

| KRDN | Learning Activity | Assessment Method | Course Where Assessment Occurs | Individual Responsible for Assessment | Timeline for collecting data |
|---|--|--|---------------------------------------|--|-------------------------------------|
| 4.1 Apply management theories to the development of programs or services. | Business and marketing plan project that will require students to apply management and business theories and principles to the development, marketing and delivery of a food and nutrition | Business and marketing plan project grading guidelines (Target: average score of $\geq 80\%$) | DN A450 | King | Each semester course is offered |

| | | | | | |
|--|---|---|---------|--------|---------------------------------|
| | program or service | | | | |
| 4.2 Evaluate a budget and interpret financial data. | Budget project that requires students to appraise costs of services or operations, prepare a budget and interpret financial data | Budget project grading guidelines (Target: average score of $\geq 80\%$) | DN A350 | King | Each semester course is offered |
| 4.3 Describe the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained. | Lecture or tutorial on coding and billing for reimbursement NOTE: moved assessment tools from previous KRD 4.5. | Quiz on coding and billing. (Target: average score of $\geq 90\%$) | DN A450 | King | Each semester course is offered |
| 4.4 Apply the principles of human resource management to different situations. | Discussion board topics, case studies in eLive session and midterm exam that address various aspects of human resource management. | eLive session grading guidelines. (Target: Target: average score of $\geq 90\%$) | DN A450 | King | Each semester course is offered |
| 4.5 Describe safety principles related to food, personnel and consumers. | National Restaurant Association ServSafe exam. | Pass rate on national ServSafe exam (Target: 100% of students will pass) | DN A492 | Sticka | Each semester course is offered |
| 4.6 Analyze data for assessment and evaluate data to use in decision-making for continuous quality improvement. | Quality management project that will develop outcomes measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data use in decision-making | Quality management project grading guidelines (Target: Target: average score of $\geq 80\%$) | DN A450 | King | Each semester course is offered |

The program's curriculum must include the following required components including prerequisites (Standard 5.2.a):

| Required component | Course(s) covering topic |
|--|---|
| 1. Research methodology, interpretation of research literature and integration of research principles into evidence-based practice. | STAT A252 DN A401, DN A402, DN A430 |
| 2. Communication skills sufficient for entry into professional practice. | Oral Communications GER DN A312, DN A401, DN A402 |
| 3. Principles and techniques of effective education, counseling and behavior change theories and techniques. | DN A312 |
| 4. Governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and interprofessional relationships in various practice settings. | DN A100, DN A492 |
| 5. Principles of medical nutrition therapy and the Nutrition Care Process. | DN A401, DN A402 |
| 6. Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. | DN A151, DN A203, DN A415 |

| | |
|--|---|
| 7. Management theories and business principles required to deliver programs and services. | DN A350, DN A450 |
| 8. Continuous quality management of food and nutrition services. | DN A450 |
| 9. Fundamentals of public policy, including the legislative and regulatory basis of nutrition and dietetics practice. | DN A415 |
| 10. Health care delivery systems (such as accountable care organizations, managed care, medical homes) | DN A450 |
| 11. Coding and billing of nutrition and dietetics services to obtain reimbursement for services from public or private payers, fee-for-service and value-based payment systems. | DN A450 |
| 12. Food science and food systems, environmental sustainability, techniques of food preparation and development and modification and evaluation of recipes, menus and food products acceptable to diverse populations. | DN A255, DN A260, DN A350 |
| 13. Organic chemistry, biochemistry, anatomy, physiology, genetics, microbiology, pharmacology, statistics, logic, nutrient metabolism, integrative and functional nutrition and nutrition across the lifespan. | BIOLA108, BIOL A111, BIOL A112, BIOL A240, CHEM A321, CHEM A441 DN A151, DN A401, DN A402, DN A475 MATH A151 STAT A252 |
| 14. Cultural competence and human diversity; human behavior, psychology, sociology or anthropology | DN A155, DN A315 PSY A111, SOC A101 |

APPENDIX B: Sample Rubrics and Assignments Used for Assessment

DN A430 Research Proposal Grading Rubric

NAME:

DATE: 12/2/16

| Criterion | Missing or Unacceptable 0 | Developing 1 | Accomplished 2 | Exemplary 3 | Rating |
|---|--|---|--|--|--------|
| 1 Title, Abstract and Specific Aims | Title, abstract or specific aims were omitted or inappropriate given the problem, research questions, and method. | Title, abstract or specific aims lacks relevance or fails to offer appropriate details about the research problem, variables, context, methods or goals of the proposed study. | Title, abstract and specific aims are relevant, offering details about the proposed research study. All <i>JAND</i> abstract requirements are met. | Title, abstract and specific aims are informative, succinct, and offer sufficiently specific details about the research issue, variables, context, proposed methods and goals of the study. All <i>JAND</i> abstract requirements are met. | |
| 2 Introduction/ Literature Review: Problem, Significance, & Purpose of the Study; Research Question(s) & Hypothesis(es) | Statement of the problem, significance, purpose, research questions or hypotheses were omitted or inappropriate. No references are cited. The structure of the literature review is incomprehensible, irrelevant, or confusing. The review of literature was missing or consisted of non-research based articles. Propositions were irrelevant, inaccurate, or inappropriate. ≤ 5 peer-reviewed articles are included in the review. | Although a research issue is identified, the statement is too broad or the description fails to establish the importance of the problem area. The research purpose, questions or hypotheses are poorly formed, ambiguous, or not logically connected to the description of the problem. Connections to the literature are unclear or debatable. The structure of the literature review is weak; it does not identify important ideas, constructs or variables related to the research purpose, questions, or context. Selected literature was from unreliable sources. 6-7 peer-reviewed articles are included in the review. | Identifies a relevant dietetics or nutrition research issue. Research questions and hypotheses are succinctly stated, connected to the research issue, and supported by the literature. A workable structure has been presented for presenting relevant literature related to the constructs and variables of the proposed study. 8-9 peer-reviewed articles are included in the review. | Presents a significant research problem related to dietetics or nutrition. Articulates clear, reasonable research questions and hypotheses given the purpose, design, and methods of the proposed study. Pertinent literature is cited to support the need for the study. Structure is intuitive and sufficiently inclusive of important constructs and variables of the proposed study. Attention is given to different perspectives, conditions, threats to validity, and opinion vs. evidence. 10 peer-reviewed articles are included in the review. | |
| 3 Methods: a Study Design | The research design is inappropriate or has not been identified and or described using standard terminology. Limitations and assumptions are omitted. | The research design is confusing or incomplete given the research questions and sampling strategy. Important limitations and assumptions have not been identified. | The research design has been identified and described in sufficiently detailed terms. Some limitations and assumptions have been identified. | The purpose, questions, and design are mutually supportive and coherent. Attention has been given to eliminating alternative explanations and controlling extraneous variables. Appropriate and important limitations and assumptions have been clearly stated. | |

| Criterion | Missing or Unacceptable 0 | Developing 1 | Accomplished 2 | Exemplary 3 | Rating |
|---|--|--|---|--|---------------|
| 3 Methods: b Sampling Protocol | The context, population, or sample was not identified or described. The sampling strategy was inappropriate for the research questions. | The description of the context, population, or sampling strategy was confusing, lacked relevance to the purpose, was incomplete, or failed to identify specific quantitative or qualitative details. | The context, population, and sampling strategy was adequately identified and described. The size of the population, sample, and comparison groups was identified. | The description of the context and population was meaningful, including both quantitative and qualitative description as applicable. The sampling protocol was reasonable to recruit a representative sample of the population. | |
| 3 Methods: c Definition and Measurement of Study Variables | Independent variable or dependent variable (“variables” for descriptive study) were omitted or inappropriate. Instruments and observation protocols for gathering data were not identified by name or described in a meaningful way. Validity and reliability information was omitted. | Independent variable or dependent variable (“variables” for descriptive study) are confusing or incomplete. Description of the instruments (purpose, form, and elements) or observation protocols were confusing, incomplete, or lacked relevance to the research questions and variables. | Independent variable or dependent variable (“variables” for descriptive study) are relevant, offering key details about the proposed research study. Instruments and observation protocols were identified by name and described. | Independent variable or dependent variable (“variables” for descriptive study) are informative, succinct, and offer sufficiently specific details about the research issue, context, and proposed methods of the study. Descriptions of instruments and observation protocols included purpose statements, type and number of items, and type of scores. Validity and reliability was presented. All tools were provided as appendices at the end of the proposal. | |
| 3 Methods: d Data Collection | Procedures for treatments and gathering data were omitted. No plans stated for IRB review. | Procedures (permissions, treatments, and data gathering) were confusing, incomplete, or lacked relevance to purpose, research questions, or sampling strategy. | Procedures for implementing the study (permissions, treatments, and data gathering) were identified and described in a chronological fashion. | Procedures and schedule were chronological and replicable. Clear and reasonable strategies were presented for seeking permissions and for the ethical treatment of human subjects. | |
| 3 Methods: e Statistical Analysis | Analytical methods (descriptive, inferential test, and significance level) were missing or inappropriately aligned with data and research design. | Descriptive or inferential methods were confusing, incomplete or lacked relevance to the research questions, data, or research design. | Both descriptive and inferential methods were identified. Level of significance was stated. | Analytical methods were sufficiently specific, clear, and appropriate given the research questions, research design, and scale of measurement, and type of distribution. | |
| 3 Methods: f Final Product | No final product was specified. | | | Final product and specific submission sources are specified. | |
| 4 Anticipated Results | Implications about the possible results of the study were omitted. | Limited and incomplete discussion of the possible results of the study was provided. | Discussion of the possible results and implications is but lacks thorough consideration of research design. | Discussion of the possible results and implications is thorough, complete and succinct. | |
| 5 Project Budget | No budget included. | Budget provided but no justification included. | Budget provided, justification is inadequate. | Budget and justification are included and comprehensive. | |

| Criterion | Missing or Unacceptable 0 | Developing 1 | Accomplished 2 | Exemplary 3 | Rating |
|---|---|---|---|--|---------------|
| 6 References and Overall Composition | Failure to apply standard rules for manuscript presentation, English composition, and timeliness. | Weak, incomplete, ambiguous, or inconsistent application of AMA (2007), manuscript organization, rules of English composition. Delivery was delinquent. | Manuscript conformed to most standards of English composition and AMA (2007) guidelines. Timeliness of delivery was acceptable. | Consistently applied assignment, English composition, and AMA (2007) guidelines. Pages were numbered. Double-spaced and 12pt font were used. | |
| 7 Project Timeline | Not included. | Included, but vague or incomplete. | Missing some of the required information from the assignment directions. | Included, complete and comprehensive. | |
| 8 Appendix(ces) | Not included. | One or more required appendices are missing. | | All required appendices (student resume, tools for measuring study variables) are included. | |
| SubTotal (add up): | | | | | |
| Multiply subtotal (n = 13) by 5.2 to achieve final score (out of a possible 200 points): | | | | | |

DN A312 Nutrition Communication and Counseling Education Material – GRADING RUBRIC

Developing and Assessing Nutrition Education Handout (DANEH) Checklist Scoring Criteria

1. Content:

a. **Current, accurate, and consistent with USDA Dietary Guidelines and MyPlate**

(required 'yes' for approval)

- Yes

Check "yes" if the content promotes current, evidence-based recommendations, and is consistent with USDA Dietary Guidelines and MyPlate.

- No

Check "no" if the content is based on outdated information (including MyPyramid).

Comments: _____

b. **Promotes relevant health issues for target audience**

- Yes

Check "yes" if the content addresses a relevant health issue of the target audience (i.e., reducing sodium for African-American audiences).

- No

Check "no" if the content is not relevant to the target audience (i.e., eating organic fruits and vegetables for low-income audiences).

Comments: _____

C. **Clear purpose**

- Yes

Check "yes" if it is immediately clear what the handout will tell you or how it can help you.

- No

Check "no" if you have to read much of the content before you realize what the handout will tell you or how it can help you.

Comments: _____

Total Content Score _____
(3 possible 'yes' responses)

Behavior Focus:

a. **One or two main themes**

- Yes

Check "yes" if the handout contains no more than two main themes. For example, a handout with ten strategies to shop on a budget has one main theme, shopping on a budget.

- No

Check "no" if the handout contains three or more main themes. For example, a handout that covers tips for healthy snacks, physical activity, and bedtime routines contains three main themes.

Comments: _____

b. **Specific examples of desired behavior**

- Yes

Check “yes” if the handout clearly instructs a person what to do, and how to do it through specific examples. For example, “Play active games with your kids, like hide-and-go-seek, double Dutch jump rope, or tag.”

- No

Check “no” if the handout provides vague recommendations without specific examples of desired behavior. For example, “Be more physically active.”

Comments: _____

Total Behavior Focus Score _____

(2 possible ‘yes’ responses)

Cultural Sensitivity:

a. Culturally appropriate content for target audience

- Yes

Check “yes” if the handout is intended for a general audience and includes many cultural food and behavior practices. Check “yes” if the target audience is a specific culture, and the handout includes appropriate food and behavior examples for that culture.

- No

Check “no” if the handout is intended for a general audience and does not include culturally diverse food and behavior practices. Check “no” if the target audience is of a specific culture and the handout does not represent appropriate food and behaviors for that culture.

Comments: _____

b. Culturally appropriate images for target audience

- Yes

Check “yes” if the handout is intended for a general audience and includes images that respectfully represent many cultures, including the people, places and foods pictured. Check “yes” if the target audience is a specific culture, and the handout includes images of people, places, and foods from that culture.

- No

Check “no” if the handout is intended for a general audience and does not include images that respectfully represent many cultures. Check “no” if the target audience is of a specific culture and the handout does not include appropriate images representing that culture.

Comments: _____

Total Cultural Sensitivity Score _____

(2 possible ‘yes’ responses)

2. Written Word:

a. Simple, common words

- Yes

Check “yes” if simple, common words are used frequently, with limited use of abbreviations, acronyms, and technical jargon.

- No

Check “no” if complex and unfamiliar words are used frequently or if abbreviations, acronyms, and technical jargon appear excessively.

Comments: _____

b. Positive messages

- Yes

Check “yes” if messages focus mostly on the positive behavior desired, i.e. “do this.”

- No

Check “no” if the messages focus mostly on the negative behavior to change, i.e. “don’t do this.”

Comments: _____

c. Active voice, second person (you/your), conversational tone

- Yes

Check “yes” if the handout refers to the second person (i.e. “you/your”), stays in the present tense, and uses a conversational/friendly tone. For example, “Offer healthy and tasty after school snacks for your kids, like grapes or cheese sticks.”

- No

Check “no” if handout refers to the third person, uses the past tense, and/or is too formal. For example, “Parents need to provide nutrient-dense foods in-between meals for their children and adolescents.”

Comments: _____

d. Repetition of key words and/or new concepts

- Yes

Check “yes” if key words and/or new concepts are repeated effectively for reinforcement, or if repeating key words is not necessary (i.e. for a very short handout).

- No

Check “no” if repeating key words and/or new concepts would be effective for reinforcement, but are missing.

Comments: _____

**Total Written Word Score _____
(4 possible ‘yes’ responses)**

Organization and Readability

a. Logical order, most important message first

- Yes

Check “yes” if the information is displayed in a logical order, with the most important messages listed first.

- No

Check “no” if information is disorganized, and/or the most important messages do not appear until later in the handout.

Comments: _____

b. Short paragraphs

- Yes

Check “yes” if each paragraph is short (60 words or less) and only contains one topic. Check “yes” if the handout does not contain paragraphs.

- No

Check “no” if each paragraph is long (over 60 words) and/or contains two or more topics.

Comments: _____

c. Space around headings and text

- Yes

Check “yes” if there is a ½ inch margin around the perimeter of the handout and has at least a double space before headings.

- No

Check “no” if the margins are less than ½ inch around the perimeter of the handout and/or there is little space before headings.

Comments: _____

d. Blocks of text are left-justified

- Yes

Check “yes” if blocks of text are left-justified.

- No

Check “no” if blocks of text are centered or right-justified.

Comments: _____

e. Bullets, numbers, and tables

- Yes

Check “yes” if bullets, numbers, and/or tables appear often.

- No

Check “no” if the handout contains mostly text, and few bullets, numbers, or tables.

Comments: _____

f. Several informative headings/subheadings

- Yes

Check “yes” if several headings/subheadings are present to help identify what the text will tell you next.

- No

Check “no” if few headings/subheadings are present, and/or if the headings/subheadings do not inform you what the text will tell you next.

Comments: _____

g. Easy to read font

- Yes

Check “yes” if font is at least 12 point, and is serif (with feet, like Times Roman) or sans serif (without feet, like arial).

- No

Check “no” if font is smaller than 12 point, and is fancy or curly.

Comments: _____

h. Important text is bolded or underlined if necessary

- Yes

Check "yes" if emphasizing text, bolding and underlining are used. Check "yes" if no emphasis of text is needed, (i.e. for a very short handout).

- No

Check "no" if emphasizing text uses all caps or italics.

Comments: _____

i. Purposeful and relevant images

- Yes

Check "yes" if images show instruction or the desired behavior, are placed near relevant text, and include captions when necessary to describe the behavior or emphasize a point.

- No

Check "no" if images do not show instruction or the desired behavior, are not placed near relevant text, or do not include captions as necessary.

Comments: _____

j. 5th grade reading level

- Yes

Check "yes" if handout is written at or below a 5th grade reading level.

- No

Check "no" if handout is written at a 6th grade reading level or higher.

Three options for determining reading level:

Option #1: Word Readability Program

1. Set up readability program:

- a. Click Review
- b. Click Spelling & Grammar
- c. Click Options
- d. Select Show readability statistics

2. Select, copy, and paste text into Word. Fix any sentences that were separated when cutting and pasting from pdf to Word.

3. Under Review, click Spelling and Grammar Check.

4. Look for the FleschKincaid Grade Level of the bottom of the Spelling and Grammar box.

Option #2: Readability Score Website

1. Visit <https://readabilityscore.com/>.

2. Select, copy, and paste text into the online readability score tool. (No need to fix any separated sentences.)

3. Look for the FleschKincaid Grade Level at the right of the screen.

Option #3: Readability Formula By Hand

1. Select three samples of 100 word passages randomly.

2. Count the number of sentences in all three 100 word passages, estimating the fraction of the last sentence to the nearest 1/10th.

3. Count the number of syllables in all three 100 word passages. Make a table as follows:

| Number of Sentences | Number of Syllables |
|---------------------|---------------------|
| First 100 words | _____ |
| Second 100 words | _____ |
| Third 100 words | _____ |
| Total | _____ |
| Average | _____ |

4. View <http://www.readabilityformulas.com/graphics/frygraph2lg.jpg> and enter the graph with Average Sentence Length and Number of Syllables. Plot where the two lines intersect. Area where dot is plotted signifies the approximate reading grade level of the content.

5. If you find a great deal of variability, you can put more sample counts into the average.

*(Source: Readability formulas.

<http://www.readabilityformulas.com/frygraphreadabilityformula>)

Comments: _____

Total Organization and Readability Score _____
(10 possible 'yes' responses)

Total Score _____ (21 points possible).

Grade for assignment: total score X 2 = /42 possible points + 3 points for quality of references = 45 total points possible

Overall Comments:

DN A312 Nutrition Communication and Counseling

Lesson Plan Development - GRADING RUBRIC

Name: _____

Grade: _____

General Comments:

| | Poor 0 pts | Fair 2 pts | Good 3 pts | Very Good 4 pts | Excellent 5 pts | Comments |
|--|---------------|--|---|---|--|----------|
| <p>1. Needs Assessment The needs assessment identifies the audience's educational needs pertaining to the lesson plan.</p> | Not included. | Needs assessment method is mentioned vaguely. | General idea is stated. Needs more information to be able to reproduce activity. Actual survey tool is included. | Methods for needs assessment needs are present, need more justification for methodology. Actual survey tool is included. | Clearly stated. Easy to follow. Clear rationale for method selected to conduct needs assessment. Actual survey tool is included. | |
| <p>2. Behavior-Change Theoretical Basis Theory is specified, appropriate and implementation of content meets principles of theory.</p> | Not included. | Theory is not specified. | Theory is not a good fit for the lesson. | Theory is a good fit but it's not clear how lesson content is used to implement the theory. | Theory is specified, appropriate and implementation of content meets principles of theory. | |
| <p>3. Learning Objective(s). Clearly states the objective of lesson and is appropriate for target audience. Learning objectives are written as an action the reader will be able to do after attending the class (start with an action verb).</p> | Not included. | Objective needs major improvements in grammar and spelling. | Objective is recognized. Grammar and spelling needs improvement. | Objective addresses target audience, but needs improvement. Grammar and spelling need improvement. | Objective is appropriate for target audience. Excellent grammar and spelling. | |
| <p>4. Materials and equipment list Materials list is well developed, organized and understandable. Materials are appropriate for target audience. Use of materials are easy to understand.</p> | Not included. | Materials and equipment list is not well developed, needs organization. Materials and equipment do not fit activity. | Materials and equipment list needs many improvements in the area of development and organization. Materials are not easy to understand. | Materials and equipment list needs some improvement. Materials are safe for target audience. Materials are somewhat easy to use and understand. | Materials and equipment list is well developed, organized and understandable. Use of materials are easy to understand. | |

| | | | | | | |
|--|--------------------------------------|---|--|---|---|--|
| 5. Facilities to be used Clear and realistic plan for the necessary facilities. | Not included. | Not realistic or clear. | Clear but not realistic. | Clearly stated and somewhat realistic. | Clearly stated and realistic. | |
| 6. References AMA or APA citation style is used. Quality of references demonstrates appropriate evidence-basis, in accordance with the DGA, for lesson plan. | No references. | 1-2 references provided, incorrect citation style. | 2-3 references, 5-10 years old, some errors in citation style. | 2-3 references, ≤5 years old, some errors in citation style. | AMA or APA citation style correctly used, 3-5 references, ≤ 5 years old and are from reputable sources. | |
| 7. Outline Clearly written with appropriate grammar and spelling. | Not included. | Outline and sequence is unorganized and not presented in a neat manner. Inadequate information. | Outline and sequence is organized, but not professionally presented. | Outline and sequence is organized and neatly presented. Adequate information. | Outline and sequence presented in well organized and professional fashion. Excellent level of information. | |
| 8. Description of learning activities Activities are clearly stated and are appropriate for learning objective (s). | Not included. | Descriptions of activities are vague. Inadequate information. | Some description of activities are appropriate for learning objective (s). | Most description of activities are appropriate for learning objective (s). Adequate information. | Descriptions of activities are appropriate for learning objective (s). Excellent level of information. | |
| 9. Evaluation Method Activity summarized. Outcome clearly stated. | Not included. | Method for assessing student learning and evaluating instruction is vaguely stated. | Method for assessing student learning and evaluating instruction is present but needs more explanation. Tool is included but not well-developed. | Method for assessing student learning and evaluating instruction is clearly delineated. Can be readily used for expert, peer, and/or self-evaluation. Tool is included. | Method for assessing learning and evaluating instruction is clearly delineated and authentic. Can be used for expert, peer, and/or self-evaluation. Outcome of learning is also stated clearly. Tool is included. | |
| 10. Overall lesson plan | Majority of sections are incomplete. | Vaguely stated, 1-2 sections not completed. | | | Clearly stated, all sections completed. | |

Sample Voice Thread Grading Rubric

| Criteria | Unsatisfactory | Limited | Proficient | Exemplary |
|--|---|--|---|--|
| Content and Critical Analysis | <p>Discussion postings show little or no evidence that readings were completed or understood.</p> <p>Postings are largely personal opinions or feelings, or without supporting statements from the readings, outside resources, relevant research, or specific real-life application.</p> <p>Information has extensive errors and/or does not clearly address the question/topic.</p> | <p>Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research and do not consider alternative perspectives or connections between ideas.</p> <p>Sources are not noted or cited appropriately.</p> <p>Information has multiple errors; moderately addresses the question/topic.</p> | <p>Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.</p> <p>Postings somewhat integrate outside resources, or relevant research, to support important points.</p> <p>Information has minor errors; pertains directly to the question/topic.</p> | <p>Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology.</p> <p>Postings integrate outside resources, or relevant research, to support important points.</p> <p>Information is accurate; pertains directly to the question/topic. Sources are referenced or cited appropriately.</p> |
| Participation as a Member of the Learning Community | <p>Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There are no replies to questions or comments.</p> <p>Discussion postings are not posted in a time frame that reasonably allows peer response.</p> | <p>Discussion postings somewhat contribute to ongoing conversations, but largely rely on personal opinion or don't introduce new ideas to the discussion.</p> <p>Discussion postings are not posted in a time frame that reasonably allows peer response.</p> | <p>Discussion postings contribute to the class' ongoing conversations as evidenced by references to relevant research, asking related questions that introduce a new idea, or making an oppositional statement supported by related research.</p> <p>Postings adhere</p> | <p>Discussion postings actively stimulate and sustain further discussion by building on peers' posts including building a focused argument around a specific issue, asking a new related question or making an oppositional statement supported by related research.</p> |

| | | | | |
|--|--|--|--|---|
| | | | to required time frames. | Postings adhere to required time frames. |
| Professional Communication and Etiquette (Note: the 1st row in this section applies to all; the 2nd row is primarily targeted at the person presenting/facilitating for the week. Visual aids are not required by “commenters”) | Interactions in the discussion show disrespect for the viewpoints of others. | Some of the interactions in the discussion show respect and interest in the viewpoints of others. | Interactions in the discussion show respect and interest in the viewpoints of others. | Interactions in the discussion show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and/or religious beliefs as appropriate. |
| | <p>Visual aids are not used in the presentation.</p> <p>Presentation is unorganized and/or incoherent.</p> | <p>Visual aids are limited to text/words. Font sizes/style and/or color of visuals are difficult to see.</p> <p>Presentation sounds like it is being read extensively from notes.</p> <p>Presentation lacks organization and flow.</p> | <p>Visual aids provide some images and graphics that help guide the audience. Font sizes and colors of slides/visual materials are appropriate to allow clear viewing.</p> <p>Presentation is mostly organized, but some areas lack clarity. Voice is clear. Presentation sounds to rely moderately on reading notes. Minor errors in language, vocabulary, or pronunciations.</p> | <p>Visual aids use high quality presentation guidelines (graphics and images that help illustrate ideas vs. only words, effective use of color and fonts, etc.).</p> <p>Presentation is organized in a logical sequence and has a clear flow that the audience can easily follow. Voice is clear. Presentation is poised, controlled, and smooth. Notes are not read. Excellent language skills and pronunciation are used.</p> |

Rubric Modified from the following two sources:
<http://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html> and
hplengr.engr.wisc.edu/Rubric_Presentation.doc

DN A492: Senior Seminar in Dietetics

ePortfolio Requirements

(Final program ePortfolio that is started in DN A100 and finalized in DN A492)

The ePortfolio you develop in this class will serve as evidence that you have achieved the Core Knowledge for Registered Dietitian Nutritionists (KRDNs) as defined by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and that you are prepared to begin a Dietetic Internship. The premise behind the ePortfolio is that each of you will have somewhat different experiences that helped you develop knowledge and skills in each of these areas. The required didactic coursework is one element of your learning, but the ePortfolio provides an opportunity to intentionally reflect on other experiences that have contributed to your learning and articulate that. There are multiple ways for you to provide evidence of your learning. Some of these include:

- **Posting assignments that demonstrate learning**

For most KRDNs, there are one or more key assignments in classes throughout the dietetics program that have been designed to help your development of that particular KRDN. Those assignments are listed in the table below. You may want to use these as “artifacts” with some discussion of how the assignment contributed to your learning in that area. The “artifact” could be a written assignment, a video, education materials you developed, a grading rubric/feedback from an assignment, a description of a practicum, volunteer, or work experience, or something else that demonstrates learning. It is understood that you have received previous credit for these assignments. For this project, you are not being re-graded on the assignment, but on your ability to pull key assignments together in a meaningful way. You may incorporate suggestions you received for improvement on the assignment before posting if you choose.

- **Reflection**

A key element of your ePortfolio will be reflection related to each Knowledge Requirement for RDNs (KRDN). The goal of reflection is not to simply describe what you did in an assignment or activity, but rather think about how multiple assignments, activities, extra-curricular activities, etc. contributed to your learning in that area. You are encouraged to be creative in your reflections. You may use text, audio, video, pictures, images, and graphics to make it more meaningful.

- **Other Items**

There will be requirements for some additional items that are commonly included in portfolios such as a resume, personal statement, certificates, and community or other involvement.

Dietetics ePortfolio Requirements

The following table lists each of the KRDNs grouped by the “domains” defined by ACEND. Reflection questions for consideration are provided for each domain. It is not the intent that you answer each of these questions individually, but rather that they help spur deeper thinking in this area. You do not have to address each of the questions, but your reflection should demonstrate significant depth in thought. Suggested “artifacts” from various courses

are also listed.

| Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice. | | |
|---|---|---|
| KRDN | Reflection Questions for Consideration | Related Assignments |
| 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions. | During your education, what have you learned about the research process and locating and interpreting scientific literature? What type of feedback did you receive from the instructor on the assignments you have provided as samples and how would you use that feedback to continue to build your skills in this area? When considering practicum experiences, work, or other experiences in what ways have you observed professionals using the scientific process or scientific literature? What do you consider to be opportunities for conducting or utilizing researching (perhaps ways that you did not see it being done, but envisioned that doing so could improve dietetics practice)? | Research paper (DN A430 or DN A475) |
| 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols. | | DN A401 or DN A402 case study assignments |
| 1.3 Apply critical thinking skills | | |

| Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice. | | |
|---|--|--|
| KRDN | Reflection Questions for Consideration | Related Assignments |
| 2.1 Demonstrate effective and professional oral and written communication and documentation. | What do you see as being challenges with communication as you move into professional roles? What do you see as your strengths with communication? What do you see as areas for further development related to communication? How do feel technology improves or hinders good written and/or oral communication? What are examples from practicum, work, or other experiences that you have observed professionals using effective communication skills? How could you use that to build your own communication skills? What do you see as the Registered Dietitian's role in public policy? What do you know about legislative and regulatory procedures that will be beneficial in the field of dietetics and nutrition? What do you see as barriers for becoming involved in legislative or public policy processes? What skills have you learned that will help you effectively communicate with public officials? | DN A312 Nutrition education presentation project or written education material (if technology was incorporated). |
| 2.2 Describe the governance of nutrition and dietetics practice such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various settings. | | DN A100 Discussions on Scope of Practice and Code of Ethics |

| | | |
|--|---|--|
| 2.3 Assess the impact of a public policy position on nutrition and dietetics practice. | What resources do the Academy of Nutrition and Dietetics to help you become more involved in public policy? | DN A415 Public policy letter writing project |
| 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services. | Why do you think the Scope of Dietetics Practice, Standards of Professional Performance and Code of Ethics are important? How would you envision using them as a professional? What do you see as roles of the RDN in various practice settings? How does this compliment other professionals you may collaborate with? | |
| 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services. | What are some of the unique skills of a RDN? In practicum, simulation, or other experiences, in what ways have you observed the effective or ineffective functioning of teams? What skills do you feel you have to be an effective team member? | DN A100 Researching other professions with whom the RDNN works |
| 2.6 Demonstrate an understanding of cultural competence/sensitivity. | What experience do you have working with people from other cultures? What have those experiences taught you? | DN A155 and/or DN A315 assignments |
| 2.7 Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession. | How do you see yourself being engaged in the dietetics profession? What experience do you have with mentors in the past (receiving mentoring or being a mentor) and how do you see that applying to your professional career? Have you been involved in professional organizations? If so, in what way? What did you see as the value in that? | |
| 2.8 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others. | | |

| Domain 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations. | | |
|---|--|--|
| KRDN | Reflection Questions for Consideration | Related Assignments |
| 3.1 Use the nutrition care process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions. | How can the Nutrition Care Process help you provide quality nutrition care? What feedback did you receive from your instructor or peers on the assignments posted and how would you use that to build your skills in this area? In your practicum, simulation, or other experiences, how did you observe the Nutrition Care Process being used? What types of resources are available to you in order to provide evidence-based care? What are benefits and/or challenges with evidence-based practice resources? Why is evidence-based practice important to RDNs? What do you see as your skills and areas for growth in the realm of Medical Nutrition Therapy? What strategies will you implement to continue to build your skills in this area? | DN A401 or DN A402 case study assignments |
| 3.2 Develop an educational session or program/educational strategy for a target population. | What type of feedback did you receive from the instructor on the assignments you have provided as samples and how would you use that feedback to continue to build your skills in this area? In what ways can technology be beneficial in the development of nutrition education? As you consider different theories and techniques for facilitating behavior change, how do you envision applying these in a practice setting? In your practicum or work experience, what types of education and/or behavior change techniques did you observe nutrition professionals using? How were your observations similar and/or different from “textbook” education and/or behavior change/counseling techniques? | DN A312 Nutrition education presentation project or written education material (if technology was incorporated). |

| | | |
|--|---|--|
| <p>3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.</p> | <p>When you conducted a mock counseling session, what feedback did you receive from your peers or instructor and how would you use that feedback to build your skills in this area? What do you feel are your strengths and areas for growth related to counseling? What types of opportunities have you had to observe professionals counseling patients or clients on making behavior changes? How has that impacted your view of counseling techniques? What are some strategies that could help you improve counseling skills? What do you see as your strengths and areas for growth in working with cultures and backgrounds different from your own? What might be some opportunities for gaining exposure to new cultures? How would you use what you have learned about environment and individual food and lifestyle choices to promote wellness in diverse individuals and groups? In your practicum or other experiences, in what ways did you observe professionals effectively considering an individual or group's unique circumstances when developing interventions or care plans?</p> | <p>DN A255 Cooking demonstration; DN A315 Cultural interview project; DN A312 Mock counseling session peer feedback form or video of mock counseling session</p> |
| <p>3.4 Explain the processes involved in delivering quality food and nutrition services.</p> | <p>What types of challenges are there in delivering quality food and nutrition services? What kind of processes might be used to address those challenges?</p> | |
| <p>3.5 Describe basic concepts of nutritional genomics.</p> | <p>What is nutritional genomics? What role does the RDN have utilizing genetic and genomic information?</p> | |

| 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. | | |
|---|--|----------------------------------|
| KRDN | Reflection Questions for Consideration | Related Assignments |
| <p>4.1 Apply management theories to the development of programs or services.</p> | <p>What type of feedback did you receive from the instructor on the assignments you have provided as samples and how would you use that feedback to continue to build your skills in this area? What do you see as your strengths and/or areas for growth in managing people? What do you consider to be the "business side" of nutrition and dietetics? In what</p> | <p>DN A450 Marketing project</p> |
| <p>4.2 Evaluate a budget and interpret financial data.</p> | | <p>DN A350 Budget project</p> |

| | | |
|--|---|---|
| 4.3 Describe the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained. | ways has your coursework and other experiences prepared you to handle this side of the field? What are some resources for growth and development in this area? How might you use what you have learned about management and business to evaluate the cost-effectiveness of your services? | |
| 4.4 Apply the principles of human resource management to different situations. | How would you go about coding and billing for RDN services? What are factors to consider? Where would you access rules/regulations for coding and billing? How can the decisions made by law-makers impact dietetics practice? What types of recent changes in health care policy could impact dietetics practice? Are these positive or negative changes? How do you envision reimbursement issues impacting you as a practicing RDN? In your practicum or other experiences, were you able to hear about how individuals or facilities billed insurance companies or other providers? What types of barriers are there to receiving payment from third party payers? | Case studies in which students will apply the principles of human resource management to different situations (DN A450) |
| 4.5 Describe safety principles related to food, personnel and consumers. | | ServSave certificate |
| 4.6 Analyze data for assessment and evaluate data to be used in decision-making for continuous quality improvement. | What type of feedback did you receive from the instructor on the assignments you have provided as samples and how would you use that feedback to continue to build your skills in this area? In what ways can information technology assist in quality management of food and nutrition services? In your practicum or work experiences, what are some specific ways you saw the quality of food and/or nutrition services being assessed and documented? Once quality measures were assessed, how were changes to services made if necessary? What are elements of an effective quality management program versus an ineffective one? | DN A450 Outcomes Project |

Other Items to Include

| Portfolio Item | Specific Requirements |
|--|--|
| Resume | Utilize a standard or accepted format |
| Personal Statement or Reflective Autobiography | You will want to include a personal statement that addresses your philosophy related to the field of dietetics. You began development of this in DN A100; you may want to update that now that you have completed much more coursework and may have different thoughts on these topic areas. |
| Picture | Post a picture of yourself within your portfolio; additional pictures or graphics are strongly encouraged as they significantly enhance |

| | |
|---------------|---|
| | the visual appeal (does not have to be pictures of yourself, but anything that is relevant). Even something like a “thumbnail” of a certificate that can then be clicked on to view/print it larger adds to the visual appeal. |
| “Involvement” | In some way, you will want to demonstrate that you have been involved in activities outside of the classroom that build skills that are important to the field. This could be community service, volunteer activities, student or professional memberships, extra-curricular activities, etc. |
| Certificates | At a minimum, you must include your ServSafe certificate. You may also choose to include other related certificates, awards, or diplomas. |
| Other | You may add other items to your portfolio that you feel represent your preparation for work in the field. |

Overall ePortfolio Considerations

In addition to the required content areas, your ePortfolio will be graded on the presentation. It should be visually appealing, professional in look, easy to navigate, and show creativity and thought.

APPENDIX C: Program Assessment Plan

Program Assessment Summary Matrices (Standard 4)

Mission of the Dietetics Program (Standard 4)

To guide the future of dietetics in Alaska by preparing students for supervised practice.

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal #1 – Prepare UAA DPD graduates to successfully complete a supervised practice program

| A) Objectives (Guideline 7.1a) | B) Data Assessed and the Data Source (Guideline 7.1b & c) | C) Data Assessment Method(s) (Guideline 7.1d) | D) Assessed by: (Guideline 7.1e) | E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2) | F) Timeframe (Finished?) (Guideline 7.1f) |
|---|--|---|----------------------------------|--|---|
| 80% of students enrolled in the professional courses in the third year of the UAA DPD will complete program/degree requirements within 150% of the time planned for completion (36 months). | Program completion rates. Data source: Graduation records from UAOnline. | Review graduation records annually. | Program Director | <ul style="list-style-type: none"> All students will have a course sequencing/graduation plan within 1 semester of admission to the Dietetics program Students are required to meet with advisor at least annually to monitor progression and modify academic plan if needed | Annually each May |
| Over a five-year period, 60% of DPD graduates will apply to supervised practice programs the academic year they complete the program. | Supervised practice application rates. Data source: DPD Exit survey. | Disseminate surveys at the completion of program; review survey results annually. | Program Director | <ul style="list-style-type: none"> Students will receive assistance with supervised practice application through advising or Senior Seminar course | Annually each May |
| Over a five-year period, 80% of those applying to supervised practice programs the academic year they complete the program will be accepted. | Supervised practice acceptance rates. Data source: DPD Exit survey. | Disseminate surveys at the completion of program; review survey results annually. | Program Director | <ul style="list-style-type: none"> Implementation of application process to the full dietetics major so students with the highest likelihood of matriculation into supervised practice are selected. | Annually each May |
| At least 75% of DI program directors of UAA DPD alumni will rate alumni with a knowledge base of at least "average" on follow-up surveys. | Overall knowledge base assessed by supervised practice directors. Data source: DI Program Director survey | Disseminate surveys at the end of each academic year; review survey results annually. | Program Director | <ul style="list-style-type: none"> Application process for full dietetics major to admit students with strong academic potential. Regular student advising throughout program to help ensure students are successful or counseled out of program if appropriate | Annually each May |

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal #2 – Prepare UAA DPD graduates to become competent entry-level dietitians

| A) Objectives (Guideline 7.1a) | B) Data Assessed and the Data Source (Guideline 7.1b & c) | C) Data Assessment Method(s) (Guideline 7.1d) | D) Assessed by: (Guideline 7.1e) | E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2) | F) Timeframe (finished?) (Guideline 7.1f) |
|---|---|---|----------------------------------|--|---|
| Over a five-year period, at least 80% of graduates will pass the CDR credentialing exam for dietitian nutritionists within one year | RD Exam scores Data source: RD exam administration company | Review of RD exam scores | Program Director | <ul style="list-style-type: none"> Application process to dietetics major to admit students with strong academic potential Assistance with supervised practice application process | Annually when test scores received |

| | | | | | |
|---|--|---|------------------|--|-------------------|
| following first attempt. | | | | through advising or senior seminar <ul style="list-style-type: none"> • Regular review and updates to curriculum to ensure currency | |
| 100% of UAA DPD alumni will indicate they felt at least “well” prepared for their practice as a RD. | Survey question. Data source: 3-year post graduation survey for DPD graduates | Disseminate survey to graduates annually (for all graduated 3 years prior). | Program Director | <ul style="list-style-type: none"> • Application process to dietetics major to admit students with strong academic potential • Regular review and updates to curriculum to ensure currency | Annually each May |

APPENDIX D: Graduate Surveys

University of Alaska Anchorage
DPD STUDENT EXIT SURVEY
(Administered in Qualtrics; link disseminated in April of graduating year)

Introduction:

The purpose of this survey is to obtain feedback about our program for curriculum updating and accreditation purposes.

If you have any questions or further comments, please feel free to contact us (see last page for contact information).

Questions:

Did you apply to a dietetic internship this year?

If yes, were you accepted into an internship?

If yes, which one?

If no, do you have plans to attend graduate school?

If yes, what university and program?

What would you identify as strengths of the Bachelor's degree in Dietetics at UAA?

What would be your suggestions to improve Bachelor's degree in Dietetics at UAA?

What did you most appreciate in your degree program, and why?

From your personal experience, do you believe that the necessary university and school resources were available to you to enable you to succeed academically? Yes _____ No _____ (Why not? Please explain)

University of Alaska Anchorage
SURVEY OF DPD GRADUATES 1-YEAR POST-GRADUATION

(Administered annually in April via Qualtrics)

As a graduate of our program, your feedback is invaluable in this brief survey to help us evaluate and/or revise our program to better meet the skills needed for entry-level dietetic positions. The program's continued accreditation relies on utilizing our graduate's opinions, comments, and constructive criticism. **YOUR RESPONSES ARE ANONYMOUS.** The faculty and administration truly appreciate your time and your dedication that will help future students.

Are you currently enrolled in or recently graduated from a Dietetic Internship?

If no, are you currently enrolled in graduate school?

If yes, what University and program?

Please provide feedback on how the Dietetics degree prepared you for the graduate school you selected.

If no (to graduate school), please tell us what you are doing professionally:

Working in dietetics & nutrition related position

Working in non-dietetics & nutrition related position

Peace corps, mission, or other service

Not working at this time by choice

Unable to find a job

Other

This section of questions appears if they selected that they completed a DI, graduate school, or are working in a dietetics related position.

Reflecting back on your undergraduate dietetics course of study at UAA, did the program adequately prepare you for your Dietetic Internship, graduate school, or dietetics & nutrition-related work in the following areas? Please keep in mind it is understood that you will have further developed these skills during your internship, but we would like to assess whether you felt prepared to meet the expectations of your preceptors and internship director coming into the internship.

CLINICAL:

Assessing nutritional status of patients/clients with complex medical conditions? Yes _____ No _____

Interpreting laboratory data as it relates to medical conditions? Yes _____ No _____

Developing nutrition care plans for patients/clients? Yes _____ No _____

Conducting counseling and education sessions with patients/clients? Yes _____ No _____

Providing nutrition care for all ages? Yes _____ No _____

Assessing, implementing, & monitoring enteral and parenteral nutrition regimens? Yes _____ No _____

Comments: _____

FOODSERVICE:

Developing menus for diverse populations and/or therapeutic diseases? Yes _____ No _____

Managing foodservice operations, including procurement, distribution, and service within delivery systems? Yes _____ No _____

Managing safety and sanitation issues? Yes _____ No _____

Managing human resource issues? Yes _____ No _____

Managing financial and/or physical inventory? Yes _____ No _____

Comments: _____

COMMUNITY:

Assessing the effectiveness of community programs and outcomes? Yes _____ No _____

| | | |
|---|-----------|----------|
| Provide nutrition care for all ages? | Yes _____ | No _____ |
| Counseling and educating clients in a community setting? | Yes _____ | No _____ |
| Developing nutrition recommendations for diverse populations? | Yes _____ | No _____ |
| Developing policy for diverse populations? | Yes _____ | No _____ |
| Comments: | _____ | |
| | _____ | |
| | _____ | |

The following question displays for everyone regardless of answers above.

Thank you for taking the time to complete this survey. Please use the space below to provide any additional comments you have.

University of Alaska Anchorage
DPD GRADUATE SURVEY: 3 YEARS POST-GRADUATION

(Administered annually in April via Qualtrics)

As a graduate of our program, your feedback in this brief survey is invaluable to help us evaluate and/or revise our program to better meet the skills needed for entry-level dietetic positions. The program's continued accreditation relies on utilizing our graduate's opinions, comments, and constructive criticism. **YOUR RESPONSES WILL REMAIN CONFIDENTIAL.** The faculty and administration truly appreciate your time and your dedication that will help future students.

1. Semester/year graduated from DPD Program: _____
2. Registration status: Registered _____ Not registered _____ Month/year registered:

3. Area of dietetics work: Clinical nutrition _____ Foodservice _____ Community _____ Other _____
 - a. Position title:

 - b. Place of employment (optional):

 - c. City/state:

4. Are you working? Full-time _____ Part-time _____ PRN _____ Not working _____
5. Highest degree attained: BS _____ MS _____ PhD _____
6. If you have a degree higher than a BS, where did you attain it?
 - a. Institution name:

 - b. City/state:

 - c. Area of study:

7. Are you currently enrolled in a graduate program? Yes _____ No _____
 - a. Institution name:

 - b. City/state:

 - c. Area of study:

8. Please check indicate your current annual salary range (optional):
\$30,000 or less _____ \$30,001 to 40,000 _____ \$40,001 to 50,000 _____
\$50,001 to 60,000 _____ \$60,001 to 70,000 _____ Over \$70,000 _____ Not employed _____
9. If you are working but are not an RD, please check the most appropriate situation below:
Did not want to become a Registered Dietitian _____
Waiting to seek registration status due to financial reasons _____
Unable to relocate for graduate school or internship _____
Changed career to _____
Other _____

10. Since graduation, have you participated in any community service activities? Yes _____ No _____

11. Do you participate in one or more professional leadership activities? Yes _____ No _____

Reflecting back on your undergraduate dietetics course of study at UAA, **did the program adequately prepare you for your entry-level position** in the following areas? Please answer the following questions that are appropriate to your position. We welcome your additional comments in the space provided below.

CLINICAL:

- Assessing nutritional status of patients/clients with complex medical conditions? Yes _____ No _____
 - Interpreting laboratory data as it relates to medical conditions? Yes _____ No _____
 - Developing nutrition care plans for patients/clients? Yes _____ No _____
 - Conducting counseling and education sessions with patients/clients? Yes _____ No _____
 - Providing nutrition care for all ages? Yes _____ No _____
 - Assessing, implementing, & monitoring enteral and parenteral nutrition regimens? Yes _____ No _____
- Comments: _____

FOODSERVICE:

- Developing menus for diverse populations and/or therapeutic diseases? Yes _____ No _____
 - Managing foodservice operations, including procurement, distribution, and service within delivery systems? Yes _____ No _____
 - Managing safety and sanitation issues? Yes _____ No _____
 - Managing human resource issues? Yes _____ No _____
 - Managing financial and/or physical inventory? Yes _____ No _____
- Comments: _____

COMMUNITY:

- Assessing the effectiveness of community programs and outcomes? Yes _____ No _____
 - Provide nutrition care for all ages? Yes _____ No _____
 - Counseling nutrition care plans for patients/clients? Yes _____ No _____
 - Developing nutrition care recommendations for diverse populations? Yes _____ No _____
 - Developing policy for diverse populations? Yes _____ No _____
- Comments: _____

Overall, how well do you feel your undergraduate coursework prepared you for work as a RD/RDN?
 Very well Well Somewhat well Not well