SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): BS in Nutrition and Dietetics (BSND) and DPD	Department: Nutrition and Dietetics
Degree or Certificate Level: UG	College/School: Doisy College of Health Sciences
Date (Month/Year): September, 2023	Assessment Contact: Lauren Landfried

In what year was the data upon which this report is based collected? 2022-2023

In what year was the program's assessment plan most recently reviewed/updated? 2020-2021

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements?

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

PLO #3: Demonstrate nutrition education methods to facilitate diet changes in diverse populations
PLO #4: Articulate the value of nutrition and dietetic professionals in an interprofessional care context
PLO #5: Evidence the proper use of professional literature to make evidence-based nutrition care decisions.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

PLO #3: DIET 4500 Nutrition Counseling, counseling session final report
DIET 4300 Foundations in Community Nutrition, PSA
PLO #4: DIET 4110 Clinical Practicum Lab I, interprofessional teamwork reflection paper
DIET 1000 Contemporary Issues in Food and Nutrition, career exploration reflection paper
PLO #5: DIET 4110 Clinical Practicum Lab I, Post-Clinical Oral presentation
DIET 4880 Nutrition Seminar II, Evidence Analysis Library (EAL) Data Extraction and Quality Criteria Checklist
- Replaced DIET 2080 Foundations in Nutrition, Diet project paper

No Madrid artifacts were included and no courses were at other off-campus locations.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

PLO #3:

- DIET 4500: The counseling session final reports were evaluated using the assessment rubric to determine whether the students were able to demonstrate nutrition education methods to facilitate diet changes in diverse populations. The parameters were set that an average of 85% will achieve 85% or higher on the corresponding assessment rubric). The instructor provided a summary of the graded rubrics; the program

director identified the number of students that achieved a ranking of "reinforce" or higher and recorded the data in the annual assessment report. All student projects were evaluated, which is consistent with the accreditation guidelines for the DPD Program. The assignment is included in the artifact supplement document: 2022-2023,ND_Artifact4PLO3.1.

- DIET 4300: The PSA was evaluated using the assessment rubric to determine whether students were able to demonstrate effective ways to educate the public about a community nutrition-related topic, such as promoting breastfeeding or increasing fruit and vegetable consumption. The instructor reviewed the thoroughness and research performed to create of the PSA. The instructor reported to the program director the number of students that achieved a ranking of "reinforce" or higher. All student projects were evaluated, which is consistent with the accreditation guidelines for the DPD Program. The assignment is included in the artifact supplement document: 2022-2023,ND_Artifact4PLO3.2a, 2022-2023,ND_Artifact4PLO3.2b.

PLO #4:

- DIET 4110: The interprofessional teamwork reflection papers were evaluated using the assessment rubric (see Assessment Rubric for the Program Evaluation Plan, PLO #4). The instructor reviewed the thoroughness of the reflection as well as the in-depth synthesis of the role of the RDN in the healthcare setting. The instructor reported to the program director the number of students that achieved a ranking of "reinforce" or higher. All student projects were evaluated, which is consistent with the accreditation guidelines for the DPD Program. The assignment is included in the artifact supplement document: 2022-2023,ND_Artifact4PLO4.1.
- DIET 1000: The career exploration reflection paper was evaluated using the assessment rubric. The instructor reviewed the thoroughness of the reflection as well as the in-depth synthesis of the role of the RDN in the healthcare setting. The instructor reported to the program director the number of students that achieved a ranking of "reinforce" or higher. All student projects were evaluated, which is consistent with the accreditation guidelines for the DPD Program. This class was not taught in 2022 given the change in semester (moved to Spring as an Ignite Seminar). The assignment is included in the artifact supplement document: 2022-2023,ND_Artifact4PLO4.2.

PLO #5:

- DIET 4110: The case study power point presentations were replaced by a patient data collection form (PDCF) and corresponding nutrition care plan (NCP) due to the online delivery of the course during the 2020-2021 academic year. The PDCF and NCP were evaluated using the assessment rubric (see Assessment Rubric for the Program Evaluation Plan, PLO #5). The assigned graduate assistants provided a summary of the graded rubrics to the instructor; the program director identified the number of students that achieved a ranking of "reinforce" or higher and recorded the data in the 2020-2021 annual assessment report. All student projects were evaluated, which is consistent with the accreditation guidelines for the DPD Program. Given the transition to a virtual platform in the fall of 2020, the instructor was also asked to explain how this clinic-based course, and the potential for interprofessional discourse, were adapted to a new learning environment. The assignment is included in the artifact supplement documents: 2022-2023,ND_Artifact4PLO5.1a and 2022-2023,ND_Artifact4PLO5.1b.
- DIET 4880: the EAL Data extraction and quality criteria checklist replaced the DIET 2080 diet project. This course aligns more so as the students are assigned to identify key methodological elements and assess the quality of a published research study using the Evidence Analysis Library (EAL) methodology. The assignment was evaluated using the assessment rubric (see Assessment Rubric for the Program Evaluation Plan, PLO #5). The assignment is included in the artifact supplement document: 2022-2023,ND_Artifact4PLO5.2.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

PLO #3:

- DIET 4500 Nutrition Counseling, counseling session final report: 16/18 (89%) of the students met the "reinforce" requirements for the program. Of the 2 that did not meet the requirements, one was dismissed from the program due to an inability to successfully pass 2 courses. Given that he had enough credit hours, he was offered a contract degree option. The other student was not dismissed as he successfully passed the course due to other course assignments. Therefore, of the 17 students that are in our curriculum, we had a "reinforce" pass rate of 94%.
- DIET 4300: All students met the PLO in both 2022 and 2023. 19/19 in 2022 and 8/8 in 2023 equaling 100%. . The majority of students met or exceeded the PLO given that this assignment is also used as a Student Learning Outcome (SLO) assessment for program accreditation; in the field of nutrition and dietetics, all students are required to demonstrate proficiency in order to complete degree requirements and enter an accredited graduate program.

PLO #4:

- DIET 4110 Clinical Practicum Lab I, interprofessional teamwork reflection paper: 18/19 (94.7%) of the students met the clinical reflection criteria with a "reinforce" score, exceeding the program target that 85% or more of students would earn "reinforce" or higher on the rubric. The student that did not receive the passing score was dismissed from the program and offered the option of obtaining a contract degree, which he accepted. The majority of students met or exceeded the PLO given that this assignment is also used as a Student Learning Outcome (SLO) assessment for program accreditation; in the field of nutrition and dietetics, all students are required to demonstrate proficiency in order to complete degree requirements and enter an accredited graduate program. The one student who did not meet the PLO did not complete the assignment and did not receive a degree in Nutrition and Dietetics.
- DIET 1000: All students met the PLO in Spring 2023. This class was not taught in 2022 given the change in semester (moved to Spring as an Ignite Seminar). 20/20 met the PLO, equaling 100%. The majority of students met or exceeded the PLO given that this assignment is also used as a Student Learning Outcome (SLO) assessment for program accreditation; in the field of nutrition and dietetics, all students are required to demonstrate proficiency in order to complete degree requirements and enter an accredited graduate program.

PLO #5:

- DIET 4110 Clinical Practicum Lab I, case study power point presentation: 18/19 (94.7%) of the students met the case study assignment criteria with a "reinforce" score. This exceeded the program target that 85% or more of students would earn "reinforce" or higher on the rubric. The student that did not receive the passing score was dismissed from the program and offered the option of obtaining a contract degree, which he accepted. The majority of students met or exceeded the PLO given that this assignment is also used as a Student Learning Outcome (SLO) assessment for program accreditation; in the field of nutrition and dietetics, all students are required to demonstrate proficiency in order to complete degree requirements and enter an accredited graduate program. The one student who did not meet the PLO did not complete the assignment and did not receive a degree in Nutrition and Dietetics.
- DIET 4880: In the spring 2023 semester, 15/16 (93.75%) of students met the Program Learning Outcome (PLO) , exceeding the program target that 85% or more of students would earn "reinforce" or higher on the rubric.. The majority of students met or exceeded the PLO given that this assignment is also used as a Student Learning Outcome (SLO) assessment for program accreditation; in the field of nutrition and dietetics, all students are required to demonstrate proficiency in order to complete degree requirements and enter an accredited graduate program. The one student who did not meet the PLO did not complete the assignment and did not receive a degree in Nutrition and Dietetics.

All the classes were held in-person in St. Louis.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

Our findings from the 2022-2023 program assessment indicated that all students that remained in the BSND-DPD program met expectations regarding the demonstration of nutrition education methods to facilitate diet changes in diverse populations (PLO #3), the articulation of the value of nutrition and dietetic professionals in an interprofessional care context (PLO #4) and the proper use of professional literature to make evidence-based nutrition care decisions (PLO #5). This is consistent with the accreditation guidelines for the DPD Program where all students are required to meet the student learning outcomes associated with each course; those that do not meet the outcome must be remediated until they are successful or are unable to obtain a verification statement to go on to a post-baccalaureate Dietetic Internship program.

For PLO #3, DIET 4500 is a course in which students are required to perform appropriate counseling sessions using motivational interviewing. The student uses information from the client and healthcare records to provide evidence-based recommendations to improve health and well-being. In DIET 4300, the PSA is used to promote evidence-based nutrition recommendations for a diverse audience using a variety of pathways – video, audio, and written.

For PLO #4, DIET 4110 is centered on patient care and interaction amongst other healthcare professionals. Therefore, it makes sense that a course where we train our students as future dietetic professionals would have a high rate of matriculation and success in passing. We do not want to send students out to post-baccalaureate opportunities without the ability to work as a professional. In Diet 1000, students are responsible for submitting a reflection paper about a Registered Dietitian and their role in the healthcare system.

For PLO #5, DIET 4880 trains students on how to locate, interpret, and utilize nutrition research to inform practice. Given that this is a two-semester, senior-level course, the faculty are not surprised that most students met the PLO, and that failure to meet the PLO was due to failure to complete the assignment rather than poor performance. In addition, DIET 4110 requires that students review literature to provide appropriate nutrition recommendations consistent with evidence-based standards. Failure to meet the PLO was only because of the one student that did not complete the program.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

The PD discussed the results with each faculty member individually that submitted responses. Plans for future years were discussed and noted in the syllabi/assignments/etc for each of the outcomes. Results were shared at the 9/29/23 Faculty Meeting. All faculty had an opportunity to review the information ahead of time and come prepared for any additional discussion points. All of these points have been included in the report.

We will utilize this data to inform our ongoing strategic plan efforts. Additionally, given our national accreditation status, we continue to evaluate all courses on a regular basis to ensure we are meeting the needs of future professionals coming out of our program.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Course content • Teaching techniques • Improvements in technology • Prerequisites	• Course sequence • New courses • Deletion of courses • Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	• Student learning outcomes • Artifacts of student learning • Evaluation process	• Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection

Please describe the actions you are taking as a result of these findings.

In discussing the plan, it was decided that using DIET 4880 would be more appropriate than DIET 2080 to meet the PLO 5 requirements given that the assignment identified in 2080 was removed. This was done due to the freshman/sophomore level of the students in the class. Given the students in 4880 are seniors, they are better suited to perform research in order to make the health-related recommendations.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years **as a result of previous assessment data**?

We have not received a program-level report feedback from the 2020-2021 year regarding the components needing updated/changed. However, in general, we recognize the need to apply the findings to our courses as an area of improvement. We have not been highly motivated to make changes given that students are meeting or exceeding expectations for the PLOs, as well as the Student Learning Outcomes (SLOs) collected by our accrediting body, or the Accreditation Council of Education in Nutrition and Dietetics (ACEND). Therefore, the change we plan to make in the coming year is to integrate the assessment findings more frequently into our biweekly faculty meetings (at least 2x/semester).

B. How has the change/have these changes identified in 7A been assessed?

Changes will be assessed in next year's cycle given the timing of the data collection on the PLOs to collect data every other year.

C. What were the findings of the assessment?

The findings from the 2020-2021 annual report were that 100% of students met PLO #3 in DIET 4500, 100% of students met PLO #4 in DIET 4110, and 100% of students met PLO #5 in DIET 4110.

D. How do you plan to (continue to) use this information moving forward?

PLOs will be continually reviewed alongside the SLOs required by ACEND to determine success of the students in our program to ensure that we are graduating students that can be competent in a variety of health-related careers. We will continue to discuss students of concern for meeting student and program level outcome standards and address adaptations as needed.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

PLO #3 – Demonstrate nutrition education methods to facilitate diet changes in diverse populations.			
Unacceptable	**Introduce**	**Reinforce**	**Mastery**
Unable to identify nutrition education methods used to facilitate diet change.	Identifies nutrition education methods used for the delivery of information to diverse populations.	Describes nutrition education methods appropriate for delivery of information to diverse populations.	Delivers nutrition education or counseling to a patient using behavior change principles appropriate to the patient's culture.
PLO #4 – Articulate the value of nutrition and dietetics professionals in an interprofessional care context.			
Unacceptable	**Introduce**	**Reinforce**	**Mastery**
Unable to identify roles of the nutrition and dietetics professional when working in interprofessional teams.	Identifies the roles of the nutrition and dietetics professional when working in interprofessional teams.	Describes the outcomes of the nutrition and dietetics professional when working in interprofessional teams.	Explains the value of the nutrition and dietetics professional when working in interprofessional teams.
PLO #5 – Evidence the proper use of professional literature to make evidence-based nutrition care decisions.			
	Introduce	**Reinforce**	**Mastery**
Unable to identify appropriate sources for	Identifies appropriate sources for citations in professional writing to defend a decision.	Determines suitability of information from sources used for professional writing to make decisions.	Synthesizes information from appropriate sources for evidence-based decisions.

PLO #3	Demonstrate nutrition education methods to facilitate diet changes in diverse populations.	DIET 4300 Foundations in Community Nutrition Development of a PSA that addresses diverse groups	An average of 85% will achieve a ranking of "introduce" or higher on the corresponding assessment rubric	Course Instructor	2022-2023

PLO #3	Demonstrate nutrition education methods to facilitate diet changes in diverse populations.	DIET 4500 Nutritional Counseling Counseling session final report	An average of 85% will achieve a ranking of "reinforce" or higher on the corresponding assessment rubric	Course Instructor	2022-2023

PLO #4	Articulate the value of nutrition and dietetics professionals in an Interprofessional care context.	DIET 1000 Contemporary Issues in Food and Nutrition Career exploration reflection paper	An average of 85% will achieve a ranking of "introduce" or higher on the corresponding assessment rubric	Course Instructor	2022-2023

PLO #4	Articulate the value of nutrition and dietetics professionals in an Interprofessional care context.	DIET 4110 Clinical Practicum Lab I Interprofessional teamwork reflection paper	An average of 85% will achieve a ranking of "reinforce" or higher on the corresponding assessment rubric	Course Instructor	2022-2023

PLO #5	Evidence the proper use of professional literature to make evidence-based nutrition care decisions.	DIET 2080 Foundations in Nutrition Diet project paper	An average of 85% will achieve a ranking of "introduce" or higher on the corresponding assessment rubric	Course Instructor	2022-2023

PLO #5	Evidence the proper use of professional literature to make evidence-based nutrition care decisions.	DIET 4110 Clinical Practicum Lab I Case study power point presentation	An average of 85% will achieve a ranking of "reinforce" or higher on the corresponding assessment rubric	Course Instructor	2022-2023

Email Maria (mailto:maria.romopalafox@health.slu.edu?subject=DIET%204500)	Email Elaine (mailto:maria.romopalafox@health.slu.edu?subject=DIET%204500)	Email Valerie (mailto:maria.romopalafox@health.slu.edu?subject=DIET%204500)

The Counseling Project is designed to bridge the gap between theory and practice, offering you a tangible experience in nutrition counseling. Within the secure environment of the AHB building and under the guidance of experienced RDs – Maria, Elaine, and Valerie – you will have the opportunity to transition from simulated peer interactions to real-life client engagements. Our in-class discussions will revolve around your real-time experiences, challenges, insights, and triumphs.

The primary goal of this project is to help your client meet their specific nutritional needs. Together, you'll establish healthy eating objectives and design habit systems to achieve those goals. With RD guidance, you'll be equipped to tackle client communication, intervention strategies, and documentation.

Got to the Assignment Details tab to find a step by step counseling guide but remember, a tailored guideline for the project is available, but adaptability based on your client's specific journey is paramount. Your learning in this project will not only solidify academic concepts but will also provide confidence as you transition into your professional role post-graduation.

In essence, this project not only tests your knowledge and skills but more crucially, prepares you for real-world challenges and rewards in nutrition counseling.

▼ Counseling Project Overview

The Counseling Project provides a culmination to our course, giving you a tangible platform to apply your learned theories and skills into practice. Over the final four lab sessions, you will engage in a series of guided client interactions, with the primary goal being to accompany clients through their health behavior transformation.

▼ Duration and Session Details:

Four sessions scheduled during the last four labs (Nov 8, 15, 29, and Dec 5).
Noe that real-life projects might lead to deviations, and we understand that. Should your client not show up, you'll have protocols in place to ensure it doesn't impact your grade negatively. See Assignment Details or FAQ tabs for more details.

▼ Session Structure:

The first session follows a set theme with specific intervention and education.

Subsequent sessions (2-4) have suggested themes, but you'll need to adjust to your client's needs. A planning checklist for each session is available under the Assignment Details tab
Remember that effective counseling requires both planning and flexibility!

▼ Client Acquisition:

Clients are sourced from volunteers responding to our newslink posts.

This year, to enhance variability, we're introducing the option for family and friends of students, faculty and staff to participate.

Don't worry! We'll handle all the client pairings. We've got your back.

▼ Outcome Objectives:

Your main objective is to guide clients towards healthy choices, especially during holidays. You will track your client's success through monitoring their habits and intake and evaluate against their goals.

Your (student) success will hinge on your performance, as evidenced by the six deliverables listed under the Assignment Details tab. These include a dossier for each of the four client sessions (which might be a no-show dossier), a Counseling Report, and an Analysis of Client Behaviors.

▼ Resources at Your Disposal:

To ensure you're thoroughly supported we have created:

- Detailed deliverable guidelines and grading rubrics (visit the lab page for more details)
- Session checklists to assist in your preparation and execution (visit the lab page for more details)
- A comprehensive resources page offers both essential documents and additional aids like video guides for various tasks (Resources tab)

▼ Interaction Model:

Each student will be paired with one client, ensuring individualized attention and learning.

You will have the opportunity to meet in person with your client at your assigned lab times on Wednesdays (location TBD). **You are required to be present in person at the AHB for client sessions**, but clients can choose to meet in the AHB or opt for telehealth via Zoom.

We will work with students that have **authorized absences** to schedule make-up sessions with their client or decide on alternative deliverables, which will be decided on a case to case basis. For more details on absences, see the Syllabus.

▼ Checkpoints and Support:

Every week, we'll touch base with you both pre and post-client interaction, offering insights and guidance.

For more personalized guidance, Maria is always available by appointment.

DIET 4300 Media Project
Spring 2023
90 points total
Due: 05/8/2023

Target Audience: _____
Messaging: _____

Marketing of health and nutritional messages is one of the most challenging tasks health professionals face. This project is designed to allow you to gain experience in doing this activity. You are encouraged to be creative and take advantage of all the resources you have at your disposal. I encourage you to review the rubric prior to finalizing your items.

(50 points) Students will work in groups as determined by the instructor. Each group will be assigned a target audience and a nutritional focus. As a group, you will:

1. Create and tape a 3-4-minute educational **video** to address your nutritional focus with your target audience.
2. Develop an 8.5" by 11", full color **poster** to promote your nutritional message to your target audience. Use Microsoft Word, Publisher, Canva or PowerPoint to develop your poster. (Save it as a PDF.)
3. Develop a 1-page **handout** (1 side only) to provide additional information targeted to your population

NOTE: Be sure to include contact information (a phone number, website, e-mail, etc.) in all videos and on all posters. Do not use actual personal numbers unless you plan to field any real inquiries.

(40 points) Student groups will also complete and deliver a media presentation via Zoom. In that presentation, they will:

- Describe their target audience and any tailoring made to better address them
- Discuss the challenges in developing and tailoring your media pieces to the targeted audience
- Discuss the limitations anticipated in getting your message across to the targeted audience
- Play your video
- Display your poster
- Display your handout

Presentations will be limited to ~10 minutes with 5 minutes for questions. Each group member should participate in all aspects of this project and present a portion of the presentation. Professional presentations are expected **as well as professional attire**. Treat this as if you are pitching your media campaign to a potential funder. Grades will be based on instructor and peer evaluations.

The instructor will receive a media packet after the presentation but no later than the due date which will include:

- A written narrative for the video
- The taped video (send electronic file or a link to the video if posted on YouTube)
- An electronic, color copy of your poster
- An electronic, color copy of your handout
- A copy of your presentation slides
- The attached sheet (filled out)

Please share a Google doc folder with <u>all</u> your items in it through the Google Drive function.

Students will complete peer evaluations after presentations.

PROJECT GRADING

Project grading will be based on professionalism, how well you tailor your message to your designated target audience, creativity, adapting your message to the different types of media used, and overall quality of the products. Peer evaluations will factor into grades, but the instructor evaluation carries the most weight. Rubrics will be in your folder.

QUALITY PROJECTS

It is my expectation that you create something that is appropriate, high-quality and can be used in a real-world setting.

Note: This assignment contains a student learning outcome (SLO) that must be met. If not met, the student(s) must be remediated until the SLO is achieved.

Media Packet Cover Sheet

Target Audience: _____

Message: _____

Group Members:

_____

_____

_____

_____

□ Video

□ Color Copy of Poster

□ Color Copy of Handout

□ Narrative of Video Text

□ Copy of Presentation Slides

□ Copy of any photo releases

Please provide all items together in a Google folder.

RUBRIC FOR DIET 4300 Multimedia Project (2020)

Student Group: _____
Message:_____

CATEGORY	4	3	2	1
Oral Presentation Delivery	Interesting, well-rehearsed with smooth delivery that holds audience attention. Establishes good eye contact with audience during the presentation. Clear and distinct speech with appropriate volume.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention. Establishes good eye contact with audience during the presentation. Good speech and good volume.	Delivery not smooth, but able to hold audience attention most of the time. Establishes some eye contact with audience during the presentation. Speech includes some fillers (i.e. “like” and “um”) and/or volume may be less than optimal	Delivery not smooth and audience attention lost. Establishes little eye contact with audience during the presentation. Speech includes lots of fillers (i.e. “like” and “um”) and/or volume may be less than optimal
Presentation Appearance	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Content	Shows a thorough research and full understanding of the topic and audience.	Shows good research and a good understanding of the topic and audience.	Shows limited research and a good understanding of parts of the topic and/or audience.	Research is not evident. Does not seem to understand the topic or audience very well.
Ad Effectiveness	Eye-catching. Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. Provides contact information for more information.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation. Provides contact information for more information.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. May or may not provide contact information for more information.	Use of font, color, graphics, effects etc. but these often distract from the presentation content. Omitted contact information for more information.
Handout Effectiveness	Eye-catching. Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. Provides contact information for more information.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation. Provides contact information for more information.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. May or may not provide contact information for more information.	Use of font, color, graphics, effects etc. but these often distract from the presentation content. Omitted contact information for more information.

CATEGORY	4	3	2	1
Video PSA	Excellent visual and sound quality. Clearly conveys key message. Provides appropriate action steps. Meets time limit. Provides contact for more information.	Good visual and sound quality. Conveys key message, but could be clearer. Provides appropriate action steps. Meets time limit. Provides contact for more information.	Good visual and sound quality. Key message is not conveyed. Provides action steps that are not always appropriate. Meets time limit. May or may not provide contact for more information.	Poor visual and/or sound quality. Key message is not conveyed. Does not provides appropriate action steps. Does not meet time limit. Omitted contact for more information.
Targeting of Assigned Population*	Excellent targeting of population assigned. Visuals represent the concepts and targeted population well. Language choice and level is well-tailored for the targeted population.	Good targeting of population assigned. Visuals represent the concepts well and demonstrate some tailoring towards the targeted population. Language choice and level demonstrates some tailoring for the targeted population.	Fair targeting of population assigned. Visuals represent the concepts well, but demonstrate little tailoring to the target population. Language choice and level demonstrates some tailoring for the targeted population.	Poor targeting of population assigned. Visuals do not represent the concepts and/or demonstrate little tailoring to the targeted population. Language choice and level demonstrates little or no tailoring for the targeted population.
Originality and Creativity	Products show a large amount of original thought. Ideas are creative and inventive.	Products show some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Questions	Answers all questions easily. Shows forethought and thorough preparation.	Answers most questions easily. Shows some forethought and preparation.	Answers some questions, but not without some hesitation or fumbling for and answer.	Flustered. Unable to answer questions.
Peer Evaluation (accomplished after delivery of presentation) **4 points possible**				

*** Student Learning Outcome. Students must earn a 3 or a 4 in this category or be remediated.**

Notes:

Total Points:

DIET 4110 Fall 2022
Clinical Reflection- 15 points
(KRDN 2.5)

Write a reflection to the following:

"What did you observe about the role of the registered dietitian nutritionist (RDN) within the healthcare team? Who did the RDN interact with the most or least in various cases? Whose notes did the RDN pay the greatest attention to in the patient's chart? Which providers came to the RDN for questions? What was the nature of their questions? How did RDNs collaborate together?"

Please submit to Colin no later than 12/11/2022

DIET 1000 Spring 2023 – Sports Nutrition Career Presentation and Guided Reflection Assignment (Speaker: Reshaunda Thornton, MS, RD)
25 points total
Due 02/06/2023

Purpose: The purpose of the career exploration guest speaker and the accompanying guided reflection paper is to provide an opportunity for you to explore various opportunities in the practice of nutrition and dietetics and determine what opportunities may be a good fit for you.

Instructions: Use the questions below to reflect on the presentation. You may answer each question on the guide or write a narrative, but to get all the points you must address all question asked. **Responses should be 10-12-point font and double-spaced.**

1. <u>After attending the presentation by the guest speaker, the student will write a guided reflection paper including, but not limited to:</u>

    - What interests you about the speaker and the career presented?
    - Do you see yourself working in this area of dietetics? Why or why not?
    - What skills are needed to be successful in this career? Discuss at least three.
    - What questions do you still have after hearing the speaker?

2. <u>In addition to the above reflection, please:</u>

    - Explain two different job opportunities that may be available in this field?

Clinical Practicum Lab I & II // DIET 4110 & 4160 POST CLINICAL PRESENTATION

General Purpose: The post clinical is to be presented to the other students and clinical instructors. The oral presentation should be 15-20 minutes including 5 minutes for questions afterwards. These presentations provide the opportunity to practice giving a comprehensive, concise, oral presentation. This format is suggested to help you organize your thoughts and presentation in a systematic fashion.

Patient Profile and Medical History

Provide a brief description of the patient in terms of age, sex, race, marital status, occupation, social/cultural history, previous hospital admissions, chief complaint on current admission, and all diagnoses with indication of primary and admitting diagnosis. Include the pertinent patient information on the data collection sheet as it pertains to the medical and nutritional needs of the patient. This serves to orient the audience to the case study patient and provide an overview of clinical issues pertaining to the patient.

MNT Standards of Care Pertinent to the Patient's Primary/Admitting Diagnosis

Review evidenced based practice standards and guidelines that apply to this patient's medical and nutritional problems. Use the PES format attached to help you organize your assessment summary and develop the nutrition care plan.

Patient History and Clinical Course

The following information will be specific to your case study patient:

- Pathophysiology – specific to the patient.
- Laboratory tests – report only those abnormal values pertinent to the related pathophysiology, treatment, and nutritional status of the patient.
- Medications – in brief (not all medications need be included, but those with significant nutritional implications should be reviewed)
- Procedures and surgeries along with their nutritional implications

Nutrition Assessment

- Anthropometric measurements, weight history and interpretations such as height, weight, BMI, IBW (as indicated). Include standards used and rationale for choice. Discuss the relationship of anthropometry to nutritional status and disease process.
- Estimated nutritional needs, including energy, protein, fluid, and micronutrient needs as pertinent to the patient (e.g. if the patient's medical condition requires adjustment in nutrient intake). Include methods used to determine nutritional needs and rationale for choice.
- Nutrient intake assessment: evaluation in relation to patient's medical condition and treatments and clinical goals
- Nutrition Diagnoses including the symptoms, signs and evidence.

Nutritional Interventions/Evaluation and Monitoring (Care Plan)

- Objectives – Explain the objectives in planning for and providing nutritional care for the patient. Relate these to the patient's usual home intake and food preferences and pathophysiology condition (s).
- Nutrition care recommendations (including diet changes, education and counseling)
- Implementation – Explain what action was taken/should be taken to accomplish the objectives. Distinguish between care provided in the acute setting and long term counseling objectives/arrangements for continuity of care and discharge planning.
- Evaluation – Report how the plan for providing patient care was/would be evaluated (tolerance to nutrition support prescription, weight changes, changes in laboratory parameters). If appropriate, explain how the patient's comprehension of any teaching or counseling sessions was evaluated, and comment on the patient's preparation to follow a modified diet at home. If the objectives were not met, explain why this occurred.

Community Resources

- Based on your individual patient, provide information on at least 1 community resource that would be helpful to your patient.
- Details must be provided on how to access the resource instead of just stating that the resource exists

Present a Source of Applicable Research

- Find a research article that provides a nutrition intervention that you would find useful in the care of your patient.
- Present a brief summary of the findings and apply that intervention to your own patient intervention.
- Send this article to your instructor to compile a collection of research for your cohort.

Other details:

- At the end of your presentation, you must have 2-3 questions to ask your audience
- You must submit your presentation PPT and your research article to your instructor by **Friday** of the week before your presentation for feedback if needed.

Post Clinical Case Presentation Rubric
Clinical Practicum Lab I & II // DIET 4110 & 4160

Name of Evaluator: _____

Name of Presentor: _____ Date:_____

Topic:_____

Criteria:	Max. Pts	Grade
Patient Profile and Medical History		
● Brief description of the patient in terms of age, sex, race, marital status, occupation, social/cultural history, previous hospital admissions, chief complaint on current admission, and all diagnoses with implications for primary and admitting diagnosis.	2	
● Pertinent patient information as it pertains to the medical and nutritional needs of the patient	2	
● Chief Medical Complaint is listed and described in adequate detail	2	
Patient History and Clinical Course		
● History of present problem is adequately described including medical diagnosis, pertinent medical problems and nutrition related problems.	5	
● Significant past medical history	2	
● Significant family and social history	2	
● Procedures and surgeries along with their nutritional implications	2	
Nutrition Assessment		
● Anthropometrics are presented (height, weight, UBW, IBW, % weight change, BMI)	3	
● Estimated nutritional needs, including energy, protein, fluid, and micronutrient needs	3	
● Nutrient intake assessment: evaluation in relation to patient's medical condition and treatments and clinical goals	3	
● Pertinent Medications are listed along with an explanation of why the patient is on the medication.	3	
● Potential drug/nutrient interactions are presented	3	
● Pertinent Lab values are appropriately discussed relative to nutrition status and medications	3	
● Nutrition Diagnoses including the symptoms, signs and evidence (PES statement) is appropriate and accurately stated	3	
● Diet order and nutrition history including nutrient analysis	3	
Nutrition Care Process		
● Nutrition assessment includes assessment of nutritional status, nutritional requirements, weight changes, and evaluation of any previous nutrition intervention	5	
● Nutrition intervention, monitoring, and evaluation appropriately match with the diagnosis and nutrition problems of the patient.	2	
● Nutrition goals are appropriate and measurable to determine if outcomes are/will be met	2	
● Implementation - what action was taken/should be taken to accomplish the objectives.	2	
● Plans are appropriate, adequately thorough, and fit with patient goals (PES statement)	5	
● Evaluation: how the plan for providing patient care was/would be evaluated	4	
● ADIME format is followed. Care choices made were justified	5	
● References, if used, are appropriate: scientific literature and respected medical sources	2	
Community Resource		
● Included a quality community resource that is applicable to the presented patient	4	
Research Intervention		
● Included a research article with an applicable intervention that applies to your patient	8	
Total Score:	80	

Comments:

DIET 4880 Critical Readings of Research Material II

EAL Data Extraction and Quality Criteria Checklist

Purpose: The purpose of this worksheet is to identify key methodological elements and assess the quality of a published research study using the Evidence Analysis Library (EAL) methodology.

Directions: Complete the following data extraction worksheet using your assigned article. Then, complete the quality criteria checklist on the following page.

Author and Year	
PubMed ID	
Article Title	
Authors	
Journal	
Year of Publication	
Volume	
Issue	
Page Numbers	
Study Design	
Risk of Bias Assessment Rating (see Quality Criteria Checklist)	
Inclusion Criteria	
Exclusion Criteria	
Research Purpose	
Blinding Efforts	
Study Location	
Source(s) of Funding	
Please specify names of funders	

Quality Criteria Checklist: Primary Research

Relevance Questions	Yes	No	Unclear	N/A	Notes
1. Would implementing the studied intervention or procedure (if found successful) result in improved outcomes for the patients/clients/population group? (NA for some Epi studies)					
2. Did the authors study an outcome (dependent variable) or topic that the patients/clients/population group would care about?					
3. Is the focus of the intervention or procedure (independent variable) or topic of study a common issue of concern to dietetics practice?					
4. Is the intervention or procedure feasible? (NA for some epidemiological studies)					
If the answers to all of the above relevance questions are "Yes," the report is eligible for designation with a plus (+) on the Evidence Quality Worksheet, depending on answers to the following validity questions.					
Validity Questions					
1. Was the research question clearly stated?					
1.1 Was the specific intervention(s) or procedure (independent variable(s)) identified?					
1.2 Was the outcome(s) (dependent variable(s)) clearly indicated?					
1.3 Were the target population and setting specified?					
2. Was the selection of study subjects/patients free from bias?					
2.1 Were inclusion/exclusion criteria specified (e.g., risk, point in disease progression, diagnostic or prognosis criteria), and with sufficient detail and without omitting criteria critical to the study?					
2.2 Were criteria applied equally to all study groups?					
2.3 Were health, demographics, and other characteristics of subjects described?					
2.4 Were the subjects/patients a representative sample of the relevant population?					
3. Were study groups comparable?					
3.1 Was the method of assigning subjects/patients to groups described and unbiased? (Method of randomization identified if RCT)					
3.2 Were distribution of disease status, prognostic factors, and other factors (e.g., demographics) similar across study groups at baseline?					
3.3 Were concurrent controls used? (Concurrent preferred over historical controls.)					

	3.4 If cohort study or cross-sectional study, were groups comparable on important confounding factors and/or were preexisting differences accounted for by using appropriate adjustments in statistical analysis?					
	3.5 If case control study, were potential confounding factors comparable for cases and controls? (If case series or trial with subjects serving as own control, this criterion is not applicable. Criterion may not be applicable in some cross-sectional studies.)					
	3.6 If diagnostic test, was there an independent blind comparison with an appropriate reference standard (e.g., "gold standard")?					
4.	**Was the method of handling withdrawals described?**					
	4.1 Were follow up methods described and the same for all groups?					
	4.2 Was the number, characteristics of withdrawals (i.e., dropouts, lost to follow up, attrition rate) and/or response rate (cross-sectional studies) described for each group? (Follow up goal for a strong study is 80%.)					
	4.3 Were all enrolled subjects/patients (in the original sample) accounted for?					
	4.4 Were reasons for withdrawals similar across groups?					
	4.5 If diagnostic test, was decision to perform reference test not dependent on results of test under study?					
5.	**Was blinding used to prevent introduction of bias?**					
	5.1 In intervention study, were subjects, clinicians/practitioners, and investigators blinded to treatment group, as appropriate?					
	5.2 Were data collectors blinded for outcomes assessment? (If outcome is measured using an objective test, such as a lab value, this criterion is assumed to be met.)					
	5.3 In cohort study or cross-sectional study, were measurements of outcomes and risk factors blinded?					
	5.4 In case control study, was case definition explicit and case ascertainment not influenced by exposure status?					
	5.5 In diagnostic study, were test results blinded to patient history and other test results?					
6.	**Were intervention/therapeutic regimens/exposure factor or procedure and any comparison(s) described in detail? Were intervening factors described?**					
	6.1 In RCT or other intervention trial, were					

	protocols described for all regimens studied?					
	6.2 In an observational study, were interventions, study settings, and clinicians/provider described?					
	6.3 Was the intensity and duration of the intervention or exposure factor sufficient to produce a meaningful effect?					
	6.4 Was the amount of exposure and, if relevant, subject/patient compliance measured?					
	6.5 Were co-interventions (e.g., ancillary treatments, other therapies) described?					
	6.6 Were extra or unplanned treatments described?					
	6.7 Was the information for 6.4, 6.5, and 6.6 assessed the same way for all groups?					
	6.8 In diagnostic study, were details of test administration and replication sufficient?					
7.	**Were outcomes clearly defined and the measurements valid and reliable?**					
	7.1 Were primary and secondary endpoints described and relevant to the question?					
	7.2 Were nutrition measures appropriate to question and outcomes of concern?					
	7.3 Was the period of follow-up long enough for important outcome(s) to occur?					
	7.4 Were the observations and measurements based on standard, valid, and reliable data collection instruments/tests/procedures?					
	7.5 Was the measurement of effect at an appropriate level of precision?					
	7.6 Were other factors accounted for (measured) that could affect outcomes?					
	7.7 Were the measurements conducted consistently across groups?					
8.	**Was the statistical analysis appropriate for the study design and type of outcome indicators?**					
	8.1 Were statistical analyses adequately described the results reported appropriately?					
	8.2 Were correct statistical tests used and assumptions of test not violated?					
	8.3 Were statistics reported with levels of significance and/or confidence intervals?					
	8.4 Was “intent to treat” analysis of outcomes done (and as appropriate, was there an analysis of outcomes for those maximally exposed or a dose-response					

analysis)?					
8.5 Were adequate adjustments made for effects of confounding factors that might have affected the outcomes (e.g., multivariate analyses)?					
8.6 Was clinical significance as well as statistical significance reported?					
8.7 If negative findings, was a power calculation reported to address type 2 error?					
9. Are <u>conclusions supported by results</u> with biases and limitations taken into consideration?					
9.1 Is there a discussion of findings?					
9.2 Are biases and study limitations identified and discussed?					
10. Is bias due to study's <u>funding or sponsorship</u> unlikely?					
10.1 Were sources of funding and investigators' affiliations described?					
10.2 Was there no apparent conflict of interest?					
MINUS/NEGATIVE (-) *If most (six or more) of the answers to the above validity questions are "No," the report should be designated with a minus (-) symbol*					
NEUTRAL (ø) *If the answers to validity criteria questions 2, 3, 6, and 7 do not indicate that the study is exceptionally strong, the report should be designated with a neutral (ø) symbol*					
PLUS/POSITIVE (+) *If most of the answers to the above validity questions are "Yes" (including criteria 2, 3, 6, 7 and at least one additional "Yes"), the report should be designated with a plus symbol (+)*					