# Program-Level Assessment: Annual Report

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1. Student Learning Outcomes

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7. } • ] v p š á > Ð } ‰ W Previous Assessment Findings and Changes

A. What is at least one change your ‰ Œ } p Œ p ð À 4 x Â ð , ( Z • ] ‰ o p ‰ e v i o u s a s s e ] s s m Œ e n t v š Ç Œ • data M

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IMPORTANT: Please submit any assessment tools (e.g., Œ Ÿ ( ŠubŠcSE) with this report as separate

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| PLO #3 | Demonstrate v µ š Œ ] Ÿ } v µ Ÿ } v methods to facilitate diet changes in diverse ‰ } ‰ µ o Ÿ } v • X | DIET 4300 & } µ v Ÿ } v • ] v Community E µ š Œ ] Ÿ } v<br><br>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 |

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| PLO #3 | Demonstrate v µ š Œ ] Ÿ } v µ Ÿ } v methods to facilitate diet changes in diverse ‰ } ‰ µ o Ÿ } v • X | DIET 4500 E µ š Œ ] Ÿ } v o Counseling<br><br>Counseling session . v o Œ ‰ } Œ š | An average of 85% will achieve a ranking of “reinforce” or higher on the corresponding assessment rubric | Course Instructor | 2022-2023 |

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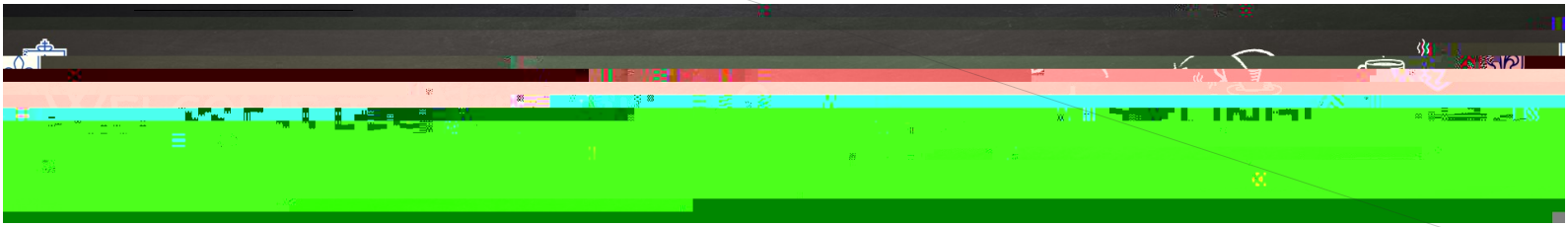

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DIET 4300 Media Project
Spring 2023
90 points total
Due: 05/8/2023

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

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.

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

- x A written narrative for the video
- x The taped video (send electronic file or a link to the video if posted on YouTube)
- x An electronic, color copy of your poster b i2f

Media Packet Cover Sheet

Target Audience: _____

Message: _____

Group Members:

_____

_____

_____

_____

‘ Video

‘ & R O R U  &RSLHV RI

‘ & R O R U  &RS\ RI Handout

‘ 1 D U U D W L Y H  R I  9 L G H R  Text

‘ Copy of Presentation Slides

‘ & R S \ RI 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 |

| CATEGORY | 4 | 3 | 2 | 1 |
| --- | --- | --- | --- | --- |

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

All diagnoses with indication of primary and admitting diagnosis. Include information on the data collection sheet as it pertains to the medical history of the patient. This serves to orient the audience to the case study patient and the clinical issues pertaining to the patient.

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

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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.
- Nutrient intake assessment: evaluation
  treatments and clinical goals
- Nutrition Diagnoses including the symp

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.
-

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 pertinent medical diagnoses | 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 | |
| ” | | |

DIET 4880 Critical Readings of Research Material II

EAL Data Extraction and Quality Criteria Checklist

Purpose:

ty criteria checklist on the following page.

| | |
|---|---|
| Author and Year | |
| PubMed ID | |
| Article Title | |

Authors

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 (7T 03 n 2 or | | | | | |

| | | | | | | |
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| | 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 | | | | | |

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| | 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 | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| analysis)? | | | | | |
| 8.5 Were adequate adjustments made for effects of confounding factors that might have affected the outcomes (e.g., multivariate analyses)? | | | | | |