

**Assurance of Student Learning  
2019-2020**

College of Health and Human Sciences

Applied Human Sciences

Certificate of Dietetic Practice – 0451

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*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*

**Student Learning Outcome 1: Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.**

<b>Instrument 1</b>	<b>Direct: Direct: Case Study</b>
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<b>Met</b>	Not Met
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**Student Learning Outcome 2: Demonstrate the functions of management through the process of planning, organizing, directing, controlling and evaluating a special event meal**

<b>Instrument 1</b>	<b>Direct: Special Event Project</b>
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<b>Met</b>	Not Met
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**Student Learning Outcome 3: Develop and implement a nutrition education session, considering the learning needs of the target population.**

<b>Instrument 1</b>	<b>Direct: Community Nutrition education project</b>
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<b>Met</b>	Not Met
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

Students successfully met the targets and goals for all three learning outcomes in 2019-2020. Related to SLO 2, the evaluation form has been revised for implementation in 2020-2021. As students continue to successfully attain goal, additional measurement instruments or SLOs will be considered for assessment purposes. The SLO 3 will be changed to the pass rate of the students on the national registration exam to become a Registered Dietitian. Since the program concentration is changing from community to business leadership, this SLO is being modified.

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	<b>Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.</b>		
<b>Measurement Instrument 1</b>	Direct: Students will be able to competently complete a nutrition-related case study. The case study will include the nutrition care process and all data needed for a case study.		
<b>Criteria for Student Success</b>	Students will correctly utilize the nutrition care process in a written case study and score a minimum of 85% on the case study.		
<b>Program Success Target for this Measurement</b>	80 % of students will have an overall grade of 85% or higher.	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Students identified nutrition diagnosis, listed the etiology, identified the signs and symptoms, listed interventions to be executed, identified ways to monitor the patient and identified any changes in the patients status that have occurred as a result of the intervention. The assignment average was 93.6%. 8 out of 8 students were assessed.		
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>			<b>Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			<b>Not Met</b>

No actions at this time secondary to the dietetic interns successfully meeting the criteria for success.

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)  
 The Dietetic Internship program is undergoing a substantive change during the 2021-2022 school year. SLO#1 will be evaluated at that time for improvement.

**Next Assessment Cycle Plan:**

SLO #1 will be assessed on an annual basis by the instructor of the HMD 586 Medical Nutrition Therapy in Practice course.

**Student Learning Outcome 2**

<b>Student Learning Outcome</b>	<b>Demonstrate the functions of management through the process of planning, organizing, directing, controlling and evaluating a special event meal</b>
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<b>Measurement Instrument 1</b>	The dietetic interns will competently manage a special event demonstrating planning, staffing, financial, and purchasing oversight.
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<b>Criteria for Student Success</b>	Students will score an 80 % or better on this assignment.
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<b>Program Success Target for this Measurement</b>	80 % of students will score 80 % or better on this assignment.	<b>Percent of Program Achieving Target</b>	100% of the interns scored over 80% on the assignment
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<b>Methods</b>	Students planned and implemented a special event meal. Students selected an event, planned the menu, selected the recipes, determined a plan for decorating, prepared a marketing plan, ordered all food and non-food, evaluated and determined food costs, food production equipment and man hours needed, submitted a report with strengths and weaknesses and lessons learned from the event planning. <b>8 out of 8</b> students were assessed.
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<b>Measurement Instrument 2</b>	
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<b>Criteria for Student Success</b>	
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<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
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<b>Methods</b>	
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<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>	<b>Met</b>	Not Met
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**Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)  
 The evaluation sheet for this specific SLO has been modified to reflect current industry practices and will be used during the evaluation process of this SLO during the 2020-2021 review.

<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
The evaluation sheet has been modified for 2020-2021. The results will be reviewed for performance in 20-21.
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)
SLO #2 is assessed on a yearly basis by the instructor of the HMD 583 Food Systems Management course

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	Develop and implement a nutrition education session, considering the learning needs of the target population.		
<b>Measurement Instrument 1</b>	Direct: Students identify an underserved population; design and develop educational materials to implement a food and nutrition program for this population		
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>	Students will score an 85% on the written assignment	<b>Percent of Program Achieving Target</b>	100% of the interns scored at least an 85%. The average score for this assignment was 93%.
<b>Methods</b>	Students defined the community, identified a need, defined the population, described common nutrition concerns of the group, identified existing community resources, set goals for the program, assessed the educational needs of the population, specified the program format, developed lesson plans, planned learning activities, presented the education session to the target population. Student performance on this assignment should indicate an understanding of the correct nutrition education delivered to the target population. 8 out of 8 students were assessed.		
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<b>Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Students performed well on the measurement instrument. SLO 3 has been modified for the 2020-2021 academic year.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The SLO for the 2021-2022 academic year has changed to the pass rate for the Dietetic Interns on the National Registration exam administered by the Accreditation body for the program.			

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

SLO #3 is assessed on an annual basis through the HMD 584 Community Nutrition course. The assessment will be completed by the instructor of the course.

## PATIENT CASE

A. 10 points **DISEASE CONDITION:** Prevalence, pathophysiology of the disease, diagnostic criteria, recommended treatments and rationale, and nutritional implications of the disease.

B. 15 points **REVIEW OF MEDICAL RECORD**

1. Patient background information: Age, sex, ethnic background, socioeconomic status, mental status, occupation, marital status, family, nationality, social problems, handicaps, substance abuse, date of admission. Please do not divulge patient's name or date of birth. You can make up initials for this patient.
2. Anthropometric data: Height/weight, frame, ideal body weight, weight change over time, triceps skinfold, mid-arm muscle circumference.
3. Medical/surgical history and treatments: symptoms, clinical signs, onset, duration, complications, previous history and hospitalizations.
4. Medical diagnosis and chief complaint(s).
5. Current medications (focus on pertinent medications only and explain why the patient is on the medication)
6. Any ongoing treatments (e.g. hemodialysis, radiation)
7. Current and previous diet orders.

C. 15 points **NUTRITIONAL HISTORY**

If patient is alert and oriented, information should be obtained directly from patient. If the patient is unable to provide information, a significant other should be questioned or the information may be obtained from the medical chart.

1. Nutritional history including 24 hour recall.
2. Patient's food tolerances: appetite, anorexia, nausea, vomiting, mechanical problems (disabilities, ill-fitting dentures), dysphagia, dysgeusia, food aversions, allergies.
3. History of previous diet, past diet modification and diet instructions, and vitamin/mineral supplementation.
4. Recent intake at home/change in food intake.
5. History of weight changes, involuntary or voluntary.
6. Normal bowel habits, change in bowel habits.
7. Socioeconomic factors affecting food intake (i.e., financial food assistance, kitchen/cooking/refrigeration facilities).

D. 15 points **NUTRITIONAL ASSESSMENT and ANALYSIS**

Information obtained from the previous sections should be analyzed.

1. Estimate caloric intake, evaluation of overall nutritional adequacy of diet prior to admission.
2. Calculate BMI, % ideal body weight, and % weight change.
3. Evaluate laboratory and diagnostic test results (include normal values for reference; for the abnormal data, indicate nutritional and/or nonnutritional factors that could alter the blood chemistries/results)
4. Evaluate impact of disease states and therapies including medication on nutritional status (potential food and drug interactions and their effects).
5. Determine presence/degree of nutritional risk.
6. Determine protein and other significant nutrient requirements.

**E. 25 points NUTRITION CARE PLAN: NUTRITION DIAGNOSIS, INTERVENTION, MONITORING and EVALUATION**

Review and evaluate the information you collected (B-D), then complete the following by using the table which follows:

1. Number and list each Nutrition Diagnosis (problem)
2. For each Nutrition Diagnosis, list the etiology (root cause or contributing risk factors that are related to the diagnosis).
3. For each Nutrition Diagnosis, identify signs and symptoms that provide evidence of the existence of this problem. This could include any of the data collected (e.g. lab values, current dietary intake, medications, living conditions, medical problems, etc.)
4. For each Nutrition Diagnosis, list interventions you executed or plan to execute in an attempt to resolve the nutrition problem.
5. For each Nutrition Diagnosis, list the change(s) in the patient's status you expect to occur as a result of your intervention(s). These are your desired outcomes or goals.
6. For each Nutrition Diagnosis, identify ways you intend to monitor the patient and identify any changes in the patient's status that have actually occurred as a result of your intervention(s). These are your actual outcomes.

<b>Nutrition Diagnosis</b> Problem and code	<b>Etiology</b> Cause/contributing factors	<b>Signs/Symptoms</b> Evidence of nutrition problem	<b>Interventions</b>	<b>Desired Outcomes</b>	<b>Actual Outcomes (Monitoring/Evaluation)</b>

- F. 10 points **RELATED LITERATURE**: Integrate articles to support your case study. Do not just list articles and critique them. You can use WKU Library to help you search for peer-reviewed articles. Be sure to use and reference a minimum of 5 pertinent articles.
- G. 5 points **CHANGES**: Consider your nutritional care plan, actions taken, and results. What would you do differently if presented with a patient such as this again?
- H. 5 points **REFERENCES**: Use proper AMA format for citations and references. Be sure to reference the articles within the case study.

## Evaluation Form for Special Event Meal

Intern: \_\_\_\_\_ Theme Meal: \_\_\_\_\_ Date: \_\_\_\_\_

	Possible Points	Points Earned
<b>THEME/MENU (25 points)</b>		
Plans appropriate menu for theme/event that is manageable in terms of food cost, production capability, availability of foods, etc.	5	
Plans appropriate patient menu and correctly extends it for modified diets.	5	
Develops appropriate nutrition education materials supported by theme/event menu.	5	
Develops effective advertising/marketing strategy.	5	
Plans aesthetically pleasing decorations within budgetary limits.	5	
<b>PLANNING (25 points)</b>		
Develops project timeline (or something similar) and effectively uses it to track progress/meet deadlines.	5	
Provides staff/employee briefings that reflect appropriate planning and follow-up.	5	
Coordinates purchasing with supply.	5	
Accurately completes menus and production planning documents in a timely manner.	5	
Accurately computes recipe costs and pricing.	5	
<b>MEAL MANAGEMENT (32 points)</b>		
Coordinates with supervisor on work assignments, delegating tasks appropriately.	4	
Provides clear directions; prepares appropriate task lists.	4	
Ensures timely set-up of cafeteria and dining room.	4	
Ensures recipes are followed and timely preparation.	4	
Provides comprehensive and appropriate supervision and line back-up.	4	
Forecasts adequate amounts of food.	4	
Supervises meal service; is available to correct problems and answer questions.	4	
Coordinates leftover use, cleanup, and security of decorations.	4	
<b>AFTER ACTION REPORT (18 points)</b>		
Adequately covers all areas outlined in guidelines.	5	
Effectively analyzes what went well and what improvements could have been made.	5	
Submits report no later than 3 working days following the meal.	4	
Uses good grammar, punctuation, and expression.	4	
	<b>Total Points Earned: (100 points possible)</b>	
Intern's Signature:	Date:	
Preceptor's Signature:	Date:	
Site Coordinator's Signature:	Date:	

**COMMENTS:**





Intern: \_\_\_\_\_

Lesson title: \_\_\_\_\_

The following rubric will be used to grade the Community Nutrition Program assignment. Please use it to assure you have completed all necessary components of the project. You will be graded on each lesson that you create, however the scores for items 8-16 and 23-28 will be averaged to determine an overall point value for these items. If you delivered the same lesson multiple times you only need to submit one lesson plan. In this case only one preceptor evaluation form will be submitted. (See the following page).

	Required Components	Points Possible	Points Earned
1.	Adequately defines the community	3	
2.	Provides necessary details regarding the target population	3	
3.	Uses journal articles or existing community data to support identified nutrition problems	8	
4.	Identifies existing community resources and gaps in nutrition services	8	
5.	Determines at least one appropriate goal for the program	3	
6.	Provides adequate rationale and explanation of the educational needs of the participants	3	
7.	Provides adequate rationale for the chosen program format	3	
8.	Includes all required components of the lesson plan	5	
9.	Lesson objectives are written using appropriate action verbs in terms of what the students are able to do	6	
10.	A sufficient number of lesson objectives are developed	3	
11.	Procedure of lesson plan includes introduction, body, conclusion	3	
12.	Includes sufficiently detailed outline of lesson that indicates when activities are performed	3	
13.	Learning activities are creative and relevant	7	
14.	Visual aides are visually appealing	6	
15.	Age appropriateness	3	
16.	Printed materials are at an appropriate reading level	3	
17.	Copies of utilized materials are included or photographs when appropriate	3	
18.	Marketing plan is adequately developed and copies of marketing materials are included	4	
19.	Reflection is thoughtful and addresses all required questions	5	
		<b>Total: 82</b>	