

Doisy College of Health Sciences

2021-2022 Program-Level Assessment: Annual Report

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| Program Name (no acronyms): MS Nutrition and Dietetics | Department: Nutrition and Dietetics |
| Degree or Certificate Level: MS | College/School: Doisy College of Health Sciences |
| Date (Month/Year): September 2022 | Assessment Contact: Rabia Rahman |
| In what year was the data upon which this report is based collected? 2021-2022 | |
| In what year was the program's assessment plan most recently reviewed/updated? Reviewed August 2022 | |
| Is this program accredited by an external program/disciplinary/specialized accrediting organization? Yes | |

Note to DCCH Programs:

Please use this format to title each report file- 2021-2022, program title abbreviation, Prog-Lvl Assess AnnualRpt

[example: 2021-2022, HSCI_ProgLvlAssessAnnualRpt]

Upload completed reports to the T-drive here: [each program has a separate folder]

Allied Health | Common | 1.2-2021-2022 DCCH ProgLvlAssessRpts

Thank you!

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

The Program Learning Outcomes assessed for the academic year 2021-2022 were #s 1, 23, 4 and 5 as dictated by our accrediting body.

PLO 1: Students will demonstrate nutrition related, client-centered communication skills.

PLO 2: Students will demonstrate compassion in the nutritional care of clients.

PLO 3: Students will use evidence-based counseling methods to facilitate changes in nutrition-related behaviors

PLO 4: Students will demonstrate professional attributes of a nutrition and dietetics professional in a variety of settings.

PLO 5: Students will evaluate emerging research for application in nutrition and dietetics practice.

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 and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

PLO 1: **DIET 5100:** Interprofessional Team Seminar Participation and Reflection Paper

PLO 2: **DIET 5910:** Confirmation of Health Fair Participation and Critical Reflection

DIET 5480: HRC Counseling Sessions, Graduate Assistant Evaluation of Student, Student Self-Evaluation

PLO 3: **DIET 5910:** Professional Self-Assessment Project, Audio recording, and Critical Reflections

PLO 4: **DIET 5910:** Clinical/Community/Foodservice Rotations, final rotation evaluations
DIET 5100/5130: Post-Clinical Assignment

PLO 5: **DIET 5100/ 5130:** Debate Project **Note:** This project has moved from DIET 5130 to DIET 5100. Therefore, artifacts were collected from DIET 5100 not 5130, but they were assessed.
DIET 5960/5990: Capstone or Thesis Project and Presentation

No Madrid artifacts were included. All courses were in person.

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).

For all PLO's for the 2021-2022 academic year, the Program Director gathered results and data for each respective artifact. The Program Director reviewed all information for each student as required by our accrediting body.

For all PLOs associated with **DIET 5480 (PLO 2)**, the course instructor evaluated the artifacts, reported the results to the program director who assessed that the outcomes were met per the rubric and stated learning outcomes.

For all PLOs associated with **DIET 5100/5130 and 5910 (1, 3, 4, 5)** the Program Director, who is also the instructor for these courses evaluated the artifacts, documented the results, and assessed that the outcomes were met per the rubric and stated learning outcomes.

For the **PLO (5) For DIET 5960 and DIET 5990**, thesis and capstone project chairs evaluated the artifacts, reported the results to the program director who assessed that the outcomes were met per the rubric and stated learning outcomes.

PLO 1: Interprofessional Team Seminar Participation and Reflection Paper. Data from the Interprofessional Team Seminar (Rubric and Artifact Description Included in Appendix) was reviewed by the course instructor for each student. Review included demonstration of client-centered oral communication skills with other health care students and the development of self-reflection.

PLO 2: Confirmation of Health Fair Participation and Critical Reflection. Health Fair attendance was confirmed via students sending a picture of themselves at the health fair to a graduate assistant. The critical reflection was evaluated by the program director who is also the course instructor to assess that outcomes were met per the rubric and stated learning outcomes.

PLO 2: HRC Counseling session, GA and Student Self-Evaluation. Data from the HRC Counseling Session GA and Self-Evaluation (Rubric included in the appendices) was reviewed for each student. Review included demonstration of oral communication and the development of critical thinking with respect to the provision of compassionate care to clients.

PLO 3: Professional Self-Assessment Project, critical reflection. The audio recordings were reviewed to ensure inclusiveness of necessary patient information, appropriate communication with the patient, and the utilization of

counseling methods to facilitate behavior change. The evaluation was completed utilizing the grading rubric (rubric included in Appendix).

PLO 4:

- 1) Clinical/Community/Foodservice Evaluations. Data from the final rotation evaluations was reviewed. Particular attention was given to specific questions in the evaluation tool that related to professionalism. The evaluation was completed using both the rotation evaluation form and the grading rubric (rubric included in the appendix)
- 2) Post-Clinical Assignment. The presentations were reviewed and graded utilizing the specific assignment rubric as well as the rubric included in the Assessment Plan. Evaluation included the students' ability to demonstrate oral communication skills as well as professionalism in their application of patient care.

PLO 5:

- 1) Debate Project. The presentations were reviewed and graded utilizing the specific assignment rubric as well as the rubric included in the Assessment Plan. Evaluation included the students' ability to demonstrate oral communication skills as well as their competence in evaluating emerging research as it relates to provision of nutrition-related care.
- 2) Capstone or Thesis Assignment. All graduate students complete either a capstone or a thesis project. The papers/projects/presentations were reviewed and graded utilizing the specific assignment rubrics as well as the rubric included in the Assessment Plan. Papers and presentations were evaluated by the chairs of the capstone or thesis projects. Evaluation included student's ability to demonstrate effective written and oral communication as well as their ability to analyze emerging research in the area of nutrition and dietetics.

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 1 Results: DIET 5100: An average of 100% (27/27) students achieved a ranking of reinforce or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.

PLO 2 Results:

- 1). DIET 5910: An average of 100% (23/23) students achieved a ranking of introduce or higher on the corresponding assessment rubric.
- 2). DIET 5480: An average of 100% (24/24) students achieved a ranking of reinforce or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.

PLO 3 Results: DIET 5910: 100% of students (23/23) achieved a ranking of "introduce" or higher on the corresponding assessment rubric. The goal was exceeded for this PLO.

PLO 4 Results:

- 1). DIET 5910: 100% of students (23/23) achieved a ranking of "introduce" or higher on the corresponding assessment rubric. The goal was exceeded for this PLO.
- 2). DIET 5100/5130: 96% of students (26/27) achieved a ranking of "mastery" on the corresponding assessment rubric. The goal was met for this PLO.

PLO 5 Results:

- 1). DIET 5100: An average of 100% (27/27) students achieved a ranking of “introduce” or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.
- 2). DIET 5960/5990: An average of 100% of students achieved a ranking of “reinforce” or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

PLO 1: Interprofessional Team Seminar Project (IPTS). The students’ reflection papers indicate that they benefit from participating in the IPTS project and are recognized as valuable healthcare team members. Working on a case study with health care students from other disciplines allowed them to place the patient at the center of the care rather than looking at the patient from their singular nutrition lens.

PLO 2:

1). **Health Fair Project.** The students’ reflection papers show that they find value in participating in health fairs, giving back to the community and engaging with patients/clients that may not have access to health care otherwise. Many of the reflections focused on being able to work with clients from different backgrounds and with different needs, which they found helpful in increasing their comfort. However, the larger benefit from their perspective was that the comfort ultimately led to providing care with compassion to those who may be different than them.

2). **HRC Counseling Project.** The students reflections of this experience show that see benefit in providing counseling sessions at the Human Resource Center which provides free primary health care services. This experience improves students’ ability to communicate and provide patient-centered compassionate care. The demonstration of compassion in nutritional care is assessed by the graduate assistant who is present at each session and evaluates students directly on the provision of compassionate care. The HRC project allows students to be evaluated directly in the provision of compassionate care.

PLO 3: Professional Self Assessment Project. Students enjoy this project. This project entails an audio recorded interaction between the student and a patient during a clinical rotation. This recording is reviewed by the program director who provides feedback to the student. This is a strong project that allows the program director to appropriately assess counseling methods that facilitate changes in nutrition-related behaviors. No changes were made to this project from the prior assessment cycle as it remains a strong project and means to evaluate PLO 3.

PLO 4:

1). **DIET 5910 Rotation Evaluations.** All students are evaluated after each rotation by their preceptors on site. Preceptors are relied upon for their input on student performance and professionalism. Our students are required to complete rotations in a variety of different settings: clinical, foodservice, and community. In collecting feedback from all rotations, the program director can assess professionalism in a variety of settings. The preceptors are very dedicated and invested in the program and are diligent about completing evaluations which specifically ask questions related to professionalism.

2). **DIET 5100/5130: Post-Clinical Project.** During this project, students present a patient they cared for during their clinical or community rotations providing detailed information about their conversations with the patient, other health care providers, and the nutrition care they provided. The program director is able to assess professionalism in their care of the patient based on these details. This is a strong project that students enjoy. At this time, there are no proposed changes to this project or its evaluation methods.

PLO 5:

1). DIET 5100: Debate Project. This project relies primarily on students' ability to evaluate emerging research on a particular topic and advocate for their position during a debate. This project is enjoyed by students and measures the intended PLO. No changes are recommended at this time.

2). Thesis and Capstone Project. No significant changes were made to the actual projects, however, the graduate curriculum was revised. The primary impact of the curricular revisions is that the thesis project has been designed to span over 4 semesters, as opposed to the previous 2 semesters. This change was made based on student feedback and experience where they expressed that completing a thesis in one academic year felt rushed and was very stressful. While these changes were not substantive with respect to achievement of this SLO, they are intended to positively impact the overall experience. Both the capstone and thesis projects are designed for students to evaluate emerging research for application in nutrition and dietetics practice. These projects directly measure the intended PLO, therefore no other changes are recommended at this time.

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

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

As a result of strategic planning, the Department of Nutrition and Dietetics significantly revised the undergraduate and graduate curriculum. As part of the strategic planning process, a thorough review of the curricula, assessment methods, and achievement of student learning and program learning objectives was conducted. In revising the curriculum, assessment methods were once again reviewed to ensure alignment with our stated student and program learning outcomes.

Assessment of the MS-ND program occurs through two mechanisms annually: assessment required by our accrediting body, and assessment required by the University. Achievement/findings of our program level and learning objectives were aligned and will be shared with faculty this fall (September 21, 2022).

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.

While these findings specifically did not identify a need for corrective actions, we will be tracking the impact of the curricular changes on our learning outcomes and determine whether revisions to the assessment plan are needed.

If no changes are being made, please explain why.

While no changes have been made directly in response to this assessment cycle, changes to our assessment plan may be needed as we implement our curricular updates. A continued challenge for assessment of PLOs remains that the program has multiple curricular tracks, with very little course overlap. With only a single course that all graduate students take, multiple data points/artifacts are collected for PLOs.

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 assessment data?

The biggest change that our program has implemented as a result of the assessment data remains the revisions to the capstone and thesis process and guidelines, which now also includes lengthening of the thesis project.

B. How has this change/have these changes been assessed?

The change to the capstone project was largely assessed using the course evaluations, verbal feedback from students, feedback from the faculty and the quality of the student projects. We anticipate that extending the thesis project timeline will have the same favorable results.

C. What were the findings of the assessment?

Students were able to meet/exceed the PLOs assessed using this assessment cycle as well as the student learning outcomes required by our accrediting body.

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

Outcomes will be continually reviewed, along with different outcomes required by the specific accrediting body for the program. Currently, the program enjoys a 100% employment rate and higher than the national average credentialing pass rate. To remain competitive, this review will be ongoing.

IMPORTANT: *

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

For DCHS Programs:

If you choose to copy/paste items from the list above* and those below^, clearly label them within the Word document. Example: PLO1 Rubrics

Submit a description of each artifact and whenever possible, an example of a student-completed artifact with the student's name removed.

Submit the actual analyzed data (not the raw data) for each PLO being assessed.

If the items below are submitted as separate documents[^], label them following these examples:

2021-2022,HSCI_ArtifactDescription4PLO1

2021-2022,HSCI_CurrentAssessRubrics4PLO1

2021-2022,HSCI_AnalyzedData4PLO1

2021-2022, HSCI_Revised ProgLvlAssessPlan

Use the same labelling format for other separate documents germane to the PLO under assessment.

MS-ND Artifact Description and Rubrics for PLO 1

PLO 1: Students will demonstrate nutrition related, client-centered communication skills.

Artifact: Interprofessional Team Seminar (IPTS) and Reflection Paper

Students participated in IPTS and submitted a reflection paper based on their experience. Students were observed during their case participation by the faculty moderator of the session. The faculty moderator evaluated the interaction to assess the students' ability to engage in client-centered communication while providing nutrition related care. The reflection paper was evaluated by the course faculty to assess whether students were able to articulate how they engaged in client-centered communication to other members of the "healthcare team".

Diet 5100 Human Nutrition Metabolism and Physiology IPTS Reflection Prompt

Please write a 1-2 page reflection paper discussing your IPTS experience using the prompts/questions below.

What?

Document the experience and what happened/what did you do in the specific IPTS sessions. Please be sure to identify how you specifically used client-centered communication to advocate for the best care for this patient.

So What?

Describe the aspects of the IPTS experience that impacted you and why. What was/will be the impact on the patient/client in the case study? How did your communication with other members of the "healthcare team" contribute to potential improved nutrition related outcomes for this patient? What was your experience, attitudes, or emotions about the project?

Now What?

Apply your experience to your future clinical practice. How will you incorporate this experience into your future actions? If you are currently in clinical rotations, did it help you identify any insights to experiences you are having during clinical rotations? How may this event inform your knowledge, attitudes and behaviors as a developing health professional? How did this experience help you identify anything you would like to learn or do going forward as a health professional, particularly as it related to client-centered communication?

Please submit this via **email** no later than **November 30th**.

| DIET 5100 IPTS Reflection Rubric | | | |
|--|--|--|--|
| PLO #1: Demonstrate nutrition-related, client-centered communication skills. | | | |
| Unacceptable | Introduce | Reinforce | Mastery |
| Unable to identify elements of client centered communication | Identifies elements of client-centered communication | Describes the principles of nutrition-related, client-centered communication | Demonstrates nutrition-related, client-centered communication through patient interactions during clinical rotations |

MS-ND Artifact Description and Rubrics for PLO 2

PLO 2: Students will demonstrate compassion in the nutritional care of clients

Artifact: HRC Counseling Session Participation and Student Self Evaluation

In alignment with the Jesuit value of being men and women for and with others, students provided nutrition counseling to patients at the Health Resources Center which offers free primary care services to underserved patients. Their counseling sessions are evaluated by graduate assistants to assess for a variety of different skills, including their ability to demonstrate compassion to diverse clients. Students also completed a self-evaluation of their sessions which included a section evaluating their own assessment of compassion (see highlighted section below. The self-evaluation was assessed by the course faculty who shared the outcome data with the program director.

Counselor Name _____

DIET 5480 Counseling Self Evaluation Form

| Involving Phase | | | | | |
|---|----------|----------|----------|----------|----------|
| | 1 | 2 | 3 | 4 | 5 |
| <i>Opening the interview</i> | | | | | |
| Introduced self to client | | | | | |
| Established rapport with the client Use small talk, if appropriate Explain the counseling process | | | | | |
| Review of nutrient analysis: | | | | | |
| Set agenda with the client What brings you here today? Client's concerns for health | | | | | |
| Comments: It is helpful to note examples and what to work on to build for the next session. | | | | | |
| Exploration-Education Phase | | | | | |
| Organized (had interview guide & materials ready) | | | | | |
| | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Directed interview in a logical sequence and provided structure. | | | | | |
| Used open-ended questions Provide an example and when one was or could have been used. | | | | | |
| Use of leading questions | | | | | |
| Use of closed-ended questions | | | | | |
| Explored nutrition issues and concerns of client | | | | | |
| Assessed the following: MI Ruler of Importance for Behavior Change MI Ruler of Confidence in Behavior Change | | | | | |
| Exploration of Importance and Confidence *See bottom of form | | | | | |
| Tailored education to client | | | | | |
| Developed a plan with the client Short & long-term goals Barrier identification Measureable behavioral plan | | | | | |
| Responses of Counselor | | | | | |
| <i>Affirming</i> : Give an example of an affirmation or when one could have been used. Do not confuse with support. Affirming is commenting favorably on a client characteristic. | | | | | |
| <i>Confrontation</i> or expert role exhibited: Example The counselor directly disagrees, argues, corrects, shames, seeks to persuade, or questions the client's honesty. | | | | | |
| Reflections | | | | | |
| Simple Reflection: Conveys understanding by repeating or rephrasing. Provide one example of one used or where one could have been used. | | | | | |
| Complex Reflection: Adds substantial meaning or emphasis. Contains more or different content from what client actually said. Provide one example of one used or where one could have been used | | | | | |
| | | | | | |

| | | | | | |
|--|--------------------------|----------|----------|----------|----------|
| Summary: pull together points from two or more prior client statement, can help with transition. | | | | | |
| Closing Phase | 1 | 2 | 3 | 4 | 5 |
| Expressed appreciation | | | | | |
| Reviewed goals and plan for behavior change | | | | | |
| Developed a plan with the client Short & long-term goals Barrier identification Measureable behavioral plan | | | | | |
| Brought closure to interview without rush | | | | | |
| Comments: | | | | | |
| Communication | | | | | |
| Maintained good eye contact | | | | | |
| Maintained open body language | | | | | |
| Maintained pleasant tone of voice, leaving out sarcasm. | | | | | |
| Conveyed empathy: Showed active interest in understanding the client's perceptions, situation, meaning and feelings | | | | | |
| Comments: | | | | | |
| Explore Ambivalence or Resistance to Behavior Change | Used by Counselor | | | | |
| Explored importance | | | | | |
| In low importance, used "do little more" | | | | | |
| Explored the importance and confidence scale responses | | | | | |
| Examined the pros and cons of change | | | | | |
| Explored concerns about the behavior | | | | | |
| Hypothetical look over the fence | | | | | |
| Explored resistance and building confidence | | | | | |
| Emphasized personal choice and control | | | | | |
| Reassess readiness, importance or confidence | | | | | |
| Back off and come alongside the client | | | | | |

What did you do especially well during the interview?

Would you do anything differently?

How could you get more involved with the client?

If you could change something about your counseling approach in this session, what would it be?

Can you describe, using specific examples from your counseling session, how you demonstrated compassion, empathy, and understanding while working with your client?

If you could change something about the client, what would it be?

What is the main thing you want to focus on next counseling session?

| DIET 5480 HRC Counseling Session | | | |
|---|---|--|---|
| PLO #2: Students will demonstrate compassion in the nutritional care of clients | | | |
| Unacceptable | Introduce | Reinforce | Mastery |
| Unable to identify the importance of compassion in the | Identifies importance of compassion in the delivery of nutritional care to clients. | Describes methods that demonstrate compassion when | Demonstrates compassion in the provision of nutritional care to |

| | | | |
|---|--|--|--------------------------------------|
| delivery of nutritional care to clients | | providing nutritional care to clients. | clients during a counseling session. |
|---|--|--|--------------------------------------|

MS-ND Artifact Description and Rubrics for PLO 3

PLO 3: Students will use evidence-based counseling methods to facilitate changes in nutrition-related behaviors.

Artifact: Professional Self-Assessment Project

Students were asked to voice record two of their counseling sessions at their clinical rotations. These were evaluated by the program director to assess for a variety of skills, including students' ability to use counseling methods to facilitate changes in nutrition-related behaviors.

Total Possible Points: 165

| SKILLS | Possible Points | Points Earned |
|--|-----------------|---------------|
| <u>Introduction:</u> | | |
| 1. Introduces self to client and establishes the purpose for the interaction | 5 | |
| 2. Outlines the process of how the interaction is expected to proceed | 10 | |
| 3. Defined the expected outcomes at the completion of the interaction | 5 | |
| 4. Establishes rapport with room arrangement, verbal exchanges, eye contact and body language so client can relax and be comfortable in the session. | 5 | |
| COMMENTS: | | |
| <u>Attending:</u> | | |
| 1. Encourages the client to continue expressing his/her ideas and feelings. | 5 | |
| 2. Allows client to explore ideas and feelings in his/her own way and provides client with opportunity to direct the session. | 5 | |
| 3. Can give client a sense of responsibility for what happens in the session | 5 | |
| 4. Helps client relax and be comfortable in the counseling session. | 5 | |
| 5. Contributes to the client's trust of the counselor and sense of security. | 5 | |
| 6. Enables the counselor to draw more accurate inferences about the client. | 5 | |
| COMMENTS: | | |
| <u>Reflection of Feeling:</u> | | |
| 1. Conveys to the client that the counselor understands or is trying to understand what the client is experiencing and feeling. | 5 | |
| 2. Clarifies the client's feelings and attitudes by mirroring them in a nonjudgmental way. | 5 | |
| 3. Brings to the surface feelings of the client that may have been expressed only vaguely. | 5 | |
| 4. Can bring out problem areas without the client feeling pushed. | 5 | |
| 5. Helps the client infer that feelings are causes of behavior. | 5 | |
| COMMENTS: | | |

| | | |
|---|----|--|
| <u>Paraphrasing:</u> | 5 | |
| 1. Communicates to the client that the counselor understands or is trying to understand what he/she is saying. | | |
| 2. Clarifies clients words and encourages the client to expand his/her discussion | 5 | |
| COMMENTS: | | |
| <u>Summarizing:</u> | 5 | |
| 1. Can ensure continuity in the direction of the session by providing a focus. | | |
| 2. Can clarify a client's meaning by having his/her scattered thoughts and feelings | 5 | |
| 3. Often encourages the client to explore an issue further once a central theme has been identified. | 5 | |
| 4. Enables the counselor to verify his/her perceptions of the content and feelings discussed or displayed by the client during the session. The counselor can check out whether he/she accurately attended and responded without changing the meanings expressed. | 5 | |
| 5. Provides a sense of movement and progress to the client by drawing several of his/her thoughts and feelings into a common theme. | 5 | |
| 6. Can close discussion on a given topic and introduce new topics. Can terminate a session in a logical way through review of the major issues discussed in the entire session. | 5 | |
| 7. Can provide evidence-based answers to client questions, even those regarding emerging trends | 10 | |
| COMMENTS: | | |
| | 5 | |
| <u>General Behaviors:</u> | | |
| 1. Can help focus the client's attention on a feeling or content area. | | |
| 2. May help the counselor better understand what the client is describing by giving him/her more information about the client's situation. | 5 | |
| 3. May encourage the client to elaborate, clarify, or illustrate what he/she has been saying. | 5 | |
| 4. Sometimes enhances the client's awareness and understanding of his/her situation or feelings. | 5 | |
| 5. Directs the client's attention to areas the counselor thinks need attention. | 5 | |
| 6. Is able to employ strategies to effectively negotiate behavior change with the client | 5 | |
| <u>Self-Assessment Reflection</u> | 5 | |
| Thoughtfully assesses the strengths and challenges of the interaction, sets goals for self-improvements based on reflection of this session. | | |

COMMENTS:

INTERN: _____ EVALUATOR: _____ DATE: _____

DIET 5910 Professional Self-Assessment Project

PLO #3: Students will use evidence-based counseling methods to facilitate changes in nutrition-related behaviors.

| Unacceptable | Introduce | Reinforce | Mastery |
|---|---|--|---|
| Unable to identify effective counseling methods | Identifies effective counseling methods to facilitate nutrition-related behavior changes. | Describes effective counseling methods to facilitate nutrition-related behavior changes. | Applies effective counseling methods during a counseling session to facilitate nutrition-related behavior changes in clients. |

MS-ND Artifact Description and Rubrics for PLO 3

PLO 4: Students will demonstrate professional attributes of a nutrition and dietetics professional in a variety of settings.

Artifact: Clinical, Foodservice, and Community Rotation Evaluations

After each rotation, students were evaluated by their preceptor and assessed for a variety of skills and characteristics, including their professionalism. The preceptor evaluations were submitted electronically and reviewed by the program director for each student to assess for professional attributes.

**SAINT LOUIS UNIVERSITY
DIETETIC INTERSHIP PROGRAM
CLINICAL EVALUATION FORM**

Intern: _____ Evaluator- _____

Rotation/Site: _____ Dates of Rotation: _____

Below are the series of descriptive statements. Based on your knowledge of the intern, please use the following scale to evaluate progress:

- 4 = Meets objectives all the time without assistance (Excellent).
- 3 = Meets objectives most of the time without assistance (Very good/Good).
- 2 = Meets objectives some of the time with assistance.
- 1 = Does not meet objectives
- NA = Not Applicable (please comment).

Place a check mark in the appropriate column. Use the "Not Applicable" column only when the intern has not been required to demonstrate this characteristic on your service, and please comment. All skills should be evaluated against the expected performance for the level of the internship.

| | | | | |
|---|---|---|---|----|
| 4 | 3 | 2 | 1 | NA |
|---|---|---|---|----|

I. PLANNING, ORGANIZATION, APPLICATION

| | | | | | |
|---|--|--|--|--|--|
| 1. Comes prepared daily for the rotation | | | | | |
| 2. Makes appropriate decisions based on facts, observations, and assessments. | | | | | |
| 3. Uses time efficiently to complete tasks as assigned. | | | | | |
| 4. Appropriately prioritizes work assignments and tasks. | | | | | |
| 5. Completes work thoroughly and accurately. | | | | | |

Comments:

| | | | | |
|---|---|---|---|----|
| 4 | 3 | 2 | 1 | NA |
|---|---|---|---|----|

II. ADAPTABILITY

| | | | | | |
|---|--|--|--|--|--|
| 1. Shows poise and confidence in new or stressful situations. | | | | | |
| 2. Seeks new and innovative ways of doing things. | | | | | |
| 3. Uses good judgment in decision making process. | | | | | |
| 4. Is flexible in approach to patient care. | | | | | |

Comments:

| | | | | |
|---|---|---|---|----|
| 4 | 3 | 2 | 1 | NA |
|---|---|---|---|----|

III. PROFESSIONAL COMPETENCE

| | | | | | |
|---|--|--|--|--|--|
| 1. Maintains high standards of performance and ethics. | | | | | |
| 2. Applies didactic skills to clinical practice at level appropriate to experience. | | | | | |
| 3. Evaluates own strengths and weaknesses. | | | | | |
| 4. Compliant with HIPPA requirements and PPI | | | | | |
| 5. Accepts responsibility for continuing development of personal competence. | | | | | |
| 6. Is able to efficiently and effectively use the EMR system to retrieve and communicate relevant patient and care information. | | | | | |

Comments

| | | | | |
|---|---|---|---|----|
| 4 | 3 | 2 | 1 | NA |
|---|---|---|---|----|

IV. PROFESSIONAL RESPONSIBILITY

| | | | | | |
|---|--|--|--|--|--|
| 1. Is willing to assume responsibility. | | | | | |
| 2. Takes responsibility for the recommendations/actions. | | | | | |
| 3. Is dependable, honest, and trustworthy. | | | | | |
| 4. Asks question and/or seeks advice when needed. | | | | | |
| 5. Is prompt and works diligently until completion of shift. | | | | | |
| 6. Maintains professional conduct with preceptor and clients | | | | | |
| 7. Demonstrates professional poise in presentation and language | | | | | |

Comments:

| | | | | |
|---|---|---|---|----|
| 4 | 3 | 2 | 1 | NA |
|---|---|---|---|----|

V. COMMUNICATION SKILLS

| | | | | | |
|---|--|--|--|--|--|
| 1. Writes clearly, concisely, and grammatically correct | | | | | |
| 2. Speaks articulately and effectively. | | | | | |
| 3. Practices good listening skills. | | | | | |
| 4. Recognizes when oral or written communication would be most effective and proceeds appropriately | | | | | |
| 5. Interacts appropriately with health care team. | | | | | |
| 6, Responds appropriately to nonverbal cues. | | | | | |

Comments:

| | | | | |
|---|---|---|---|----|
| 4 | 3 | 2 | 1 | NA |
|---|---|---|---|----|

VI. INTERPERSONAL SKILLS

| | | | | | |
|---|--|--|--|--|--|
| 1. Works well with other staff and fellow interns. | | | | | |
| 2. Is tactful, courteous and considerate of others. | | | | | |
| 3. Is flexible and cooperative with change. | | | | | |

Comments:

| | | | | |
|---|---|---|---|----|
| 4 | 3 | 2 | 1 | NA |
|---|---|---|---|----|

VII. PATIENT RAPPORT

| | | | | | |
|--|--|--|--|--|--|
| 1. Builds rapport with patient and patient families. | | | | | |
| 2. Communicates with language suitable to patient. | | | | | |
| 3. Asks appropriate questions to gather pertinent information. | | | | | |
| 4. Demonstrates empathy, cultural competence, and concern. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 5. Makes appropriate observations during patient interview (i.e., physical signs, family dynamics, body language). | | | | | |
| 6. Remains objective to lifestyle, cultural, and religious choices. | | | | | |

| | | | | |
|---|---|---|---|----|
| 4 | 3 | 2 | 1 | NA |
|---|---|---|---|----|

VIII. KNOWLEDGE BASE

| | | | | | |
|---|--|--|--|--|--|
| 1. Demonstrates capacity to acquire knowledge and grasp concepts | | | | | |
| 2. Demonstrates appropriate knowledge and expertise in assigned tasks | | | | | |
| 3. Applies principles of nutritional care in acute care settings. | | | | | |

How would you rate the overall professionalism of this intern? Please check the most appropriate.

| | |
|---|--|
| Highly unprofessional. Often arrives late or leaves early; often arrives without necessary materials or preparation; often disruptive or uncooperative; seems disengaged. | |
| Somewhat unprofessional. Sometimes arrives at the last minute or leaves early; sometimes arrives without necessary materials, sometimes disruptive or uncooperative, occasionally appears to be disengaged or focused on other things | |
| Developing in professionalism. Arrives on time and doesn't leave on time but can appear to be disengaged, distracted or uninterested. Generally demonstrates a cooperative attitude but does not push to learn more than what is provided by preceptor ie does the bare minimum | |
| Professional. Mostly arrives in plenty of time to get settled and does not leave early; comes mostly prepared; is cooperative and respectful most of the time; usually demonstrates overall awareness of what's appropriate; seems engaged and usually makes the best of time to learn. | |
| Consummate Professional. Always arrives in plenty of time to get settled; always comes prepared with necessary materials; always cooperative and respectful; demonstrates an overall sense of awareness of what's appropriate; always contributes, asks thoughtful questions and always makes the best use of time to learn and engage with others | |

Did the intern meet their personal objectives during the rotation? Why or why not?

Does the intern demonstrate critical thinking and application or the principles of nutrition in patient care plans for this stage in the internship? If not, what specific areas need to be addressed?

Does the intern demonstrate mastery of clinical skills for this stage of the internship? If not what specific clinical skills need to be addressed?

How would you rate the intern on their ability to perform the Nutrition Care Process and use standardized nutrition language across a variety of patient/population types?

Outstanding

Satisfactory

Unsatisfactory

Identify 3 primary strengths, which meet or exceed practice level?

Identify areas needing further development?

What recommendations do you have for the intern as he/she progresses into other clinical rotations to assure competency at the completion of the internship?

EVALUATOR: _____ INTERN: _____ DATE _____

Total Hours in this rotation _____

| DIET 5910 Clinical, Foodservice and Community Rotation Evaluations | | | |
|--|---|---|--|
| PLO #4: Students will demonstrate professional attributes of a nutrition and dietetics professional in a variety of settings . | | | |
| Unacceptable | Introduce | Reinforce | Mastery |
| Unable to identify the professional attributes of a nutrition and dietetics professional. | Identifies the professional attributes of a nutrition and dietetics professional. | Describes the importance of embodying professional attributes in a variety of settings. | Demonstrates professional attributes fitting of a nutrition and dietetics professional when presenting case patient and interventions. |

MS-ND Artifact Description and Rubrics for PLO 5

PLO 5: Students will evaluate emerging research for application in nutrition and dietetics practice.

Artifact: Debate Project

All students completed the debate project which included an in-class debate and research position paper. The project and paper were graded by the course instructor who is also the program director, and assessed for students' ability to critically evaluate emerging research and craft a position based on evidence-based research.

| DIET 5100 Debate Project | | | |
|--|---|---|---|
| PLO #5: Students will evaluate emerging research for application n nutrition and dietetics practice. | | | |
| Unacceptable | Introduce | Reinforce | Mastery |
| Unable to identify appropriate sources for emerging nutrition research. | Identifies appropriate sources for emerging nutrition research. | Describes research methodology that is the basis for sound evidence-based practice. | Evaluates emerging research from appropriate sources, with strong research methodology, to provide sound evidence-based nutrition care. |