

Marshall University
Didactic Program in Dietetics
Annual Assessment Report
AY 2010 - 2011

I. Program's Mission:

The Department of Dietetics strives to deliver the highest quality dietetics education utilizing all available resources to meet the needs of this rural region for dietetics professionals. The DPD's mission is to provide the depth and breadth of food and nutrition knowledge and skills that prepare students to enter a supervised practice program in dietetics.

By providing depth and breadth in the education of undergraduate Dietetic students, the DPD is meeting the University's mission of providing high quality education. Once the degree is completed, students must participate in a supervised practice experience to become eligible to sit for the national Registered Dietitian examination. A majority of our graduates complete this internship at Marshall. Thus, graduates of the program ultimately become successful practitioners, who work to promote optimal nutrition in the communities where they reside. Many of these students will practice in rural Appalachia, which is consistent with the University's mission of improving healthcare in the region.

II. Program's Student Learning Outcomes:

Please see Student Learning Outcomes Chart (pgs. 3 – 14).

III. Assessment Activities:

See attached chart (pgs. 3 – 14) and rubrics (pgs. 15 – 22).

IV. Overview of Changes:

During the 2010-2011 school year, the Dietetics faculty implemented the department's newly design plan for measuring student learning outcomes based on the revised Commission on Accreditation for Dietetics Education (CADE) student learning objectives. Student work samples from several courses including DTS 301, DTS 302, DTS 310, DTS 320, DTS 469 and DTS 470 were assessed using this plan for the first time. As noted on the attached chart, four main learning domains were assessed. These included scientific and evidenced-based practice, professional practice, clinical and customer service, and management and use of resources. Faculty will continue to obtain copies of projects, papers, and assignments needed to assess specific skills and will meet annually to review. When feasible, all four domains will be assessed each year. Otherwise, domains one and three will be assessed during odd years and two and four in even years.

V. Assessment Day Activities:

During Marshall's Assessment Day, the department conducts focus group interviews with senior students to obtain information about the program as a whole. This year a new faculty member, whom had not taught any of the seniors, conducted the focus group in order to make the seniors feel comfortable speaking freely about courses and their experiences in program. Information regarding what students like and dislike about the program was obtained and considered when making course and programmatic decisions. Several comments reaffirmed a recent change in the dietetics curriculum. Students suggested adding a Medical Terminology course to the curriculum; this course is now required for students entering Marshall on the Core Curriculum Plan.

Feedback from the focus group is used to make changes when appropriate and feasible. For example, many students expressed a concern that the importance of dietetic internships was not talked about early enough in the dietetic program. They suggested adding information about the internship to an introductory nutrition course. The faculty addressed this concern by inviting Marshall's Internship Director to speak to student enrolled in DTS 201: Introduction to Nutrition about the pathway to becoming a Registered Dietitian including the internship. In addition, an interview assignment was added to this course in which students interview a Registered Dietitian about their experiences including the Dietetic Internship.

Students reported that guest speakers, fieldtrips, case studies, and hands-on experiences enhance their learning. Based on this positive feedback the faculty continues to invite guest speakers including dietitians and other healthcare professions to many classes. Fieldtrips, case studies and hands-on laboratory experiences are incorporate when appropriate. During the focus group, students stated that the food and nutrition laboratory facility was inadequate in space and technology. The department is exploring potential funding sources for remodeling the food and nutrition laboratory space.

VI. Assistance Needed:

Because the Didactic Program in Dietetics is nationally accredited, it is necessary to comply with CADE requirements and standards. While the knowledge requirements and learning outcomes are prescribed and periodically updated, the Department is responsible for determining appropriate assessment strategies and outcome benchmarks. Current faculty members welcome any feedback to make the process more effective including feedback on rubrics.

Marshall University
Didactic Program in Dietetics
Foundation Knowledge Requirements and Learning Outcomes

1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice

Knowledge Requirement 1.1.

The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

Learning Outcome	Group to be Assessed	Assessment Methods and Benchmarks	Timeline and Individual Responsible	Results	Planned Action
Students are able to demonstrate how to locate, interpret, evaluate, and use professional literature to make ethical evidence-based practice decisions. (KR 1.1.a.)	Lifespan Nutrition (DTS 310)	Stages of Life Project: Apply KR 1.1 Program Rubric to project with majority of items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of projects. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Odd Years (<i>DPD Faculty</i>)	Spring 2011: N=8 (100% <i>Meet Expectations</i> ; 63% exceed expectations)	Continue to require students to locate, interpret, and evaluate credible references for the Stages of Life Project
	Community Nutrition (DTS 409)	Grant Proposal Project: Apply KR 1.1 Program Rubric to project with majority of items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of projects. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Odd Years (<i>DPD Faculty</i>)	This course is offered every other year and was not taught during the 2010-2011 academic year	Instructor will assign and assess the Grant Proposal Project during Fall Semester 2011
	Chemistry of Foods (DTS 468)	Research Project: Apply KR 1.1 Program Rubric to project with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of projects. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Odd Years (<i>DPD Faculty</i>)	Spring 2011: N=9 n=3 (100% <i>Meet Expectations</i>)	Continue to have students complete literature reviews on laboratory assignments including the final laboratory project

Students are able to use current information technologies to locate and apply evidence-based guidelines and protocols, such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and DHHS, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites. (KR 1.1. b.)	Community Nutrition (DTS 409)	Grant Proposal Project: Apply KR 1.1 Program Rubric to project with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of projects. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Odd Years (<i>DPD Faculty</i>)	This course is offered every other year and was not taught during the 2010-2011 academic year	Instructor will assign and assess the Grant Proposal Project during Fall Semester 2011
	Research in Dietetics (DTS 460)	Research Abstract Assignments: Apply KR 1.1 Program Rubric to assignments with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of abstracts. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Odd Years (<i>DPD Faculty</i>)	No documentation for 2010-2011	Instructor is planning to collect abstracts during Fall Semester 2011

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

Knowledge Requirement 2.1

The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

Learning Outcome	Group to be Assessed	Assessment Methods and Benchmarks	Timeline and Individual Responsible	Results	Planned Action
Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups, and the public. (KR 2.1.a.)	Foodservice Systems & Safety Management II (DTS 302)	Foodservice Design Project: Apply KR 2.1 Program Rubric to project with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of graded presentation rubrics and projects. (Course Instructor) Evaluate during DPD Assessment Day of Even Years (DPD Faculty)	Spring 2011: N=25 (100% <i>Meet Expectations</i>)	Continue to assign the Foodservice Design Project to provide students with an opportunity to practice and demonstrate effective and professional oral and written communication while utilizing current technologies
	Senior Seminar (DTS 476)	Community Presentation: Apply KR 2.1 Program Rubric to presentation with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of graded presentation rubrics and projects. (Course Instructor) Evaluate during DPD Assessment Day of Even Years (DPD Faculty)	No documentation for 2010-2011	Instructor is planning to collect abstracts during Fall Semester 2011
Students are able to demonstrate assertiveness, advocacy, and negotiation skills appropriate to the situation. (KR 2.1.b.)	Assessment & Education Strategies in DTS (DTS 215)	Mock Nutrition Assessment/Education: Apply KR 2.1 Program Rubric to assessment/education with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of graded presentation rubrics and projects. (Course Instructor) Evaluate during DPD Assessment Day of Even Years (DPD Faculty)	This course is offered every other year and was not taught during the 2010-2011 academic year	Instructor is planning to collect graded rubrics and projects during Spring Semester 2012
	Community Nutrition (DTS 409)	Public Policy/Advocacy Assignment: Apply KR 2.1 Program Rubric to letter with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of letters. (Course Instructor) Evaluate during DPD Assessment Day of Even Years (DPD Faculty)	This course is offered every other year and was not taught during the 2010-2011 academic year	Instructor will assign and assess the Public Policy/Advocacy Assignment during Fall Semester 2011

Knowledge Requirement 2.2

The curriculum must provide principles and techniques of effective counseling methods.

Learning Outcome	Group to be Assessed	Assessment Methods and Benchmarks	Timeline and Individual Responsible	Results	Planned Action
Students are able to demonstrate counseling techniques to facilitate behavior change. (KR 2.2.a)	Assessment and Education Strategies in DTS (DTS 215)	Mock Nutrition Assessment/Education: Apply KR 2.2 Program Rubric to assessment/education with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of graded presentation rubric. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Even Years (<i>DPD Faculty</i>)	This course is offered every other year and was not taught during the 2010-2011 academic year	Instructor is planning to collect projects and graded rubrics during Spring Semester 2012
	Medical Nutrition Therapy II (DTS 470)	Case Study Assignment: Apply KR 2.2 Program Rubric to assignment with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of graded presentation rubric. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Even Years (<i>DPD Faculty</i>)	Spring 2011: N:13 (100% <i>Meet Expectations</i>)	Continue to assign case studies to provide students with practice demonstrating counseling techniques to facilitate behavior change

Knowledge Requirement 2.3

The curriculum must include opportunities to understand governance of dietetics practice, such as the ADA Scope of Dietetics Practice Framework, the Standards of Professional Performance, and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

Learning Outcome	Group to be Assessed	Assessment Methods and Benchmarks	Timeline and Individual Responsible	Results	Planned Action
Students are able to locate, understand, and apply established guidelines to a professional practice scenario. (KR 2.3.a.)	Medical Nutrition Therapy I (DTS 469)	Case Study Assignment: Apply KR 2.3 Program Rubric to assignment with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of assignments. (Course Instructor) Evaluate during DPD Assessment Day of Even Years (DPD Faculty)	Fall 2010: N:13 (100% <i>Meet Expectations</i>)	Continue to offer case studies to provide practical application of established guidelines
	Senior Seminar (DTS 476)	Ethics Case Study: Apply KR 2.3 Program Rubric to case study with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of case studies. (Course Instructor) Evaluate during DPD Assessment Day of Even Years (DPD Faculty)	No documentation for 2010-2011	Instructor is planning to collect abstracts during Fall Semester 2011
Students are able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services. (KR 2.3.b.)	Intermediate Nutrition (DTS 320)	Apply KR 2.3 Program Rubric to question on examination to demonstrate knowledge of appropriate collaborations with 80% of students at the <i>Meets Expectation</i> level.	Collect exam responses for appropriate question. (Course Instructor) Evaluate during DPD Assessment Day of Even Years (DPD Faculty)	Fall 2010: N=12. (100% <i>Meet Expectations</i> ; 83% <i>Exceed Expectations</i>)	Will invite SLP or other healthcare professional to speak to the class about collaborative care. Students will continue to learn about collaborative care in MNT I (DTS 469)
	Medical Nutrition Therapy I (DTS 469)	Utilize question on examination to demonstrate knowledge of appropriate collaborations with 80% of students identifying correct response	Collect exam responses for appropriate question. (Course Instructor) Evaluate during DPD Assessment Day of Even Years (DPD Faculty)	Fall 2010: N:13 (100% <i>Meet Expectations</i>)	Continue to emphasize the collaborative role of healthcare professionals and assess through exam question

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

Knowledge Requirement 3.1

The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification, and implementation of interventions and strategies for monitoring and evaluation.

Learning Outcome	Group to be Assessed	Assessment Methods and Benchmarks	Timeline and Individual Responsible	Results	Planned Action
Students are able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention, and health promotion (KR 3.1.a.)	Assessment & Education Strategies in DTS (DTS 215)	Utilize questions on examination to demonstrate knowledge of nutrition care process with 80% of students identifying correct response	Collect exam responses for appropriate questions. <i>(Course Instructor)</i> Evaluate during DPD Assessment Day of Odd Years <i>(DPD Faculty)</i>	This course is offered every other year and was not taught during the 2010-2011 academic year	Instructor is planning to collect exam responses during Spring Semester 2012
	Medical Nutrition Therapy II (DTS 470)	Case Study Assignment: Apply KR 3.1 Program Rubric to assignment with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of case studies. <i>(Course Instructor)</i> Evaluate during DPD Assessment Day of Odd Years <i>(DPD Faculty)</i>	Fall 2010: N:13 <i>(100% Meet Expectations)</i>	Continue to assign case studies in order to provide students with an opportunity to apply the nutrition care process including identifying nutrition-related problems and determining and evaluating nutrition interventions

Knowledge Requirement 3.2

The curriculum must include the role of environment, food, nutrition, and lifestyle choices in health promotion and disease prevention.

Learning Outcome	Group to be Assessed	Assessment Methods and Benchmarks	Timeline and Individual Responsible	Results	Planned Action
Students are able to apply knowledge of the role of environment, food, and lifestyle choices to develop interventions to affect change and enhance wellness in diverse individuals and groups (KR 3.2.a.)	Community Nutrition (DTS 409)	Grant Proposal Project: Apply KR 3.2 Program Rubric to project with majority of items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of projects. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Odd Years (<i>DPD Faculty</i>)	This course is offered every other year and was not taught during the 2010-2011 academic year	Instructor will assign and assess Grant Proposal Projects during Fall Semester 2011

Knowledge Requirement 3.3

The curriculum must include education and behavior change theories and techniques

Learning Outcome	Group to be Assessed	Assessment Methods and Benchmarks	Timeline and Individual Responsible	Results	Planned Action
Students are able to develop an educational session or program/educational strategy for a target population (KR 3.3.a)	Assessment & Education Strategies in DTS (DTS 215)	Mock Nutrition Assessment/Education: Apply KR 3.3 Program Rubric to assessment/education with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of graded presentation rubric. <i>(Course Instructor)</i> Evaluate during DPD Assessment Day of Odd Years <i>(DPD Faculty)</i>	This course is offered every other year and was not taught during the 2010-2011 academic year	Students will participate in a mock nutrition assessment/education to practice developing and implementing education. Graded rubrics and projects will be collected during Spring Semester 2012
	Senior Seminar (DTS 476)	Community Presentation: Apply KR 3.3 Program Rubric to assessment/education with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of graded presentation rubric and projects. <i>(Course Instructor)</i> Evaluate during DPD Assessment Day of Odd Years <i>(DPD Faculty)</i>	No documentation for 2010-2011	Instructor is planning to collect abstracts during Fall Semester 2011

4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

Knowledge Requirement 4.1

The curriculum must include management and business theories and principles required to deliver programs and services.

Learning Outcome	Group to be Assessed	Assessment Methods and Benchmarks	Timeline and Individual Responsible	Results	Planned Action
Students are able to apply management and business theories and principles to the development, marketing, and delivery of programs or services. (KR 4.1.a.)	Foodservice Safety & Systems MGT II (DTS 302)	Foodservice Design Project: Apply KR 4.1 Program Rubric to project with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of projects. (Course Instructor) Evaluate during DPD Assessment Day of Even Years (DPD Faculty)	Spring 2011: N=25 (100% Meet Expectations)	Continue to assign the Foodservice Design Project to provide students with an opportunity to apply management and business theories and principles
Students are able to determine costs of services or operations, prepare a budget, and interpret financial data. (KR 4.1.b.)	Foodservice Safety & Systems MGT II (DTS 302)	Foodservice Design Project: Apply KR 4.1 Program Rubric to project with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of projects. (Course Instructor) Evaluate during DPD Assessment Day of Even Years (DPD Faculty)	Spring 2011: N=25 (100% Meet Expectations)	Continue to assign the Foodservice Design Project to provide students with an opportunity to determine costs, prepare a budget, and interpret financial data
	Community Nutrition (DTS 409)	Grant Proposal Project: Apply KR 4.1 Program Rubric to project with majority of items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of projects. (Course Instructor) Evaluate during DPD Assessment Day of Even Years (DPD Faculty)	This course is offered every other year and was not taught during the 2010-2011 academic year	Instructor will assign and assess Grant Proposal Projects during Fall Semester 2011
Students are able to apply the principles of human resource management to different situations. (KR 4.1.c.)	Foodservice Safety & Systems MGT I (DTS 301)	Utilize questions on examination to demonstrate knowledge of HR principles with 80% of students identifying correct responses	Collect exam responses for appropriate questions. (Course Instructor) Evaluate during DPD Assessment Day of Even Years (DPD Faculty)	Fall 2010: N= 25 n=6 (67% of the students identified the correct response)	Instructor plans to place a stronger emphasis on HR principles, including issues relating to sexual harassment, through lecture and class discussion

Knowledge Requirement 4.2

The curriculum must include content related to quality management of food and nutrition services.

Learning Outcome	Group to be Assessed	Assessment Methods and Benchmarks	Timeline and Individual Responsible	Results	Planned Action
Students are able to apply safety principles related to food, personnel, and consumers. (KR 4.2.a.)	Introductory Foods (DTS 202)	Utilize written laboratory reports to demonstrate application of safety principles with 80% of students correctly identifying these principles Sample = 25%	Collect laboratory reports. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Even Years (<i>DPD Faculty</i>)	No documentation for 2010-2011.	Instructor is planning to collect laboratory reports during Spring Semester 2012
	FS Safety & Systems MGT II (DTS 302)	Utilize written laboratory reports to demonstrate application of safety principles with 80% of students correctly identifying these principles Sample = 25%	Collect laboratory reports. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Even Years (<i>DPD Faculty</i>)	Spring 2011: N=25 (100% <i>Meet Expectations</i>)	The instructor will continue to stress safety during labs and will include safety principles as part of future laboratory reports
Students are able to develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision-making. (KR 4.2.b.)	Chemistry of Foods (DTS 468)	Research Project: Apply KR 4.2 Program Rubric to project with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of projects. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Even Years (<i>DPD Faculty</i>)	Spring 2011: N=9 n=3 (100% <i>Meet Expectations</i>)	Students will continue to enhance their assessment skills by completing the final laboratory project involving sensory evaluation of a modified food

Knowledge Requirement 4.3

The Curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

Learning Outcome	Group to be Assessed	Assessment Methods and Benchmarks	Timeline and Individual Responsible	Results	Planned Action
Students are able to explain the impact of a public policy position on dietetics practice. (KR 4.3.a.)	Community Nutrition (DTS 409)	Public Policy/Advocacy Assignment: Apply KR 4.3 Program Rubric to assignment with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of assignments. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Even Years (<i>DPD Faculty</i>)	This course is offered every other year and was not taught during the 2010-2011 academic year	Instructor will assign and assess the Public Policy/Advocacy Assignment during Fall Semester 2011

Knowledge Requirement 4.4

The curriculum must include content related to health care systems.

Learning Outcome	Group to be Assessed	Assessment Methods and Benchmarks	Timeline and Individual Responsible	Results	Planned Action
Students are able to explain the impact of health care policy and administration, different health care delivery systems, and current reimbursement issues, policies and regulations on food and nutrition services. (KR 4.4.a.)	Community Nutrition (DTS 409)	Public Policy/Advocacy Assignment: Apply KR 4.4 Program Rubric to assignment with all items scored at the <i>Meets Expectations</i> level for 80% of students Sample = 25%	Collect sample of assignments. (<i>Course Instructor</i>) Evaluate during DPD Assessment Day of Even Years (<i>DPD Faculty</i>)	This course is offered every other year and was not taught during the 2010-2011 academic year	The instructor will assign and assess the Public Policy/Advocacy Assignment during Fall Semester 2011

5. Support Knowledge: knowledge underlying the requirements specified above.

Support Knowledge 5.1

The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science (DTS 202) and food systems (DTS 301 and 302), techniques of food preparation (DTS 202 and 468), and application to the development, modification, and evaluation of recipes, menus, and food products acceptable to diverse groups (DTS 201 and DTS 301 and 302).

Support Knowledge 5.2

The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry (CHM 327), biochemistry (CLS 200, DTS 403), physiology (BSC 228, DTS 469/470, ESS 345), genetics (DTS 403), microbiology (BSC 250, DTS 301), pharmacology (DTS 215, DTS 469/470, CLS 200), statistics (DTS 460, EDF 417), nutrient metabolism (DTS 201, DTS 403, CLS 200, ESS 345), and nutrition across the lifespan (DTS 310).

Support Knowledge 5.3

The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology (PSY 201, 311, 312), sociology or anthropology (SOC 200, potential elective for Marshall Plan course)

Marshall University DPD Foundation Knowledge Requirements and Learning Outcomes

1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice

Knowledge Requirement 1.1

The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

Learning Outcome	Exceed Expectation	Meets Expectations	Below Expectations
Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions. (KR 1.1.a.)	<p>Literature is relevant to the topic and timely- published within the past five years.</p> <p>Literature is from multiple peer-reviewed sources such as journals, textbooks, or reputable Websites such as .gov, .org, .edu sites</p> <p>Data are thoroughly evaluated and interpreted by showing synthesis of material and thorough understanding of the topic.</p>	<p>Literature is relevant to the topic, but older- not published within the last five years.</p> <p>Most data are peer-reviewed sources. No more than 2 to three sources are from non-referred sources.</p> <p>Data are understood by the student, but major interpretation is missing. Student explained information using many of the original concepts and words, without full synthesis.</p>	<p>Literature is not relevant to the present topic. Literature is out-dated and not presented within the past five years.</p> <p>Many sources are Websites with only a few sources from journal and texts. Websites are not reputable and include sites such as Wikipedia.</p> <p>Data are not interpreted by the student. Synthesis of information is not present. Rather, student merely summarizes the original author's words.</p>
Students are able to use current information technologies to locate and apply evidence based guidelines and protocols, such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and DHHS, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Websites (KR 1.1.b.)	Student uses a variety of current information technologies and applies evidence-based guidelines.	<p>Student uses only a select few information technologies and several databases that are not evidence-based.</p> <p>Most information presented is evidence-based, with only a few data based on non-referred material.</p>	Student uses non-approved informatics. Information presented is not-evidence based and found in databases that are not appropriate for scientific use.

Marshall University DPD Foundation Knowledge Requirements and Learning Outcomes

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

Knowledge Requirement 2.1

The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

Learning Outcome	Exceed Expectation	Meets Expectations	Below Expectations
<p>Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public. (KR 2.1.a.)</p>	<ul style="list-style-type: none"> • Oral and written communications are appropriate for the education level of the audience and up-to-date. • Scientific jargon and slang words are not used when communicating with lay people. • Written and oral work is free of grammatical errors. • Written work is free of major punctuation mistakes. • Communication is sensitive to cultural and gender differences. • Effective communication strategies are modeled-connections are drawn, student checks for audience understanding, ideas are re-stated, etc. 	<ul style="list-style-type: none"> • Oral and written communications are somewhat appropriate for the education level of the audience. A few topics may be above or below the targeted education level. • Scientific jargon and slang words are used infrequently when communicating with lay people. • Written and oral work is free of most grammatical errors. • Written work is free of most major punctuation mistakes. • Communication is sensitive to cultural and gender differences, with only a few exceptions. • Effective communication is modeled somewhat. 	<ul style="list-style-type: none"> • Oral and written communications are not appropriate for the education level of the audience. Most topics are above or below the targeted education level. • Scientific jargon and slang words are used frequently when communicating with lay people. • Written and oral work includes multiple grammatical errors. • Written work includes multiple punctuation mistakes. • Communication is not sensitive to cultural and gender differences, with only a few exceptions. • Effective communication is not modeled.
<p>Students are able to demonstrate assertiveness, advocacy, and negotiation skills appropriate to the situation. (KR2.1.b.)</p>	<ul style="list-style-type: none"> • Student fosters positive relationships with peers, teachers and lay people • Student demonstrates a willingness to help and accepts constructive feedback from teachers and mentors. • Student identifies opportunities to foster learning and demonstrates a willingness to ask for help. 	<ul style="list-style-type: none"> • Relationships with peers, teachers and lay people are positive with a few exceptions. • Student is willing to accept feedback, but does not fully value constructive criticism. • Opportunities to foster learning are not fully explored. Student does not ask for help when needed. 	<ul style="list-style-type: none"> • Relationships with peers, teachers and lay people are often strained. • Student does not accept feedback and does not value constructive criticism. Student takes criticism personally. • Opportunities to foster learning are not explored. Student does not ask for help when needed.

Knowledge Requirement 2.2

The curriculum must provide principles and techniques of effective counseling methods.

Learning Outcome	Exceed Expectation	Meets Expectations	Below Expectations
Students are able to demonstrate counseling techniques to facilitate behavior change. (KR 2.2.a)	<ul style="list-style-type: none">• Student asks probing and open questions without leading the client to the appropriate answer.• Student reflects on client's response without passing judgment or providing personal bias. Student shows empathy toward client's point-of-view.• Student helps client work through ambivalence through re-phrasing and reflection of statements and by facilitating change talk.	<ul style="list-style-type: none">• Student uses both open and closed questions in probing the client about behavior change.• Student reflects on client's response, but adds own personal bias and shows some personal judgment.• Student assists client with ambivalence, but does not thoroughly re-phrase or reflect on client's change talk.	<ul style="list-style-type: none">• Student uses mostly closed ended questions in probing the client about behavior change.• Student shows much personal bias and passes judgment on client's situation. Student demonstrates little empathy toward client.• Student detracts from what the client states and does not rephrase or reflect on the client's statements.

Knowledge Requirement 2.3

The curriculum must include opportunities to understand governance of dietetics practice, such as the ADA Scope of Dietetics Practice Framework, the Standards of Professional Performance, and the Code of Ethics for the Profession of Dietetics; and the interdisciplinary relationships in various practice settings.

Learning Outcome	Exceed Expectation	Meets Expectations	Below Expectations
Students are able to locate, understand and apply established guidelines to a professional practice scenario. (KR 2.3.a.)	<ul style="list-style-type: none">• Student utilizes professional guidelines and resources such as the Evidence Analysis Library, Journal of the American Dietetic Association and ADA position papers and applies guidelines in practice scenarios.	<ul style="list-style-type: none">• Student locates several sources of professional guidelines and resources, but does not always apply information in professional practice scenarios.	<ul style="list-style-type: none">• Student neither locates nor applies sources of professional guidelines and resources in practice scenarios.
Students are able to identify and describe the role of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services (KR 2.3.b)	<ul style="list-style-type: none">• Student identifies and describes various (at least five) collaborative professionals with the Registered Dietitian.	<ul style="list-style-type: none">• Student identifies and describes some (less than five) collaborative professionals with the Registered Dietitian.	<ul style="list-style-type: none">• Student is able to identify very few (less than two) collaborative professionals with the Registered Dietitian.

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

Knowledge Requirement 3.1

The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

Learning Outcome	Exceed Expectation	Meets Expectations	Below Expectations
Students are able to use the nutrition care process (NCP) to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion. (KR. 3.1.a.)	<ul style="list-style-type: none"> • Student adequately includes all components of the NCP and chooses an appropriate nutrition diagnosis and proper MNT process. • Student links prior knowledge to the NCP and uses critical thinking to answer all problems correctly and thoroughly. 	<ul style="list-style-type: none"> • Student includes most pieces of the NCP. The nutrition diagnosis is appropriate, but there are better choices. MNT is adequate. • Student links the NCP to prior knowledge, but critical thinking and synthesis of knowledge is lacking. Some questions are not answered fully and accurately. 	<ul style="list-style-type: none"> • Parts of the NCP are missing and the nutrition diagnosis is incorrect. MNT is not appropriate for the example provided. • There is no clear element of critical thinking and prior knowledge is not linked with current information.

Knowledge Requirement 3.2

The curriculum must include the role of the environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

Learning Outcome	Exceed Expectation	Meets Expectations	Below Expectations
Students are able to apply knowledge of the role of the environment, food and lifestyle choices to develop interventions to affect change and enhance wellness in diverse individuals and groups. (KR 3.2.a)	<ul style="list-style-type: none"> • Student is able to use critical thinking to link the role of environment to lifestyle choices. • Student appropriately designs interventions for behavioral change in various populations 	<ul style="list-style-type: none"> • Student does not fully demonstrate understanding of the role of personal environment and lifestyle choices. • Some interventions are designed to enact behavioral change, but may not be applicable to diverse populations. 	<ul style="list-style-type: none"> • Student does not demonstrate understanding of the role of personal environment and lifestyle choices. • Interventions are not designed to enact behavioral change and are not applicable to diverse populations.

Knowledge Requirement 3.3

The curriculum must include education and behavior change theories and techniques.

Learning Outcome	Exceed Expectation	Meets Expectations	Below Expectations
Students are able to develop an educational session or program/educational strategy for a target population.	<ul style="list-style-type: none">• Educational session is appropriate for the target audience in terms of readability (education level).• Educational session is free from professional jargon and targets the lay person.• Educational session contains appropriate information that is up-to-date with the latest research-based information.	<ul style="list-style-type: none">• Educational session is somewhat appropriate for the target audience. Some reference material contains information for a higher education level than the target audience.• Educational session contains a few pieces of professional jargon, but basically targets the lay person.• Educational session has almost all up-to-date information, with only a few exceptions.	<ul style="list-style-type: none">• Educational session is not appropriate for the target audience and is written for an educated audience only.• Educational session contains mostly professional jargon and does not target the lay person.• Educational session is not up-to-date and much information is not research-based.

4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.

Knowledge Requirement 4.1

The curriculum must include management and business theories and principles required to deliver programs and services.

Learning Outcome	Exceed Expectation	Meets Expectations	Below Expectations
Students are able to apply management and business theories and principles to the development, marketing and delivery of programs or services. (KR 4.1.a.)	<ul style="list-style-type: none"> Student addresses major business theories and uses theories to appropriately market a program or service. 	<ul style="list-style-type: none"> Student fully addresses major parts of business theories, but does not incorporate all information into the marketing plan. 	<ul style="list-style-type: none"> Student fails to address major business theory components and does not incorporate the theories into the marketing plan.
Students are able to determine costs of services or operations, prepare a budget and interpret financial data. (KR.4.1.b.)	<ul style="list-style-type: none"> Student completes an accurate cost analysis with an appropriate budget and interpretation of the financial data. 	<ul style="list-style-type: none"> Student completes a cost analysis but some accuracy is missing. The budget is also completed, but does not fully reflect the analysis and therefore, the financial data is not fully and completely interpreted. 	<ul style="list-style-type: none"> Student does not fully or accurately complete the cost analysis. The budget is not adequately prepared and financial data is mis-interpreted.
Students are able to apply the principles of human resource management to different situations. (KR 4.1.c.)	<ul style="list-style-type: none"> Student fully synthesizes various human resource principles and appropriately applies the principles to a variety of situations. 	<ul style="list-style-type: none"> Student shows an understanding of the human resources principles, but does not show full synthesis or complete application in a variety of situations. 	<ul style="list-style-type: none"> Student does not show clear understanding, analysis or application of the principles of human resource management.

Knowledge Requirement 4.2

The curriculum must include content related to quality management of food and nutrition services.

Learning Outcome	Exceed Expectation	Meets Expectations	Below Expectations
Students are able to apply safety principles related to food, personnel, and consumers. (IKR 4.2.a.)	<ul style="list-style-type: none"> Student fully understands various principles of safety and is able to apply principles in a variety of situations and to a variety of factors, including food, personnel and consumers. 	<ul style="list-style-type: none"> Student understands various principles of safety but does not always apply the principles in a variety of situations and to a variety of factors. 	<ul style="list-style-type: none"> Student does not fully understand safety principles and does not apply principles in a variety of situations.
Students are able to develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision-making. (KR 4.2.b.)	<ul style="list-style-type: none"> Student is able to understand and synthesize informatics principles and uses appropriate technology to analyze data. Student uses data analysis to properly assess various situations and make good decisions in an appropriate manner. 	<ul style="list-style-type: none"> Student understands informatics principles but does not fully synthesize information in order to use technology in data analysis. Student uses a variety of data analysis tools, but does not always use assessment properties to make decisions in the most appropriate manner. 	<ul style="list-style-type: none"> Student does not fully understand or synthesize informatics principles or technology in appropriate data analysis. Student does not use data analysis to make good decisions in an appropriate manner.

Knowledge Requirement 4.3

The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

Learning Outcome	Exceed Expectation	Meets Expectations	Below Expectations
Students are able to explain the impact of a public policy position on dietetics practice. (KR 4.3.a.)	<ul style="list-style-type: none"> Student understands the importance and impact of public policy and is able to fully explain the influence on the practice of dietetics. 	<ul style="list-style-type: none"> Student understands the importance and impact of public policy, but cannot fully explain the influence on the practice of dietetics. 	<ul style="list-style-type: none"> Student does not understand the importance and impact of public policy and cannot explain the influence on the practice of dietetics.

Knowledge Requirement 4.4

The curriculum must include content related to health care systems.

Learning Outcome	Exceed Expectation	Meets Expectations	Below Expectations
Students are able to explain the impact of health care policy and administration, different health care delivery systems, and current reimbursement issues, policies and regulations on food and nutrition services. (KR 4.4.a.)	<ul style="list-style-type: none">• Student understands the importance and impact of health care policy, various health care delivery systems, current reimbursement issues and policies and regulations on food and nutrition services and is able to fully explain the influence on the practice of dietetics.	<ul style="list-style-type: none">• Student understands the importance and impact of health care policy, various health care delivery systems, current reimbursement issues and policies and regulations on food and nutrition services, but is not able to fully explain the influence on the practice of dietetics.	<ul style="list-style-type: none">• Student does not fully understand the importance and impact of health care policy, various health care delivery systems, current reimbursement issues and policies and regulations on food and nutrition services and is not able to explain the influence on the practice of dietetics.