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nutrition related is further evaluated by

DIET 5100/5130: Post-Clinical Assignment. The post clinical assignment evaluates professional competence specifically related to clinical care. Students present a patient they worked with and are evaluated on the appropriateness of the care provided as well as their professionalism in engaging with the patient.

PLO 5: Collected from two courses **DIET 5100** (taken by **all** graduate nutrition students) and **DIET 5960/DIET 5990** (all graduate students either complete a capstone or thesis project).

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

- 1) Health Fair Project. The reflection papers submitted by the students underscore the significance they attribute to their involvement in health fairs, community outreach, and interactions with patients or clients who often lack access to healthcare services. In their reflections, a recurring theme centers on the profound impact of collaborating with individuals from diverse backgrounds and with varying healthcare needs. This collaborative experience emerges as a valuable contributor to the students' growing confidence. Yet, what they perceive as the most substantial advantage is that this comfort enables them to deliver care with compassion, even to those whose circumstances and backgrounds differ significantly from their own.

Learning Gaps: No learning §.3 ()1.7 (ta13.1 (fa)-0.8)-4. (nf)13.54 Tc 0.ev.1 (m)-9i (c)11.9 (n)2.2 (N)0.7 (o)-954 Tc C

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?

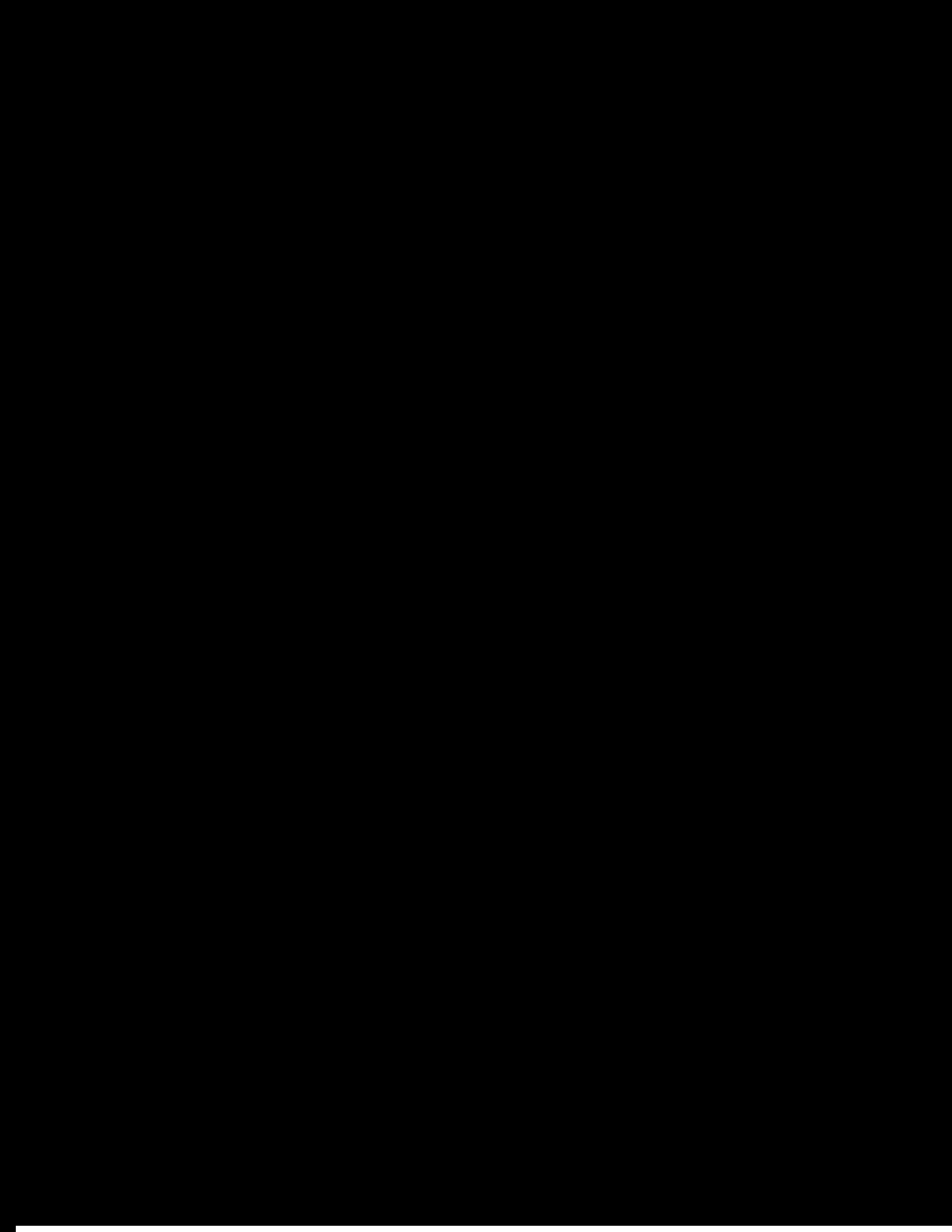
Document the experience and what happened/what did you do in the specific IPTS sessions. Please be sure to identify how you specifically used client-centered communication to advocate for the best care for this patient.

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 to ensure that you are able to communicate nutrition-related information in a clear and concise way



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|---|--|--|--|--|--|--|
| Comments: | | | | | | |
| Communication | | | | | | |
| Maintained good eye contact | | | | | | |
| Maintained open body language | | | | | | |
| Maintained pleasant tone of voice, leaving out sarcasm. | | | | | | |

Conveyed empathy: Counselor showed active interest in understanding the client's perceptions, situation, meaning and feelings

| | | | | | |
|--|--|--|--|--|--|
| 3. Evaluates own strengths and weaknesses. | | | | | |
| 4. Compliant with HIPPA requirements and PPI | | | | | |

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.

| DEBATE RUBRIC | Levels of Performance | | | | Possible Points | |
|---------------|-----------------------|--------|-----------|-----------------|-----------------|--------------------------|
| Criteria | 1-Weak | 2-Fair | 3-Average | 4-Above Average | 100 | Pro / Con Points Awarded |

Research

- Evidence of in-depth research and recent research publications
- Clear understanding of topic and position
- Number of concept points utilized
- Ability to respond to rebuttals using appropriate scientific references
- Use of examples and facts

Research is weak. Group has difficulty presenting concept points and provides below average responses to rebuttals. Examples and facts are used infrequently if at all

Some research effort is evident. Group presents 1 to 2 concept points and provides below average to average responses to some rebuttals. Examples and 2 refEMC BT/LBT/sd i.6 €]1 (t7a 1 (d pr20 (v)3.7 (5 (de)1 C3v)3.7 BT/Ld i5 (f6.7 (6.7 €)1q 0 Twaf10.7 rebuttals.Som

| | | | | | | |
|--|--|--|---------|--|--|--|
| | | | debate. | | | |
|--|--|--|---------|--|--|--|

Debate Process:

Opening/Closing
Statements

- Statements are given to support position
- Relevancy of supporting documents
- Content comprehension of members