

Doisy College of Health Sciences Program-Level Assessment: Annual Report

Program: BS in Nutrition and Dietetics (BSND) and DPD Certificate Program (DPD) Department: Nutrition and Dietetics

Degree or Certificate Level: UG College/School: Doisy College of Health Sciences

Date (Month/Year): September 2021 Primary Assessment Contact: Whitney Linsenmeyer

In what year/cycle was the data upon which this report is based collected? 2020-2021

In what year/cycle was the program's assessment plan most recently reviewed/updated? 2018-2019

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

PLO #3: Demonstrate nutrition education methods to facilitate diet changes in diverse populations
PLO #4: Articulate the value of nutrition and dietetic professionals in an interprofessional care context
PLO #5: Evidence the proper use of professional literature to make evidence-based nutrition care decisions.

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts 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 #3: DIET 4500 Nutrition Counseling, counseling session final report
PLO #4: DIET 4110 Clinical Practicum Lab I, interprofessional teamwork reflection paper
PLO #5: DIET 4110 Clinical Practicum Lab I, case study power point presentation

DIET 4110 Clinical Practicum Lab I was fully online with both synchronous and asynchronous components due to COVID-19. No Madrid artifacts were included and no courses were at other off-campus locations.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

PLO #3: The counseling session final reports were evaluated using the assessment rubric (see Assessment Rubric for the Program Evaluation Plan, PLO #3). The instructor provided a summary of the graded rubrics; the program director identified the number of students that achieved a ranking of "reinforce" or higher and recorded the data in the 2020-2021 annual assessment report. All student projects were evaluated, which is consistent with the accreditation guidelines for the DPD Program.

PLO #4: The interprofessional teamwork reflection papers were evaluated using the assessment rubric (see Assessment Rubric for the Program Evaluation Plan, PLO #4). The assigned graduate assistants provided a summary of the graded rubrics to the instructor; the program director identified the number of students that achieved a ranking of "reinforce" or higher and recorded the data in the 2020-2021 annual assessment report. All student projects were evaluated, which is consistent with the accreditation guidelines for the DPD Program. Given the transition to a virtual platform in the fall of 2020, the instructor was also asked to explain how this clinic-based course, and the potential for interprofessional discourse, were adapted to a new learning environment.

PLO #5: The case study power point presentations were replaced by a patient data collection form (PDCF) and corresponding nutrition care plan (NCP) due to the online delivery of the course during the 2020-2021 academic year. The PDCF and NCP were evaluated using the assessment rubric (see Assessment Rubric for the Program Evaluation Plan, PLO #5). The assigned graduate

assistants provided a summary of the graded rubrics to the instructor; the program director identified the number of students that achieved a ranking of “reinforce” or higher and recorded the data in the 2020-2021 annual assessment report. All student projects were evaluated, which is consistent with the accreditation guidelines for the DPD Program. Given the transition to a virtual platform in the fall of 2020, the instructor was also asked to explain how this clinic-based course, and the potential for interprofessional discourse, were adapted to a new learning environment.

4. Data/Results

What were the results of the assessment of the learning outcomes? 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 #3: An estimated 100% (20/20) of students earned “reinforce” or higher on the rubric. This exceeded the program target that 85% or more of students would earn “reinforce” or higher on the rubric. This course remained in-person during the 2020-2021 school year; there are no differences in teaching modality to report.

PLO #4: An estimated 100% (20/20) of students earned “reinforce” or higher on the rubric. This exceeded the program target that 85% or more of students would earn “reinforce” or higher on the rubric. The assignment was adapted to a virtual learning environment by simulating telehealth and using the EHR Go software for electronic record review. The graduate assistant assigned to each section acted as the “patient” for the student to interview. Although students did not have the opportunity to talk with other healthcare providers as they would have in a hospital setting, they relied on the notes left by other healthcare providers in the medical record and were encouraged to reflect on the type of content that was most helpful from the medical record review process.

PLO #5: An estimated 100% (20/20) of students earned “reinforce” or higher on the rubric. This exceeded the program target that 85% or more of students would earn “reinforce” or higher on the rubric. The “lecture” portion of the class where students typically would have presented their case studies was online/asynchronous this year. Therefore, we omitted this assignment from the class and instead evaluated the PDCF/NCP for the purposes of evaluating this SLO. We do not anticipate having to make this substitution again in the future given that DIET 4110 has returned to in-person/on-site delivery in a hospital setting.

5. Findings: Interpretations & Conclusions

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

Our findings from the 2020-2021 program assessment indicated that all students met expectations regarding the demonstration of nutrition education methods to facilitate diet changes in diverse populations (PLO #3), the articulation of the value of nutrition and dietetic professionals in an interprofessional care context (PLO #4) and the proper use of professional literature to make evidence-based nutrition care decisions (PLO #5). This is consistent with the accreditation guidelines for the DPD Program where all students are required to meet the student learning outcomes associated with each course; those that do not meet the outcome must be remediated until they are successful.

We further explored PLOs #4 and #5 due to the substantive shift in delivery from an in-person/on-site course in a hospital setting to a simulated telehealth environment during the 2020-2021 school year. DIET 4110 is a 2-semester course with the same cohort of students in the fall and spring semesters. Therefore, we were able to conduct a thorough course evaluation at the close of the fall 2020 semester and encourage students to share their feedback to improve the spring 2021 semester. Students suggested the volunteer patients be better prepared for the patient interview given that there were often discrepancies between the electronic medical record and the patient’s responses. To address this issue, we had the graduate assistant meet with each patient for 10 minutes prior to the first interview to review the case and answer questions. Based on this course evaluations at the close of the spring 2021 semester, this was an effective solution. Students also expressed disappointment that they were not able to be in the hospitals for this course, and therefore not able to interact with other healthcare providers (PLO #4). We appreciated this feedback and attempted to make the best of our situation by explaining that telehealth is likely to be a more permanent fixture in healthcare delivery even “after” the pandemic.

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?

Results will be shared at a fall 2021 faculty meeting. A plan for implementation, if necessary, will be evaluated with the chair and collective faculty. We will utilize this data to inform our ongoing strategic plan efforts throughout the next three years.

B. How specifically have you decided to use 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
- Student artifacts collected
- 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 the findings.

The action we took regarding the delivery of DIET 4110 is explained in section 5.

If no changes are being made, please explain why.

NA

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?

We received the rating of "partially met" on the program-level assessment report feedback from (March 1, 2021) for: Findings identify learning gaps and possible curricular or pedagogical remedies; program faculty have identified how they are using these findings to improve teaching and learning in their program; the actions identified are supported by their findings; and program faculty have identified how they plan to use this information moving forward.

In general, we recognize the need to apply the findings to our courses as an area of improvement. We have not been highly motivated to make changes given that students are meeting or exceeding expectations for the PLOs, as well as the Student Learning Outcomes (SLOs) collected by our accrediting body, or the Accreditation Council of Education in Nutrition and Dietetics (ACEND). Therefore, the change we plan to make in the coming year is to integrate the assessment findings more frequently into our biweekly faculty meetings (at least 2x/semester).

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

NA

C. What were the findings of the assessment?

NA

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

PLOs will be continually reviewed alongside the SLOs required by ACEND.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

All assignment instructions and rubrics are attached to the Assessment plan.

Assignment Instructions

Counseling Session Final Report (PLO #3)

Assignment Instructions: For this project, we will post on Newslink an advertisement for anyone who might be interested in participating in a 4-week nutrition counseling experience. You will be randomly assigned a client.

Weeks 11 through 14 of this course will be devoted to the client counseling project. You will have the availability to meet with your client at your assigned lab times on Wednesdays and Friday, but you will have to meet virtually.

You will meet with your client once per week for 4 weeks. You will receive specific tasks for each week that will be uploaded to blackboard, including dietary analysis, goal setting, evaluation of client's willingness to change, and reporting strategies used in each session.

1. Establishing rapport
2. Conducting interviews
3. Assessing nutritional risks and identifying problem list
4. Documenting your nutrition diagnosis
5. Identifying the stage of readiness to change
6. Identifying the behavioral goals and barriers to change
7. Problem solving with patient
8. Developing a measurable behavior change plan
9. Providing motivation to change through email communications
10. Documenting nutrition care plan and services provided using the nutrition diagnosis format
11. Evaluating outcomes and measures of behavior change in a follow-up meetings and discussing how it can be applied to nutrition counseling

Each session will be recorded via telehealth so that you can revise and study. You will be assigned a Master level student who will help you find your strengths and areas of opportunity.

You will have been both a counselor and a client of a 4-week nutrition counseling experience by this point. This project aims to give you a real-life experience with counseling with the support of the group. Each Tuesday of weeks 11-14, we will discuss each of your challenges, lessons, questions, concerns and successes.

We will not require clients to meet in person; therefore, all the client counseling sessions will be done via telehealth at a time set on a case-to-case basis.

The instructions and tasks for this project are similar to those of the peer counseling project. Each task will be uploaded via blackboard. We will discuss and revise each of the deliverables for this project together in class.

Interprofessional Teamwork Reflection Paper (PLO #4)

Assignment Instructions: Describe your experience with interprofessional practice this past semester. Though we didn't talk to any other healthcare professionals directly, we did rely on them through the information provided in the electronic health records. What type of information did you learn from other providers? Whose notes were particularly helpful? Were there specific conditions we covered where you relied heavily on the information provided from other providers? How did you collaborate with other dietetic students?

Case Study PowerPoint Presentation (PLO #5)

Modified: Patient Data Collection Form (PDCF) and Nutrition Care Plan/ADIME Worksheet

Assignment Instructions: Complete the following PDCF for your assigned patient.

**SAINT LOUIS UNIVERSITY: DIET 4110 & 4160
PATIENT DATA COLLECTION FORM (PDCF): 2020-2021**

STUDENT NAME	
DATE	
PATIENT TYPE	

CHART REVIEW

I. PATIENT INFORMATION

NAME	
AGE	
GENDER	
MARITAL STATUS	
ADMITTING DATE	
ADMITTING DIAGNOSIS	
DIET/EN/PN ORDER(S)/ROUTE OR DAYS NPO	
IVF	
ORAL SUPPLEMENTS	
MED/SURG PROCEDURES (TYPE, DATE)	
PAST MED/SURG HISTORY	
SOCIAL HISTORY	
OTHER	

II. ANTHROPOMETRIC AND FLUID BALANCE DATA

<i>WEIGHT STATUS</i>	
ACTUAL WEIGHT (kg)	
HEIGHT (cm)	
BMI (kg/m ²)	

BMI CLASS	
IDEAL BODY WEIGHT (kg)	
IDEAL BODY WEIGHT %	
USUAL BODY WEIGHT	
USUAL BODY WEIGHT %	
FRAME SIZE	
OTHER ANTHROPOMETRICS	
<i>WEIGHT HISTORY</i>	
WEIGHT GAINED/LOST (kg)	
INTENDED/UNINTENDED	
TIME PERIOD (days/weeks/months)	
% WEIGHT CHANGE	
USUAL WEIGHT GAIN/LOSS PATTERNS	
RATIONALE FOR WEIGHT GAINED/LOST	
ORAL IN/URINE OUT (Is/Os) (cc)	

III. PERTINENT MEDICATIONS

DRUG NAME	TYPE OF DRUG	DOSE	TIME	FOOD/NUTRIENT INTERACTIONS

IV. LABORATORY VALUES

LAB TEST NAME	LAB VALUE, DATE	SIGNIFICANCE—High (H), Low (L), Normal (N)	POSSIBLE ETIOLOGY OF LAB TEST ABNORMALITY

PATIENT INTERVIEW

V. DIET AND PREVIOUS EDUCATION

HOME/USUAL DIET, DIETARY RESTRICTIONS	
PREVIOUS MNT INSTRUCTIONS, DATE	
HISTORY OF CHANGES MADE POST DIET EDUCATION	

VI. REVIEW OF SYSTEMS

GI SYMPTOMS: NAUSEA, VOMITING, DIARRHEA, CONSTIPATION	
EATING PROBLEMS: CHEWING, SWALLOWING, DENTURES, SELF-FEEDING	
SKIN INTEGRITY: INTACT/COMPROMISED, PRESSURE SORE GRADE	
VISUAL ASSESSMENT: WASTING (FAT/MUSCLE), ABNORMAL FAT DISTRIBUTION, VISCERAL ADIPOSITY	
SUSPECTED NUTRIENT DEFICIENCIES	

VII. EATING HABITS/PATTERNS

<i>APPETITE</i>	
CURRENT APPETITE	
RECENT CHANGE IN APPETITE	
RATIONALE FOR APPETITE CHANGE	
<i>FOOD PREFERENCES/TOLERANCES</i>	
FOOD PREFERENCES	
FOOD ALLERGIES, INTOLERANCES, EXCLUSIONS	

<i>GROCERY/SHOPPING PATTERNS</i>	
PERSON TYPICALLY PREPARING FOOD	
GROCERY STORE OF CHOICE	
FREQUENCY/NATURE OF MEALS AWAY FROM HOME/WEEK	
<i>DIETARY SUPPLEMENT USE</i>	
VITAMIN/MINERAL SUPPLEMENTS	
HERBAL SUPPLEMENTS	
OTHER DIETARY SUPPLEMENTS	
<i>PHYSICAL ACTIVITY PATTERNS</i>	
FREQUENCY (PER WEEK)	
TYPE OF ACTIVITIES	
DURATION	
INTENSITY	
RATIONALE IF NOT PHYSICALLY ACTIVE	

VIII. DIETARY INTAKE (24 RECALL OR USUAL DIETARY INTAKE RECORD)

TIME	FOOD/BEVERAGE	SERVING SIZE	KCAL
	<i>ENTERAL</i>		
	<i>PARENTERAL AND/OR IV</i>		
	<i>CAPD/APD</i>		
	<i>LIPID-BASED SEDATIVES</i>		

	<i>USUAL DAILY INTAKE¹</i>	<i>ESTIMATED NEEDS²</i>	<i>% USUAL DAILY INTAKE OF ESTIMATED NEEDS</i>
ENERGY (kcal)			
PROTEIN (g)			
CHO (g)			
FAT (g)			

FLUIDS (mL)			
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¹Attach a nutrient analysis completing using a nutrient analysis software.

²Estimated Needs

Protein: _____ g/kg/day
 Fluids: 25 mL/kg/day or 1 mL/kcal
 Energy: See “Calculating Weight and Energy” Handout

ADIME WORKSHEET

ASSESSMENT SUMMARY:	
DIAGNOSIS (PES STATEMENT)	
PROBLEM	
ETIOLOGY	“Related to”
#1	
#2	
#2	
SIGNS/SYMPTOMS	“As evidenced by”
#1	
#2	
#3	
INTERVENTIONS *Link to etiology	
Food/Nutrient Delivery	
Nutrition Education	
Nutrition Counseling	
Coordination of Care	
INTERVENTION GOALS	
#1	
#2	
#3	
MONITORING AND EVALUATION *Link to signs/symptoms	

Food/Nutrition Related History Outcomes/Objectives	
Anthropometric Measurement Outcomes/Objectives	
Biochemical Data, Medical Tests, and Procedure Outcomes/Objectives	
Nutrition Focused Physical Finding Outcomes/Objectives	