DHN Mission Statement

The mission of the Department of Dietetics and Human Nutrition in contributing excellence in learning, discovery, and engagement is to:

**Promote** healthy lifestyles through wise, nutritionally-sound, food choices and regular physical activity;

**Enhance** the well-being of people through meaningful nutrition education, research, and service experiences; and

**Expand** economic opportunity by generating and sharing knowledge of human nutrition, dietetics, and food systems.

Basic Assessment Approach:
The B.S. in Human Nutrition program will be assessed based on two specific learning outcomes. Each learning outcome will be evaluated bi-annually with data collected by course instructors and the assessment coordinators. The assessment coordinators will then aggregate and analyze the data, which will be shared with DHN faculty for discussion and development of improvement action plans.

Assessment Oversight and Resources

Dr. Larry Grabau, Associate Dean for Instruction, serves as the College of Agriculture, Food, and Environment learning outcomes assessment coordinator.

Assessment coordinators for the B.S. in Human Nutrition program include Dr. Tammy Stephenson, Director of Undergraduate Studies, and Dr. Sandra Bastin, Department Chair, in the Department of Dietetics and Human Nutrition

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Learning Outcomes for B.S. in Human Nutrition

1. Students will identify nutrients and non-nutrients essential to health and apply this knowledge to promote wellness and chronic disease prevention.
2. Students will demonstrate effective oral and written communication skills, particularly in scientific writing and educational seminar program development and implementation.
## Curriculum Map

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<thead>
<tr>
<th>Learning Outcome</th>
<th>DHN 212</th>
<th>DHN 302</th>
<th>DHN 304</th>
<th>DHN 311</th>
<th>DHN 312</th>
<th>DHN 315</th>
<th>DHN 403</th>
<th>DHN 408G</th>
<th>DHN 474</th>
<th>DHN 475</th>
<th>DHN 510</th>
<th>SDNA &amp; CKUK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify nutrients and non-nutrients essential to health and apply this knowledge to promote wellness and chronic disease prevention.</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>A</td>
<td>E</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Students will demonstrate effective oral and written communication skills, particularly in scientific writing and educational seminar program development and implementation.</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>E</td>
<td>A</td>
<td>E</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

- □ Course addresses this learning outcome
- □ Course artifacts will be used to assess this learning outcome

I=Introduce  R=Reinforce  E=Emphasize  A=Apply

### Assessment Methods and Measures

LO 1:  Students will identify nutrients and non-nutrients essential to health and apply this knowledge to promote wellness and chronic disease prevention.

**Assessment Methods:**

1. Pre- and Post-Tests: The pre- and post-test questions will be written by the assessment coordinators, and reviewed by DHN faculty, to match the learning outcome. The pre-test will be administered the first week of class in DHN 212: Introductory Nutrition and the post-test will be administered the last week of class in DHN 510: Advanced Nutrition.

2. DHN 403 Community Nutrition: As part of the course requirements, students complete an intervention plan targeting specific populations (e.g. children, elderly, low-income). The intervention plan requires students to apply knowledge of nutrients and non-nutrients to promoting health, wellness, and chronic disease prevention in this population. A detailed rubric, developed by the course instructor, is used for the evaluation of this project and will be utilized for assessment of the learning outcome. The rubric will be modified to include specific components to assess this learning outcome.
3. **DHN 510 Advanced Nutrition**: Students complete a 5-page evidence-based literature review on the relationship between a specific nutrient or non-nutrient and some aspect of health (e.g., physical activity performance, disease prevention, mental health, wellness). A detailed rubric, developed by the course instructor, is used for the evaluation of this project and will be utilized for assessment of the learning outcome. The project instructions and rubric have been written by the course instructor to match the learning outcome.

A second assessment in DHN 510 will be the evaluation of a short answer question written by the course instructor to match the learning outcome. The question will require students to identify nutrients and non-nutrients essential to health and chronic disease prevention on one of the regularly scheduled course exams. This question will change for each assessment cycle, but will always be designed to match the learning outcome. One question will be assessed each assessment cycle.

**LO 2:** Students will demonstrate effective oral and written communication skills, particularly in scientific writing and educational seminar program development and implementation.

**Assessment Methods:**

1. **Pre- and Post-Tests**: The pre- and post-test questions will be written by the assessment coordinators, and reviewed by DHN faculty, to match the learning outcome. The pre-test will be administered the first week of class in DHN 212: Introductory Nutrition and the post-test will be administered the last week of class in DHN 510: Advanced Nutrition.

2. **DHN 408G Seminar in Dietetics and Human Nutrition**: As part of the course requirements, students complete a 15-20 minute professional research seminar. A detailed rubric, developed by the course instructor, is used for the evaluation of this seminar and will be utilized for assessment of the learning outcome. The rubric includes specific components tailored to assessing this specific learning outcome.

3. **DHN 475 Research in Nutrition – Applications**: As part of the course requirements, students complete an independent research project on any topic related to nutrition. Students develop a 10-page professional research brief using their own research study, and including a detailed literature review using professional, peer-reviewed sources. A detailed rubric, developed by the course instructor, is used for the evaluation of this paper and will be utilized for assessment of the learning outcome. The rubric includes specific components tailored to assessing this specific learning outcome.
**Data Collection and Review:**

Data will be collected on a rotating cycle for each of the two learning outcomes.  
- LO 1 will be evaluated biannually (2015-2016, 2017-2018, 2019-2020)  
- LO 2 will be evaluated biannually (2016-2017, 2018-2019, 2020-2021)

The assessment coordinators will meet with individual instructors ahead of time to discuss the collection of assessment data. The data will then be collected by the individual course instructors during the course of the semester. Identifying information will be removed from the data, which will then be shared with the assessment coordinators. Assessment coordinators will organize and evaluate the data before sharing with DHN faculty for discussion.

**Benchmark for Learning Outcomes:**

**LO 1:** Students will identify nutrients and non-nutrients essential to health and apply this knowledge to promote wellness and chronic disease prevention.

1. Pre- and Post-Test (completed in DHN 212 and DHN 510)  
   - Knowledge of nutrients and non-nutrients will be at least 25% higher as evaluated on the post-test completed in DHN 510 as compared to the pre-test completed in DHN 212.
2. DHN 403: Community Nutrition  
   - 80% of students will be rated as excellent or very good in their ability to develop a health-promoting intervention based on the nutrient needs of a specific community.
3. DHN 510: Advanced Nutrition  
   - 80% of students will be rated as excellent or very good on the “Content” area of their literature review  
   - 80% of students will be rated as excellent or very good in their ability to explain the mechanisms responsible for the prevention or promotion of a disease in response to a particular nutrient.

**LO 2:** Students will demonstrate effective oral and written communication skills, particularly in scientific writing and educational seminar program development and implementation.

1. Pre- and Post-Tests (completed in DHN 212 and DHN 510)  
   - Confidence in oral and written communication skills will be at least 25% higher as evaluated on the post-test completed in DHN 510 as compared to the pre-test completed in DHN 212.
2. DHN 408G: Seminar in Dietetics and Human Nutrition  
   - 80% of students will be rated as excellent or very good in their ability to clearly and professionally develop and deliver a research presentation on a topic of their choice.
3. DHN 475: Research in Nutrition - Applications
   - 80% of students will be rated as excellent or very good in their ability to develop a 10-page research that is organized, cohesive, well-written, and properly cites at least five appropriate professional resources

**Assessment Cycle and Data Analysis**

Data will be collated and analyzed by the assessment coordinators and shared with DHN faculty at the annual August faculty retreat. Assessment results will be evaluated in comparison to benchmarks, which have been established based on previous data that has been collected from program assessment over the past five years. DHN faculty will review assessment data and discuss if programmatic improvements are necessary. In such cases, enhancements to individual courses, as well as course offerings, may be recommended to address deficits in core knowledge.

The program assessment report will be submitted online by the assessment coordinators annually by the October 31st deadline. Program assessment will be utilized as part of the departmental strategic planning process and program review.

<table>
<thead>
<tr>
<th>Learning Outcome 1: Students will identify nutrients and non-nutrients essential to health and apply this knowledge to promote wellness and chronic disease prevention.</th>
<th>Collection of Data by Individual Faculty</th>
<th>Administraton of Pre- and Post-Tests</th>
<th>Organization and Evaluation of Data</th>
<th>DHN Faculty Discussion of Data</th>
<th>Program Assessment Report Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>Pre-Test: 08/15 &amp; 01/16 Post-Test: 05/16</td>
<td>Summer 16</td>
<td>08/16</td>
<td>08/31/16</td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>Pre-Test: 08/17 &amp; 01/18 Post-Test: 05/18</td>
<td>Summer 18</td>
<td>08/18</td>
<td>08/31/18</td>
<td></td>
</tr>
<tr>
<td>2019-2020</td>
<td>Pre-Test: 08/19 &amp; 01/20 Post-Test: 05/20</td>
<td>Summer 20</td>
<td>08/20</td>
<td>08/31/20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 2: Students will demonstrate effective oral and written communication skills, particularly in scientific writing and educational seminar program development and implementation.</th>
<th>Collection of Data by Individual Faculty</th>
<th>Administraton of Pre- and Post-Tests</th>
<th>Organization and Evaluation of Data</th>
<th>DHN Faculty Discussion of Data</th>
<th>Program Assessment Report Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Pre-Test: 08/16 &amp; 01/17 Post-Test: 05/17</td>
<td>Summer 17</td>
<td>08/17</td>
<td>08/31/17</td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>Pre-Test: 08/18 &amp; 01/19 Post-Test: 05/19</td>
<td>Summer 19</td>
<td>08/19</td>
<td>08/31/19</td>
<td></td>
</tr>
<tr>
<td>2020-2021</td>
<td>Pre-Test: 08/20 &amp; 01/21 Post-Test: 05/21</td>
<td>Summer 21</td>
<td>08/21</td>
<td>08/31/21</td>
<td></td>
</tr>
</tbody>
</table>
Teaching Effectiveness

Teaching effectiveness will be evaluated through standard University TCEs and through annual peer evaluation. All teaching faculty will have an in-class evaluation completed by the Department Chair or faculty appointed by the Chair. The peer teaching evaluation will be shared with the faculty and there will be discussion of strengths and areas for improvement related to teaching effectiveness.

Post-Graduate Success

Human nutrition students will complete an online survey, administered every April to students in DHN 475. Survey data to be collected includes: personal email address (for future contact), plans following graduation, and recommendations for program improvement. Such survey data has been collected from seniors in Human Nutrition since 2012. Data will be collated by the DHN Program Assistant.

One-year post-graduation a follow-up survey request will be emailed to all human nutrition graduates. Students will be surveyed in regards to their employment or professional/graduate school status. Data will be collated by the DHN Program Assistant.

Appendices

Program Assessment Tools

1. Pre- and post-test for administration in DHN 212 and DHN 510
2. DHN 403: project description and rubric
3. DHN 408G: seminar description and rubric
4. DHN 475: project description and rubric
5. DHN 510: literature review description and rubric
6. Senior Survey
7. Alumni Survey
Dietetics & Human Nutrition Undergraduate Test for Program Assessment

The pre-test will be administered the first week of class in DHN 212: Introductory Nutrition and the post-test will be administered the last week of class in DHN 510: Advanced Nutrition. Both tests will be administered online using Qualtrics.

Thank you for completing this survey. Your comments are important to us and will help us improve the Department of Dietetics & Human Nutrition. The answers that you provide are anonymous. Please complete this survey honestly.

1. Which semester and year are you currently enrolled? (example: Fall 2015)

2. What is your major?
   • Pre-human nutrition or human nutrition
   • Pre-dietetics or dietetics
   • Pre-nursing or nursing
   • Sustainable agriculture or food science
   • Other

3. Which nutrient(s) yield(s) energy and contains a nitrogen component?
   • Carbohydrates
   • Proteins
   • Lipids
   • Vitamins
   • All of the above

4. Carbohydrate loading is most beneficial for which type of athlete?
   • Long-distance runner
   • Sprint cyclist
   • Body builder
   • Baseball player

5. A deficiency in which of the following vitamins can lead to poor bone health?
   • Vitamin A
   • Vitamin D
   • Vitamin E
   • Vitamin K

6. A deficiency in which of the following nutrients can lead to anemia?
   • Iron
   • Folate
   • Vitamin B12
   • Folate and Vitamin B12
   • All of the above
7. Paul is a 20-year old college student who cross-trains at the gym 3 or 4 days per week for 60 minutes. Paul is 6’2” tall and weighs 180 lbs. How much protein should Paul be consuming per day? 
   - 50 grams
   - 65 grams
   - 82 grams
   - 104 grams

8. A nutrition label for a granola bar indicates the bar contains 10 grams of carbohydrate, 2 grams of fat, and 3 grams of protein. How many kcals are provided per bar? 
   - 52 kcals
   - 70 kcals
   - 85 kcals
   - 102 kcals

On a scale of 1-7 (1=not at all; 7=very), how confident are you in your ability to?

9. Use peer-reviewed journal articles to write a literature review on a topic related to nutrition and health.

10. Present a 15-minute professional presentation on a topic related to nutrition and health.
Points Possible -

Literature Review TOPIC: 5 pts
Literature Review LIST OF SOURCES: 10 pts
Literature Review OUTLINE DRAFT: 10 pts
Literature Review OUTLINE FINAL: 20 pts
Literature Review ABSTRACT DRAFT: 10 pts
Literature Review ABSTRACT FINAL: 30 pts
Literature Review PAPER DRAFT: 60 pts
Literature Review PAPER FINAL: 200 pts
Literature Review PRESENTATION: 100 pts
Presentation Reflection: 10 pts

Throughout the course of the semester, we will be reviewing several different types of writing. One of those types of writing is a Literature Review, which is an organized “synthesis of the literature on a topic.” When developing a literature review, you will summarize and make sense of peer-reviewed journal articles on a specific topic. Choosing a topic can often be the most challenging aspect of this assignment. Choose a topic that is current and innovative, but also has peer-reviewed journal articles to summarize. Some topics can be so new or unique that there really have not been peer-reviewed studies conducted and published on the topic. As such, that would not be a good topic for a literature review. There are SEVERAL steps to the literature review process that will be completed throughout the course of the semester. Writing a literature review, or similar type of document, will be something that is required in several of your upper-level dietetics courses. As such, developing strong research and writing skills in this class will allow you to excel in your other dietetics courses as well.

As you develop the various components of the literature review, you will use the course textbook, *Preparing Literature Reviews 4e*, as a guide. Individual chapter reading is assigned during the course of the semester. Some of the topics will also be reviewed in lecture/class, but not all. You are responsible for keeping up with the reading and using the textbook as a guide in developing a high quality literature review.

**COMPOSITION ASSIGNMENTS:**

**Literature Review Topic: Due September 12th**

Read and review Chapter 2: *Selecting a Topic for Review* from the Pan textbook. Based on the guidelines provided, submit the following ONLINE:

1. Your literature review topic title.
2. A four to six sentence summary of this review topic.

**Literature Review Preliminary List of Sources: Due September 19th**

Read and review Chapter 3: *Searching for Literature* and Chapter 4: *Searching on the Web* from the Pan textbook. Based on the guidelines provided, submit the following ONLINE:

1. Citations for TEN journal articles that are related to your literature review topic. The articles must have been published in the past FIVE YEARS. Sample citation: Li AW and Goldsmith CW. The effects of yoga on anxiety and stress. *Alternative Medicine Review.* 2012;17(1):21-35. If three or more authors, use Li AW et al.
2. Link to TWO professional websites with data or information related to your literature review topic.
Literature Review Outline: Draft Due October 3rd and Final Draft Due October 17th

Read and review Chapter 7: Preparing a Topic Outline from the Pan textbook. Based on the guidelines provided, submit the following ONLINE:

1. A 1-2 page single-spaced outline for your literature review. Use the format provided in the sample outlines provided in Chapter 7.
2. Updated list of citations for at least FIFTEEN journal articles that are related to your literature review topic.

Literature Review Abstract: Draft Due November 14th and Final Draft Due November 24th

Read and review Chapter 13: Writing Titles and Abstracts from the Pan textbook. Based on the guidelines provided, submit the following (Draft – HARD COPY, Final – ONLINE):

Students will develop an abstract that does not exceed 150 words. This will be an unstructured abstract, meaning that there are not sub-headings. The abstract should summarize the main aspects of the literature review. Note that the draft of the abstract will be submitted as a HARD COPY IN CLASS, the Instructor will provide feedback, and then the final version of the abstract will be submitted ONLINE.

Literature Review Composition Assignment:

For the composition part of this assignment, students will develop a 3500-4000 word (11-12 pages double spaced) literature review on any current topic related to dietetics. Students must use evidence-based resources such as peer-reviewed journal articles and professional websites for statistics. At least FIFTEEN journal articles must be included (i.e. cited) as part of the literature review. Use the format provided on the next page for submitting your news brief.

The literature review will initially be submitted in draft form for both peer and instructor review. Then, a final version of the literature review will be submitted. Students will lose 10 points for each day late the draft or final version of the literature review is submitted. NO assignments will be accepted over 5 days late.

Draft for Peer Review: HARD COPY due in class on November 3rd
The literature review will be peer-reviewed in class on that day. Revisions will then be made by the student prior to submission of a draft to the Instructor.

Draft for Instructor Review: SUBMIT ONLINE by November 7th
The literature review will now be reviewed by the Instructor and returned to the student within one week. Final revisions will then be made by the student prior to submission of the final draft.

Final: SUBMIT only by November 24th

COMMUNICATION ASSIGNMENT:

For the communication part of this assignment, students will present a 10 minute interesting and engaging presentation on their news brief topic. Students will use PowerPoint or Prezi as a presentation tool. Presentation guideline and recommendations will be provided in class.

Presentations: December 1, 3, 5, 8, 10, 12 (assigned ahead of time)

Reflection is an essential part of the learning process, especially when it comes to presentations. As such, students will complete an online presentation reflection on Blackboard (see specific instructions on Blackboard).

Reflection: Presentation reflections due on BLACKBOARD by the class period after a student presents.
DHN 374: Research and Writing in Dietetics
Literature Review Composition Assignment

Author: ENTER YOUR NAME
Affiliation: Dietetics Student, University of Kentucky, Lexington, Kentucky
Date: ENTER DATE

Title: ENTER TITLE

ABSTRACT: THIS SECTION WILL ONLY BE FILLED IN ON FINAL DRAFT AFTER THE FINAL VERSION OF ABSTRACT HAS BEEN COMPLETED. LEAVE BLANK IN EARLIER VERSIONS.

INTRODUCTION: Overview of the topic, including key statistics. Why is this topic important? Approximately 2-3 pages

PURPOSE OF CURRENT REVIEW: Summary of main outcomes of the literature review. 1 paragraph

METHODS: How were the studies located and selected for review? 1-2 paragraphs

(ADD YOUR OWN HEADING) (Add your own Sub-Headings) Heading and sub-headings will be added to organize the flow of your paper. Do not over-use headings and sub-headings, but use them to group the articles/content. This section of the paper will include AT LEAST TWO tables/graphs (this can be 1 table + 1 graph, 2 tables, or 2 graphs dependent on what works best for your topic). The graphs and tables should be sized appropriately (i.e. most would be about 1/3 to ½ page) Approximately 7-8 pages

CONCLUSIONS: What is the take-home message? 1 paragraph

REFERENCES: Order the references chronologically as they appear in the paper. Then, references will be numbered on the Reference page. Approximately 1 page


If three or more authors, use Li AW et al.
GRADING RUBRICS FOR LITERATURE REVIEW ASSIGNMENTS

Composition Assignments:

Abstract Final Draft: 30 points possible

Structure & Organization: 5 points
Abstract is logically organized and easy to follow. Transitions are effective and smooth.

Content: 15 points
Central idea is well-developed. Key points are emphasized with specific numbers included, if appropriate (e.g. key statistic such as number of Americans with Type II DM).

Grammar/Mechanics: 5 points
Virtually free of punctuation, spelling, or mechanical errors. Follows format guidelines (-5 points if abstract great than 150 words and/or sub-headings included).

Sentence Structure: 5 points
Each sentence structured effectively using rich, well-chosen variety of sentence styles and length.

Literature Review: 200 points possible

Structure & Organization: 20 points
Paper is logically organized and easy to follow. Transitions are effective and smooth. Sub-headings included as outlined in paper instructions.

Content: 120 points
Central idea is well-developed and paper has clear purpose throughout. Evidence-based discussion using careful thought, analysis, and insight.

Introduction: 2-3 pages
Purpose: 1 paragraph
Methods: 1-2 paragraphs
Body of Paper: Approximately 7-8 pages
Conclusions: 1 paragraph

References: 20 points
Minimum of 15 peer-reviewed journal articles cited. Reference page organized as specified. In-text citations numbered in chronological order as they appear in paper.

Grammar/Mechanics: 20 points
Virtually free of punctuation, spelling, or mechanical errors. Follows format guidelines.

Sentence Structure: 20 points
Each sentence structured effectively using rich, well-chosen variety of sentence styles and length.
Communication Assignment: 100 points possible

Structure & Organization: 25 points
Presentation is logically organized and easy to follow. Transitions are effective and smooth. Introduction is interesting and engaging.

Content: 25 points
Topic is focused and relevant. Presentation contains accurate information with no fact errors.

Visual Aids: 25 points
PowerPoint or Prezi slides organized, easy-to-read, and engaging. Appropriate graphics, tables, and images included for emphasis and clarity.

Delivery: 10 points
Good volume and enthusiasm. Appropriate pace, personal appearance, and posture. Avoidance of distracting gestures.

Interactions: 10 points
Good eye contact with audience. Engages audience. Answers audience questions with authority and accuracy.

Time Limit: 5 points
Presentation should be 10 minutes. Points will be deducted as follows (less than 5 minutes – minus 5 pts; 5-7 minutes – minus 3 pts; 7-9 minutes – minus 1 point; 9-11 minutes – no point deduction; 11-13 minutes – minus 2 points; presentations will be stopped at 13 minutes).
DHN 403: Community Intervention Project and Paper

It is important for dietitians, nutritionists, and other health care professionals to understand services offered by different community agencies and to have direct knowledge about the clientele that seeks such services. This assignment fulfills the ACEND requirement. This assignment also meets the objectives: 2, 3, 5, and 6

Assignment guidelines: This assignment consists of several parts that your group will work on throughout the semester

PART 1: Assets/Needs Assessment – Due Feb. 12, hard copy, one per group, please remember to put everyone’s name on paper. The paper does not need to be a certain length, just answer questions appropriately and thoroughly (20 Points).

Step 1. Please read the article and information on how to conduct an assets/needs assessment (On Bb under “Course Content”)

Step 2. Based on in class discussion conduct your own assets/needs assessment for the population you have chosen.

Step 3. Use these web resources to gather your information about your community. Your group needs to turn in the following:

1. Paragraph on demographic information about the population you have selected (5 points).
   Here are some example websites to get basic information
   g. http://www.kentucky.gov

   Hint* go to Google and type “demographics” and then the population of interest

2. Paragraph on the nutritional needs of the selected population (10 points)
   a. Cdc.gov
   c. www.eatright.org (Academy Nutrition and Dietetics evidence library)
   d. http://www.cochrane.org/cochrane-reviews
   e. https://riskfactor.cancer.gov/mfe
   f. Text books from previous courses
   g. Lecture material
3. Provide a summary paragraph about what the information provides you. What are the strengths of the community (assets) and what are the needs. (5 points)

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Cites references</th>
<th>Critical Thinking</th>
<th>Grammar/Writing Style</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2-3 references cited correctly 2 points</td>
<td>References and thoughts are relevant to population selected 2 points</td>
<td>No spelling errors, no fragmented sentences, no use of personal pronouns 1 points</td>
</tr>
<tr>
<td>Nutritional Needs</td>
<td>5 references cited correctly 5 points</td>
<td>Discusses nutritional needs based on peer reviewed journals which are relevant to population selected 3 points</td>
<td>No spelling errors, no fragmented sentences, no use of personal pronouns 2 points</td>
</tr>
<tr>
<td>Summary Paragraph</td>
<td>N/A</td>
<td>Summarizes information from demographic and nutritional needs and links to the next section 3 points</td>
<td>No spelling errors, no fragmented sentences, no use of personal pronouns 2 points</td>
</tr>
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**PART 2: Nutrition Issues in Population – Due March 10th**

Based on the population that your group has selected you need to do an in-depth analyses of the nutrition issues this group faces.

**Step 1.** Who is the population? You should already be familiar with what is the population you are working with.

**Step 2.** Go to PubMed and other academic resources to narrow in on the most relevant nutrition issue. If you have pregnant women by now you may have picked adequate weight gain during pregnancy as the most pressing nutritional concern. Now you need to explore weight gain during pregnancy. You should have a bit of this information from your previous courses and step 2 of this project.

**Step 3.** Pick one key nutritional issue related to your population that you find interesting. Most likely it will be dietary intake of some sort (fruit/vegetable intake, sugar-sweetened beverage intake, portion sizes) or physical activity or weight/obesity (weight loss, weight gain prevention). You need to narrow it down to one based on what you found from your secondary data that you used in the needs/asset assignment.

**Step 4.** Write a **MINIMUM of 1-2 page paper based on the following outline.  Please use 12 point font, Times New Roman, double spaced, one inch margins.** It may be more than 1 page depending on your
writing style. What is key, is that all the main points are addressed; I will be looking for quality, not quantity.

Please use APA style for your references.

**Step 5. Literature Search.** Follow the directions on how to conduct a literature search from the Bb slides. The first section of the paper should focus on what the literature indicates about this topic related to a chronic disease.

a) We have been discussing various nutrition/physical activity related to chronic disease. The first paragraph should make the connection between this nutritional issue and a selected chronic disease. Look into the literature to see what is the evidence linking this nutritional issue with a certain chronic disease that you have selected. (Cancer, osteoporosis, heart disease, etc..)

b) The second part of the paper focuses on the nutritional issue within studies. Some of the papers you will read will be intervention studies. Others will be large epidemiologic studies. The key is to discuss this particular nutritional concern within your specific population.

**Suggested Outline**

1. Current evidence linking nutritional issue with chronic disease. (5 points)
2. Research to date, either intervention studies, cross-sectional, or cohort studies, that have been found...Links nutritional issue in your specific population. (5 points)
3. Discuss the gap in the literature or conflicting results. Or what is missing based on what is written? (5 points)
4. Therefore our aim is to develop a program/intervention. Now write why your intervention is needed. (5 points)

<table>
<thead>
<tr>
<th>Current evidence linking nutritional issue with chronic disease</th>
<th>References</th>
<th>Researched current trends</th>
<th>Critical Thinking</th>
<th>Grammar/Style</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 references</td>
<td>3 cited correctly 1 point</td>
<td>Highlights what current thinking finds 2 points</td>
<td>No spelling, grammar, punctuation, use of personal pronouns 1 point</td>
</tr>
<tr>
<td>Summarize research findings thus far</td>
<td>5 cited correctly 4 points</td>
<td>Uses summary sentences to synthesize points 3 points</td>
<td></td>
<td>1 point</td>
</tr>
<tr>
<td>Gap in research, what is missing</td>
<td>2 cited correctly 1 point</td>
<td>Highlights what is missing, what is still needed in programs to help the population</td>
<td></td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td>2 points</td>
<td></td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td><strong>Aim of program</strong></td>
<td>N/A</td>
<td>Summarizes what has been learned and identifies what is needed for interventions and program to address the needs of the population</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Turn paper in with all names at the top in class on March 10, 2015.

**PART 3: Develop a program/intervention – Due Mar 31st**

The two pages you have written up to this point are the background and significance. Now comes the fun part! What you are going to do with these community members? What are the activities and how are we going to evaluate the program to know it worked?

Step 1. Get creative. Based on the information gathered what is a program or intervention that this community or population could use based on their nutrition issue?

At the beginning of this section please the top of your paper should have the following:

Write out the Program Goal: ___________________________________________

Write out 3 objectives of the program:

1. 
2. 
3. 

(This is what we have talked about in class and needs to be at the top of your paper)

Step 2. Write out the intervention/program components. This section is about 2-3 pages.

a. Who is the target audience
b. When will the program be delivered
c. Where is the setting of the program
d. What are all the different components of the program
   1. List of activities
   2. Examples of activities
   3. Educational material used, handouts, flyers, etc.
4. Lectures or face-to-face meetings with curriculum
5. Nutritional/Physical activity classes
e. Provide at least one educational material that your group developed or used. (Can already be
developed used from another source as long as you document where it originated). You do not
have to “reinvent the wheel”, work smarter, not harder!
1. An educational brochure
2. A lesson plan on a nutrition or physical activity topic
3. Etc...

<table>
<thead>
<tr>
<th>Creativity of program/intervention (25 points scale 0-25)</th>
<th>Details of intervention/program (50 points scale 0-50)</th>
<th>Educational Materials) (25 points scale 0-25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Score 0-8 points</td>
<td>Recreates what is already out there</td>
<td>Uses one image, does not utilize a creative approach, not well thought out in targeting the population</td>
</tr>
<tr>
<td>Medium Score 9-17 points</td>
<td>Uses some new approaches but does not tailor approach for the population</td>
<td>Goes into detail about what the activities are, when they will be done, where it will take place, provides examples of some of the activities (16-35 points)</td>
</tr>
<tr>
<td>High Score 18-25 points</td>
<td>Creates new ideas, tailors activity to fit the population, uses references to justify approach</td>
<td>Provides extensive detail on activities, provides references for justification of certain activities based in science, activities fit the population, provides complete examples of all activities (36-50 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thinks “outside the box” perhaps an App, Commercial, interactive game, utilizes current media outlets or tailors educational material to fit the population</td>
</tr>
</tbody>
</table>

**PART 4: Final Paper (Due April 30th)**

Based on the revisions made through the semester, turn in the final paper to me on or before April 30th. The final paper needs to include all of the steps with revisions, mainly focusing on the intervention and the evaluation of the intervention.
<table>
<thead>
<tr>
<th>What To Include</th>
<th>Final Paper and Intervention Program (100 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assets/Needs</td>
<td>(15 Points)</td>
</tr>
<tr>
<td>Nutrition Issues</td>
<td>(15 Points)</td>
</tr>
<tr>
<td>Intervention details and paper are revised (50 Points)</td>
<td>(50 Points)</td>
</tr>
<tr>
<td>Evaluation of program is relevant to the proposed project (15 Points)</td>
<td>(15 Points)</td>
</tr>
<tr>
<td>Formatting/Overall Look/Presentation (5 Points)</td>
<td>(5 Points)</td>
</tr>
</tbody>
</table>
### Research Seminar
#### Self and Peer Evaluation Rubric

**Speaker’s Name:** ____________________________  **Date:** ________________  
**Discussion Leader’s Name:** ____________________________  
**Evaluator’s Name:** ____________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ (2)</td>
<td></td>
<td>Subject current and innovative</td>
</tr>
<tr>
<td>___ (6)</td>
<td></td>
<td>Two original research studies, cited accurately</td>
</tr>
<tr>
<td>___ (3)</td>
<td></td>
<td>Overview slide presented in the beginning</td>
</tr>
<tr>
<td>___ (3)</td>
<td></td>
<td>Summary slide presented at the end</td>
</tr>
<tr>
<td>___ (6)</td>
<td></td>
<td>Data accurately interpreted and explained</td>
</tr>
</tbody>
</table>

| **Organization**  |       |         |
| ____ (25)         |       |         |
| ___ (3)           |       | Slides posted to Canvas on time |
| ___ (3)           |       | Slides downloaded to presentation computer before class |
| ___ (2)           |       | Clear and interesting opening statement |
| ___ (5)           |       | Sufficient background information proceeds studies |
| ___ (2)           |       | Maintains logical flow |
| ___ (10)          |       | Well formulated and supported take-home message |
| ___ (0)           |       | Finished within the allotted amount of time (-5 for taking more or less time with one-minute grace period) |

| **Media Slides**  |       |         |
| ____ (20)         |       |         |
| ___ (6)           |       | Layout is visually appealing and easy to read |
| ___ (6)           |       | Slides contain short statements (not too much text) |
| ___ (6)           |       | Slides creatively integrate a variety of media communications |
| ___ (2)           |       | All supportive information accurately cited and labeled |

| **Speaking Style**|       |         |
| ____ (25)         |       |         |
| ___ (4)           |       | Professional dress and appearance |
| ___ (6)           |       | Projects enthusiasm, interest and confidence |
| ___ (4)           |       | Voice is articulate with correct pronunciation of terms |
| ___ (2)           |       | Maintains eye contact with audience |
| ___ (6)           |       | Does not read off slides or notecards |
| ___ (3)           |       | No distracting mannerisms (e.g. “um” “like”) |

| **Questions**     |       |         |
| ____ (10)         |       |         |
| ___ (5)           |       | Demonstrated knowledge of subject |
| ___ (5)           |       | Explained and elaborated on all questions |

**Research Abstract**

<table>
<thead>
<tr>
<th>Score</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ (15)</td>
<td>Layout – follow appropriate research protocol</td>
</tr>
<tr>
<td>_____ (25)</td>
<td>Organization – points broken down into categories for easy reference</td>
</tr>
<tr>
<td>_____ (50)</td>
<td>Content – background information on topic provided, details on individual studies included, citation for articles provided, relevant take-home message emphasized and supported</td>
</tr>
<tr>
<td>_____ (10)</td>
<td>Contains no grammatical or spelling errors</td>
</tr>
</tbody>
</table>
DHN 475: RESEARCH PROJECT

Instructions and Rubric for Discussion Section

1. Review what your results found. What was expected? What was unexpected?
2. Now go back to the literature to find what other studies found that were similar to your study. It may be a different population or a different country but there should be at least 1-2 studies that were similar to yours, if not more.
3. Draft what you want to say for the discussion in an outline.
   a. Suggested Outline
      i. Summary of results
      ii. Unexpected findings
      iii. Expected findings based your hypothesis. Refer back to the hypothesis and write I hypothesized____ but found____.
      iv. Potential reasons for findings
      v. Comparing your results with previous studies
      vi. What were limitations of your study
      vii. What should be done in the future
4. Write out the discussion with at least if not more 10 references, correctly cited within the discussion, based on the outline you created.

Rubric for grading

i. Summary about what your results found or didn’t find 5 points
ii. Unexpected findings 3 points
iii. Include a sentence about how your hypothesis was found to be true or not true – the expected or unexpected findings 3 points
iv. Reasons for your findings – think about why this is...5 points
v. Section on your results found compared to other studies with references 5 points
vi. Limitations of your study 4 points
vii. What future studies should consider 5 points
viii. References cited correctly 10 points
ix. The discussion is free of grammatical errors, is well outlined, no use of personal pronouns, and has all key sections 10 points
Final Paper – Due April 11th

5 points

b. Title

c. Name

d. Aims, hypothesis, and research question

e. Literature Review – from first semester with complete references and revisions from first semester (10 points)

f. Methods section – from first semester with additions based on data collection. Needs to include the following (35 points)
   i. Study Sample
   ii. Study Setting
   iii. Data Collection procedures
   iv. Study Design
   v. Description of how you measured or defined your main outcome and main exposure variable. Write out the exact questions you asked, what the responses were, and how you coded these variables. This is from your data analyses assignment
   vi. Inclusion of data analyses procedures that you use – t-test, correlation, other.

g. Results Section (25 points)
   i. Describe the overall study sample
   ii. Describe your results or no results when you compared the two main variables of interest
   iii. Describe your figure

h. Summary of results and discussion on what the research helps to inform. This section needs 10 references to what the previous studies have found. The discussion needs to include the following: (25 points)
   i. Summary statement about what your results found or didn’t find
   ii. Include a sentence about how your hypothesis was found to be true or not true – the expected or unexpected findings
   iii. Break up paragraph one into what your results found compared to other studies
   iv. Break up second paragraph into other findings that were of interest compared to other studies
   v. Summarize findings and include what future studies should consider
Project Objectives:

(1.) To encourage students to choose a topic that they find stimulating, important, and relevant to research.
(2.) To familiarize students with the use of Medline and library resources to search for and collect scientific research articles.
(3.) To review how to read and interpret a scientific article.
(4.) To prepare a written and brief oral review of the student’s chosen topic and to do this in a manner that is clear, concise, well-written, and well-researched.

Project Description:

This project includes completing a 5-page written paper, informational handout, and brief oral presentation. Students will choose one nutrient or food component and will research how it can affect human health. Students are expected to cite at least five recent references (2009-2015) from professional scientific journals. Two of the references may be review articles or Academy of Nutrition & Dietetics position papers (highly recommend you use if there is one related to your topic), but three of the references MUST present original research findings. Five references is the minimum, but additional references, including professional websites (e.g. www.cdc.gov, www.usda.gov, www.nih.gov), often add to the value of the paper.

Examples of research project topics:

- Vitamin D and calcium intake and risk of dental caries
- Grapefruit juice consumption and prescription medications
- Folate as a treatment for depression

Students must choose their topics early and must discuss the topic with Instructor by February 18th. No two students can research the same topic. As such, topics will be assigned on a first-come, first-serve basis.

Written Summary:

Students will summarize their research findings in a 5-page review paper (maximum length is 6 pages, not including references). The project must be typed, double-spaced using 12-font characters, and have standard margins. A literature cited page must be included at the end of the document (not included in the 5-pages). It is expected that the paper will be well-organized and will include detailed information, at a level appropriate for a 500-level University course. Points will be deducted for major or frequent spelling and grammatical errors. Papers are due at the time a student orally presents their topic.

Informational Handout and Oral Presentation:

Students will present their findings to the class in a brief 90-second presentation. Students will prepare a one-page handout to distribute to their classmates. The informational handout should be geared for junior and senior dietetic and human nutrition students. As such, basic information on a nutrient or disease state does not need to be included. Instead, focus on the professional research that you did and summarize the findings from your research. As well, include practical advice for how this material could be used in your future careers. For example, if eating chocolate helps to reduce risk for heart disease you would want to include (1.) how much chocolate (2.) how often does it need to be eaten (3.) what type of chocolate, etc.

Presentation dates and times will be assigned by the Instructor on or before April 1st. A presentation schedule will be provided to students. Students will be evaluated on their preparation, organization, speaking style, and ability to answer questions. As time is VERY limited for presentations, students who speak beyond 90 seconds will be asked to finish up their talk immediately. So, please practice your talk and be sure that it is just about 1 ½ minutes 😊
Grading:

This project counts for 100 points towards the student’s total class points. The written summary is worth 80 points, the informational handout is worth 10 points, and the oral presentation is worth 10 points. There will be a 10-point decrease in the grade assignment for each calendar day late. No assignments will be accepted that are over 7 calendar days late and there will be ABSOLUTELY NO exceptions to this rule.

Important Dates:

January 16th  Project discussed in class.
Online ~ February 6th  Lecture on how to find, read, and interpret scientific articles.
February 18th  Topics due.
March 27th  Outline of paper due – 2 pages maximum. At the bottom of your outline please provide the Instructor with a list of three “good” and three “bad” dates for your oral presentation.
April 1st  Schedule of presentation dates and order provided to students.
April 17th – May 1st  Class presentations – papers are due in class the day that you are presenting.

IMPORTANT WHEN CHOOSING A TOPIC:

Policy of the Department of Dietetics & Human Nutrition on student self-selection of topics for assignments, papers, and research projects.

For many classes you take as part of your major requirements in the Department of Dietetics & Human Nutrition you will have the opportunity to choose your own topic for an assignment, paper, or research project. Faculty encourage students to choose a topic based on their own interests. To promote student learning it is the policy of the Department that a different topic must be chosen for each class/assignment. This will allow you the chance to critically investigate and evaluate a wider range of issues relevant to our field. Please talk with your Instructor about any questions you have about this policy.

Grading Rubric:  (100 possible points)

Written:  _____/80
  Content  ____/35
  Organization  ____/15
  References  ____/15
  Writing Style  ____/15

Oral:  _____/10
  Content  ____/5
  Speaking  ____/5

Handout:  _____/10
  Content  ____/5
  Organization  ____/3
  Creativity  ____/2
Dietetics & Human Nutrition Exit Survey

The exit survey will be administered the last week of class in 475: Research and Writing in Dietetics. The survey will be administered online using Qualtrics.

Thank you for completing this survey. Your comments are important to us and will help us improve the Department of Dietetics & Human Nutrition. The answers that you provide are anonymous. Please complete this survey honestly.

1. Which semester and year are you currently enrolled? (example: Spring 2015)

2. What is your major?
   • Human Nutrition
   • Dietetics

3. What is your expected date of graduation? (example: May 2016)

4. Do you plan on attending graduate or professional school after graduation?
   If yes, What type of program do you plan on attending? (example: PA School, Masters in Public Health)

   Have you already been accepted to a program?

   If yes, Where will you be attending graduate or professional school? When does your program start?

   If no, When will you be applying?

   If no, What are your plans following graduation?
5.

Please rate the following aspects of your education in the Department of Dietetics and Human Nutrition (DHN)/Nutrition and Food Science (NFS). Choose the response that best reflects your assessment.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall teaching quality of DHN/NFS Faculty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall quality of academic advising by the DHN/NFS Faculty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall preparation to successfully perform in an entry-level nutrition-related position, a graduate program, or a professional program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your overall impression of your educational experiences in the DHN/NFS program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extent to which program courses stimulated you to think critically (applying information, analyzing and solving problems).</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

6.

Please reflect on your program of studies and extracurricular activities as a student in the Department of Dietetics and Human Nutrition and complete the following questions. Your feedback will assist faculty in improving undergraduate nutrition education.

Please provide comments on areas that you rated as "unsatisfactory" or "poor".

7.
8.

Which aspects of your overall program of studies in Human Nutrition were most valuable to you, and why? (Examples may include major courses, case studies, projects/assignments, field experiences, faculty, student interactions, advisement, extracurricular activities, conferences/workshops attended, etc).

The following is a list of your DHN classes to help you reflect on your coursework.
- DHN 212 - Introductory Nutrition
- DHN 241 - Food Service Sanitation
- DHN 302 - Principles of Food Preparation
- DHN 304 - Experimental Foods
- DHN 311 - Nutritional Biochemistry
- DHN 312 - Nutrition & Wellness in the Lifecycle
- DHN 315 - Nutrition Issues in Physical Activity
- DHN 403 - Community Nutrition & Wellness
- DHN 408G - Seminar in Nutrition & Food Science
- DHN 474 - Research in Nutrition-Theory
- DHN 475 - Research in Nutrition- Application
- DHN 510 - Advanced Nutrition

8.

Please indicate which aspects of your education you found to be the least valuable (Examples of this may include classroom education, readings, field experiences and/or written assignments, volunteer work, paid work experiences etc).

The following is a list of your DHN classes to help you reflect on your coursework.
- DHN 212 - Introductory Nutrition
- DHN 241 - Food Service Sanitation
- DHN 302 - Principles of Food Preparation
- DHN 304 - Experimental Foods
- DHN 311 - Nutritional Biochemistry
- DHN 312 - Nutrition & Wellness in the Lifecycle
- DHN 315 - Nutrition Issues in Physical Activity
- DHN 403 - Community Nutrition & Wellness
- DHN 408G - Seminar in Nutrition & Food Science
- DHN 474 - Research in Nutrition-Theory
- DHN 475 - Research in Nutrition- Application
- DHN 510 - Advanced Nutrition

9.

Please indicate areas that could have been strengthened to meet the needs of your career path.
Dietetics & Human Nutrition Alumni Survey

The alumni survey will be administered online using Qualtrics. Graduates will be contacted by email one year following their graduation date.

Thank you for completing this survey. Your comments are important to us and will help us improve the Department of Dietetics & Human Nutrition. Complete this survey honestly.

1. What was your graduation year?

2. What was your major?
   - Human Nutrition
   - Dietetics

3. Are you currently employed?
   If yes, what is your current position?
   Provide current employer information.
   How long have you been working in this position?

4. Are you currently enrolled in a graduate or professional program?
   If yes, what is the type of program? (example: Dental School)
   Where are you enrolled in graduate or professional school?
   What is your estimated graduation date from graduate or professional school?

5. If you are not currently employed or enrolled in a graduate or professional program, please indicate why.
   - No job in desired area
   - Do not want to work for a while
   - Insufficient earning power
   - Family responsibilities
   - Health reasons
   - Rigid or inconvenient hours
   - Other (specify: _________)