

## **Didactic Program in Dietetics (DPD Program)**



## **Professional Development Portfolio** *Required for Graduation in DPD Program*

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**Andrews University**  
**Department of Nutrition & Wellness**  
**Didactic Program in Dietetics**  
8475 University Blvd.  
Berrien Springs, MI 49104-0210

**Phone:**     **269.471.3370** (Office)  
                  269.471.3351 (Dr. Winston Craig)

**Email:**       **[wrcraig@andrews.edu](mailto:wrcraig@andrews.edu)**  
                  **[magaly@andrews.edu](mailto:magaly@andrews.edu)**  
                  or **[krivak@andrews.edu](mailto:krivak@andrews.edu)**

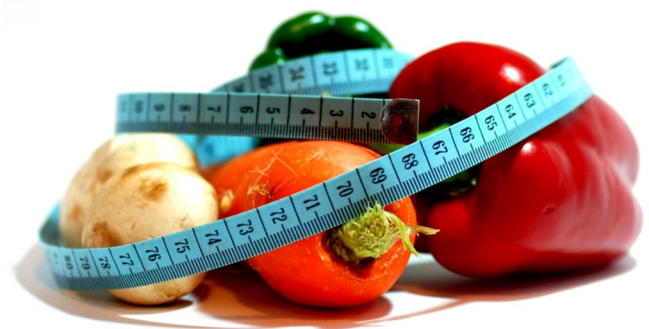
**American Dietetic Association: 1.800.877.1600**

## **Purpose of the Portfolio:**

- *To demonstrate achievement of competence in Nutrition and Dietetics Didactic Program*

## **Advantages of the Portfolio:**

- *Helps you to reflect on your professional development and monitor your academic growth and progression in the dietetic curriculum.*
- *Helps you evaluate your learning and take responsibility for your progress towards becoming a registered dietitian.*
- *Provides a resource for you when applying to an internship program and an entry level dietetics job.*
- *Provides you with the tools and skills to be a self-directed, lifelong learner.*



## PROFESSIONAL DEVELOPMENT PORTFOLIO SUMMARY

STEP	WHAT?	HOW?	COMPLETION DATE	WHY?
<b>Step 1:</b> Self-Reflection	Reflect on your strengths, professional interests and weaknesses. What are your professional goals? State the reasons you want to be a dietitian.	Complete Self-reflection form. Type a narrative of your results.	FDNT 118 – as assigned and annually during the Fall semester	To develop short and long term professional goals.
<b>Step 2:</b> Learning Needs Assessment	Asses your current knowledge and skills – what do you know and what do you need to know to meet your goals.	Complete Learning Needs Assessment form.	Ongoing	To identify knowledge and skills you need to achieve your goals.
<b>Step 3:</b> Learning Plan	Plan how you will use your education opportunities to accomplish your learning needs.	Use goals from Step 1 and your learning needs identified in Step 2 to complete the Learning Plan form.	Schedule appointment with your advisor annually.	To indicate experiences and course work you will use to meet your goals.
<b>Step 4:</b> Learning Activities Log	Implement your plan and document class work assignments and volunteer experiences which supports your Learning Plan.	Save appropriate class assignments to include in your portfolio which show you have met your goals. Complete volunteer/work experience requirements*.	Ongoing  Senior Year: Final project along with an electronic copy of your portfolio are both due in March.	To document how your education experience and activities helped you meet your Learning Plan.
<b>Step 5:</b> Learning Plan Evaluation	Evaluate your progress toward reaching your goals.	Complete Learning Plan evaluation form and discuss with advisor.	Schedule appointment with your advisor annually during the Spring semester	To help you set any new goals for the upcoming year.

\* A minimum of 200 hours of work or volunteer experience is required for graduation. All experience needs to be completed by the end of Fall semester of your Senior year. Students transferring to Andrews University during their junior year will need approval from their advisor for a reduction in the required hours. Experience may be obtained in a clinical setting (hospital, long term care or outpatient clinic), community program (WIC, church health outreach activity, wellness program), food service operation (university, hospital or other facility approved by the department – waitressing is not an approved activity), or research project (approved by the department).

**STEP 1: PROFESSIONAL SELF-REFLECTION**

Use this form to help you identify your goals. Answer the following questions and summarize your self-reflection with a typed narrative. Include an updated self-reflection narrative in your portfolio each year.

What are my professional and educational interests?

What areas of my education do I enjoy?

What are my current leadership responsibilities?

Why do I want to be a dietitian?

What are my professional strengths?

What are my professional areas for improvement?

What are my long term professional goals?

My current Professional/Educational goals are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## STEP 2 & 3: LEARNING NEEDS ASSESSMENT & PLAN

In this step you will identify the knowledge and skills you need to develop to meet your goals. Review the goals you made in Step 1 and using the information provided identify your current or anticipated learning needs.

Review the lists below. For each skills category circle the skill(s) you want to develop to achieve your goals.

### **Research Skills: I will learn how to ...**

- Navigate the web and be able to get correct nutrition information
- Cite nutrition information without plagiarism
- Summarize the research protocol in a current JADA article
- Describe experimental design and statistics in a JADA article
- Evaluate emerging research for application in dietetic practice
- Conduct research projects using appropriate research methods, ethical procedures and statistical analysis
- Interpret current research
- Other \_\_\_\_\_

### **Professional Behavior Skills: I will learn how to...**

- Use professional oral and written communication
- Develop educational materials appropriate for target audience
- Use current technology in presentation or publishing (i.e. Power Point or Excel)
- Work effectively as a team member
- Apply principles of the Code of Ethics
- Demonstrate leadership
- Show a balanced lifestyle with time and stress management
- Exhibit cultural sensitivity
- Involve self with community outreach projects
- Other \_\_\_\_\_

### **Nutrition Care Plan/Clinical Skills: I will be able to:**

- Calculate and/or define diets for health conditions addressed by health promotion/disease prevention activities; e.g. HTN, DM, obesity and diverticular disease
- Screen individuals to evaluate if they are at nutritional risk
- Use the nutrition care process to identify nutrition-related problems, and determine and evaluate interventions; including medical nutrition therapy, disease prevention and health promotion
- Calculate enteral and parenteral nutrition formulations
- Explain the pathophysiology of common disease states
- Explain nutrient-nutrient and drug-nutrient interactions
- Explain nutrient metabolism
- Other \_\_\_\_\_

**STEP 2 & 3: LEARNING NEEDS ASSESSMENT & PLAN (cont'd)**

**Management Skills: I will be able to...**

- Prepare a budget
- Participate in human resources management, including labor relations
- Determine costs of services/operation
- Apply marketing principle skills
- Develop a personal portfolio
- Interpret financial data
- Explain reimbursements, policies and regulations and how it effects dietetics practice
- Apply safety and sanitation practices that will affect customers, patients, employees, facilities and food
- Other \_\_\_\_\_

**Vegetarianism/Wellness Skills: I will be able to...**

- Translates nutrition needs into food choices and menus for people of diverse cultures, religious and dietary preferences (vegetarianism)
- Convert regular diet or recipes to a plant based lifestyle
- Conduct wellness education for a target population
- Other \_\_\_\_\_

**Volunteer/Work Experience:**

Identify your plans for volunteer/work experience.

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**Additional coursework:**

List what classes or other activities you need to complete next year.

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**Date Completed:** \_\_\_\_\_

### STEP 3: LEARNING PLAN

In this step list your goals and the learning need/activity you selected to accomplish your goal. For the final submission (senior year) of your Professional Portfolio you must identify at least one goal from each skills category (Research, Behavior, Clinical/Wellness, and Management) supported by at least three samples of coursework/assignments.

**Sample:**     **Goal** *I will improve my management skills.*  
                  **Learning Need(s)** *I will begin working on my Professional Portfolio.*

**Goal #1**

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**Learning Need(s)**

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**Goal #2**

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**Learning Need(s)**

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**Goal #3**

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**Learning Need(s)**

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**Goal #4**

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**Learning Need(s)**

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**Goal #5**

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**Learning Need(s)**

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**Date Completed:** \_\_\_\_\_

## **STEP 4: LEARNING ACTIVITIES LOG**

This step provides the content for your professional portfolio and is the documentation of your professional achievements. You will collect and save assignments and other artifacts from your education and volunteer/work experiences to include in your portfolio. You must select a minimum of three assignments/entries for each skill category (Research, Management, Professional Behavior, and Clinical/Wellness) along with documentation of your volunteer experience. Each entry must have a personal note explaining why you felt it was important to include and why it is a good representation of your work.

**Presentation is an important aspect of your portfolio.** All documents are to be organized in a three-ring binder with a cover page and a table of contents included. To improve readability use tabs to label and divide entry sections (Research, Management, Professional Behavior, Clinical/Wellness).

**Your completed Professional Portfolio is to be turned in by March of your senior year.** At that time, also include an electronic version of your portfolio.

### **Summary of items to be included in the final submission of your Professional Portfolio:**

- Cover page
- Table of contents
- Résumé
- Self-reflection and Learning Plan for year 1 (as applicable)
- Self-reflection and Learning Plan for year 2 (as applicable)
- Self-reflection and Learning Plan for year 3
- Final Self-Reflection and Learning Plan for senior year
- A minimum of three entries to show skills met in Research, Management, Professional Behavior and Clinical/Wellness
- A personal note attached to each entry explaining why it was included in the portfolio
- Volunteer or work experience logs
- Any additional samples of achievement or experience (list of conferences attended, awards received, evaluation received from employer, etc.)

**STEP 5: LEARNING PLAN EVALUATION**

Part of this step is a self-evaluation of how you met your Learning Plan (Step 3). Evaluate what you have learned and how your learning needs helped you meet (or not meet) your goals. Use this evaluation to begin your self-reflection for the next year. Schedule an appointment with your advisor prior to spring break to discuss your portfolio.

Complete the information below and share your progress with your advisor.

**Goal:** \_\_\_\_\_

**Progress made toward achieving my goal:** \_\_\_\_\_

\_\_\_\_\_

**Goal:** \_\_\_\_\_

**Progress made toward achieving my goal:** \_\_\_\_\_

\_\_\_\_\_

**Goal:** \_\_\_\_\_

**Progress made toward achieving my goal:** \_\_\_\_\_

\_\_\_\_\_

**Goal:** \_\_\_\_\_

**Progress made toward achieving my goal:** \_\_\_\_\_

\_\_\_\_\_

**Goal:** \_\_\_\_\_

**Progress made toward achieving my goal:** \_\_\_\_\_

\_\_\_\_\_

**Didactic Program in Dietetics  
Volunteer/Work Hours for Portfolio**

Name \_\_\_\_\_ Date \_\_\_\_\_

Location \_\_\_\_\_

Type of Service Performed \_\_\_\_\_

Total hours \_\_\_\_\_

.....  
**Please write briefly about your experience, and how this experience has changed you, if at all:**

.....  
**STUDENT:**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Please sign in blue ink)

Print Name \_\_\_\_\_

**SUPERVISOR:**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Please sign in blue ink)

Print Name \_\_\_\_\_

## PROFESSIONAL DEVELOPMENT PORTFOLIO RUBRIC

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

CATEGORY	DESCRIPTOR	4	3	2	1
<b>Clear, Organized, and Professional Format</b>	Portfolio includes cover page, table of contents and use of tab dividers	Clearly organized, work of the highest quality	Most all components are organized and easy to identify	Work is not entirely organized	Most all components are not organized
<b>Grammar/ Punctuation</b>	No grammatical or spelling errors, format easy to read	No errors, easy to read, neat	1 error, includes partial information	2 errors, includes partial information	3 or more grammatical errors, confusing
<b>Time-Management</b>	Portfolio turned in on time. Appointment set with advisor to discuss portfolio	Routinely uses time well throughout the project to ensure things get done on time	Usually uses time well throughout the project, but may have procrastinate d on one thing.	Tends to procrastinate, but always gets things done by deadlines.	Rarely gets things done by the deadlines.
<b>Activity Log of Skills</b>	Thoroughly shows skills in Management, Research, Behavior and Clinical	Three high-quality samples from each skill requirement are included	Samples are present but not of the highest quality from each skill requirement	Some samples from each skill requirement are not included	Samples are missing and are below average
<b>Pride</b>	Student's show great effort in developing the portfolio	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.
<b>Content</b>	All required content is present	All components are present	Missing 1 components	Missing 2 components	Missing more than 2 components
<b>Total Points:</b>					
<b>FINAL SCORE</b> <i>(There is a total of 24 points maximum. You need to get at least 17 points to pass.)</i>					