Welcome to the ACEND Webinar:

Online Alternate Supervised Experiences
March 2020

We will begin shortly

Moderator

Rayane AbuSabha, PhD, RD
ACEND Executive Director
Presenter
Leanne Worsfold, RPN
iComp Consulting Inc

- Director of Quality Programs and Test Development for iComp Consulting
- Background in nursing, adult education, health law and regulation.
- 15 years experience developing and implementing competencies and CBE assessment tools
- Consultant on the development of the ACEND Future Education Model Competencies

Highlights from ACEND

- **Supervised practice/Experiential Learning Hours**
  - Minimum 1200 hours supervised practice (900 hours for SEL)
  - Minimum 600 hours in professional practice

- **Pass/Fail – Satisfactory/Unsatisfactory**
  - Institutional and program decisions
  - Course grades and/or knowledge and core competencies

- **DICAS**
  - Option for binary Pass/Fail response in DICAS for DPD courses
Communication from ACEND

- **ACEND COVID-19 page**

- **ACEND Update**
  - Periodic update from ACEND posted on the website

- **Virtual Town Hall**
  - Next town hall: Tuesday, April 14 at 11:00 am – 12:00 noon Central Time.
  - Directions for joining on the ACEND website

- **ACEND Staff**
  - 800-877-1600 x5400
  - acend@eatright.org

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Agenda

- **Self-Assessment**
- **Shifting from real environment to authentic experience**
- **Miller Pyramid**
- **Experiential learning and reflective practice**
## Agenda

- Learning activities and assessment tools
- Online learning suggestions
- Open discussion and share of ideas

### Formative Assessment Knowledge Reflection Chart

<table>
<thead>
<tr>
<th></th>
<th>K I already know...... Pre-assessment</th>
<th>W I want to know...... Self-reflection</th>
<th>L I have learned...... Summative assessment</th>
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“In times of change, learners inherit the earth while the learned find themselves beautifully equipped to deal with a world that no longer exists.”

- Eric Hoffer

Shifting from a Real Environment to Creating an Authentic Experience
**Authentic Assessment**

“Authentic assessment” is an activity or assignment that resembles a real-world work product and is used to demonstrate competence and measure learning.

Authentic assessments can occur in a ‘real-world’ or simulated environment.

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**Online Phys-Ed Class**

- Create and log meal plans
- Track and log exercise routines (fit-bit)
- Video record exercise and meal prep activities
Competence

- Demonstrating the required knowledge, skill and judgment to perform a particular function.

- Entails more than the possession of knowledge, skills and judgment; it requires the student to apply these [abilities] in a “simulated” or “real” work environment using authentic materials.

Real World

- Video Recording with “real” people
  - In-person patient/client assessment of a family member
  - Webinar assessment (telecommunications/telehealth)

- Student create “real” materials and presents to class
- Attend real meetings and connect with preceptor via webinar

Simulated

- Role-playing with scripts
- Case-studies /case-based situation with authentic materials
Experiential Learning

- Experiential learning is the process of learning through experience.
- Takes data and concepts and makes them “real”.
- Includes hands-on practice experience, with REAL results.
- Supports learning through reflecting on doing.

Authentic Materials

- Foodservice department budgets
- Clinical client/patient records
  - Lab results, diet history/assessment notes
- Community food and nutrition program materials
  - marketing materials, education materials, budget)
The learner must have four abilities:

1. Willing to be actively involved in the experience;
2. Reflect on the experience;
3. Possess and use analytical skills to conceptualize the experience; and
4. Possess decision-making and problem-solving skills that support using the new ideas gained from the experience.
Reflective Practice

Gibbs' Reflective Learning Cycle

1. Description - What happened?
2. Feeling - What were you thinking and feeling?
3. Action plan - If I were to do it again, what would you do?
4. Analysis - What sense can you make of this situation?
5. Conclusion - What could you have done?
6. Evaluation - What was good and bad about the experience?

Creating the Experience

1. Define - Define the competency to be assessed and the total number of rotation hours assigned.
2. Align - Align the learning experience and actives to the competencies and rotation hours.
3. Prepare or gather - Prepare and gather authentic materials.
Competencies and Rotation Hours

Community rotation – 80 hours

CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.

FEM 4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. (D)
  • Performance Indicators 4.1.1 – 4.1.7 (D)

Student Activities:

• Create a project plan (6-hrs)
• Conduct an environmental scan (call or online research) (32-hrs)
• Create an implementation plan, including budget (18-hrs)
• Create program marketing and advertising materials (web-based or documents) (20-hrs)
Assessment

Student prepares and presents program proposal and advertising materials to class (4-hr)
Class (or subgroup) evaluate concepts based on the scoring criteria (performance indicators)

Competencies and Rotation Hours

Clinical rotation – 80 hours

CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.

FEM 2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D)
Role Play Nutrition Assessment

- Define competencies and performance indicators
- Prepare authentic materials
- Create the assessment tools
- Book webinars and create breakout rooms

Learning Experience / Actives

Student activities
- Create a disease state concept map and present to preceptor, supervisor, faculty, other students
Concept Maps Examples

https://www.youtube.com/watch?v=PBVRCFWp42c

HOW I MAKE CONCEPT MAPS - NURSING SCHOOL
https://www.youtube.com/watch?v=ReXuXy4M7oY
Learning experience / Actives

• Review or prepare authentic materials (e.g., lab results)
• Role-play a nutrition assessment (two-students)
  • Webinar/video records or live
• Direct observation of recorded or live session – peer or preceptor/faculty evaluation
• Document assessment and PES
• Create a nutrition care plan

Activities
Big or Small

• Role-playing negotiation of a pay raise/contract
• Create and present a theme meal
• Video record a focus nutrition physical examination (on a family member)
• Prepare meal plans based on case studies
• Create a recipe, and other students have to prepare and evaluate – “Chopped”.
• Post a cooking show
• Create education material or newsletter
Do you like these ideas?

Post in chat box a rating from 1-10

1 – We just can’t do it!
10 - We already do it.

Formative VS Summative Assessment

Formative assessment provides instructors and students with timely and frequent feedback on mastery of course material and competencies.

Summative assessment results are used to assign student grades and make comprehensive conclusions about mastery of course/rotation and competencies.
Formative and Summative

<table>
<thead>
<tr>
<th>Formative</th>
<th>Formative and Summative Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion (blog, board, chat, quiz)</td>
<td>Concept Map</td>
<td>Observation Card/evaluation</td>
</tr>
<tr>
<td>Prepare authentic materials (lab results) and post for comments</td>
<td>Reflective Practice Exercise</td>
<td>Presentation evaluation</td>
</tr>
<tr>
<td>Build a group collaborative concept map</td>
<td>Project plan, budget, marketing materials</td>
<td></td>
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</tbody>
</table>

Please share some of your ideas!
Can you ask preceptors to “help”?

• Review student’s authentic work
• Provide authentic materials
• Support access to patients / clients

Tips

• An online environment allows students or the instructor to give and receive immediate feedback.
• Encourage students to present their findings and conclusions via websites/blogs/forums/discussion boards.
• For individual projects, participants in group projects should receive peer feedback for a variety of viewpoints.

Schreyer Institute Self-Paced Module
https://sites.psu.edu/onlineassessment/gather-evidence/
Tips

• Presentations can be in the form of informational web pages such as blogs, web-based student-generated quizzes, video/audio, or slide shows.

• Students can be creative in showcasing their learning and growth through various combinations of papers, audio/video, and/or presentations.

• Peer reviews of authentic materials can also serve as an effective learning and assessment tool.

Schreyer Institute Self-Paced Module
https://sites.psu.edu/onlineassessment/gather-evidence/

Tips

• Asynchronous communication environment (discussion/blogs instead of chat) is more appropriate for problem-based approaches because students have more time to reflect and collaborate with each other.

• Teams of 5-6 are recommended.

Schreyer Institute Self-Paced Module
https://sites.psu.edu/onlineassessment/gather-evidence/
• Each team member contributes responses for one or more cases by posting their reports and supporting materials. Other team members then respond with questions to the original posts.

• Based on question and critiques from team members, students can revise materials (e.g. care plan, budget, education material).

• Students can use a variety of methods such as simulation/games, videos, slide shows, photos, staged dialogue, and narration over text and images.

https://sites.psu.edu/onlineassessment/gather-evidence/

Interrupted case method

A mock patient case is gradually presented to the students in parts during the lecture. Before discussing each part of the patient case, student’s understanding is assessed using polling questions.
Key Features

Create a case study with authentic materials

Present 5-10 separate multiple-choice questions focused on all aspects of care.

Online learning
Provide an opportunity for interaction between students and faculty (communities of learners)

- Discussion forums/Chat groups
- Teleconference/Videoconferencing
- Twitter/Email

Enable students to observe the interaction of other participants

### Assessment Activities

- Create a K-W-L Chart – Assessment
- Hold a Flipped Lesson – work through lesson material on their own
- Pull in a video segment from an exciting expert – then pose questions
- Conduct a drop poll in the Chat Box
- Hold Breakout Rooms
- Have participants share their screen
**Key Principles**

- Create an **instructional environment** in which expected competencies and associated assessments are clearly defined.
- Create **innovative approaches** to ensure students are prepared for future practice.
- Incorporate **problem solving, critical thinking and reflective practice**.
- Share responsibility - ask students to create authentic work.

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**Shift from Real to Authentic**

- Requires a **new skill set** in instructional design and curriculum development.
- Educators shift from 'knowledge transmitter' and **adapt a new role** as a coach and instructional designer.
- Produce **learning activities** that support practice and demonstration of competence.
- Modification in **student expectations** and test-taking skills.
Competency Assessment Showcase

Competency-Based Assessment
Best practices

- Focus on application of knowledge, skill and judgment (knows how to does)
- Allows for deliberate practice
- Create formative and summative assessments
- Couple assessment with effective formative feedback (peer, preceptor, faculty, others)
- Create criteria-based assessments, not a task list
Formative Assessment Activities

- **Ask for opinions over multiple choice questions**
- **Conduct an interview with a guest/conduct and interview**
- **Create a scavenger hunt**
- **Use status icons/emojis to garner feedback**
- **Ask participants to share personal stories or experiences**
- **Randomly question participants**
- **Build a concept map collaboratively (Prezi or Whiteboard)**
### Case-based Questions

Heather, a RD is referred to a new patient, Shannon. While conducting a nutrition-focused physical examination, Heather notices a large and unusual tattoo at the base of Shannon’s spine, with a man’s name in the middle. Heather remarks, “That’s an unusual tattoo!” and Shannon replies, “It was my boyfriend’s idea.”

Later that night, Heather tweets a description of the tattoo and the clinic’s name to a group of friends, and states: “I bet she’s going to regret that someday.”

Has Heather breached the confidentiality and privacy of the patient?

**Response Options:**

- a) No. The RD did not disclose the patient’s name in her message.
- b) Yes. The uniqueness of the tattoo identifies the patient.
- c) No. The RD demonstrated disrespectful behavior, but she did not breach confidentiality.
- d) Yes. The RD named the clinic where she works, breaching employer confidentiality.
Rationale

- **Option (b) is correct.** Though Heather did not provide the patient’s name in her tweet, anyone on Twitter who knows either Shannon or her boyfriend would recognize or be able to identify the image and know it was her. Twitter is an extremely open and universally accessible social media platform, and this detailed description breaches Shannon’s right to privacy.

- Further, the ethical principle requires that RDs behave in an unbiased and non-judgmental manner towards patients. By tweeting this description and commenting on Shannon’s decision to have the tattoo, Heather is not only judging her patient, but making that judgment public.

- **Option (a) is not correct, because Shannon is still identifiable by the unique tattoo.**

- **Option (c) is not correct for the same reason:** Heather did not have permission to share the patient’s personal information and so she breached the requirement to maintain patient confidentiality.

- **Option (d) is not correct because the name of the clinic where she works is public information.**
BBI Question Type

Case-based Questions
For this client ...
• describe the process you used to conduct the nutrition assessment.
• how did the PES statement tied to the nutrition care plan you provided
• tell me about the monitoring plan.

Situation-based Question
Consider a time when you provided education to a client.
• Describe the steps you followed when you provided the education.

BBI Example

3.2 Conducts nutrition focused physical exam

Orientation Statement:
RDNs are expected to conduct comprehensive nutrition assessments.

Core Question
For this client describe the process you used to conduct the nutrition assessment.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Assessment</th>
<th>Probing Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.2 Takes a food and nutrition related medical history.</td>
<td>Yes / No</td>
<td>Tell me about the medical history you obtained from the client?</td>
</tr>
<tr>
<td>2.3.2 Takes a food and nutrition related food history.</td>
<td>Yes / No</td>
<td>Tell me about your communications with the client regarding his/her diet history.</td>
</tr>
<tr>
<td>3.2.1 Conducts a nutrition focused physical exam.</td>
<td>Yes / No</td>
<td>What physical characteristics did you consider in your assessment?</td>
</tr>
<tr>
<td>2.3.6 Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements.</td>
<td>Yes/No</td>
<td>What anthropometric measure did you take.</td>
</tr>
<tr>
<td>1.7 Applies knowledge of eating patterns</td>
<td>Yes / Na/NA</td>
<td>How did the client’s eating pattern affect the nutrition care plan?</td>
</tr>
</tbody>
</table>
The Modified Triple-Jump

Step One
Present a written case summary. The student identifies the client issues and an assessment approach.

Step Two
Give the student additional written details. The student works independently to determine nutrition care plan and interventions.

Step Three
The student presents their work, and the educator asks structured questions evaluating competence including problem-solving and critical thinking skills.

Observation Card

Leadership Encounter Card
Observe a student for 12 minutes and complete an encounter card.

<table>
<thead>
<tr>
<th>Encounter Information</th>
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<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Student Name</td>
</tr>
<tr>
<td>Peer Evaluation Name</td>
</tr>
<tr>
<td>Division of Observation</td>
</tr>
<tr>
<td>Location of the observation</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Practice area (lab/simulation/course)</th>
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</thead>
<tbody>
<tr>
<td>Performance</td>
</tr>
<tr>
<td>Poor</td>
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| 5.1 Exhibits self-awareness in terms of personality, learned, leadership style. |
| 5.2 Communicates at the appropriate level. |
| 5.3 Assigns responsibilities to various team members according to scope of practice and personal competence. |
| 7.1 Practices in a manner that respects diversity and avoids prejudicial treatment. |
| 7.2 Communicates in a clear, objective and respectful manner. |

Comments
Done well
What Are Your Thoughts?