**Directions for AP Competency Assessment (Required Element 4.1)**

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| **Background:** The Associate Program Competency Assessment table is used to identify summative assessment methods (e.g., projects, rubrics, case studies, exams, etc.) required within the curriculum where the evaluation of competencies occurs to ensure the student’s ability to demonstrate the competency.  |  |

**Directions:** Complete the following table by identifying in which courses or supervised experiential learning rotations the assessment for each competency occurs.

1. For each Associate program competency listed in Column A, identify in Column B the course or rotation in which the competency is assessed and in Column C the specific assessment used to evaluate the student’s ability to demonstrate the competency.
2. Final or culminating summative assessment(s) must be used to demonstrate the student’s ability to show attainment of that specific competency.
3. The level of assessment of a competency must, at a minimum, be at the level required by ACEND as indicated by the color coding and level [Knows (k), Shows (S), Does (D)] in Column A. For example, if a competency is at the “does” level (green color), the assessment listed must evaluate students at the “does” level of performance.
4. Only one assessment (e.g., exam, rubric, project, etc.) is required to be documented for each competency; however, programs may choose to document more than one assessment (See Example for C1.3 and C1.5).
5. A single assessment activity or tool may be used for several competencies (See Example for C1.4 and C1.5).

**EXAMPLE**

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| **Column A** | **Column B** | **Column C** |
| **Competency (level)**  | **List course and course number or rotation in which the competency is assessed** | **List specific, required summative assessment method(s) (exam, rubric, project, etc.) used to measure achievement of the competency** |
| **Knows (K)** |
| **Shows (S)** |
| **Does (D)** |
|  |  |  |
| **1.3** Demonstrates knowledge of wellness strategies that contribute to long term health. **(K)** | NTR 148 – Home Health | Midterm exam |
| **1.4** Applies principles of food safety and sanitation standards specific to culinary skills, food supply and food storage. **(S)** | NTR 270 – Food experienceEXAMPLENTR 290 – Community Experience | HACCP Evaluation rubricCommunity Rotation Evaluation |
| **1.5** Demonstrates understanding of the public health system. **(K)** | NTR 290 – Community Experience | Community Rotation Evaluation |

**<Name of your program goes here>**

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| **Knows (K)** |
| **Shows (S)** |
| **Does (D)** |
| **Unit 1: Foundational Knowledge****Applies foundational food and nutrition knowledge to ensure safe, competent and effective services.** |
| **1.1** Demonstrates an understanding of the principles of food and nutrition**. (K)** |  |  |
| **1.2** Integrates knowledge of determinants of health into all aspects of nutrition care and services. **(S)** |  |  |
| **1.3** Demonstrates knowledge of wellness strategies that contribute to long term health. **(K)** |  |  |
| **1.4** Applies principles of food safety and sanitation standards specific to culinary skills, food supply and food storage. **(S)** |  |  |
| **1.5** Demonstrates understanding of the public health system. **(K)** |  |  |
| **Unit 2: Professionalism** **Assumes professional responsibilities to provide safe, ethical and effective nutrition services.** |
| **2.1** Demonstrates ethical behaviors becoming of a professional. **(D)** |  |  |
| **2.2** Engages in reflective practice activities to maintain ongoing competence and self-awareness. **(D)** |  |  |
| **2.3** Adheres to legislation, regulations, standards of practice and organizational policies. **(D)** |  |  |

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| **Knows (K)** |
| **Shows (S)** |
| **Does (D)** |
| **Unit 3: Individual and Community Services****Applies and integrates person-centered principles supporting access to services and promotes health and wellness of an individual and community.** |
| **3.1** Screens basic nutrition status and availability of resources to determine individual’s and community’s needs. **(D)** |  |  |
| **3.2** Contributes to the development, monitoring and modifications of the individual’s plan of care. **(D)** |  |  |
| **3.3** Considers the factors that impact food availability in the community within the social determinants of health. **(D)** |  |  |
| **3.4** Supports recipe modification and meal planning based on cultural needs and preferences in collaboration with other professionals. **(D)** |  |  |
| **3.5** Supports program coordination and promotes access to community health resources. **(D)** |  |  |
| **3.6** Provides nutrition information and approved evidence-informed nutrition educational materials to meet the needs of the individual and community. **(D)** |  |  |
| **Unit 4: Cultural Competence** **Applies cultural principles to guide services and to positively impact nutrition and health behaviors of individuals and the community.** |
| **4.1** Demonstrates an understanding of the principles of cultural competence. **(S)** |  |  |
| **4.2** Identifies and addresses cultural needs of the individual and community. **(D)** |  |  |
| **4.3** Demonstrates knowledge of foods, cultural and religious food traditions, eating patterns and trends in the community. **(S)** |  |  |

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| **Knows (K)** |
| **Shows (S)** |
| **Does (D)** |
| **Unit 5: Communication, Collaboration and Advocacy****Applies effective communication techniques to achieve common nutrition health goals.** |
| **5.1** Applies effective written and oral communication skills and techniques. **(D)** |  |  |
| **5.2** Works collaboratively with team members, individuals and the community. **(D)** |  |  |
| **5.3** Advocates for nutrition programs and services for individuals and the community. **(S)** |  |  |