**NHM 491 – Requirements for Program Required Objectives and Student Proposed Objectives:**

**Proposal Paper Due Date: April 9**

**Note:** If a facility is not identified by this time period, submit your proposal paper as soon as you have located a facility.

**General Comments:**

Student ***does not*** need to wait until a facility is finalized before writing the objectives. These are “***proposed***” objectives, and as such, may be changed in the future by the student when needed. Frequently, your preceptors will want to know what your objectives are before he/she determines if he/she will be able to serve as your preceptor of if the facility is appropriate.

**STEP 1:**

1. Based on your area of interest (eg, focus areas, type of facility, etc.) identify a minimum of 5 - 6 objectives you would like to accomplish. Include the 4 program required objectives.

2. Determine the desired/expected Student Learning Outcomes (SLOs) you would like have acquired, developed, learned, enhanced, etc. by the end of the experience.

**Note:** Look at the ACEND standards for core competencies expected of graduates for options.

3. Write (draft) your objectives based on the SMART principles. Refer to your NHM 340 & 442 notes for guidelines

4. Complete the ***Proposed Objectives Planning Form*** *and submit by* ***March 21***

**STEP 2:**

1. Once your proposed objectives are approved, write your proposal paper.

2. Submit the proposal paper **by April 9.**

3. Write your “Proposal Paper” based on the following requirements and format.

**Proposal Paper Instructions & Requirements:**

The proposal paper represents the first paper graded to fulfill the “W” designation of this course. The proposal paper must be completed, and submitted to the instructor by **April 9** (may submit earlier). The paper will be graded as Pass/Fail. Papers receiving a grade of “***FAIL***” will be returned to the student, and must be rewritten and submitted by the student until a grade of “***pass***” is achieved. The graded proposal paper **must** be submitted with the final report at the completion of the independent study, so it is in the student’s best interest to keep the graded proposal paper in a secure location.

**Note:** Students are encouraged to use the Writing Center for assistance.

**Submission Requirements:**

1. Proposal paper must be typed, stapled, and submitted with a cover page (name, course #, email).

2. Double spaced.

3. Proposal paper is **due on April 9, 2018.** Submit earlier if possible.

4. Submit your proposal paper to the person you are registered with (Mrs. Greene or Mr. Niuh)

5. Attach a copy of your *Proposed Objectives Planning Form*

6. Proposal paper should follow the following format:

**Writing your Proposal Paper:  
Format:** Narrative format, written in 3rd person

**Note:** review principles of writing in the 3rd person if necessary, and use the Writing Center for assistance, that means not using “I” or “The Student” in every single sentence.

**I. Introduction:**

The introduction paragraph should address the following:

- Where you plan to complete the professional study (name of facility, type of facility, location, etc.)?

- Who (name and position/job title) will serve as your Preceptor?

- When will this be completed (proposed start/end dates)?

- Why did you select this facility?

**II. Body:**

- The body consists of listing the objectives and briefly identifying appropriate SLOs for each objective.

- Student must apply ***the SMART characteristics*** when writing each objective. (Refer to NHM 340 & 441 for details)

- Use the *Proposed Objectives Planning Form* as a guide (see example) in developing your objectives.

**Example of format**:  
(a) Clearly state the objective.

(b) Briefly describe the anticipated planned activities for meeting the objective. You may need to ask your preceptor or make appropriate assumptions on how the activity may be completed.  
(c) Identify the desired/expected student learning outcomes for the objective (see/use Bloom’s Taxonomy)

(d) Identify and/or discuss how you think (anticipate) you will evaluate your performance/ability in completing the objective

(e) Identify how you will document the completion of the objective (eg. what type of supporting documents (proof) to submit – eg. handouts, pictures, sample of works done, etc?)

- **One paragraph per objective**. Repeat the process for each objective.

**III. Conclusion:**

Discuss what you hope to have accomplished and gained (eg. Demonstrated/acquired knowledge, skills, competencies, etc.) upon completion of your NHM 491 experience.

**Note:** There is no specific length for this paper. We are looking for a well written, organized and logical paper. Correctly edited prose, sentence structure, and free from grammatically and spelling errors.

**Guidelines for Developing Objectives and Student learning Outcomes (SLOs)**

1. Before writing your objectives***, review*** the following (available on [www.eatright.org](http://www.eatright.org))   
 (a) The 2017 ACEND Standards for dietetic education and dietitians.  
 (b) Blooms’s Taxonomy of *Verbs for Developing Learning Objectives*.

2. This course requires that you complete the 4 DPD/CP *Program-required* objectives listed below, and establish some “***student self-identified***” objectives to accomplish appropriate for the facility selected and your interest during the professional study. Student should consider his/her desired learning outcomes (skills, knowledge, ability, etc.) when establishing the objectives.

**(A) Program-required objectives -** Student will meet the following 2017 ACEND standards upon completion:  
**Objective 1:**

***KRDN 1.3*** *Apply critical thinking skills*

***KRDN 2.1*** *Demonstrate effective and professional oral and written communication and documentation.*

***KRDN 3.2*** *Develop an educational session or program/educational strategy for a target population.*

***CRDN 3.4*** *Deliver respectful, science-based answers to client questions concerning emerging trends.*

**Objective:** Develop an educational session or program/educational strategy for a target population, and demonstrate effective and professional oral and written communication by delivering a minimum of 2 presentations to a selected target audience.

**Objective 2:**

***KRDN 2.8*** *Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others*.

**Objective:** Discuss the importance and list the expectations of a professional in mentoring and precepting others.

**Objective 3:**

***KRDN 2.5*** *Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of care and services.*

**Objective:** Explain the interdisciplinary role of a healthcare team by discussing the roles of each team (minimum of 3 team members), the roles and responsibilities of each team member, and how collaboration is accomplished in the in the delivery of care and services.

**Objective 4:**

***KRDN 2.6*** *Demonstrate an understanding of cultural competencies/sensitivity.*

**Note:** Culture is more than “*a specific race or an ethnicity*”. Other types of culture include: business culture, corporate/organization culture, profession culture, music culture, food culture, etc.). Culture is defined as “*the shared values, philosophies, assumptions, beliefs, expectations, attitudes, and norms that knit an organization/group together*” (Sherman, Snell & Bohlander, 1997)

**Objective:** Identify the different types of cultural issues of the facility and target population served, and demonstrate an ability to recognize and work appropriately within the culture.

**(B). Student self-identified objectives** – Student must:  
1. Identify and develop a minimum of 5 job/task-related objectives that are specific to your Professional Study facility and learning interest.  
2. Apply the SMART characteristics when writing each job/task-related objective.  
3. Identify the desired Student Learning Outcome (SLO) that supports each objective.  
4. Be able to identify appropriate assessment strategies or tools to access to what extent you achieve each job/task-related learning objective and identify specific factors that affected your level of achievement (Refer to Bloom’s Taxonomy for *Verbs for Developing Learning Objective*s as a guide).

**Characteristics of SMART Objectives**

**SMART Learning Objectives:** You will be required to write SMART learning objectives. Your learning objectives will be specific to your position and to your goals.

**SMART** is an acronym that describes learning objectives that possess the following five characteristics.

**Specific**: Detail exactly *what* you plan to learn or accomplish during your professional study.

**Measurable**: Describe the *evidence* you will provide to document that you learned/accomplished what you planned to learn/accomplish in your professional study.

**Attainable**: Discuss with your faculty and your Preceptor whether the objectives you have drafted can reasonably be accomplished, given the scope of your responsibility and timeframe of the professional study.

**Relevant**: State how your objective relates to the work you are doing and the work of the organization/facility.

**Time (bound/based)**: Each of your learning objectives includes a time period by which you will have accomplished it (doable in the given timeframe).

Watch the **SMART Goals video**: <https://www.youtube.com/watch?v=vKMrWsjUOZQ> and read the examples below, then draft SMART learning objectives for your NHM 491 proposal paper.

Below are some examples of SMART learning objectives. The vague objectives are either too general or not measurable. The learning objectives you develop must include all five SMART characteristics.

Objective

|  |  |  |
| --- | --- | --- |
| **Objective Type** | **Vague (Poorly Written)** | **SMART Examples (Well written) Skills**  **Acquisition** |
| Skills  Acquisition | I will learn how to troubleshoot for my company. | By December 15, my *time* *troubleshooting* Microsoft Word issues with telephone clients will decrease to an average of 5 minutes. I will reach this average by documenting each issue in a notebook, reviewing the most common issues daily, and preparing a summary for my supervisor. |
| Skills  Acquisition | I will evaluate the effectiveness of my company’s advertising. | By March 15, I will *develop* and administer a survey regarding our newest marketing campaign to 50 clients in our database. I will *present* the results in a PowerPoint presentation at our department meeting. |
| Knowledge  Acquisition | I want to know more about the chemical make-up of common drugs used in the hospital. | By mid-term, I will create a chart listing 40 common medications that I observe being listed on patients’ charts. I will then *research* their chemical composition, and include this data in a chart for my supervisor and faculty mentor to review. |
| Professional/  Interpersonal | I want to learn how to deal with irritable customers. | I will improve my customer *service skills* by researching and describing in a notebook four *different techniques* to engage and serve customers. I will then *try each* of the techniques, record customers’ reactions to each, and prepare a report of the results for my supervisor by May 10. |
| Career  Knowledge | I want to better understand the digital media industry. | By the end of the term, I will have learned about the digital media industry by *interviewing* 2 people who have been in the industry for at least 4 years. I will report my results in a report and I will *describe* which aspects of the industry I find most interesting. |
| ***Examples adapted from the University of Central Florida’s Office of Experiential Learning:*** [**http://www.explearning.ucf.edu/categories/ForStudents/Coop\_and\_Internships/Registered\_Students/152\_98.aspx**](http://www.explearning.ucf.edu/categories/ForStudents/Coop_and_Internships/Registered_Students/152_98.aspx) | | |

**Student Learning Outcomes (SLOs):**  
ACEND defines a **Learning Outcome** as “*specific activities and qualitative and quantitative target measures that will be used to assess overall student achievement of knowledge and/or competencies (the expected or desired result)”.*

**SETTING GOALS AND OBJECTIVES Proposal Paper**:

Your setting Goals, Objectives and SLOs Proposal Paper ***must*** reflect college-level work. The essay should be formatted appropriately and the paragraphs (one paragraph per objective) should be cohesive and clearly propose how each objective will be accomplished, and what the expected/desired student learning outcomes will be.

Follow all guidelines for college-level writing, including grammar, punctuation, and spelling. Tutoring and peer review of writing are available, free from the Writing Center.

**Proposal Paper – Grading Rubric (Example)  
Scale: 4 = Excellent 3 = Above Average 2 = Average 1 = Below Average 0 = Did Not Accomplish**

A score of 0-2 on any objective will require a complete or a partial re-write and re-submit.

|  |  |  |  |
| --- | --- | --- | --- |
| Objective # | Objective  (SMART principles are applied) | Expected/Desired Learning Outcomes are identified and at appropriate levels based on Bloom’s Taxonomy | Instructor Comments |
| 1 | Student will make a minimum of 2 presentations during the professional study. |  |  |
| 2 |  |  |  |
| 3- 9, etc. |  |  |  |

**Proposed Objectives Planning Form**

**Instructions:**  
1. Complete and submit this form for approval before writing your proposal paper.

2. Submit this form by March 21

3. Create this table and list your objectives following the example listed below.

|  |  |  |
| --- | --- | --- |
|  | **Objective**  **(SMART principles are applied)** | **What you might have to do, measure, submit, document to accomplish the objective** |
| Objective # 1 | Student will make a minimum of 2 presentations during the professional study. | **Planned Activities:** - identify/propose topic to preceptor for approval?  - determine target audience, length, location, etc.  - research subject topic & organize information  - plan/outline presentation and evaluation tool  - announce/schedule event, secure facility, equipment, tools, etc.  - make/deliver the presentation  - evaluate and summarize results and feedback received from preceptor, participants, and self-evaluation after each presentation.  **How will it be Measured?**  1. Preceptor will complete an *evaluation form*.  2. Audience will be asked to provide feedback using a *evaluation tool* created by the student  3. Student will do a *self-assessment* and write a summary on the presentation style, audience participation, etc.  **Expected Outcomes:** Student:  - researched and planned a topic relevant to the intended audience.  - delivered presentations that are well organized, and professionally presented.  - increased confidence in public speaking |
| Objective # 2 | Discuss the importance and list the expectations of a professional in mentoring and precepting others. | **Planned Activities:**  - identify 2 (or more) preceptors/professional to interview  - develop a list of interview questions focused on mentoring and precepting – why mentor, qualities, characteristics, mentoring style, setting expectations, goal setting, best practices, handling difficult situations or less than enthused interns, etc.  - determine and schedule time for the interview  - summarize and report on responses received, complete self-reflection on serving as a future mentor or preceptor.  **How will it be Measured?**  1. Questions are appropriate and addresses mentoring and precepting.  2. Responses to questions will be summarized and discussed.  3. Student will summarize the responses and do a self-reflection on serving as a future mentor or preceptor.  **Expected Outcomes:** Student:  - identifies desirable qualities of a good mentor or preceptor  - lists the importance of mentoring and precepting others  - would consider serving as mentor or preceptor to others in the future. |
| Objective # 3 | Explain the interdisciplinary role of a healthcare team by discussing the roles of each team (minimum of 3 team members), the roles and responsibilities of each team member, and how collaboration is accomplished in the in the delivery of care and services. | **Note:** Repeat the process for each objective. |
| Objective # 4 | Identify the different types of cultural issues of the facility and target population served, and demonstrate an ability to recognize and work appropriately within the culture. | **Note:** Repeat the process for each objective. |
| Objective # 5 |  |  |