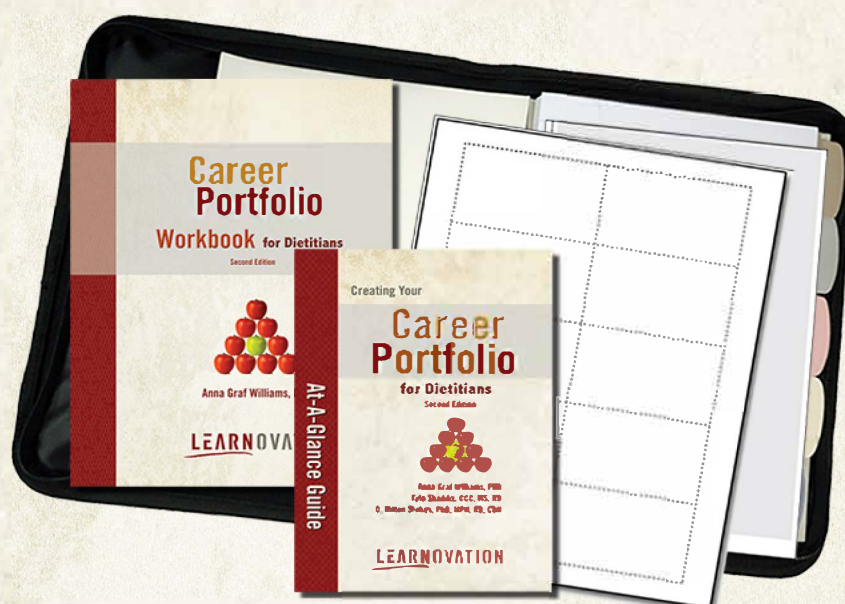


Creating Your Career Portfolio for Dietitians Curriculum Guide

2nd Edition



Anna Graf Williams, Ph.D.
Karen J. Hall

Dietetic Career Portfolio

CURRICULUM GUIDE



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Creating Your Dietetic Career Portfolio Curriculum Overview

Purpose

Innovative in career planning, career portfolios are designed to assist in demonstrating skills and competencies. Participants will identify personal strengths and weaknesses in key skill areas and develop a plan for obtaining the skills they need. Work samples will be collected, categorized and evaluated. Participants will analyze how the career portfolio can be used as a tool for the job search, dietetic internships, and career advancement. A hard copy and/or electronic career portfolio will be completed by the end of this course.

The career portfolio is also a great place for a student to begin collecting work samples and achievements. As students move through college, they continue to collect materials for the portfolio. As they grow more experienced, their portfolios become more robust and are used to compete for dietetic internships, and document their achievements. On graduation, the student simply changes the work samples to reflect his or her work skills, and the Career Portfolio becomes a tool used for job reviews, promotion, and job shifting.

Objectives

By the end of this course the participant should be able to:

- Assemble a career portfolio using the essential components
- Identify personal key skill areas—soft, hard, and transferable
- Collect and choose appropriate work samples for a career portfolio
- Identify the key skills a potential employer needs on the job
- Use a career portfolio in the dietetic internship process
- Use a career portfolio in an interview setting
- Analyze how to use a personal career portfolio in career advancement
- Develop a professional résumé
- Create an ePortfolio

About Dietetic Career Portfolios

The Dietetic Career Portfolio is not just a tool, but it's also a process. It is a structured document with specific parts; each serves a purpose in showcasing the individual. Designed to give a future or current employer proof of skills and abilities, a complete portfolio should include:

- **a Work Philosophy**
- **Career Goals**
- **a Professional Bio**
- **a Résumé**
- **At least three Key Skill Areas of Work Samples**
- **Community Service**
- **Degrees/Diplomas/Awards**
- **Memberships/Extracurricular Activities**
- **References**

The practice of collecting work samples and identifying the skills and attitudes desired by employers will help individuals to identify their transferable skills. It also helps the participant to see how each skill could be helpful in a new setting.

Work Samples

Work and academic samples are the core part of a career portfolio. These samples are documents that prove a person has the skills and abilities they claim. Before participants can identify appropriate work samples they must explore and audit their skills. The *Career Portfolio Development Workbook for Dietitians, 2nd Ed.* will help your participants identify and plan out work samples for potential use in their career portfolio.

Work samples can come from a variety of sources including a job, training and education, activities, and community service work. Common types of work samples include:

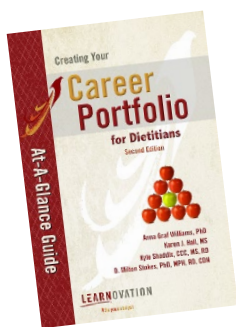
- Documents created on the job
- Certificates, awards, certifications
- Pictures of events or projects
- Reports, handouts, presentations created
- Work or class projects
- Writing samples
- Performance appraisals
- Team projects
- Letters listing what you have accomplished
- Thank you letters
- Letters of recommendation
- Skill sets – a list of specific skills that you have.

Overall, the career portfolio process reinforces skill identification, career planning, and goal setting—all of which are key traits in successful individuals.

Note to teachers: It is easier to teach career portfolio concepts when you have good examples. See if your participants will let you make copies of their career portfolios so you can use them as examples in future classes. Be sure to check with your organization on the policies and procedure to follow to get participant releases on their materials. *Hint: It is better to have participants sign a general release to use their materials at the beginning of the course.*

Materials Used in the Course

Creating Your Career Portfolio At a Glance Guide for Dietitians, 2nd Ed. - ISBN: 978-0-9969528-0-4



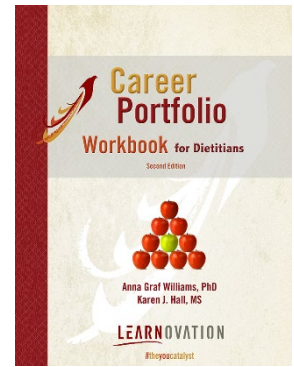
Creating Your Career Portfolio At-a-Glance-Guide for Dietitians, 2nd Ed. focuses on the special needs and uses of career portfolios by dietitians. Step-by-step instructions show how to create an individualized career portfolio. Designed to assist participants in pulling together their many skills and competencies, this innovative, easy-to-read guidebook provides detailed instructions for planning, assembling, and using a personal career portfolio for competitive dietetic internships, the job search, or promotion. It shows them how to tie together and "package" their work experiences, projects, professional development, and personal experiences to help them "sell themselves" in the job or educational market.

The *At-a-Glance Guide* will help participants organize and create their individual career portfolios.

Career Portfolio Workbook for Dietitians, 2nd Ed. - ISBN: 978-0-9969528-1-1

A workbook of skill awareness exercises designed to help people identify and focus on skills they have and the skills they need to succeed and get ahead. It also contains checklists and guidelines for creating a résumé and assembling a personalized career portfolio.

With the first exercise, the participant begins to build a master list of skills they have and the skills they want. Each additional exercise explores different types of skills, places to gain skills, and ways to present a person's skills to the needs of an employer.



Exercise No. 1—**Your Dietetic Career Portfolio Planner** - serves as a centralized place for the participant to record and review the skills they have and the skills they want or need in their career. Many of the other exercises in the workbook will also refer back to this exercise as the participant continues to discover and identify new skills they have or need.

Exercise No. 2	Focusing Your Skills Using Job Listings
Exercise No. 3	Dietetic Competency Mapping
Exercise No. 4	Class Skills Inventory
Exercise No. 5	Transferable Skills Inventory
Exercise No. 6	Soft Skills Inventory
Exercise No. 7A	Planning for the Skills You Need—College Plan of Study
Exercise No. 6B	Planning for the Skills You Need—Jobs
Exercise No. 7C	Planning for the Skills You Need—Transferable Skills
Exercise No. 8A	Résumé Development—Résumé Organizer
Exercise No. 8B	Résumé Development—Using Keywords in Your Résumé
Exercise No. 9	Gathering, Sorting, and Refining Work Samples
Exercise No. 10A	Writing Your Learning/Performance Objectives for Your Dietetic Internship
Exercise No. 10B	Gathering Work Samples From Your Internship
Exercise No. 11	Creating Your Career Portfolio – Assembly Checklist
Exercise No. 12A	What's Your Attitude?
Exercise No. 12B	Shifting Your Attitude
Exercise No. 13	Your Professional Profile on LinkedIn™

Workbook
Included in each
Portfolio Kit

The Portfolio Kit — The portfolio kit is a place to collect and display work samples, letters of thanks or recommendation, certificates, awards, skill sets, pictures, a résumé, references, goals and work statements. All these items can be used in a job interview or college interview to prove a person's skills. The *Professional Portfolio Kit* includes:

- **High-quality 3-ring presentation binder**—used to present the individual's career portfolio to employers or college entrance boards.
- **10 extra-wide tabs**—used to organize your portfolio for easy access.
- **Plastic sheet protectors**—holds documents and work samples.
- **Blank business cards**—used to create an overview card for each work sample in the portfolio. The card is slipped into the sheet protector along with the work sample.
- ***Career Portfolio Development Workbook for Dietitians, 2nd Ed.***—Skill awareness workbook



Supplemental Materials available from Learnovation®, LLC

Videos:

Creating Your Career Portfolio – Assembling Your Portfolio

This video overviews the career portfolio process and focuses on gathering supplies, work samples and materials to include in a career portfolio. This video features interviews with professionals and students who have used the portfolio, expert interviews and detailed guidelines for putting together your own portfolio. 25 min.

Creating Your Career Portfolio – Using your Portfolio in Your Job Search

Once you have created your personalized career portfolio, how do you actually use it in an interview? This video features sample interviews and expert commentary to show the do's and don'ts of portfolio use in an interview setting. Learn tips on using the portfolio to your best advantage. 25 min.

Transferable Skills: Using Everything You've Got to Advance

Transferable Skills – Using Everything You've Got to Advance

Identifying and promoting your skills is one of the focuses of the career portfolio. This video helps you to identify and use your transferable skills to advance your career. 20 min.

Audio Tape:

Career Smarts—Career Portfolios with a Can Do Attitude

This audio tape features an interview with Anna Graf Williams, Ph.D., overviewing the contents of a Career Portfolio and the process of creating and assembling a portfolio. Anna focuses on how to select the best work samples and use transferable skills to the best advantage to get that job, raise, or promotion. 45 min.

Program Outcomes

Program outcomes need to be planned for before starting any curriculum program. While each individual component of this program has grading rubrics, it is still essential to do pre- and post- outcomes measurement. It is important to look at your student population and the amount of time available for teaching the actual curriculum. Extra consideration needs to be given for parent and community participation in the program as well. Measures need to be reality-based for students and institutions to recognize them. Feel free to contact Dr. Williams and her team for further advise on how to do this successfully.

The Learnovation Development Team

Learnovation®, LLC was founded in 1997 to develop products and deliver services which educate and empower people to enhance their lives. Through career advancement, quality instructional design, publishing and motivational instruction, Learnovation®, LLC has influenced education, industry and government practices.

Anna Graf Williams, Ph.D., and Karen J. Hall standardized the career portfolio process in *Creating Your Career Portfolio—At A Glance Guide* (now in the 4th edition.) Career portfolios are now in place throughout the world in high school programs, college curriculums, and industry as an assessment and placement tool. The career portfolio is a process, not just a product created by an individual. Thousands of hours of research have been conducted by Learnovation®, LLC in the area of career portfolio use and development. Life skills and career advancement have been long standing areas of expertise for Learnovation®, LLC. They have developed *The Family Guide to the American Workplace* (available in English and Spanish).

Anna Graf Williams, Ph.D., co-founder and president of Learnovation, LLC, is a national expert on career portfolios. She has spent over 20 years standardizing the career portfolio process. The *Creating Your Career Portfolio* series has expanded to include career portfolio oriented materials including videos and targeted workbooks for students, professionals, and dietitians. She regularly speaks on the topics of career portfolios, outcomes assessment, and the holistic approach to job readiness. Dr. Williams has a Ph.D. in educational administration from Purdue University, along with master degrees in curriculum development and design and Restaurant Hotel Institutional Management. Dr. Williams was formerly a full professor at the collegiate level, where she specialized in Hospitality, Strategic Planning, Marketing and Curriculum Development. She has specialized throughout her educational career on innovative and effective teaching methods, outcome assessment, marketing, and management.

Dr. Williams has co-authored over 33 books including:

- The Medical Advocate Book
- Creating Your Career Portfolio At-a-Glance Guide for Students 4th Ed.
- Creating Your Career Portfolio At-a-Glance Guide BASICS.
- Creating Your Career Portfolio At-a-Glance Guide for Professionals.
- Creating Your Career Portfolio At-a-Glance Guide for Dietitians.
- Workforce / Reentry, Financial Literacy, Wellness & Nutrition, Parenting, and Study Skills Pamphlet Series.
- Immigrant's Guide to the American Workplace.
- Family Guide to the American Workplace.
- Quick Reference Guide to Food Safety and Sanitation.
- Food Safety Fundamentals.

Dr. Williams is also an experienced medical advocate, and teaches people how to successfully assist their loved ones by navigating and working with the many players in the health arena- including dietitians, ER doctors, insurance companies, hospitalists, hospital advocates, scheduling teams, and office nurses to name a few.

Learnovation®, LLC

Products and Support for Lives in Transition

We believe in the development of the individual. Institutions, organizations, agencies and individuals come to us in that delta moment when they are ready to change. We partner with them as they are developing and documenting their knowledge, skills, abilities, tools, technologies, education, and rare talents in the pursuit of gainful employment. Our

understanding and special talent in instructional design and learning make us exceptional at development and measurement of outcomes and accountability.

Our Focus

Learnovation believes in the holistic approach to individuals. The individual must embrace personal change to assist them in both soft and technical skills. Learnovation understands that not all people learn in the same way – innovation is required in the instructional design of materials and approaches to learning.

- Our instructional design is about impacting BEHAVIOR
- We teach PROCESS like no one else in the industry
- We are recognized as an EXPERT in the career portfolio process

At Learnovation®, LLC, we're educators and trainers, we know what it takes to make the return on investment (ROI) for the performance-based bottom line. We understand how weaknesses in the labor force affect productivity and profit. Everything about life skills and career portfolios needs to be explained and developed through the eyes of the end user.

Curriculum Plan

Based on *Creating Your Career Portfolio At-A-Glance Guide for Dietitians, 2nd Ed.*

Full Course Curriculum – designed for 2 ½ - 3 credit hour courses/ 1 semester course

Jump-Start Seminar – designed for a 1 credit hour course; easily integrated into existing career development courses; or can be taught in a seminar/workshop format

Self-Study – designed for use in career development center settings, placement offices, and online courses – limited contact time

Instructional time – contact time with participants, instruction in new topics*

Assignment time – time for participants to complete assignments and activities in or out of class

Group Activity time – time for structured interaction in or out of class

*Time has not been allocated for quizzes and tests. All feedback/grading is based upon performance on assignments/activities.



A component of the portfolio



Templates available online at <http://www.learnovation.com/d2-templates/>



Suggested group activity



Assignment or activity may take extra time



Assignment or activity may be skipped if time is short

Text – *Creating Your Career Portfolio At-A-Glance Guide for Dietitians, 2nd Ed.*

Workbook – *Career Portfolio Development Workbook for Dietitians, 2nd Ed.*

Session #1 - What is a Dietetic Career Portfolio/ Introduction

	Full Course Curriculum (40-48 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)	Notes
Instructional Time	2 hours	1 hour	1 hour	The audio tape can be used by participants to overview the components of a career portfolio and serve as a reference during additional sessions. (Especially helpful to individuals in a self-study program)
Assignment Time	2 ½ hours	2 ½ hours	2 ½ hours	
Group Activity Time	Ø hours	Ø hours	N/A	

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Introduce the topic and the materials ▪ Why would you use a portfolio? ▪ What is a career portfolio? ▪ What materials do you need to assemble a portfolio? ▪ How you can use the career portfolio in different situations <ul style="list-style-type: none"> • During a dietetic interview • During a job interview • During college to track work samples ▪ An overview of the content of a portfolio <ul style="list-style-type: none"> • Sections of a portfolio • Collecting and creating work samples ▪ Attitude surveys (workbook) 	<ul style="list-style-type: none"> ▪ Text – Career Portfolio Basics ▪ Workbook – Exercise 1 – Portfolio Planner ▪ Workbook – Exercise 12A & 12B ▪ Sample portfolios (instructor’s, several participants’) ▪ Sample electronic portfolios ▪ Empty portfolio kits with supplies ▪ Audio Tape – <i>Career Smarts: Career Portfolios with a Can-Do Attitude!</i> 	<ul style="list-style-type: none"> ▪ Text –Career Portfolio Basics and Step 1 ▪ Workbook – Review Exercise #1 Your Career Portfolio Planner ▪ Workbook – Exercise #4 – Class Skills Inventory 🚶🚶🚶 ▪ Workbook – Exercise #12A – What’s Your Attitude? ▪ Workbook – Exercise #12B – Shifting Your Attitude ▪ Familiarize themselves with their career portfolio kit ▪ Participants will begin to collect work samples ▪ Listen to the audio tape

Session #2 – Planning Your Dietetic Career Portfolio

	Full Course Curriculum (40-48 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)
Instructional Time	6 ½ hours	4 hours	2 ½ hours
Assignment Time	7 hours	8 hours	9 hours
Group Activity Time	2 ½ hours	2 ½ hours	N/A

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Designing your career plan <ul style="list-style-type: none"> • Identifying your skills – <ul style="list-style-type: none"> ♦ Hard skills ♦ Soft skills ♦ Transferable skills ▪ Work philosophy 📖 ▪ Goals 📖 ▪ Setting goals for dietetic internship ▪ Dietetic Competencies (Appendix A of workbook) 	<ul style="list-style-type: none"> ▪ Text – Step 1 ▪ Text –Resource Guide <ul style="list-style-type: none"> ♦ #6- Transferable Skills List ♦ #7- Common Job Titles and Skills in Dietetics ♦ #11- List of templates on the disk ▪ Video – <i>Transferable Skills: Using Everything You've Got To Advance</i> ▪ Workbook – Exercises #3, #5, #6, & 10A 	<ul style="list-style-type: none"> ▪ Text – Read Step 2- Work Samples ▪ Have the participant write their work philosophy. 👤 🖨️ ▪ Have the participant write their work career goals. 👤 🖨️ ▪ Participants will collect work samples ▪ Workbook – Exercise #3 – Dietetic Competency Mapping 👤 ▪ Workbook – Exercise #4 – Transferable Skills Inventory ▪ Workbook – Exercise #5 – Soft Skills Inventory ▪ Workbook – Exercise #9A – Writing Your Learning/Performance Objectives for Your Dietetic Internship ▪ Workbook – Exercise #1 – Update the Career Planner



Session #3 – Identifying the Skills You Need

	Full Course Curriculum (40-48 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)
Instructional Time	3 hours	1 ½ hours	1 hour
Assignment Time	2 hours	2 1/2 hours	2 hours
Group Activity Time	2 ½ hours	2 ½ hours	N/A

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Identifying the skills you need in your career <ul style="list-style-type: none"> • Based on your major and your job interests, identify the skills you need to succeed ▪ Planning for the skills you need 	<ul style="list-style-type: none"> ▪ Text – Step 1- Know Your Skills... ▪ Text –Resource Guide- <ul style="list-style-type: none"> ♦ #- Model Job Descriptions in Dietetics ▪ Workbook – Exercise # 2, 7A-7C 	<ul style="list-style-type: none"> ▪ Text – Read Step 3- Your Résumé and Online Presence ▪ Participants will collect work samples ▪ Workbook – Exercise #2 – Focusing Your Skills Using Job Listings ▪ Workbook – Exercise #7A – Planning for the Skills You Need- College Plan of Study ▪ Workbook – Exercise #7B – Planning for the Skills You Need- Jobs ▪ Workbook – Exercise #7C – Planning for the Skills You Need- Transferable Skills











Session #4 –Your Résumé and Online Presence: An Overview of Your Portfolio

	Full Course Curriculum (40-48 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)
Instructional Time	3 hours	1 ½ hours	1 hour
Assignment Time	8 1/2 hours	9 ½ hours	10 ½ hours
Group Activity Time	45 minutes	Ø hours	N/A

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Creating a résumé <ul style="list-style-type: none"> • Basics of a résumé  • Organizing your résumé • Choosing the right words  • Formatting your résumé • Getting it out there <ul style="list-style-type: none"> ♦ Cover letters ♦ E-mail and fax ♦ Online services and websites ▪ Your Online Presence <ul style="list-style-type: none"> • Setting up a LinkedIn™ profile • Review profiles of other dietitians online 	<ul style="list-style-type: none"> ▪ Text – Step 3 ▪ Text –Resource Guide <ul style="list-style-type: none"> • #3 - Action Verb List • #9 - Model Job Descriptions in Dietetics ▪ Workbook – Exercises #7A-6C, #8A, #13, and 1 ▪ Sample résumés ▪ Sample online profiles 	<ul style="list-style-type: none"> ▪ Workbook – Exercise #1 – Update the Career Planner ▪ Workbook – Exercise # 8A – Résumé Organizer ▪ Workbook – Exercise # 8B – Using Keywords in Your Résumé ▪ Workbook – Exercise #1 – Update the Career Planner ▪ Workbook – Exercise #13- Creating Your LinkedIn™ Profile ▪ Write a cover letter ▪ Participants will collect work samples

Session #5 – Proving Your Skills – Focus on Work Samples

	Full Course Curriculum (40-48 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)	Notes
Instructional Time Assignment Time Group Activity Time	9 ½ hours	4 hours	2 hours	<ul style="list-style-type: none"> ▪ Letters of request for recommendation can serve in place of the actual letter of recommendation when grading the portfolio. Work samples are best presented and graded together with overview cards. ▪ This session can be used as a workshop time, with students bringing their work samples and getting informal feedback from peers and instructor on the appropriateness of samples. If possible, have computers and scanners available for students to scan their samples.
	16 hours	20 hours	23 hours	
	1 ½ hours	1 ½ hours	N/A	

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Review résumés ▪ Review LinkedIn™ profiles ▪ Review the contents of a career portfolio ▪ Sources of work samples <ul style="list-style-type: none"> • Class assignments • On the job – employment • Community service ▪ Types of work samples  <ul style="list-style-type: none"> • Materials used or produced on the job • Assignments • Letters of recommendation • Skill sets • Certifications, diplomas, degrees or awards • Community service • Extracurricular Activities • Academic plan of study  • Brief bio  • Faculty and employer bios  • References  ▪ Review strategies for gathering work samples during an internship 	<ul style="list-style-type: none"> ▪ Text – Step 2- Work Samples ▪ Text –Resource Guide <ul style="list-style-type: none"> • #6- Transferable Skills List • #7- List of Downloadable Templates • #10 Dietetic Work Samples ▪ Video – <i>Creating Your Career Portfolio – Assembling Your Portfolio</i> ▪ Workbook – Exercises #8B, 9, 10A, 10B, 11, 13, and 1 ▪ Portfolio kit 	<ul style="list-style-type: none"> ▪ Text – Read Step 4 and Resources – Style Guide ▪ Workbook – Exercise #10B – Gathering Work Samples from your Internship ▪ Workbook – Exercise #1 – Update the Career Planner ▪ Participants will write a letter requesting a letter of recommendation. The participant may use the recommendation request letter template found online.   ▪ Participants will collect work samples. ▪ The participant will use the template forms online to create the following documents:  <ul style="list-style-type: none"> • Membership/activities involvement • academic plan of study • faculty and employer bio • reference list <p>Optional Activities:</p> <ul style="list-style-type: none"> ▪ Have participants post their résumé on a website (45 minutes) ▪ Have participants create customized skill sets using the template found online   (45 minutes)

Session #6 – Assembly

	Full Course Curriculum (40-48 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)	Notes
Instructional Time Assignment Time Group Activity Time	6 hours 7 ½ hours 2 hours	2 hours 8 ½ hours 2 hours	1 hour 9 ½ hours N/A	This is a good session to have a group workshop. Each student brings their work samples and materials and work on assembling their portfolios. Provide computers, scanners, and color printers so participants can make copies of their materials. Individuals can also get informal feedback from peers and the instructor.

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Introduce formatting and creating your career portfolio with style <ul style="list-style-type: none"> • Review chapter 8 – Style Guide and use it as a reference during assembly ▪ Step 1: Gathering your supplies ▪ Step 2: Sorting and organizing work samples 🧑🧑🧑 <ul style="list-style-type: none"> • Selecting tabbed areas • Selecting appropriate work samples ▪ Step 3: Putting your career portfolio together ▪ Step 4: Developing support materials <ul style="list-style-type: none"> • Statement of originality and confidentiality 📄 • Work sample overview cards 📄 ▪ Step 5: Proofing your career portfolio 	<ul style="list-style-type: none"> ▪ Text – Step 4 ▪ Text –Resource Guide <ul style="list-style-type: none"> • #1 - Supply List • #2- Emergency Instructions for Portfolio Assembly • #7- List of templates on the disk • #8 -Style Guide ▪ Workbook – Exercises #9, 11, and 1 ▪ Portfolio kit 	<ul style="list-style-type: none"> ▪ Text – Read Step 5- Using Your Career Portfolio ▪ Exercise #9 – Gathering, Sorting, and Refining Work Samples ▪ Exercise #11 – Creating Your Career Portfolio - Assembly Checklist ☺ ▪ Exercise #1 – Update the Career Planner ▪ Select and create the tabs for the portfolio 🧑🧑🧑 ▪ Sort and select work samples to include in the presentation portfolio 🧑🧑🧑 ▪ Physically assemble the portfolio ☺ ▪ The participant will use the template found online to create the following documents: 🖨️ <ul style="list-style-type: none"> • Statement of originality and confidentiality • Work sample overview cards

Session # 7– Using the Portfolio

	Full Course Curriculum (40-48 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)
Instructional Time	6 hours	2 hours	1 hour
Assignment Time	3 hours	3 hours	3 hours
Group Activity Time	3 hours	3 hours	N/A

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Overview how to use the eRésumé before and after an interview ▪ Customizing your portfolio for the needs of the interview ▪ Using the career portfolio in an interview <ul style="list-style-type: none"> • Using the career portfolio to: <ul style="list-style-type: none"> ♦ Introduce yourself ♦ Answer a question ♦ Summarize skills • Dealing with reactions ▪ Following up after the interview ▪ Using the career portfolio to get an internship or co-op ▪ Using the career portfolio to get a job 	<ul style="list-style-type: none"> ▪ Text – Step 5: Using the Career Portfolio ▪ Completed portfolio kit ▪ Video – <i>Creating Your Career Portfolio Using Your Portfolio in Your Job Search</i> 	<ul style="list-style-type: none"> ▪ Text – Read Step 5: ▪ Preparation for mock interviews

Session # 8– The Portfolio in Practice – Mock Interviews

	Full Course Curriculum (40-48 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)
Instructional Time	6 hours	2 hours	1 hour
Assignment Time	3 hours	3 hours	3 hours
Group Activity Time	3 hours	3 hours	N/A

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Role play mock interviews using the completed portfolio 🚶🚶🚶 ▪ Role play a phone interview where the interviewer has access to the student's eRésumé. Students should be able to describe and discuss linked work samples ▪ Conduct mock interviews using the completed portfolios 	<ul style="list-style-type: none"> ▪ Text – Step 5: ▪ Completed portfolio kit ▪ Video – <i>Creating Your Career Portfolio Using Your Portfolio in Your Job Search</i> 	<ul style="list-style-type: none"> ▪ Conduct mock interviews using the completed portfolios 🚶🚶🚶 ▪ Conduct mock phone interviews using the completed eRésumé

(Optional) Session #9 – The Electronic Portfolio

	Full Course Curriculum (40-48 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)	Notes
Instructional Time	4 hours	2 hours	1 hour	This session can be moved towards the beginning of the program if the class will be focusing on creating electronic portfolios
Assignment Time	20 hours	25 hours	30 hours	
Group Activity Time	Ø hours	Ø hours	N/A	

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Benefits of using an electronic career portfolio ▪ Using an electronic career portfolio ▪ Technical requirements for launching an electronic career portfolio ▪ Designing the electronic portfolio ▪ Elements of an electronic career portfolio 	<ul style="list-style-type: none"> ▪ Text – Whole book ▪ Text – Chapter 9 – Resource Guide, #1 Supply List, #6- List of templates available to download ▪ Completed career portfolio kit 	<ul style="list-style-type: none"> ▪ Complete an ePortfolio <ul style="list-style-type: none"> • Sort and organize work samples • Scan work samples • Creating an ePortfolio

Suggested Grading Rubrics for Exercises in the *Dietetic Career Portfolio Development Workbook for Dietitians*

Grading Legend

++ Exceeds the standard
+ Meets the standard

- Partially meets the standard
- - Does not meet the standard

++	+	-	- -
#1 – Career Portfolio Planner			
<ul style="list-style-type: none"> ▪ All skills are listed from each of the other exercises ▪ Skill type is correctly identified for each skill ▪ Source identified for each skill ▪ Evidence/Proof or plan to obtain the skill is identified for each skill and can realistically be accomplished by the student ▪ The plan to obtain the skill contains achievement dates ▪ Tabbed area identified for each skill 	<ul style="list-style-type: none"> ▪ All skills are listed from each of the other exercises ▪ Skill type is identified for each skill ▪ Source identified for each skill ▪ Evidence/Proof or plan to obtain the skill is identified for each skill ▪ Tabbed area identified for each skill 	<ul style="list-style-type: none"> ▪ 80% of the skills are listed from each of the other exercises ▪ Source identified for each skill ▪ Evidence/Proof or plan to obtain the skill is identified for each skill ▪ Tabbed area identified for each skill 	<ul style="list-style-type: none"> ▪ 50% or less of the skills are listed from each of the other exercises
#2 – Focusing Your Skills Using Job Listings			
<ul style="list-style-type: none"> ▪ Attach 3 job ads ▪ 9 keywords for each ad ▪ Underline keywords in ad ▪ All job ads are in the same career field 	<ul style="list-style-type: none"> ▪ Attach 2 job ads ▪ List 3 keywords for each ad ▪ Underline keywords in ad 	<ul style="list-style-type: none"> ▪ Attach 1 job ad ▪ List 3 keywords 	<ul style="list-style-type: none"> ▪ Presents no job ads ▪ Does not keywords ▪ Does not list any skills
#3 – Dietetic Competency Mapping			
Plan of study map includes: <ul style="list-style-type: none"> ▪ all core courses ▪ all science courses ▪ all general studies courses ▪ 4 dietetic internship rotations ▪ 4 public health ▪ 4 community service ▪ 4 care & soft skills 	Map includes: <ul style="list-style-type: none"> ▪ all core courses ▪ 4 science courses ▪ 4 general studies courses ▪ 3 dietetic internship rotations ▪ 3 public health ▪ 3 community service ▪ 3 care & soft skills 	Map includes: <ul style="list-style-type: none"> ▪ 5 core courses ▪ 2 science courses ▪ 2 general studies courses ▪ 2 dietetic internship rotations ▪ 2 public health ▪ 2 community service ▪ 2 care & soft skills 	Map is missing or has fewer than: <ul style="list-style-type: none"> ▪ 4 core courses ▪ 1 science courses ▪ 1 general studies courses ▪ 1 dietetic internship rotations ▪ 1 public health ▪ 1 community service ▪ 1 care & soft skills

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#4 – Class Skills Inventory			
<ul style="list-style-type: none"> ▪ Identify the career field ▪ List 9 skills learned ▪ List 3 or more courses ▪ Describe how each skill would be used in the career field 	<ul style="list-style-type: none"> ▪ Identify the career field ▪ List 6 skills learned ▪ List 2 or more courses ▪ Describe how each skill would be used in the career field 	<ul style="list-style-type: none"> ▪ Identify the career field ▪ List 3 skills learned ▪ List 1 or more courses ▪ Describe how each skill would be used in the career field 	<ul style="list-style-type: none"> ▪ Less than 3 skills learned ▪ List no courses ▪ Does not describe how each skill would be used in the career field
#5 – Transferable Skill Inventory			
<ul style="list-style-type: none"> ▪ List 12 activities ▪ List 2 or more activities for all transferable skill areas ▪ List 6 skills for each activity 	<ul style="list-style-type: none"> ▪ List 8 activities ▪ List 1 activity for at least 3 transferable skill areas ▪ List 5 skills for each activity 	<ul style="list-style-type: none"> ▪ List 6 activities (3 hobbies, 3 jobs at Minimum if they do not have memberships or community service. ▪ List 3 skills for each activity 	<ul style="list-style-type: none"> ▪ Less than 6 activities ▪ Less than 3 skills for each activity
#6 – Soft Skills Inventory			
<ul style="list-style-type: none"> ▪ Minimum of 6 soft skills areas ▪ Minimum of 3 observable skills for each area ▪ Minimum of 1 method of proof for each skill ▪ Method of proof contains achievement dates 	<ul style="list-style-type: none"> ▪ Minimum of 5 soft skills areas ▪ Minimum of 3 observable skills for each area ▪ Minimum of 1 method of proof for each skill 	<ul style="list-style-type: none"> ▪ Minimum of 3 soft skills areas ▪ Minimum of 2 observable skills for each area ▪ Minimum of 1 method of proof for each skill 	<ul style="list-style-type: none"> ▪ Less than 3 soft skills areas ▪ Less than 2 observable skills for each area
#7A – Planning For The Skills You Need – College Plan Of Study			
<ul style="list-style-type: none"> ▪ List 6-7 skills ▪ Correctly list skill type for each skill ▪ Explain why each skill would be gained 	<ul style="list-style-type: none"> ▪ List 4-5 skills ▪ List skill type for each skill ▪ Explain why each skill would be gained 	<ul style="list-style-type: none"> ▪ Minimum of 3 skills ▪ List skill type for each skill ▪ Explain why each skill would be gained 	<ul style="list-style-type: none"> ▪ Identify less than 3 skills
#7B – Planning For The Skills You Need – Jobs			
<ul style="list-style-type: none"> ▪ Minimum of 12 skills ▪ Describe skill development for each skill ▪ Identify a timeline for developing skill ▪ Timeline for skill development is realistic ▪ Work sample for each skill ▪ List other participants needed to develop skill ▪ Skills chosen match participant's career plan 	<ul style="list-style-type: none"> ▪ Minimum of 10 skills ▪ Describe skill development for each skill ▪ Include a timeline for developing skill ▪ Timeline for skill development is realistic ▪ List work sample for each skill ▪ List other participants needed to develop skill 	<ul style="list-style-type: none"> ▪ Minimum of 7 skills ▪ Describe skill development for each skill ▪ List a timeline for developing skill ▪ Identify a work sample for each skill 	<ul style="list-style-type: none"> ▪ Identify less than 5 skills

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▪ #7C – Planning For The Skills You Need – Transferable Skills			
<ul style="list-style-type: none"> ▪ Minimum of 15 skills ▪ Identify transferable skill area for each skill ▪ Describe skill development for each skill ▪ List other participants needed to develop skill ▪ Include timeline for developing skill ▪ Timeline for skill development is realistic ▪ Work sample for each skill ▪ Skills chosen match participant's career plan 	<ul style="list-style-type: none"> ▪ Minimum of 12 skills ▪ Identify transferable skill area for each skill ▪ Describe skill development for each skill ▪ Include work sample for each skill ▪ Include a timeline for developing skill ▪ Timeline for skill development is realistic ▪ Identify other participants needed to develop skill 	<ul style="list-style-type: none"> ▪ Minimum of 9 skills ▪ Identify transferable skill area for each skill ▪ Describe skill development for each skill ▪ Include work sample for each skill ▪ Include a timeline for developing skill 	<ul style="list-style-type: none"> ▪ Less than 7 skills
▪ #8A – Résumé Development – Résumé Organizer			
<ul style="list-style-type: none"> ▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for minimum of three jobs ▪ If no job experience, complete Exercise #2 and #6B and then complete the work experience section as if they had one of those jobs ▪ Complete section 3 include minimum of 1 professional membership held or research and minimum of 2 professional memberships for section 3 ▪ Complete section 4, include minimum of 1 award earned or research and a minimum of 2 awards to achieve 	<ul style="list-style-type: none"> ▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for minimum of three jobs ▪ If no job experience, complete Exercise #2 and #6B and then complete the work experience section as if they had one of those jobs ▪ Complete section 5, include participation in a minimum of 1 volunteer activity or research and a minimum of 2 volunteer activities to achieve for section 5 ▪ Include at least 3 references ▪ Create a functional résumé without spelling or grammatical errors 	<ul style="list-style-type: none"> ▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for minimum of three jobs ▪ If no job experience, complete Exercise #2 and #6B and then complete the work experience section as if they had one of those jobs ▪ Include at least 1 reference 	<ul style="list-style-type: none"> ▪ Sections 1, 2, or 6 are incomplete <p style="text-align: right;">(Continued)</p>

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▪ #8A – Résumé Development – Résumé Organizer (Continued)			
<ul style="list-style-type: none"> ▪ Complete section 5, include participation in a minimum of 1 volunteer activity or research and minimum of 2 volunteer activities to achieve for section 5 ▪ Include at least 3 references ▪ Create a functional résumé without spelling or grammatical errors ▪ Résumé contains a highly- detailed level of skills 			
▪ #8B – Résumé Development – Using Keywords In Your Résumé			
<ul style="list-style-type: none"> ▪ Complete work experience for one job ▪ 3 skills and 9 keywords ▪ Complete professional memberships by including a minimum of 1 professional membership held or list a desired professional membership and list 3 keywords ▪ Complete awards section by including a minimum of 1 award received with 3 keywords or list a desired award with 3 keywords ▪ Complete volunteerism section by including a minimum of 1 volunteer activity and list 3 keywords or list a potential volunteer activity and list 3 keywords 	<ul style="list-style-type: none"> ▪ Complete work experience for one job ▪ 3 skills and 3 keywords ▪ Complete volunteerism section by including a minimum of 1 volunteer activity or list a potential volunteer activity and list 3 keywords 	<ul style="list-style-type: none"> ▪ Complete work experience for one job ▪ 1 skill and 1 keyword 	<ul style="list-style-type: none"> ▪ Did not complete work experience section for one job

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▪ #9 – Gathering, Sorting And Refining Work Samples			
<ul style="list-style-type: none"> ▪ Complete the tabbed area column in Exercise #1 ▪ Create tabs for each area of the portfolio ▪ Work samples correctly sorted into a minimum of 4 tabbed areas ▪ Best work samples are displayed in the portfolio ▪ Overview cards created for each work sample 	<ul style="list-style-type: none"> ▪ Complete the tabbed area column in Exercise #1 ▪ Create tabs for each area of the portfolio ▪ Work samples correctly sorted into a minimum of 3 tabbed areas ▪ Best work samples are displayed in the portfolio ▪ Overview cards created for each work sample 	<ul style="list-style-type: none"> ▪ Complete the tabbed area column in Exercise #1 	<ul style="list-style-type: none"> ▪ Tabbed area column in Exercise #1 is incomplete
▪ #10A –Writing Your Learning/Performance Objectives for Your Dietetic Internship			
<ul style="list-style-type: none"> ▪ Includes 4-5 goals ▪ Goals are measurable and include timelines for completion ▪ Goals are achievable ▪ Goals are career oriented ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Includes 3 goals ▪ Goals are measurable and include timelines for completion ▪ Goals are achievable ▪ Goals are career oriented ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Includes less than 3 goals ▪ Goals do not meet all of the following components: <ul style="list-style-type: none"> • are measurable • include timelines for completion • are achievable ▪ career oriented 	<ul style="list-style-type: none"> ▪ Goals are incomplete
▪ #10B – Gathering Work Samples From Your Internship			
<ul style="list-style-type: none"> ▪ Copies of 15 work samples labeled with the related skill ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Copies of 10 work samples labeled with the related skill ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Copies of 5 work samples labeled with the related skill 	<ul style="list-style-type: none"> ▪ Fewer than 5 work samples
▪ #11 – Creating Your Career Portfolio – Assembly Checklist			
<ul style="list-style-type: none"> ▪ Checklist is fully completed including: <ul style="list-style-type: none"> • Work philosophy • Minimum of 5 goals • Minimum of 4 tabbed areas 	<ul style="list-style-type: none"> ▪ Checklist is fully completed including: <ul style="list-style-type: none"> • Work philosophy • Minimum of 4 goals • Minimum of 3 tabbed areas 	<ul style="list-style-type: none"> ▪ Checklist is fully completed including: <ul style="list-style-type: none"> • Work philosophy • Minimum of 3 goals • Minimum of 2 tabbed areas 	<ul style="list-style-type: none"> ▪ Checklist is incomplete

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▪ #12A – What’s Your Attitude?			
<ul style="list-style-type: none"> ▪ Attitude survey is completed ▪ 10 quotable quotes completed ▪ 3 attitudes completed 	<ul style="list-style-type: none"> ▪ Attitude survey is completed ▪ 7 quotable quotes completed ▪ 3 attitudes completed 	<ul style="list-style-type: none"> ▪ Attitude survey is completed ▪ 7 quotable quotes completed ▪ 2 attitudes completed 	<ul style="list-style-type: none"> ▪ Attitude survey is incomplete ▪ Less than 7 quotable quotes completed ▪ Less than 3 attitudes completed
▪ #12B – Shifting Your Attitude			
<ul style="list-style-type: none"> ▪ 3 attitudes and affirmations completed ▪ 6 attitudes to be changed completed ▪ 3 attitudes completed 	<ul style="list-style-type: none"> ▪ 3 attitudes and affirmations completed ▪ 4 attitudes to be changed completed ▪ 2 attitudes completed 	<ul style="list-style-type: none"> ▪ 2 attitudes and affirmations completed ▪ 3 attitudes to be changed completed ▪ 1 attitudes completed 	<ul style="list-style-type: none"> ▪ Less than 2 attitudes and affirmations completed ▪ Less than 3 attitudes to be changed completed ▪ Less than 1 attitudes completed
▪ #13– Your Professional Profile on LinkedIn™			
<ul style="list-style-type: none"> ▪ Includes a professional photo ▪ Includes at least 12 keywords to use in profile ▪ Jobs for Transferable Skills –Complete a minimum of three jobs ▪ Each job contains a detailed description including appropriate keywords ▪ Include at least 6 specialties ▪ Subheading is complete and compelling ▪ List at least 6 networking connections ▪ Includes a personal URL ▪ Includes at least three recommendations 	<ul style="list-style-type: none"> ▪ Includes a professional photo ▪ Includes at least 10 keywords to use in profile ▪ Jobs for Transferable Skills –Complete a minimum of two jobs ▪ Each job contains a detailed description including appropriate keywords ▪ Include at least 5 specialties ▪ Subheading is complete ▪ List at least 5 network connections ▪ Includes a personal URL ▪ Includes at least two recommendations 	<ul style="list-style-type: none"> ▪ Includes a professional photo ▪ Includes at least 8 keywords to use in profile ▪ Jobs for Transferable Skills –Complete a minimum of two job ▪ Job contains a detailed description ▪ Include at least 4 specialties ▪ Subheading is complete ▪ List at least 4 network connections ▪ Includes a personal URL ▪ Includes at least one recommendation 	<ul style="list-style-type: none"> ▪ No photo included ▪ Less than 7 keywords listed ▪ Jobs for Transferable Skills- completed for one job or missing ▪ Less than 4 specialties ▪ No subheading ▪ Includes less than 4 network connections ▪ No personal URL ▪ No recommendations

Suggested Grading Rubrics for Assignments in *Creating Your Career Portfolio: At-A-Glance Guide for Dietitians*

Grading Legend

++ Exceeds the standard
+ Meets the standard

- Partially meets the standard
- - Does not meet the standard

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Work Philosophy			
<ul style="list-style-type: none"> ▪ Include 4-5 statements describing personal beliefs about work and the industry ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include 2-3 statements describing personal beliefs about work and the industry ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include fewer than 2 statements describing personal beliefs about work and the industry 	<ul style="list-style-type: none"> ▪ Includes statements unrelated to work and the industry
Career Goals			
<ul style="list-style-type: none"> ▪ Includes 4-5 goals ▪ Goals are measurable and include timelines for completion ▪ Goals are achievable ▪ Goals are career oriented ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Includes 3 goals ▪ Goals are measurable and include timelines for completion ▪ Goals are achievable ▪ Goals are career oriented ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Includes less than 3 goals ▪ Goals do not meet all of the following components: <ul style="list-style-type: none"> • are measurable • include timelines for completion • are achievable ▪ career oriented 	<ul style="list-style-type: none"> ▪ Goals are incomplete
Résumé			
<ul style="list-style-type: none"> ▪ Résumé is complete, neat, and printed on professional paper ▪ Résumé completely describes education and work experiences in professional language ▪ Résumé formatting is consistent ▪ Availability of career portfolio is noted ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Résumé is complete, neat, and printed on professional paper ▪ Résumé adequately describes education and work experiences ▪ Résumé formatting is consistent ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Résumé is neat and printed ▪ Résumé is incomplete ▪ Résumé partially describes education and work experiences ▪ Résumé formatting is inconsistent 	<ul style="list-style-type: none"> ▪ Résumé is incomplete

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▪ Brief Bio			
<ul style="list-style-type: none"> ▪ Bio is complete, neat, and printed on professional paper ▪ Bio completely describes education, work experiences, and personal qualifications in a conversational tone ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Bio is complete, neat, and printed on professional paper ▪ Bio adequately describes education, work experiences, and personal qualifications ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Bio is neat and printed ▪ Bio is incomplete ▪ Bio partially describes education and work experiences 	<ul style="list-style-type: none"> ▪ Bio is incomplete
Cover Letter			
<ul style="list-style-type: none"> ▪ Completed letter, in business format, includes: <ul style="list-style-type: none"> • Specific address • Key summary of the résumé • Explanation of desired job opportunities • Availability of career portfolio is noted ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Completed letter, in business format, includes: <ul style="list-style-type: none"> • Specific address • Key summary of the résumé • Explanation of desired job opportunities ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Completed letter missing any of the following components: <ul style="list-style-type: none"> • Specific address • Key summary of the résumé • Explanation of desired job opportunities • Business format 	<ul style="list-style-type: none"> ▪ Letter is incomplete
Letter of Request			
<ul style="list-style-type: none"> ▪ Completed letter in business letter format which includes: <ul style="list-style-type: none"> • A list of specific skills to be addressed • A requested return date • Time period to be addressed • Relationship of reference ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Completed letter which includes: <ul style="list-style-type: none"> • A list of skills to be addressed • Time period to be addressed ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Completed letter does not include: <ul style="list-style-type: none"> • A clear list of skills to be addressed • Time period to be addressed 	<ul style="list-style-type: none"> ▪ Letter is incomplete

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Memberships/Extracurricular Activity List			
<ul style="list-style-type: none"> ▪ Each list contains the following information: <ul style="list-style-type: none"> • Organization name • Dates of membership • Offices, boards or committees held ▪ If participant holds memberships include: <ul style="list-style-type: none"> • Letters of accomplishment noted • Photos of event participation • Copies of programs attended ▪ If participant does not hold any memberships, include: <ul style="list-style-type: none"> • Date of a future event to attend • Information on joining the organization ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Each list contains the following information: <ul style="list-style-type: none"> • Organization name • Dates of membership • Offices, boards or committees held (or sought if no membership is held) ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Each list contains the following information: <ul style="list-style-type: none"> • Organization name 	<ul style="list-style-type: none"> ▪ List is incomplete
Academic Plan Of Study			
<ul style="list-style-type: none"> ▪ Courses taken are copied from course catalog and formatted into a typed list organized by area 	<ul style="list-style-type: none"> ▪ Courses taken highlighted in the course catalog 	<ul style="list-style-type: none"> ▪ Include a copy of course catalog 	<ul style="list-style-type: none"> ▪ No course catalog supplied
Faculty And Employer Bio			
<ul style="list-style-type: none"> ▪ Include 5 or more faculty/employer biographies ▪ Each faculty/employer bio lists the following information: <ul style="list-style-type: none"> • Name and job title • Organization name • Contact information • Area of specialty • Date ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include at least 3-5 faculty/employer biographies ▪ Each faculty/employer bio lists the following information: <ul style="list-style-type: none"> • Name and job title • Organization name • Contact information • Area of specialty • Date ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include 2 or fewer faculty/employer biographies ▪ Each faculty/employer bio lists the following information: <ul style="list-style-type: none"> • Name and job title • Organization name • Contact information • Area of specialty • Date 	<ul style="list-style-type: none"> ▪ Incomplete information included for 2 or fewer faculty/employer biographies

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Reference List			
<ul style="list-style-type: none"> ▪ Include 3 references with full contact information – 1 of each reference type (character, academic, employment) ▪ Reference includes the skills that can be addressed ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include 3 references with full contact information ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include 2 references with full contact information 	<ul style="list-style-type: none"> ▪ Less than 2 references ▪ Incomplete information on references
Skill Sets			
<ul style="list-style-type: none"> ▪ Include 3 separate skill sets with 5 skills each ▪ Skills are measurable ▪ Skills listed relate to the skill set ▪ Indicate the current skill level for each skill ▪ Skill levels are signed off by a qualified person ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include 3 separate skill sets with 3-4 skills each ▪ Skills are measurable ▪ Skills listed relate to the skill set ▪ Indicate the current skill level for each skill ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include less than 3 separate skill sets with less than 3 skills each ▪ Skills are measurable ▪ Skills listed relate to the skill set ▪ Did not indicate the current skill level for each skill 	<ul style="list-style-type: none"> ▪ Skill sets are incomplete
Work Samples			
<ul style="list-style-type: none"> ▪ Copies of 15 work samples labeled with the related skill ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Copies of 10 work samples labeled with the related skill ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Copies of 5 work samples labeled with the related skill 	<ul style="list-style-type: none"> ▪ Fewer than 5 work samples
Statement of Originality And Confidentiality			
<ul style="list-style-type: none"> ▪ Includes complete statement printed on professional paper ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Includes complete printed statement ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Statement does not include participant's name 	<ul style="list-style-type: none"> ▪ Statement is incomplete

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Work Sample Overview Cards			
<ul style="list-style-type: none"> ▪ Each overview card includes following information: <ul style="list-style-type: none"> • Title of sample • Purpose of sample • Date of work • Keywords indicating skills used ▪ Overview cards are attached to each work sample ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Each overview card includes following information: <ul style="list-style-type: none"> • Title of sample • Purpose of sample • Date of work • Keywords indicating skills used ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Each overview card includes following information: <ul style="list-style-type: none"> • Title of sample • Purpose of sample • Date of work 	<ul style="list-style-type: none"> ▪ Overview cards are incomplete
Mock Interviews			
<ul style="list-style-type: none"> ▪ Participant completely uses the portfolio to: <ul style="list-style-type: none"> • Introduce themselves • Answer a question • Summarize their skills ▪ Appropriately dressed ▪ Prepared for the interview ▪ Asks appropriate questions 	<ul style="list-style-type: none"> ▪ Participant adequately uses the portfolio to do one of the following: <ul style="list-style-type: none"> • Introduce themselves • Answer a question • Summarize their skills ▪ Appropriately dressed ▪ Prepared for the interview ▪ Asks appropriate questions 	<ul style="list-style-type: none"> ▪ Participant does not use the portfolio to do one of the following: <ul style="list-style-type: none"> • Introduce themselves • Answer a question • Summarize their skills ▪ Inappropriately dressed ▪ Unprepared for the interview ▪ Unable to ask appropriate questions 	<ul style="list-style-type: none"> ▪ Participant does not have a completed portfolio

Notes:

Suggested Grading Rubrics for the Presentation Dietetic Career Portfolio

Grading Legend

++ Exceeds the standard
+ Meets the standard

- Partially meets the standard
-- Does not meet the standard

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Appearance			
<ul style="list-style-type: none"> ▪ 3-ring notebook ▪ materials are in sheet protectors ▪ tabbed ▪ materials are in order ▪ neat, clean and orderly ▪ appearance of sections are consistent ▪ materials are printed on professional paper 	<ul style="list-style-type: none"> ▪ 3-ring notebook ▪ materials are in sheet protectors ▪ tabbed ▪ materials are in order ▪ neat, clean and orderly ▪ all required components are included 	<ul style="list-style-type: none"> ▪ Missing 1 of the following components: <ul style="list-style-type: none"> • 3-ring notebook • materials are in sheet protectors • tabbed • materials are in order ▪ materials are not neat and well ordered 	<ul style="list-style-type: none"> ▪ Career portfolio is incomplete
Tabs			
<ul style="list-style-type: none"> ▪ Includes a minimum of 5 tabbed areas ▪ Tabs are printed ▪ Tabs are easy to read 	<ul style="list-style-type: none"> ▪ Includes a minimum of 4 tabbed areas ▪ Tabs are printed ▪ Tabs are easy to read 	<ul style="list-style-type: none"> ▪ Includes a minimum of 3 tabbed areas ▪ Tabs are printed ▪ Tabs are easy to read 	<ul style="list-style-type: none"> ▪ Fewer than 3 tabbed areas ▪ Tabs are not printed ▪ Tabs are difficult to read
Completeness			
<ul style="list-style-type: none"> ▪ Portfolio includes: <ul style="list-style-type: none"> • Statement of originality • Work philosophy • Career goals • Brief bio • Résumé • Tabs • 15-20 work samples with overview cards • References ▪ Includes instructions for using the electronic portfolio 	<ul style="list-style-type: none"> ▪ Portfolio includes: <ul style="list-style-type: none"> • Statement of originality • Work philosophy • Career goals • Brief Bio • Résumé • Tabs • 10 work samples with overview cards • References ▪ Includes instructions for using the electronic portfolio 	<ul style="list-style-type: none"> ▪ Portfolio includes: <ul style="list-style-type: none"> • Statement of originality • Work philosophy • Career goals • Brief Bio • Résumé • Tabs • 5 work samples with overview cards • References 	<ul style="list-style-type: none"> ▪ Items are incomplete or missing

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Work Samples			
<ul style="list-style-type: none"> ▪ Includes 15-20 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Overview card is present for each sample ▪ Work samples are in the appropriate tabbed area ▪ Minimum of 4 of the following types of work samples are included: <ul style="list-style-type: none"> • Letters of recommendation • Skill sets • Job sample • Class assignment or project • Certificates and degrees • Awards • Community Service • Memberships/ Extracurricular Activities • Plan of study • Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Includes 10 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Overview card is present for each sample ▪ Work samples are in the appropriate tabbed area ▪ Minimum of 3 of the following types of work samples are included: <ul style="list-style-type: none"> • Letters of recommendation • Skill sets • Job sample • Class assignment or project • Certificates and degrees • Awards • Community Service • Memberships/ Extracurricular Activities • Plan of study • Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Includes 5 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Missing some of the following components: <ul style="list-style-type: none"> • Overview card is present for each sample • Work samples may not fit in the appropriate tabbed area • Less than 2 of the following types of work samples are included: <ul style="list-style-type: none"> ♦ Letters of recommendation ♦ Skill sets ♦ Job sample ♦ Class assignment or project ♦ Certificates and degrees ♦ Awards ♦ Community Service ♦ Memberships/ Extracurricular Activities ♦ Plan of study ♦ Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Fewer than 5 work samples ▪ Items are incomplete or missing

Suggested Grading Rubrics for the Electronic Dietetic Career Portfolio

Grading Legend

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| <p>++ Exceeds the standard</p> <p>+ Meets the standard</p> | <p>- Partially meets the standard</p> <p>-- Does not meet the standard</p> |
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++	+	-	--
Appearance			
<ul style="list-style-type: none"> ▪ All pages have a professional and consistent look and style ▪ Easy to navigate ▪ Materials are logically organized ▪ All required components are included ▪ Graphically appealing 	<ul style="list-style-type: none"> ▪ All pages have a consistent look and style ▪ Easy to navigate ▪ Materials are logically organized ▪ All required components are included ▪ Graphically appealing 	<ul style="list-style-type: none"> ▪ Missing 1 of the following components: <ul style="list-style-type: none"> • materials are in order • materials are not neat and well ordered 	<ul style="list-style-type: none"> ▪ Career portfolio is missing components ▪ Site is difficult to navigate or navigation is missing
Navigation			
<ul style="list-style-type: none"> ▪ Navigation is complete and clear ▪ All navigation buttons and links work correctly ▪ Pages are logically grouped by skill area ▪ Navigation is consistent on each page ▪ Navigation toolbars parallel the tabs in the hard copy portfolio 	<ul style="list-style-type: none"> ▪ Navigation is adequate and clear ▪ All navigation buttons and links work correctly ▪ Pages are logically grouped by skill area ▪ Navigation is consistent on each page 	<ul style="list-style-type: none"> ▪ Navigation is adequate ▪ Most navigation buttons and links work correctly ▪ Pages are logically grouped by skill area 	<ul style="list-style-type: none"> ▪ Navigation does not work ▪ Difficult to find sub pages ▪ Pages are not organized
Completeness			
<ul style="list-style-type: none"> ▪ Includes all required components: <ul style="list-style-type: none"> • Stmt. of originality • Work philosophy • Career goals • Brief Bio • Résumé • Navigation buttons/ text • Includes 15-20 work samples with captions • References • Contact information <p>(Continued)</p>	<ul style="list-style-type: none"> ▪ Includes all required components: <ul style="list-style-type: none"> • Stmt. of originality • Work philosophy • Career goals • Brief Bio • Résumé • Navigation buttons/ text • Includes 10 work samples with captions • References • Contact information <p>(Continued)</p>	<ul style="list-style-type: none"> ▪ Statement of originality ▪ Work philosophy ▪ Career goals ▪ Brief Bio ▪ Résumé ▪ Navigation buttons or text ▪ Includes 5 work samples with captions ▪ References ▪ Contact information 	<ul style="list-style-type: none"> ▪ Items are incomplete or missing

++	+	-	--
Completeness (Continued)			
<ul style="list-style-type: none"> ▪ Includes instructions for using the electronic portfolio 	<ul style="list-style-type: none"> ▪ Includes instructions for using the electronic portfolio 		
Work Samples			
<ul style="list-style-type: none"> ▪ Include 15-20 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Captions on each sample ▪ Work samples are in the appropriate skill area ▪ At least 4 of the following types of work samples are included: <ul style="list-style-type: none"> • Letters of recommendation • Skill sets • Job sample • Class assignment or project • Certificates and degrees • Awards • Community Service • Memberships/ Extracurricular Activities • Plan of study • Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Include a minimum of 10 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Captions on each sample ▪ Work samples are organized into the appropriate skill area ▪ At least 3 of the following types of work samples are included: <ul style="list-style-type: none"> • Letters of recommendation • Skill sets • Job sample • Class assignment or project • Certificates and degrees • Awards • Community Service • Memberships/ Extracurricular Activities • Plan of study • Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Include a minimum of 5 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Missing some of the following components: <ul style="list-style-type: none"> • Captions on each sample • Work samples do not fit in the appropriate skill area • Less than 2 of the following types of work samples are included: <ul style="list-style-type: none"> ♦ Letters of recommendation ♦ Skill sets ♦ Job sample ♦ Class assignment or project ♦ Certificates and degrees ♦ Awards ♦ Community Service ♦ Memberships/ Extracurricular Activities ♦ Plan of study ♦ Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Fewer than 5 work samples ▪ Items are incomplete or missing

Core Competencies for the CP, DI, DPD, FDE, & IDE Programs

From ACEND Accreditation Standards for Dietitian Education Programs – ©2017 Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics

Competency		Key Content
Domain 1		Being able to research and analyze situations using critical thinking
Scientific and Evidence Base of Practice: Integration of scientific information and research into practice		
CRDN 1.1	Select indicators of program quality and/or customer service and measure achievement of objectives.	Measure program quality
CRDN 1.2	Apply evidence-based guidelines, systematic reviews and scientific literature.	Use guidelines in the dietetic practice
CRDN 1.3	Justify programs, products, services and care using appropriate evidence or data	Justify programs, products, and services
CRDN 1.4	Evaluate emerging research for application in dietetics practice	Evaluate new research for its use in dietetics
CRDN 1.5	Conduct research projects using appropriate research methods, ethical procedures and statistical analysis	Conduct research
CRDN 1.6	Incorporate critical-thinking skills in overall practice.	Apply critical thinking skills

Competency		Key Content
Domain 2 Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional nutritionist dietitian level of practice.		Being a professional
CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics	Comply with rules and regulations
CRDN 2.2	Demonstrate professional writing skills in preparing professional communications	Show writing skills
CRDN 2.3	Demonstrate active participation, teamwork and contributions in group settings	Be a team player
CRDN 2.4	Function as a member of interprofessional teams.	Network with other health professionals
CRDN 2.5	Assign duties to NDTRs and/or support personnel as appropriate	Delegate responsibilities
CRDN 2.6	Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	Refer clients to other resources when needed
CRDN 2.7	Apply leadership principles achieve desired outcomes	Be a leader
CRDN 2.8	Demonstrate negotiation skills	Negotiation skills
CRDN 2.9	Participate in professional and community organizations	Join professional and community organizations
CRDN 2.10	Demonstrate professional attributes in all areas of practice	Be professional
CRDN 2.11	Show cultural competence/sensitivity in interactions with clients, colleagues and staff	Be sensitive to people's culture
CRDN 2.12	Perform self-assessment and develop goals for self-improvement throughout the program	Reassess status and goals for self-improvement
CRDN 2.13	Prepare a plan for professional development according to Commission on Dietetics guidelines	Create a CDR portfolio and keep up-to-date
CRDN 2.14	Demonstrate advocacy on local, state, or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession	Advocate on issues of public policy impacting dietetics
CRDN 2.15	Practice and/or role play mentoring and precepting others	Develop mentoring skills

Competency		Key Content
Domain 3		Doing Your Job
Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations		
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	Perform the Nutrition Care Process in a variety of settings
CRDN 3.2	Conduct nutrition focused physical exams	Physical exams
CRDN 3.3	Demonstrate effective communications skills for clinical and customer services in a variety of formats	Use good communication skills
CRDN 3.4	Design, implement and evaluate presentations to a target audience	Create and present presentations
CRDN 3.5	Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience	Create materials appropriate to the audience
CRDN 3.6	Use effective education and counseling skills to facilitate behavior change	Counseling skills
CRDN 3.7	Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management	Deliver products, programs or services
CRDN 3.8	Deliver respectful, science-based answers to consumer questions concerning emerging trends	Answer client questions about new trends
CRDN 3.9	Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.	Coordinate services
CRDN 3.10	Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals	Evaluate recipes, formulas, and menus

Competency		Key Content
Domain 4 Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations		Management Skills
CRDN 4.1	Participate in management of human resources	HR
CRDN 4.2	Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	Safety, security, sanitation
CRDN 4.3	Conduct clinical and customer service quality management activities	Quality management
CRDN 4.4	Apply current nutrition informatics technology to develop, store, retrieve and disseminate information and data	Use technology
CRDN 4.5	Analyze quality, financial and productivity data for use in planning	Analyze data to create a plan
CRDN 4.6	Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment	Sustainability
CRDN 4.7	Conduct feasibility studies for products, programs or services with consideration of costs and benefits	Conduct feasibility studies
CRDN 4.8	Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	Plan products, programs, and services
CRDN 4.9	Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.	Insurance billing
CRDN 4.10	Analyze risk in nutrition and dietetics practice	Analyze risk

Core Competencies for the Dietetics Technicians Program

From ACEND Accreditation Standards for Dietitian Education Programs – ©2017 Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics

Competency		Key Content
Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.		Being able to research and analyze situations using critical thinking
CNDT 1.1	Access data, references, patient education materials, consumer and other information from credible sources.	Identify and use information from trusted sources
CNDT 1.2	Evaluate information to determine if it is consistent with accepted scientific evidence.	Decide if information is based on scientific evidence and proof
CNDT 1.3	Collect performance improvement, financial, productivity or outcomes data and compare it to established criteria.	Collect data and compare it to set standards
CNDT 1.4	Implement actions based on care plans, protocols, policies and evidence-based practice.	Follow guidelines in the dietetic practice

Competency		Key Content
Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.		Being a professional
CNDT 2.1	Adhere to current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice, Standards of Professional Practice and the Code of Ethics for the Profession of Dietetics.	Comply with rules and regulations
CNDT 2.2	Use clear and effective oral and written communication.	Communicate well verbally and in writing
CNDT 2.3	Prepare and deliver sound food and nutrition presentations to a target audience	Create and give presentations
CNDT 2.4	Demonstrate active participation, teamwork and contributions in group settings.	Be a team player
CNDT 2.5	Function as a member of interprofessional teams	Network with other health professionals
CNDT 2.6	Refer situations outside the nutrition and dietetics technician scope of practice or area of competence to a registered dietitian nutritionist or other professional.	Refer clients to other resources when needed
CNDT 2.7	Participate in professional and community organizations.	Join professional and community organizations
CNDT 2.8	Demonstrate professional attributes in all areas of practice	Be a professional
CNDT 2.9	Show cultural competence in interactions with clients, colleagues and staff.	Be sensitive to people's culture
CNDT 2.10	Perform self-assessment and develop goals for self-improvement throughout the program.	Reassess status and goals for self-improvement
CNDT 2.11	Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.	Create a CNDT portfolio and keep up-to-date
CNDT 2.12	Participate in advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.	Be active in supporting the dietetic profession on issues of public policy
CNDT 2.13	Practice and/or role play mentoring and precepting others.	Develop mentoring skills

Competency		Key Content
Domain 3		
Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations		Doing Your Job
CNDT 3.1	Perform nutrition screening and identify clients or patients to be referred to a registered dietitian nutritionist	Perform nutritional screenings and intake
CNDT 3.2	Perform specific activities of the Nutrition Care Process as assigned by registered dietitian nutritionists in accordance with the Scope of Nutrition and Dietetics Practice for individuals, groups and populations in a variety of settings.	Perform the Nutrition Care Process in a variety of settings as assigned
CNDT 3.3	Provide nutrition and lifestyle education to well populations.	Educate people on nutrition and healthy lifestyle choices.
CNDT 3.4	Promote health improvement, food safety, wellness and disease prevention for the general population.	Deliver products, programs or services
CNDT 3.5	Develop nutrition education materials for disease prevention and health improvement that are culturally and age appropriate and designed for the literacy level of the audience.	Create materials appropriate to the audience
CNDT 3.6	Perform supervisory functions for purchasing, production and service of food that meets nutrition guidelines, cost parameters and health needs.	Counseling skills
CNDT 3.7	Modify recipes and menus for acceptability and affordability that accommodate the cultural diversity and health status of various populations, groups and individuals.	Deliver products, programs or services

Competency		Key Content
Domain 4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.		Management Skills
CNDT 4.1	Participate in quality improvement and customer satisfaction activities to improve delivery of nutrition services.	Assist in quality management
CNDT 4.2	Perform supervisory, education and training functions.	Train and supervisor workers
CNDT 4.3	Use current nutrition informatics technology to develop, store, retrieve and disseminate information and data.	Use technology to use and manage data
CNDT 4.4	Participate in development of a plan for a new service including budget.	Assist in creating plans, including budgeting
CNDT 4.5	Implement and adhere to budgets.	Follow a budget
CNDT 4.6	Assist with marketing clinical and customer services.	Provide marketing help and customer service
CNDT 4.7	Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.	Reduce waste, promote sustainability

Incorporating the 2017 ACEND™ Standards

Additions and changes to knowledge and competencies in the 2017 ACEND™ Standards:

- Using critical thinking skills in all areas of practice (CRDN 1.6/ KNDT 1.3)
- Demonstrating professionalism (CRDN 2.10/ CNDT 2.8)
- Mentoring others (CRDN 2.15/ CNDT 2.13)
- Interprofessional practice (CRDN 2.4/ CNDT 2.5)
- Cultural sensitivity and competency (CRDN 2.11 and 3.5/ CNDT 2.9 and 3.5)
- The breakdowns of the Nutrition Care Process were removed (CRDN 3.1/ CNDT 3.2)
- (Dietetics Technicians only) Implement and adhere to budgets (CNDT 4.5)

Adding the New Competencies to Your Career Portfolio

You are in charge of your own career, and it's up to you to find ways to demonstrate these new competencies as you self-manage your career. Let's look at how you can incorporate the new competency standards into your career portfolio.

CRDN 1.6 - Critical Thinking (KNDT 1.3 - Critical Thinking)

What is critical thinking?

Critical thinking is the ability to look at data, facts, observations, and research findings, and then evaluate options and make decisions for action. You look at all the facts in a logical, organized way. You don't rely on assumptions, but set aside your biases, talk to other people, and research options to make good decisions.

Here are a few examples where you use critical thinking skills:

- Choosing the order in which patients should be treated
- Determining which educational material would be best for a particular patient
- Determining treatment plans based on a physical examination
- Reviewing a menu plan for a patient with specific religious beliefs
- Developing a group presentation for a class
- Creating an education program on healthy eating for college freshman
- A copy of the nutrition plan developed for a client
- The log of food temperatures taken on the serving line in a kitchen with the corrected action taken.

Why is critical thinking important?

Critical thinking is highly valued by employers. People who can look at all the information around them and make good, timely decisions provides better service to patients and customers. They are actively engaged in their job and this extra effort shows in their performance.

These are specific skills used with critical thinking:

- Analysis
- Clarify
- Evaluate
- Explain
- Draw conclusions

As you read Step 1 in the book, you'll realize that all of these critical thinking skills are **transferable skills**, or skills you can use in many different areas of your life. You use these skills on the job and in class, and you use them at home and in extracurricular activities. You use them when you are a volunteer on a community service project or you give a presentation to a local school group.

How do I demonstrate critical thinking in work samples?

Think about situations where you used the skills listed above and look for examples of documents, photos, presentations and reports you've created where you are:

- Working with groups
- Interacting with patients
- Developing education materials
- Developing reports
- Evaluating budgets
- Designing menus
- Doing case writeups- identifying a problem and creating the plan with the solution

CRDN 2.10 (CNDT 2.8) – Demonstrating Professionalism

Employers Want to Hire Professionals

Employers are looking for people who have the skills they need to do the job, but they expect you to bring a lot more skills than the technical skills of a dietitian. You're expected to be able to:

- Solve problems
- Organize your time
- Teach someone else a process

- Communicate with others inside and outside the company
- Work as a team
- Bring a good work ethic, and an attitude that says you want to be there and do this job.

How do I demonstrate professionalism in work samples?

Work samples that demonstrate professionalism might include:

- Presentation slides or brief video segment of a talk
- Reports and case studies showing your ability to analyze a situation
- Pictures of you volunteering at a professional conference
- An article written for the hospital newsletter
- A team project that shows your ability to work with others to solve a problem.

Start cultivating a professional attitude while you are in school.

Instead of asking the question “why do I have to take this class?” Ask yourself “What skills am I gaining that I can use in my career?”

CRDN 2.15 (CNDT 2.13) – Mentoring Others

One of the ways you can prove you have the skills to do a job is to teach someone else how to do it. Being able to train, teach, and advise others is a skill that engaged workers bring to the job. As a mentor you share your expertise, and practice critical leadership skills. Being able to successfully communicate with others, being sensitive to their culture, and being a good listener are all part of being able to mentor others.

How do I demonstrate mentoring skills in work samples?

- Work samples that show mentoring skills include:
- Pictures of you tutoring a student in organic chemistry
- Tutoring evaluation sheets
- Letter of recommendation mentioning how you tutored students in math
- Copy of the weekly column on healthy eating in the student paper
- Picture of yourself leading campus tours for new students
- Progress report of a client you meet with weekly

CRDN 2.4 (CNDT 2.5) – Interprofessional Practice

Interprofessional practice means being to work cooperatively with people from different departments and agencies. People come to a situation with their own focus and agendas. Being able to work together for the good of the patient or to solve a situation takes tact, negotiation, and good communication skills. A wide variety of

issues may be involved in solving a problem including budgets, issues, outcomes, allocation of resources and priorities. Being able to support your position and work with others is a critical skill to a cooperative work environment. Use work samples that show how you contributed your unique dietetic knowledge to a larger cause, or you worked with people with other backgrounds to solve a problem or form a plan.

How do I demonstrate interprofessional practice in work samples?

- Work samples that demonstrate interprofessional practice might include:
- Membership on a university wide committee
- Flyer from your sorority's charity fund drive
- Picture of the panel presentation you were a part of at a conference
- Slides from a presentation given to a group of nurses on dietary supplements
- Internship rotation evaluation from the wellness clinic

CRDN 2.11 and 3.5 (CNDT 2.9 and 3.5) – Cultural Sensitivity & Competency

Cultural sensitivity includes understanding a client's circumstances, a basic awareness of the language, behaviors, and thoughts of different ethnic, religious, racial, and social groups. Managing your own prejudices, using language that's appropriate, communicating with respect, not assuming people share your values and experiences, and asking open questions about another's culture are ways to show this competency. Cultural sensitivity is important when dealing with clients, patients, peers, and staff.

How do I demonstrate cultural sensitivity & competency in work samples?

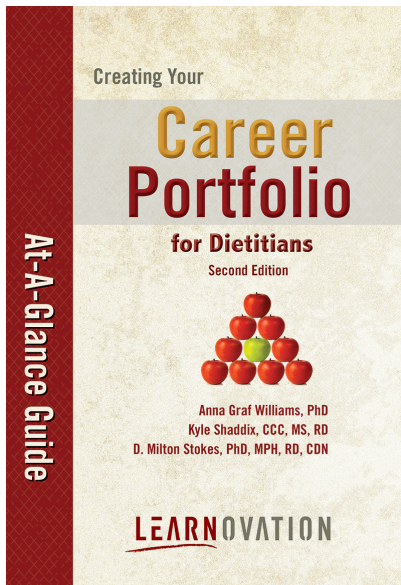
- Work samples that demonstrate cultural sensitivity and competency include:
- Report on meeting the nutritional needs of vegans in a hospital setting
- Sample of a presentation on low-cost healthy food choices for low-income families
- Picture of your work at a local homeless shelter
- The brochure you created on diabetes that show the ethnicity of your target population
- Picture of yourself translating between a patient and a doctor about food preferences to demonstrate your ability speak another language.
- Sample intake document that shows ethnic preferences and health practices are being captured.

(Dietetics Technicians only- CNDT 4.5) - Implement and Adhere to Budgets

The ability to follow a budget is a critical skill for managing resources and providing services throughout the dietetic practice. The importance of this is shown by its addition as a core competency. **Work samples that demonstrate the ability to set and work within a budget include:**

- Budget components of classroom projects.
- Letter from your supervisor listing ways you saved the company money on your job.
- Samples of blank budget sheets used on a supervised practice rotation.

Career Focused



Creating Your Career Portfolio - At a Glance Guide for Dietitians- 2nd ed. ISBN # 978-0-9969528-0-4
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Creating Your Career Portfolio At-A-Glance for Dietitians

As a Dietitian, you are in high demand. In order to be rewarded and grow your career, you must be able to demonstrate to the non-dietitians who evaluate you how you meet and exceed the professional standards and job competencies. Documentation and making order out of chaos is essential in the fast-paced, measured, health care environment.

–Your best career choice is a career portfolio.

Inside you'll find the how to's of . . .

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The Career Portfolio Process

1. Knowing your skills and planning your career
2. Collecting and organizing your work samples
3. Creating your résumé and LinkedIn™ profile
4. Assembling the Career Portfolio
5. Using the Career Portfolio for job interviews, internships, scholarships and awards, tracking certifications

How to Order

Order online at: <http://www.learnovation.com/>
Call: Toll-Free 888-577-1190

Skill Based

Identify your skills and abilities for Career Success! The companion workbook to the Career Portfolio At-A-Glance Guide for Dietitians is designed to help you identify your existing skills, determine the skills needed for a dietetic career, and map out your plan to get the skills you need.

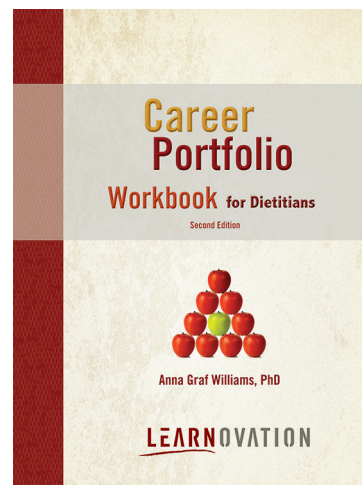
Career Portfolio Workbook for Dietitians, 2nd Ed.

ISBN: 978-0-9969528-5-9, Copyright: 2015.

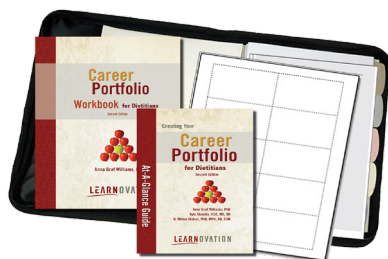
Publisher: Learnovation, LLC

Designed for college-bound students looking to focus their skills as they prepare for college. Contains exercises for skill awareness, career exploration, course competency mapping to ACEND standards, and writing learning/performance objectives for a dietetic internship. It also contains checklists and guidelines for creating a résumé and assembling a personalized career portfolio. and using a career portfolio to document performance on a job and internship.

Companion Workbook



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- **Web-based solution** supports **guided résumé development**
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- Users gain the opportunity to understand and **link the value between career readiness and academic readiness.** The CAREER GAP SOFTWARE is utilizing O*NET, allowing standardized reporting analytics.

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- Facilitate better coordination between team members to support personal and professional well-being for clients/students.
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