| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | Assessment Activity/Artifact:  1.In a take-home assignment, review Dietary Guidelines from 6 countries and identify similarities and differences among them.  2. View “HardScrabble Children” film and identify the short-term and long-term consequences of rural poverty and potential strategies to escape rural poverty.  3a. Conduct a 24-hour food recall with a FIU student, faculty or staff member who has lived in another country for at least 1 year, and analyze the nutrient content and offer 3 strengths and 3 dietary recommendations.  3b. Visit an ethnic grocery store and identify 10 unfamiliar foods and evaluate their nutrient value and your own personal insights.  4.Review food labels or visit a supermarket to identify 10 foods which are imported from 10 different countries of origin.  Evaluation Process:  Comparative Dietary Guidelines  1.List identify 5 similarities and 5 differences among Dietary Guidelines from 6 different countries.  “HardScrabble Children” Film  1.List 6 short-term and 3 long-term consequences of rural poverty.  2. List 3 potential strategies for escaping rural poverty and the likelihood of successful implementation of these strategies.  3. Identify 6 differences between rural and urban poverty.  Cross-Cultural Food Recall  1.Conduct a 24-hour food recall.  2.Analyze the nutrient content of typical and ethnic foods.  3.List 3 strengths and 3 dietary recommendations to the client.  Ethnic Grocery Store  1.Identify 10 unfamiliar foods and evaluate their nutrient value.  2. List 2 ethnic foods that you would eat, and 2 foods that you would be hesitant to eat.  3.List 5 dietary strengths and 3 weaknesses of the cuisine.  4.Taste at least 3 unfamiliar foods  5.Describe 3 new insights about yourself and this cuisine.  Countries of Origin  1.List 10 foods which are imported from 10 different countries of origin of 10 foods.  2.Describe 3 benefits and 3 risks of these foods to either food producers and consumers.  Minimum Criteria for Success:  To demonstrate knowledge, the student needs to be able to complete assessments and exams, and able to obtain a grade of 70% correct answers or better.  Sample: 50 students/class | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| The student will be able to demonstrate their global awareness of the interrelatedness of food policy and practices such as:  1.Differences and similarities in Dietary Guidelines among developing and industrialized countries  2. Differences and similarities between urban and rural poverty  3. Ethnic food availability and consumption  4. Countries of origin of supermarket foods. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | Assessment Activity/Artifact:  1.As a take-home assignment, students will create a Cross-Cultural Nutrition Chain on Dietitian-Patient interaction which describes patients’ and family feelings, values, and actions that lead to an undesirable cross-cultural outcome between the dietitian and the patient and their family.  2a.In a classroom activity, students will assess the adequacy of foods which are distributed to Native Americans and offer recommendations to improve nutritional status from the perspectives of the donor (USDA), providers, and recipients.  2b.Students will volunteer for 2 hours at Camillus House or at a congregate meal site (for older adults).  Evaluation Process:  Cross-Cultural Nutrition Chain  1.Identify 3 points at which the chain could be broken.  2. Indicate 2 statements which they could use to break the chain at each point to avert progression to the undesirable outcome.  Food Program for Native Americans  1.List 5 recipes which need to be distributed with the foods.  2.List 3 recommendations to improve nutritional status from the perspective of donors, provider, and recipients.  3.List 5 brochure titles which would be beneficial to these Native Americans recipients.  Camillus House/Congregate Meal Site  1.List 3 recommendations to improve short-term and long-term program effectiveness for each of the following perspectives: donor, provider, volunteer, recipient.  Minimum Criteria for Success:  To demonstrate knowledge, the student needs to be able to complete assessments and exams, and able to obtain a grade of 70% correct answers or better.  Sample: N=50 | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| 1.Mapping cultural perspectives and interactions among patient, family and dietitian.  2. Increasing short-term and long-term effectiveness of food assistance programs from the perspectives of the donor, provider, and recipients |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | Assessment Activity/Artifact:  1a.Students will take Georgetown University’s on-line Cultural Competence Health Practitioner Assessment of Cross-Cultural Competence to identify their cross cultural strengths and weaknesses. The Assessment is designed to heighten awareness, influence attitudes toward practice, and motivate the development of knowledge and skills in cross-cultural competence.  1b.In a take-home assignment, students will prepare a Cross-Cultural Nutrition Contract for improving one desirable cross-cultural skill  1c.In a classroom activity, students will be randomly asked to share their insights and trends in their personal journey of developing the cross-cultural skill which they are improving.  Culturally Sensitive Nutrition Program  1. In a group classroom activity, students will design, market and evaluate a nutrition program for a culturally different population.  Evaluation Process:  Health Practitioner Assessment of Cross-Cultural Competence  1a.Submit printout showing level of Cross-Cultural Competence.  Cross-Cultural Nutrition Contract  1b.Identify 1 cross-cultural skill for improvement.  Summarize 3 relevant resources which are offered from the online Assessment. List 3 non-food rewards, 10 barriers, 10 strategies, 10 statements, 10 environmental cues associated with the desirable cross-cultural behavior.  1c.Maintain a 1-month log to document progress which can be shared in a classroom activity.  Culturally Sensitive Nutrition Program  1. Identify 10 links between the needs assessment and the program features.  Minimum Criteria for Success:  To demonstrate knowledge, the student needs to be able to complete assessments and exams, and able to obtain a grade of 70% correct answers or better.  Sample: N=50 | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| The students will be able to demonstrate their willingness to address local, intercultural, global, international issues in the delivery of nutrition services—food assistance, nutrition counseling, nutrition education, and nutrition program planning.  1.Improve their level of cross-cultural competence by identifying their own professional strengths and areas of improvement.  2.Identify and overcome the challenges of individual and group cross-cultural nutrition services by conducting culturally competent needs assessments, marketing, designing, implementing and evaluating nutrition services. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |