**Nutritional Sciences Graduate Portfolio**

**Purpose of the Graduate Portfolio**

The curricula and degree requirements for the MS, MPH, and PhD programs in Nutritional Sciences are based on competencies established by the School of Public Health (for all students in the school) and the Nutritional Sciences Program (core competencies required for all students and degree specific competencies). As an accredited School of Public Health, academic programs are asked to demonstrate how each student is given an opportunity to assess and demonstrate their achievement of the competencies. For example, some programs have a comprehensive exam after the first year of coursework. In Nutritional Sciences, the Graduate Portfolio serves this purpose while providing a structured opportunity to:

* Document achievement of first-year degree and program competencies. (Self-Assessment, Table A, Table B, Papers, Presentation)
* Reflect on personal goals, progress, and achievements. (All components)
* Describe your planning process and set goals for the next stages of your graduate work. (Self-Assessment)
* Demonstrate writing skills and ability to synthesize and tailor information for intended audiences. (Self-Assessment, Papers, Presentation)
* For Master’s students: Assess readiness for thesis research or your capstone project. Approval of the portfolio is required before students may register for additional thesis or capstone credits. (Self-Assessment)
* For Doctoral students: Assess appropriate progress toward defining research interests, establishing mentors, and identifying a dissertation project. (Self-Assessment)
* Identify opportunities for guidance or possible areas of concern as students prepare for their second year. (All components)

**Required Portfolio Contents**

Your completed portfolio will include the following items. Instructions for each section are provided in this template.

* Cover Page with Student Name, Date of Submission, and Committee Chair or Capstone Advisor (if established).
* Table A. Nutritional Sciences Program Core Competencies
* Table B. Academic Performance
* Scientific Paper (from NUTR 520, 521, 522 or 562)
* Policy Brief (from NUTR 531)
* PowerPoint Presentation (from NUTR 520, 521, 522, 531 or 562)
* Self-Assessment (2-3 page narrative)

**Submit as a Single PDF Document**

After preparing your narrative, tables, and required assignments, please consolidate all of the materials into a single PDF document for submission. Acrobat Pro is available on the computers in Raitt 330 if needed. Information on the Graduate Student Portfolio and additional instructions for merging and submitting your file are provided on: <http://depts.washington.edu/nutr/graduate-study/student-resources/graduate-student-portfolio/>.

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# Table A. Nutritional Sciences Program Core Competencies

**Instructions:**

**Please describe how competency was achieved.**  The expectation is that you will also reflect and comment on the specific activities or experiences that contributed to your achievement of the objective. Please do not list course numbers only.

Example:

| **Core NSP Competency** | **Achieved in prerequisites\*  or core classes\*\*** | **Achieved through other courses or experiences** |
| --- | --- | --- |
| **CORRECT EXAMPLE:** Apply knowledge of human nutrient requirements in relation to genetics, metabolic pathways, and physiological function across the life course. | Courses:  ZOOL 251 (Human Physiology),  FNIM333 (Human Nutrition); CHEM 364 (Biochemistry); FNIM 434 (Advanced Human Nutrition); NUTR 520; NUTR 521, NUTR 500  Activities:  I wrote a paper on pernicious anemia in the elderly, I gave a presentation on PKU, an inborn error in metabolism, I read extensively on issues of absorption in celiac disease | During my Dietetic Internship, I spent time in real-life settings including a burn unit, general surgery floor and a community setting which allowed me to apply my understanding of the metabolic and physiological pathways.  As an RD I am required to participate in continuing education. I have attended numerous national and state conferences including FNCE, and WSAND where I have gained understanding of metabolic and physiologic pathways. |
| **INCORRECT EXAMPLE:**  Apply knowledge of human nutrient requirements in relation to genetics, metabolic pathways, and physiological function across the life course. | Prerequisite courses: ZOOL 251, FNIM333, CHEM 364, FNIM 434 and required courses NUTR 520, 521, 500 | Readings and volunteer experiences |

| **Core NSP Competencies (COMP)** | **Achieved in prerequisites\*  or core classes\*\*** | **Achieved through other courses or experiences** |
| --- | --- | --- |
| 1. **Apply knowledge of human nutrient requirements in relation to genetics, metabolic pathways, and physiological function across the life course.** |  |  |
| 1. **Assess nutritional status of individuals and groups.** |  |  |
| 1. **Appraise how nutritional factors across the lifespan are linked to non-communicable diseases (NCD) and quality of life.** |  |  |
| 1. **Apply evidence-based approaches to improve diet quality and nutritional status.** |  |  |
| 1. **Apply appropriate methodologies to a research question.** |  |  |
| 1. **Explain, critique, and apply the process of public health practice and nutrition policy development.** |  |  |
| 1. **Describe the basic components and determinants of the US food and nutrition systems.** |  |  |

\* Prerequisites include: Nutrition, General Chemistry, Organic Chemistry, Biochemistry and Physiology.

\*\* Core classes include: Epidemiology, Biostatistics, Nutrition Seminar (NUTR 500), Nutrition and Metabolism I, II,III (NUTR 520, 521, 522), Food & Society (NUTR 513), Nutrition & Research Design (NUTR 529), Public Health Nutrition (NUTR 531), Nutrition in Chronic Disease (NUTR 562), and Structural Racism and Public Health (HSERV 590/HSERV 579).

# Table B. Academic Performance

|  |  |
| --- | --- |
| **Core Course** | **Grade** |
| BIOST 508 (or 511/512/513) |  |
| EPI 511 (or 512/513) – Intro to Epidemiology |  |
| NUTR 513 – Food and Society |  |
| NUTR 520 – Nutrition and Metabolism I |  |
| NUTR 521 – Nutrition and Metabolism II |  |
| NUTR 522– Nutrition and Metabolism III |  |
| NUTR 531 – Public Health Nutrition |  |
| NUTR 562 – Nutrition and Chronic Disease |  |
| NUTR 500 (Cr/NCr) – Graduate Seminar |  |
| NUTR 529 (Cr/NCr) – Nutrition Research Design |  |
| HSERV 590/579 (Cr/NCr) – Structural Racism and Public Health |  |

# Scientific Paper

Select one paper that represents your capabilities to write a scientific paper. This paper should be drawn from your work in NUTR 520, 521, 522 or 562. The paper should focus on a specific topic in nutrition, synthesize findings from multiple researchers to describe the state of current knowledge about the topic, outline limitations of current research, and highlight gaps in understandings. The audience for this paper is nutritional scientists. If your instructor provided comments to improve structure, style, or content, please revise your assignment to incorporate these changes.

***Note:*** *Please do not use the take home midterms or final exams from NUTR 520, 521, or 522.*

# Policy Brief Paper

This paper is an assignment for NUTR 531 – Public Health Nutrition. The goal of the Policy Brief is use scientific evidence to form concise policy recommendations to address a key contemporary nutrition issue. The objectives of the assignment are to:

* Summarize complex scientific information about an important nutrition topic so that it is easily understood by a well-informed adult who is not a nutrition scientist.
* Describe the problem and the current state of the evidence for a proposed policy, system or environmental change.
* Develop potential policy change recommendations that are feasible within the context of current political and social environments.
* Analyze the policy environment and determine who will oppose or support these policies.
* Write a clear policy brief using appropriate language and messaging for the intended audience and typical policy brief formatting (2-4 pages, single-spaced, nicely formatted).

If your instructor provided comments to improve structure, style, or content, please revise your assignment to incorporate these changes.

# Presentation:

Select one PowerPoint presentation that represents your capabilities for a scientific presentation. The PowerPoint presentation should be drawn from NUTR 520, 521, 522, 531 or 562. It should be provided in a size that is large enough for easy reading and understanding. It should represent your work as an individual and not be a result of a group project. You are strongly encouraged to revise your assignment based on additional learning and/or comments you received from your instructor/ on your graded assignment. It should follow standard guidelines for PowerPoint Presentations:

* Limited number of words on each slide
* Adequate font size
* Key words, not full sentences that are read as part of the presentation
* No distracting design elements
* No more than three slides in a row with the same layout (for example, not just bullets, just graphs or just illustrations)

# Self-Assessment

**Instructions:** Please provide a concise and cohesive narrative response to each bulleted point in sections 1, 2, 3. The expected length is approximately 2 to 3 pages total (single-spaced, 11 point font).

**1) Goals, Objectives, Achievements and Competencies**

Describe your development and achievements in your first year of graduate study as they reflect progress toward your identified goals, objectives, and career.

* + What were your initial goals and objectives for gaining competencies during graduate study?
  + How have your initial goals and objectives changed?
  + To what extent do you think your first year of study has moved you toward achieving those goals/objectives?
  + What were your major achievements during the first year of graduate study?
  + Describe any unanticipated benefits from your first year of graduate study.
  + Reflect on your experiences in terms of your career goals and your journey toward being a nutrition professional who can synthesize the depth of knowledge and creativity of thought to address future nutrition problems.

**2) Describe Progress Toward the Nutritional Sciences’ Core Competencies**

Complete “Table A: Nutritional Sciences Program Core Competencies” by providing general statements about the kinds of learning experiences that have prepared you to be competent in each of the areas listed. **Please be more thoughtful than just listing course numbers**. Also complete Table B: Academic Performance, to highlight your achievement in the core courses.

After reviewing your completed Competencies table, please consider the following questions and describe your progress toward meeting the competencies.

* + What specific ways of engaging with these topics allowed you to become competent?
  + What are your areas of greatest competency?
  + What are the areas where you hope to gain additional competency?

**3) Plans for Your Culminating Project (Thesis, Dissertation, or Capstone)**

Summarize the current state of your plans for your thesis, dissertation, or capstone. Address the following two questions and the questions in either section 3.1 (if you are completing a thesis or dissertation) or section 3.2 (if you are completing a capstone).

* + Are you completing a capstone, thesis, or dissertation?
  + What criteria did you use (or are you using) to select your culminating project? How does your choice of project align with your academic and career goals?

**3.1 Thesis/Dissertation**

If you are completing a thesis or dissertation, answer these additional questions:

**Note:** You do not have to have a well-developed thesis or dissertation proposal at this point, but you should be able to describe your progress and process for developing research ideas.

* + Who is your committee chair (if established) or who have you talked to about thesis or dissertation ideas?
  + Please describe your thesis/dissertation project (topic, type of study, how you will obtain data).
  + If you have not selected a project yet, please describe your areas of interest, the general type of study you want to conduct, and the steps you are taking to finalize your project selection.
  + Please describe your timeline for completing your thesis or dissertation.

In order to stay on track with your timeline, what do you foresee as the next steps you will need to complete over summer and autumn quarters. Please be as detailed as possible and consider the steps you will need to take to finalize your topic, prepare your thesis/dissertation proposal, conduct your literature review, complete necessary trainings or obtain additional research competencies.

\*\* For students completing a thesis, please note that you are encouraged to complete a literature review for your research topic during summer quarter and prepare your thesis proposal for your committee to review by the end of autumn quarter.  The goal of your literature review will be to become very familiar with the sentinel works in your area, identify gaps that your study can fill, become familiar with potential research methods used by other researchers in the field you are focused on, and become familiar with other publications that have used the same kinds of data you will be using.

**3.2 Capstone**

If you are completing a capstone, answer these additional questions:

* Who is your capstone faculty advisor?
* Please describe your capstone project (practitioner and/or organization you will be working with, nature and scope of the proposed project, description of the question or topic to be addressed).
  + If you have not selected a project yet, please describe your areas of interest and the steps you are taking to finalize your project selection.
  + Please describe your timeline for completing your capstone project.   
    In order to stay on track with your timeline, what do you foresee as the next steps you will need to complete over summer and autumn quarters. Please be as detailed as possible and consider the steps you will need to take to finalize your topic, prepare your capstone proposal, review relevant literature, complete necessary trainings or obtain additional practice competencies.