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

**Advanced Practice Doctorate (APD)**

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

**Directions:** Complete the following table by identifying in which courses (including residency and scholarly activities) the assessment for each competency occurs.

1. For each competency **(C)** listed in Column A, identify in Column B the course (including residency or scholarly activities) in which the competency is assessed and in Column C the specific assessment used to evaluate the student’s ability to demonstrate the competency.
2. The final or culminating summative assessment(s) must demonstrate the student’s attainment of that specific competency.
3. Only one assessment (e.g., exam, rubric, project, etc.) is required to document each competency statement (See Example for C 4.2); however, programs may choose to document more than one assessment.
4. A single assessment activity or tool may be used for several competency statements.
5. (Optional) For programs with a Program-Defined Focus Area: The program must either add two new competencies to an existing unit (Units 1-5) or develop a new unit (Unit 6) with at least two new competencies. These should be identified as program specific competencies **(PS-C)** within the appropriate unit. (See Example for PS-C 4.3).

**EXAMPLE**

|  |  |  |
| --- | --- | --- |
| **Column A** | **Column B** | **Column C** |
| **Competency**  | **List course and course number (including residency and scholarly activities) in which the competency is assessed** | **List specific, required assessment method(s) (exam, rubric, project, etc.) used to measure student achievement of competency** |
|  |  |  |
| C 4.1 Engage in critical inquiry to challenge practice. | Residency | Residency mentor evaluation  |
| C 4.2 Conceptualize, design, and implement research to contribute to nutrition and dietetics. | Research project | Research project rubric |
| PS-C 4.3 Disseminate research findings. | Research presentation | Research presentation rubric |

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

**Competency Assessment Table (Required Element 4.1)**

**Advanced Practice Doctorate (APD)**

| **Competency**  | **List course and course number (including residency and scholarly activities) in which the competency is assessed** | **List specific, required assessment method(s) (exam, rubric, project, etc.) used to measure student achievement of competency** |
| --- | --- | --- |
| **Unit 1. *RDNs who complete a doctorate in advanced nutrition and dietetics investigate emerging and evolving topics in nutrition science and integrate these findings into practice.*** |
| C 1.1 Analyze and synthesize evidence-based information and science to inform and transform advanced nutrition and dietetics practice.  |  |  |
| C 1.2 Create and implement evidence-based tools, algorithms, guidelines, or pathways to inform a targeted intervention or practice change. |  |  |
| C 1.3 Explore and integrate advanced technology to achieve desired outcomes and to advance nutrition and dietetics practice. |  |  |
| **Unit 2. *RDNs who complete a doctorate in advanced nutrition and dietetics apply higher-order thinking, emotional intelligence, creativity, and innovation to lead individuals, groups, and programs.*** |
| C 2.1 Promote innovation, guide change, create vision and strategy, and mobilize people to generate desired outcomes. |  |  |
| C 2.2 Demonstrate inclusive leadership to create a positive culture.  |  |  |
| C 2.3 Model high-level interpersonal and communication skills in complex situations. |  |  |
| C 2.4 Apply ethical frameworks to support decision-making and to guide others to resolve ethical issues. |  |  |
| **Unit 3. *RDNs who complete a doctorate in advanced nutrition and dietetics advocate for change and address issues related to the broader environment.*** |
| C 3.1 Develop, evaluate, and justify modifications to policies. |  |  |
| C 3.2 Advocate for the profession of nutrition and dietetics, individuals, groups, and populations. |  |  |
| **Unit 4.** ***RDNs who complete a doctorate in advanced nutrition and dietetics lead research initiatives and scholarly activities*.** |
| C 4.1 Engage in critical inquiry to challenge practice. |  |  |
| C 4.2 Conceptualize, design, and implement research to contribute to nutrition and dietetics. |  |  |
| **Unit 5. *RDNs who complete a doctorate in advanced nutrition and dietetics lead educational initiatives or programs.*** |
| C 5.1 Design and deliver educational content incorporating pedagogy knowledge, inclusivity, and innovative approaches and technology. |  |  |
| C 5.2 Implement and evaluate educational programs or courses for learners in various settings. |  |  |
| **Unit 6. *Focus Area (if applicable)*** If the program has focus area(s) and is developing a new competency unit, list at least two competencies below. |  |  |
| PS-C 6.1  |  |  |
| PS-C 6.2  |  |  |
| If the focus area competency is added to an existing unit, add an additional line below the existing competency and clearly label the new competency as a program-defined focus area competency (PS-C). |  |  |

\*Program-defined focus area: The program must either add two new competencies to an existing unit or develop a new unit (Unit 6) with at least two new competencies.