

Benedictine University Dietetic Internship

ASSURE Model Evaluation and Presentation

Assignment Overview:

The dietetic intern serves as the Writer, Presenter, and Evaluator of the lesson plan.

Assignment Objectives:

Writer Objectives: refer to [ASSURE Model Development Rubric](#)

Presenter Objectives:

1. Demonstrate ability to effectively evaluate (i.e., rate) written ASSURE Model.
 2. Demonstrate ability to lead a quality lesson plan.
 3. Demonstrate ability to provide a supportive learning environment.
 4. Demonstrate ability to conduct effective assessment of learning (i.e., pre-test and pre-assessment and post-test/assessment), and perform evaluative activities (e.g., use the pre-assessment in presentation of content, analyze results of learning and presentation skills, make recommendations for future use, and update the ASSURE Model).
 5. Demonstrate ability to effectively facilitate interactive portions of the presentation, including ability to accurately and appropriately respond to participants' questions.
 6. Demonstrate ability to effectively evaluate (i.e., rate) presentation of your ASSURE Model
- This rubric delineates scoring (points) in each category/element of ASSURE Model presentation. "Meeting requirements with excellence" means meeting (or a student may elect to exceed) the criteria established. Satisfactory means acceptable, but not top level. There are 4 levels of point designation.
 - **To print this rubric, you will need to change the printer "properties" to "landscape" paper size.**

Elements: Scale:	Presentation (Delivery)	Knowledgeable (Delivery)	Audiovisual Use (Delivery)	Interactive Components (Delivery)
<p align="center">4 Meets Requirements with Excellence OR Exceptional</p>	<ul style="list-style-type: none"> • Articulate • Organized • Logical in flow • Appear practiced • Appear prepared • Professional in appearance, manner, and demeanor • Professional in choice of words/terms <p><u>AND</u> completed in time (\pm 5 minutes) according to pre-established time frame</p>	<ul style="list-style-type: none"> • Delivers information in an accurate manner • Appropriately and accurately expands on the ASSURE Model through more in depth explanations or examples • Effectively and accurately responds to questions. • All information presented is current 	<p>Visuals are utilized as a tool to support presentation of complex concepts. Visuals are appropriately used. Use of visuals matches that in ASSURE Model. Incorporation of visuals is seamless.</p>	<p>Presenter is interactive in style:</p> <ul style="list-style-type: none"> • Interactive presentation style by often beginning with a question, presenting some information, then following with additional question interactions with the audience - for each section of information. • Effectively leads application activity • Asks questions of audience at end of presentation
<p align="center">3 Satisfactorily Meets Requirements OR Standard</p>	<p>Deficiencies in 1 item listed in above categories <u>AND/OR</u> Time allotment might not be appropriate.</p>	<p>1 minor error of interpretation of knowledge <u>BUT</u> All information presented is current</p>	<p>Visuals utilized in presentation per ASSURE Model <u>BUT</u> use was not practiced.</p>	<p>Occasionally asks questions of the audience <u>AND</u> Effectively leads application activity</p>
<p align="center">2 Below Minimal Standards; Needs More Work</p>	<p>Deficiencies in 2 items listed in above categories. <u>OR</u> Time allotment is deficient by 8 or more minutes.</p>	<p>2 errors of interpretation of knowledge <u>AND/OR</u> Some information presented is not current</p>	<p>Visuals are inappropriately utilized.</p>	<p>Rarely solicits audience participation <u>OR</u> Ineffectively delivers application activity</p>
<p align="center">1 Does Not Meet Standards; Needs Substantial Revisions</p>	<ul style="list-style-type: none"> • Inarticulate • Disorganized • Illogical flow • Appears unprepared • Reads off notes • Unprofessional in manner, appearance, and/or choice of words 	<p>More than 2 errors of interpretation of knowledge <u>AND/OR</u> Some information presented is not current</p>	<p>No visuals utilized</p>	<p>Rarely solicits audience participation <u>AND</u> Ineffectively delivers application activity <u>OR</u> Overall little audience participation fostered.</p>

Note: There is less tolerance for error or omission in ASSURE Model presentations as the information presented is at the consumer level, and thus foundational to your professional knowledge and practice base.

Elements: Scale:	Provide Supportive Environment	Learner Assessments (Delivery)	Overall Performance Evaluation
<p align="center">4 Meets Requirements with Excellence OR Exceptional</p>	<p>Provide a supportive learning environment for all aspects of presentation from pre-assessment through conclusion/post-test, as demonstrated through positive verbal and nonverbal behaviors of:</p> <ul style="list-style-type: none"> • Encouragement • Openness/acceptance/ warmth • Pleasant demeanor • Enthusiasm • Empathy • Eye contact 	<p>Using tools from the ASSURE Model:</p> <ul style="list-style-type: none"> • Conduct and review pre-assessment prior to content outline delivery • Conduct and tally, then review (at end with DI Director) post-test • Conduct and tally, then review (at end with DI Director) presenter evaluation <p><u>AND</u> Respond appropriately to nonverbal behaviors of students</p>	<p>Areas of strength in performance? (describe)</p> <p>Suggestions to improve own performance? (describe)</p> <p>Supervisor/Preceptor/Audience Comments? (explain)</p> <p>Submit ASSURE model, self-evaluation using rubrics, report with tally of supervisor/preceptor/ audience evaluation (presentation form) responses to DI Director.</p>
<p align="center">3 Satisfactorily Meets Requirements OR Standard</p>	<p>Generally but not always demonstrates positive behaviors to learners, <u>AND</u> does not exhibit any negative behaviors towards learners.</p>	<p>All aspects completed except review of pre-assessment <u>OR</u> Does not tally results prior to review with DI Director</p>	
<p align="center">2 Below Minimal Standards; Needs More Work</p>	<p>Only occasionally demonstrates positive behaviors to learners, <u>AND</u> does not exhibit any negative behaviors towards learners.</p>	<p>All aspects completed except review of pre-assessment <u>AND</u> Does not tally results prior to review with DI Director</p>	
<p align="center">1 Does Not Meet Standards; Needs Substantial Revisions</p>	<p>Demonstrates negative behaviors toward learners.</p>	<p>One or more components of evaluation missing.</p>	