

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
- Document work experience, education, group involvement and activities electronically using the *Career Express Suite (CES)*

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* 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:

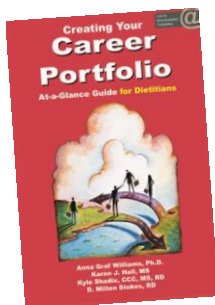
- Documents created on the job
- Certificates, awards, certifications
- Pictures of events or projects
- Reports, handouts, presentations created
- Work or class projects
- Writing samples
- Performance appraisals
- Team projects
- Letters listing what you have accomplished
- Thank you letters
- Letters 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 - ISBN: 978-0-9796434-2-2



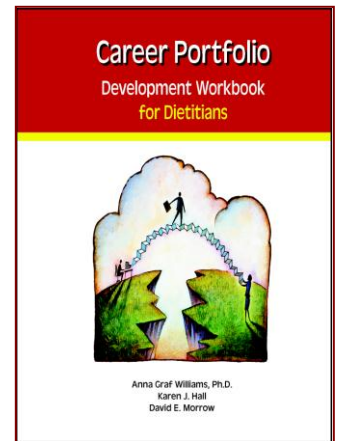
Creating Your Career Portfolio At-A-Glance-Guide for Dietitians focuses on the special needs and uses of career portfolios by dietitians. Step-by-step instructions show how to create an individualized career portfolio. Designed to assist participants in pulling together their many skills and competencies, 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 Development Workbook for Dietitians is 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.



**Included in each
Portfolio Kit!**

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

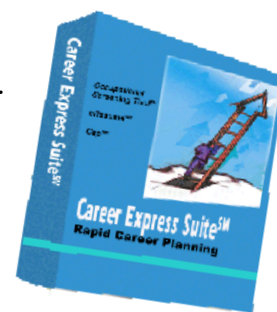
The Portfolio Kit—The portfolio kit is a place to collect and display work samples, letters of thanks or recommendation, certificates, awards, skill sets, pictures, a résumé, references, goals and work statements. All these items can be used in a job interview or college interview to prove a person's 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.
- **2 photo pages**—holds photos of work and activities.
- **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**—Skill awareness workbook



Career Express SuiteSM (CES)

The Career Express SuiteSM lets students track their job history, education, and interests online. Based on target occupations, students can run gap analysis showing the skills and education still needed to reach their goals. Using the guided e-résumé tool, students can create online résumés and attach their own unique work samples to prove their skills.



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.

Senior partners 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 3rd 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 Immigrant's Guide to the American Workplace* (available in English and Spanish).

Anna Graf Williams, Ph.D., has a doctoral degree in education and curriculum development from Purdue University with an undergraduate degree in Consumer and Family Studies. Anna is formerly one of the youngest full professors in the country with her career emphasis on the standardization of skill outcome assessments. Measurement and instructional design have been the cornerstone of her career where she has published hundreds of articles and given hundreds of national and international presentations.

Anna has been coaching and teaching individuals how to use their transferable and soft skills to target career goals. She has co-authored such books as *Creating Your Career Portfolio At- a- Glance Guide for Students* and *Creating Your Career Portfolio At-A-Glance Guide for Dietitians*. Throughout her teaching she worked on the industry, student, and school partnerships that make up strong placement. Anna served for five years as the editor in chief of the hospitality career magazine for students, *Hosteur*. She continues to write and design on the topic of careers and career portfolios. Career portfolios are created with the hope and confidence of a better career. The self-reflective process and the collection of work samples allow individuals to create their own path. Anna is a popular guest on the nationally syndicated The Career Clinic® radio show, and presents at many conferences around the country on the topics of career advancement, job readiness, and outcomes assessment.

Anna has a keen ability to draw out hidden talents and identify transferable skills in the quest and reshaping of the career. Strategic planning and analysis of the local job market and the global economy help the Learnovation® LLC team teach the how-to's of developing career portfolios and job placement assessments.

Among her co-authored titles are:

- *Creating Your Career Portfolio—At A Glance Guide for Dietitians*
- *Creating Your Career Portfolio—At A Glance Guide for Students*
- *The Immigrant's Guide to the American Workplace*
- *The Family Guide to the American Workplace*
- *Creating Your Career Portfolio Practical Exercises*
- *Career Transitions—Transferable Skills and Career Portfolio Workbook*
- *Training the Trainer—Performance Based Training for Today's Workplace*
- *Career Smarts—Career Portfolios with a Can Do Attitude (audio)*
- *Creating Your Career Portfolio—Using Your Portfolio in Your Job Search (Video)*
- *Creating Your Career Portfolio –Assembling your Portfolio (Video)*
- *Transferable Skills: Using Everything You've Got to Advance (Video)*

Karen J. Hall has a master's degree from Purdue University in Instructional Design and Educational Computing. Karen was formerly a corporate trainer and instructional designer. Karen is an outstanding graphic artist and web designer leading Learnovation®, LLC in new and innovative methods of instruction for both print and e-training platforms. Among her co-authored titles of books are:

- *Creating Your Career Portfolio—At A Glance Guide for Dietitians*
- *Creating Your Career Portfolio—At A Glance Guide for Students*
- *The Immigrant's Guide to the American Workplace*
- *The Family Guide to the American Workplace*
- *Creating Your Career Portfolio Practical Exercises*
- *Career Transitions—Transferable Skills and Career Portfolio Workbook*
- *Training the Trainer—Performance Based Training for Today's Workplace*
- *Creating Your Career Portfolio—Using Your Portfolio in Your Job Search (Video)*
- *Creating Your Career Portfolio –Assembling your Portfolio (Video)*
- *Transferable Skills: Using Everything You've Got to Advance (Video).*

Curriculum Plan

Based on *Creating Your Career Portfolio At-A-Glance Guide for Dietitians*

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://learnovation.com/careerportfolios/CD-contents-dietetic.htm>



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*

Workbook – *Career Portfolio Development Workbook for Dietitians*

CES – *Career Express SuiteSM*







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) ▪ Overview the OAT form (CES) 	<ul style="list-style-type: none"> ▪ Text – Chapter 1 ▪ Workbook – Exercise 1 – Portfolio Planner ▪ Workbook – Exercise 11A & 11B ▪ 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> ▪ CES – <i>Occupational Assessment Tool (OAT)</i> 	<ul style="list-style-type: none"> ▪ Text – Read Chapters 1 and 2 ▪ Workbook – Review Exercise #1 Your Career Portfolio Planner ▪ Workbook – Exercise #3 – Class Skills Inventory 🚶🚶🚶 ▪ Workbook – Exercise #11A – What's Your Attitude? ▪ Workbook – Exercise #11B – Shifting Your Attitude ▪ Familiarize themselves with their career portfolio kit ▪ Participants will begin to collect work samples ▪ CES - Complete the OAT form online ▪ 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 ▪ Introduction to CES – overview the software, demonstrate how to add information 	<ul style="list-style-type: none"> ▪ Text – Chapter 2 ▪ Text – Chapter 9, Resource Guide- <ul style="list-style-type: none"> ♦ #5- Transferable Skills List ♦ #6- Common Job Titles and Skills in Dietetics ♦ #10- List of templates on the disk ▪ Video – <i>Transferable Skills: Using Everything You've Got To Advance</i> ▪ Workbook – Exercises #4, #5, & 9A ▪ CES 	<ul style="list-style-type: none"> ▪ Text – Read Chapter 4 ▪ Have the participant write their work philosophy.   ▪ Have the participant write their work career goals.   ▪ Participants will collect work samples ▪ 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 ▪ CES – Enter contact, occupation and education information in the program.




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	3 hours	4 hours	4 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"> • SWOT analysis 🚶🚶🚶 ▪ CES – Skills Analysis – discuss how the knowledge, skills, abilities, and work activities shown come from the occupations entered. Overview how to add to the Tools and Technologies list ▪ CES - Review GAP in CES ▪ CES - Review group and training information 	<ul style="list-style-type: none"> ▪ Text – Chapter 2 ▪ Text – Chapter 9, Resource Guide- <ul style="list-style-type: none"> ♦ #6- Common Job Titles and Skills in Dietetics ▪ Workbook – Exercise # 6 ▪ Template form – SWOT analysis 📄. ▪ CES – Sample GAP reports 	<ul style="list-style-type: none"> ▪ Text – Read Chapter 3 ▪ Participants will collect work samples ▪ Workbook – Exercise #6 – Focusing Your Skills Using Job Listings ▪ Template form – Complete a career SWOT analysis 📄. ▪ CES – Create a GAP report ▪ CES – add Tools and Technologies to the Skills Analysis list ▪ CES – Enter information in training, groups, and military (if applicable).

Session #4 –The Résumé: 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 hours	9 hours	10 ½ hours
Group Activity Time	45 minutes	Ø hours	N/A

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Review the GAP report ▪ 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 ▪ Overview creating a basic résumé in CES 	<ul style="list-style-type: none"> ▪ Text – Chapter 3 ▪ Text – Chapter 9 – Resource Guide, #3 - Action Verb List, #6- Common Job Titles and Skills in Dietetics ▪ Workbook – Exercises #6A-6C, #7A and 1 ▪ Sample résumés ▪ CES 	<ul style="list-style-type: none"> ▪ Workbook – Exercise #6A – Planning for the Skills You Need- College Plan of Study ▪ Workbook – Exercise #6B – Planning for the Skills You Need- Jobs ▪ Workbook – Exercise #6C – Planning for the Skills You Need- Transferable Skills ▪ Workbook – Exercise #1 – Update the Career Planner ▪ Workbook – Exercise # 7A – Résumé Organizer ▪ Workbook – Exercise # 7B – Using Keywords in Your Résumé ▪ Workbook – Exercise #1 – Update the Career Planner ▪ CES – Create a basic résumé (no work samples)  ▪ 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	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 so they can upload to CES.
Assignment Time	16 hours	20 hours	23 hours	
Group Activity Time	1 ½ hours	1 ½ hours	N/A	

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> Review résumés 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 CES – Overview how to attach work samples in CES CES – Overview how to create a customized eRésumé that includes work samples, responsibilities and achievements. 	<ul style="list-style-type: none"> Text – Chapter 4 Text – Chapter 9 – Resource Guide, #5- Transferable Skills List, #7 Dietetic Work Samples, #10- List of templates on the disk Video – <i>Creating Your Career Portfolio – Assembling Your Portfolio</i> Workbook – Exercises #7B, 8, 9A, 9B, 10, and 1 Portfolio kit CES 	<ul style="list-style-type: none"> Text – Read Chapters 5 and 8 Workbook – Exercise #9B – 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 CES – upload work samples and attach to different jobs, education, etc. CES – Create a new résumé that includes work sample links and detailed job responsibilities or achievements <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	6 hours	2 hours	1 hour	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.
Assignment Time	7 ½ hours	8 ½ hours	9 ½ hours	
Group Activity Time	2 hours	2 hours	N/A	
Time				

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 – Chapter 5 ▪ Text – Chapter 8 ▪ Text – Chapter 9 – Resource Guide, #1 Supply List, #2- Emergency Instructions for Portfolio Assembly, #10- List of templates on the disk ▪ Workbook – Exercises #8, 10, and 1 ▪ Portfolio kit 	<ul style="list-style-type: none"> ▪ Text – Read Chapter 7 ▪ Exercise #8 – Gathering, Sorting, and Refining Work Samples ▪ Exercise #10 – 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 ▪ Update CES and the eRésumé as needed to include new samples

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 – Chapter 7 ▪ Completed portfolio kit ▪ Video – <i>Creating Your Career Portfolio Using Your Portfolio in Your Job Search</i> ▪ <i>CES</i> 	<ul style="list-style-type: none"> ▪ Text – Read Chapter 7 ▪ 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 – Chapter 7 ▪ 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	∅ hours	∅ hours	N/A	

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Review CES and compare this to an electronic portfolio ▪ 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 – Chapter 6 ▪ Text – Chapter 9 – Resource Guide, #1 Supply List, #6- List of templates available to download ▪ Completed career portfolio kit ▪ CES 	<ul style="list-style-type: none"> ▪ Text – Read Chapter 6 ▪ Complete an ePortfolio <ul style="list-style-type: none"> • Sort and organize work samples • Scan work samples • Use the template to create the 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

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#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 – 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

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#4 – 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
#5 – 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
#6A – 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
#6B – 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 ▪ List 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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▪ #6C – 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
▪ #7A – 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 <p>(Continued)</p>	<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

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#7A – 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 			
#7B – 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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▪ #8 – 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
▪ #9A –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
▪ #9B – 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
▪ #10 – 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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#11A – 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
#11B – 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

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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Career SWOT Analysis			
<ul style="list-style-type: none"> ▪ Completely distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 7-10 of each: <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats 	<ul style="list-style-type: none"> ▪ Adequately distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 3-5 of each: <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats 	<ul style="list-style-type: none"> ▪ Partially distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 1-2 of each: <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats 	<ul style="list-style-type: none"> ▪ SWOT analysis is incomplete
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

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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
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

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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
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

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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
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

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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
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

++ Exceeds the standard
+ Meets the standard

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

++	+	-	- -
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

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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

Suggested Grading Rubrics for the Career Express Suite

Grading Legend

++ Exceeds the standard
+ Meets the standard

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

++	+	-	- -
Occupational Assessment Form (OAT form)			
<ul style="list-style-type: none"> ▪ Form submitted ▪ Contact information complete ▪ Demographic questions answered completely ▪ All education entered completely ▪ Occupation entered completely 	<ul style="list-style-type: none"> ▪ Form submitted ▪ Contact information complete ▪ Demographic questions answered completely ▪ All education entered completely ▪ Occupation entered completely 	<ul style="list-style-type: none"> ▪ Form submitted ▪ Contact information missing information ▪ Demographic questions not answered completely ▪ Education or Occupation not completed 	<ul style="list-style-type: none"> ▪ Form not submitted, or incomplete
Gap Analysis			
<ul style="list-style-type: none"> ▪ Has the correct target occupation ▪ Jobs and education appear on GAP ▪ Years of education/experience are reflected correctly on the GAP (Students would have filled out the dates of the position as well as # of hours worked per pay period to have this reflect correctly) 	<ul style="list-style-type: none"> ▪ Has the correct target occupation ▪ Jobs and education appear on GAP 	<ul style="list-style-type: none"> ▪ Correct target occupation ▪ Jobs or education not entered 	<ul style="list-style-type: none"> ▪ GAP not submitted, or incomplete

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eRésumé			
<ul style="list-style-type: none"> ▪ Contact information complete ▪ Career objective is customized to target job ▪ PDF of target position is attached to e-resume ▪ Work experience includes dates, organization, and location ▪ Education includes dates, organization, and location ▪ Includes a minimum of 2 professional memberships or activities or groups ▪ Includes a minimum of 1 award earned or participation in a minimum of 1 volunteer activity ▪ Education and work experience contain a breakdown of achievements or responsibilities ▪ Résumé contains a minimum of 5 linked work samples ▪ Résumé contains a highly-detailed level of skills ▪ No spelling or grammatical errors 	<ul style="list-style-type: none"> ▪ Contact information complete ▪ Career objective is customized to target job ▪ PDF of target position is attached to e-resume ▪ Work experience includes dates, organization, and location ▪ Education includes dates, organization, and location ▪ Includes a minimum of 1 professional memberships or activities or groups ▪ Includes a minimum of 1 award earned or participation in a minimum of 1 volunteer activity ▪ Education and work experience contain a breakdown of achievements or responsibilities ▪ Résumé contains a minimum of 5 linked work samples ▪ Résumé contains a highly- detailed level of skills ▪ No spelling or grammatical errors 	<ul style="list-style-type: none"> ▪ Contact information complete ▪ Career objective is customized to target job ▪ Work experience includes dates, organization, and location ▪ Education includes dates, organization, and location ▪ Includes a minimum of 1 professional memberships, activities, groups, award, or volunteer ▪ Résumé contains a minimum of 2 linked work samples ▪ No spelling or grammatical errors 	<ul style="list-style-type: none"> ▪ Contact information is incomplete ▪ Career objective is not customized to target job ▪ Work and education missing information ▪ No group or volunteer information ▪ Résumé contains no linked samples ▪ Includes spelling or grammatical errors

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<p>Work Samples (Samples can be entered in Occupations, Education, Training, Military, or Groups) If you want to give a grade based on the number and quality of work samples entered in CES, have students create a résumé and ask them to include links to all their work samples.</p>			
<ul style="list-style-type: none"> ▪ Includes 10-12 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Work samples are linked to the appropriate experience or activity on the résumé . ▪ 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 	<ul style="list-style-type: none"> ▪ Includes 9 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Work samples are linked to the appropriate experience or activity on the résumé . ▪ 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 	<ul style="list-style-type: none"> ▪ Includes 6 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"> • Work samples may not be linked to the appropriate experience or activity • 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 3 work samples ▪ Items are incomplete or missing

Notes: