Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Partner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **0 Missing** |
| **Critical Thinking: Intro to the Diet Plan** |
| **Diet Explanation** | Explanation of saturated fats, unsaturated fats, and Trans fat. Gives the patient examples of how to increase his/her intake of healthier fats. | Explanation of 2 of the different types of fats and explains which is healthier | Explanation of only one of the different types of fats or does not describe which fats are healthier than others. |  |
| Processed food (sugars, fats, premade dinners, etc.) vs whole foods (fresh meats, vegetables, etc.) are discussed with a focus on what’s healthier for the patientFocus on connection between HFCS, sodium, and processed foods | Discusses only processed food OR whole foods but fails to compare the two.Focus on connection between HFCS or sodium and processed foods. | Gives a definition of processed or whole food. |  |
| **Cancer Risk** | Discusses the connection between the regulation of mitosis and cancer . | General definition of cancer given **BUT** does not relate to material learned in class. | Obvious lack of knowledge regarding mitosis and cancer |  |
| Discusses 3 or more contributions the following factors may have on the risk of cancer ; Genetics, lifestyle, nutrition, stress, ethnicity | Discusses 2 contributions the following factors may have on the risk of cancer ; Genetics, lifestyle, nutrition, stress, ethnicity | Discusses only 1 contribution the following factors may have on the risk of cancer ; Genetics, lifestyle, nutrition, stress, ethnicity |  |
| **Critical Thinking: Moving Forward-Suggestions for Improving Patient Health** |
| **Diet Plan** | Provides 2 days of meals: Breakfast, lunch, dinners, snacks, with beverages | Includes 1 days of meals OR missing one meal/snack per day | Includes meals but is missing vital components of the meal plan |  |
| Meal is balanced and based on USDA’s RDA with the appropriate number of calories for the patient per day | Meal plan is based on RDA but, does not include the correct number of calories for the patient. | Meal plan is not based on RDA and does not contain the correct number of calories for the patient. |  |
| Appropriate portion sizes as they relate to your patient are given with easy to understand tips.  | Portion sizes are discussed in general | Minimal attention paid to portion sizes |  |
| Diet provides substitutions that address 2 of the following: Increasing fiber, lowering calories, replacing bad fats with good ones | Diet addresses one of the following substitutions: Increasing fiber, lowering calories, replacing bad fats with good ones | No substitutions given or substitutions are inaccurate. |  |
| **Exercise Plan** | Includes a general exercise plan for 1 week that includes BOTH cardio and resistance training. Specific exercises, reps, sets, etc. are givenExplains to the patient how/why exercise is beneficial to multiple facets of health (heart health, cancer, etc) | Includes a detailed exercise plan for 1 week that includes cardio OR resistance training. Specific exercises, reps, sets, etc are givenExplains how/why exercise is beneficial, but only relates it to weight loss. | Exercise plan is missing or limited.Little to no explanation of why exercise is beneficial. |  |
| **Communication: Formatting-How you write and communicate with your patient** |
| **Brochure** | Includes at least 5 citations using standard MLA format | Includes works cited with 3-4 citations **OR** student turned in 5 with 1-2 formatting mistakes | Includes1-2 works cited **OR** included but not in MLA format |  |
| Correct in-text citations included where appropriate | In-text citations include but in incorrect format | Missing several in-text citations |  |
| All graphics/pictures are correctly cited where appropriate | All graphics/pictures cited but in incorrect format | Missing several graphics/picture citations |  |
| Demonstrates exceptional control of sentence structure with precise use of language and word choice. | Demonstrates adequate control of sentence structure with appropriate use of language and word choice. | Demonstrates inadequate control of sentence structure with inappropriate use of language and limited or incorrect word choice. |  |
| Reflects mastery of the conventions of written English and is virtually free of errors. | Reflects fundamental control of the conventions of written English and is generally free of errors. | Reflects a variety of errors in the conventions of written English; these errors cause confusion. |  |
| Project is written to and for the patient 100% of the time. Communication is purposeful and sensitive to the patient’s needs.All medical terms are defined. | Portions of the project are written to and for the patient. Other portions are written as a report. Few medical terms are defined. | Project is formatted as an informational report and does NOT address the patient. Medical jargon is used and not defined or explained.  |  |
| Project is organized and flows from one topic to the next with transitions. | Portions of the project seem to flows using transitions from one topic to the other. Organization is checklist style. | The project is not organized. No transitions are used assist in the flow of the project. |  |
| **Total (64 Possible)** |  |  |  |  |