

# SELF EVALUATION OF NUTRITION EDUCATOR DUTIES AND TASKS

## WISCONSIN NUTRITION EDUCATION PROGRAM

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Where are you now?

Check the category you think reflects your current status in each of the following duties/tasks.

### Where do you want to go?

Circle three items that are the most important for you to work on this coming year.

	Needs work	Working On	Doing Well
<b>A. Function as part of a team</b>			
1. Know mission of UW-Extension and WNEP			
2. Communicate regularly with coordinator			
3. Contribute to program planning and evaluation			
4. Communicate with Family Living Agent as determined			
5. Communicate with District Director, State WNEP Coordinator as needed			
6. Give and receive co-worker support			
7. Participate in committees within time constraints of own position			

### B. Build rapport with agencies

1. Work with Coordinator to identify community agencies with mutual interests.			
2. Meet with staff from agencies to get acquainted and to promote potential educational opportunities			
3. Network with agencies: joint education efforts, advisory groups, other appropriate committees			
4. Maintain visibility in community: use identifiable materials, wear name tag, health fairs, newsletters, news releases			
5. Present an appropriate image and attitude			
6. Explain UW-Extension mission and WNEP role in that mission			

### C. Build rapport with participants

1. Establish contact with participant			
2. Show genuine interest in participant: be a good listener, demonstrate a caring attitude, welcome questions, be on time, respect diversity			
3. Share and learn from each other - self disclosures as appropriate			
4. Know where personal/professional boundaries are			
5. Maintain confidentiality			

<b>D. Plan teaching events for participants at walk-bys, in groups, at home visits</b>	<b>Needs work</b>	<b>Working On</b>	<b>Doing Well</b>
1. Respect participant diversity			
2. Assess the needs and abilities of the participant(s)			
3. Schedule time for lesson preparation and teaching			
4. Prepare a lesson plan - set objectives appropriate to participant(s), select teaching methods and materials, be aware of current issues in the community and the media, arrange for child care (groups), plan options for changing situations			
5. Utilize techniques to empower participants to continue desired practice/behavior			

**E. Teach subject content at walk-bys for youth and adults**

1. Respect participant diversity			
2. Respect needs and priorities of host site			
3. Place display in strategic location at peak traffic time			
4. Get participant's attention			
5. Share information using displays, fact sheets, videos, food samples, games, questions			
6. Engage participation in conversation about subject content			
7. Provide follow-up: additional information, other opportunities			
8. Tabulate information for required reports			

**F. Teach subject content in groups of youth and adults**

1. Respect participant diversity			
2. Utilize team teaching method and volunteers when appropriate			
3. Use basic group dynamic skills			
4. Establish boundaries, stay on track			
5. Give an overview of the lesson			
6. Share information using videos, activities, food preparation, games, discussion, handouts, quizzes, etc.			
7. Help participants set a goal			
8. Give positive reinforcement-incentives, verbal encouragement			
9. Adapt teaching to changing situations			
10. Bring closure to session			
11. Tabulate information for required reports			

<b>G. Teach subject content at home visits with adults</b>	<b>Needs work</b>	<b>Working On</b>	<b>Doing Well</b>
1. Respect participant diversity			
2. Review content and expectations			
3. Complete required forms			
4. Assess participant needs and interests (on-going)			
5. Share information using videos, activities, discussion, food preparation			
6. Share information about other programs and community resources			
7. Manage teaching with children and/or significant other present - handle distractions			
8. Help participant set realistic goal - give positive reinforcement			
9. Use good judgement in time spent teaching - know when to leave			
10. Bring closure and set next appointment			
11. Tabulate information for required reports			

<b>H. Evaluate the teaching event</b>			
1. Use range of evaluation tools such as surveys, interviews, letters, as determined by your unit team			
2. Evaluate what was taught			
3. Evaluate how it was taught			
4. Determine the impact			
5. Interpret evaluation results to strengthen teaching process			

<b>I. Manage time and paperwork</b>			
1. Use office procedures			
2. File and keep records			
3. Prepare accurate and timely reports			
4. Maintain reasonable amount of flexibility with own schedule			

<b>J. Take care of oneself</b>			
1. Assess a potentially unsafe location or situation			
2. Have a plan for getting out of potentially unsafe situations			
3. Know what to do in an emergency - 911 or other emergency procedures, report to your advisor			
4. Practice preventive measures for personal health and safety - lifting, carrying, infection control, stress management			

<b>K. Continue to learn skills and subject content</b>			
1. Keep current on relevant issues - read newsletters, talk with colleagues			
2. Use range of educational opportunities to update and renew skills (teaching, communication, organizational, computer) and knowledge of <u>subject content</u>			