

Professional Competency Assessment and Certification Program

Nutrition and Wellness Educator

Candidate Information Bulletin and
Study Guide

- Computer-Based Test Administration -

Provided By:
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Table of Contents

Assessment Overview	3
Description of the Assessment and Certification	3
Uses of the Assessment and Certification	3
Careers	4
Assessment Specifications	4
Format	4
Scoring	6
Domains and Competencies	6
Concept List	8
Sample Assessment Items	13
Examination Procedures	17
Computer-Based Examination Availability	17
Examination Application	18
Affidavit and Examination Agreement	18
Important Notes about Examination Fees and Scheduling	19
Examination Administration	20
Examination Rules	20
Examination Scoring	21
Examination Results	22
Retaking the Examination	22
Special Accommodations and Language Policies	23
Suggested Preparation Techniques	23
Suggested Preparation Resources	23
Books	24
Web Sites	24
Professional and Trade Organizations	24
Professional Code of Ethics	26
Acknowledgements	28

Assessment Overview

AAFCS is a national organization with a proud history of providing support and leadership for family and consumer sciences professionals. AAFCS has been credentialing professionals since 1987, including the Certified in Family and Consumer Sciences (CFCS) credentialing of family and consumer sciences professionals. With the growing emphasis on assessment and accountability in secondary and postsecondary education, AAFCS developed a pre-professional Nutrition assessment and industry-recognized certificate. The Nutrition and Wellness Educator competency assessment and corresponding Certified Nutrition and Wellness Educator (CNWE) certification are designed for professional educators who teach nutrition and wellness education to youth and young adults in a variety of school-based and community-based settings.

Description of the Assessment and Certification

The Nutrition and Wellness Educator competency assessment and certification are:

- developed by representatives from business and industry in association with nutrition and wellness and content specialists representing secondary and post-secondary/university education;
- the professional level knowledge and skills necessary to teach content;
- psychometrically sound;
- appropriate to validate achievement of competencies related to nutrition and wellness;
- useful in a broad range of professional education and employment settings, such as secondary and post-secondary education, community-based education programs, including Cooperative Extension, Headstart, and employer-based human resource departments, family/youth agencies, and staff development programs; and
- delivered via a gold-standard, computer-based exam format meeting the requirements for high stakes exams and providing for valid and reliable competency measurement, and immediate feedback to individual test takers.

Uses of the Assessment and Certification

The assessment and certification are appropriate for use in a broad range of professional education and employment settings.

The assessment and certification is used to:

- validate educators' knowledge and competencies in the domains that comprise nutrition and wellness;
- provide an industry-recognized, professional level educator certification;
- promote program improvement; and
- increase program vitality and recognition.

Careers

The Nutrition and Wellness Educator assessment and certification address competencies and a skill set necessary for success as a professional educator in careers with a substantial focus on nutrition and wellness. It is applicable across a broad range of education, community-based, staff development, and human resource settings. This assessment and certification facilitates employment in professional positions and promotes continuing education for:

- secondary educators teaching this content as units within courses addressing other content more broadly (i.e. health educators teaching wellness embedded within a more traditional health course, FCS teachers teaching life skills and culinary programs/hospitality courses);
- K12 educators teaching developmentally appropriate nutrition and wellness principles integrated into the broader curriculum;
- educators from various disciplines (i.e. FCS, physical education, health professions, public health, social studies, etc) who may be approved to teach general courses in health, nutrition, and/or wellness;
- career and technical education teachers of in-depth courses in nutrition and wellness designed to provide foundational preparation for students interested in pursuing careers in this field;
- professional staff in public health settings, Headstart, family agencies, food banks and fitness centers teaching wellness;
- Cooperative Extension educators who may teach nutrition and wellness as part of their curriculum, especially for families and youth/young adults;
- professional staff in organizations that deliver nutrition and wellness curriculum to community based youth groups (i.e. JA, YMCAs/YWCAs, church youth programs, etc); and
- individuals who are involved in curriculum development, professional development, program planning, and/or personnel management involving nutrition and wellness education (through schools or other practice settings).

Assessment Specifications

The assessment specifications provided in this section of the bulletin are intended to provide test candidates with a comprehensive overview of the domains and competencies that are covered on the assessment.

Format

The assessment is an objective test composed of four-option multiple-choice items (questions), each of which has only one (1) correct response. The assessment contains 150 items, with 120 items scored. The specific content being assessed by the items on each assessment follows the test specifications outlined in the next section of this bulletin.

In addition to each item being associated with a domain and competency, the items are also designed to assess appropriate cognitive levels necessary for competent practice. Specifically, some items assess at the lower level, some at the middle levels, and some at higher order levels. The items included on each test proportionally represent three cognitive difficulty levels:

- Level 1- 40%;
- Level 2 – 30%; and
- Level 3 – 30%.

Original Bloom's Taxonomy	Revised Bloom's Taxonomy	Cognitive Complexity Level
<u>Knowledge</u> Defines, describes, identifies, labels, lists, matches, names, reads, records, selects, states, views	<u>Remember</u> Recognize, retrieve, identify, recall	1
<u>Comprehension</u> Classifies, describes, discusses, lists, matches, names, reads, records, selects, states, views	<u>Understand</u> Interpret, clarify, translate, illustrate, categorize, classify, conclude, predict, summarize, infer, compare, explain	
<u>Application</u> Assesses, determines, develops, discovers, establishes, informs, predicts, projects, provides, relates, shows, uses	<u>Apply</u> Execute, carry out, use, implement	2
<u>Analysis</u> Breaks down, correlates, differentiates, illustrates, infers, points out, recognizes	<u>Analyze</u> Differentiate, select, focus, organize, outline, attribute, determine point of view	
<u>Synthesis</u> Communicates, compares, contrasts, creates, designs, expresses, formulates, plans, reorganizes, reinforces, substitutes	<u>Evaluate</u> Check, coordinate, detect, monitor, test, critique, judge	3
<u>Evaluation</u> Appraises, compares & contrasts, concludes, criticizes, decides, defends, interprets, judges, justifies, supports	<u>Create</u> Generating, hypothesizing, planning, designing, producing, constructing	

Scoring

The computer based testing platform used for AAFCS exams provides immediate score results following the candidate's completion and submission of exam responses.

Domains and Competencies

Nutrition and Wellness Educator Assessment Items by Domains, Competencies, and Complexity Levels		# of Items (of 120 total)	Weight (%)	Level 1 (40%)	Level 2 (30%)	Level 3 (30%)
Total Scored Items on Final Test Form		120	100%	48	36	36
1	Wellness & Prevention	50	27%	20	15	15
1A	Illustrate the meaning of wellness.					
1B	Correlate the physical, emotional, social, psychological, and spiritual influences of wellness with food choices.					
1C	Analyze the influences on individual/family food choices, economic, and nutrition and wellness across the lifespan.					
1D	Explain the role of nutrition in health promotion and diet-related chronic disease prevention.					
1E	Interpret how the Dietary Guidelines for Americans and Healthy People 2020 influence policy for government and non-government programs.					
1F	Evaluate the key recommendations of the 2008 Physical Activity Guidelines for Americans.					
1G	Evaluate wellness and nutrition information in popular media.					
2	Nutrition Principles	51	28%	21	15	15
2A	Classify the different types of nutrient and non-nutrient components of food.					
2B	Analyze the functions of nutrient and non-nutrient components in food.					
2C	Characterize the food sources of nutrient and non-nutrient components.					
2D	Explain the process of food digestion and nutrient absorption.					
2E	Analyze the role of appropriate dietary supplementation.					
2F	Clarify how calories consumed and physical activity impact calorie balance and a healthy body weight.					

Nutrition and Wellness Educator Assessment Items by Domains, Competencies, and Complexity Levels		# of Items (of 120 total)	Weight (%)	Level 1 (40%)	Level 2 (30%)	Level 3 (30%)
Total Scored Items on Final Test Form		120	100%	48	36	36
3	Food Safety and Supply	19	10%	7	6	6
3A	Illustrate proper food storage, handling, and sanitation procedures for food safety.					
3B	Identify common food sensitivities.					
3C	Assess the roles of local, state, and federal government agencies in keeping food safe.					
3D	Appraise the causes of foodborne illness and foods at risk.					
3E	Analyze the impact of food science and technology on meeting nutritional needs.					
3F	Assess the roles of food processing, product development, and distribution in the food supply.					
4	Food Planning, Purchase, and Preparation	37	20%	15	11	11
4A	Measure the importance of family meals in good nutrition					
4B	Apply appropriate health and nutrition guidelines for meal planning for individuals and families with differing needs.					
4C	Identify healthy food preparation techniques.					
4D	Use the Dietary Guidelines for Americans when making healthful food decisions at home and away from home.					
4E	Create food resource management practices and tools for healthy food selection.					
5	Teaching Pedagogy, Learning, and Behavior Change	28	15%	12	8	8
5A	Create developmentally appropriate learning objectives.					
5B	Plan the elements of an effective teaching lesson.					
5C	Analyze evidence-based online nutrition and wellness learning resources.					
5D	Incorporate health behavior change theories into nutrition and wellness education.					
5E	Evaluate the effectiveness of nutrition and wellness education.					
5F	Create nutrition and wellness methods and content for diverse learners from differing social and cultural backgrounds.					

Assessment Concept List

- 1) Wellness and Prevention
 - a) Illustrate the meaning of wellness
 - i) Definition of wellness
 - ii) Health history
 - iii) Definition of Prevention
 - b) Correlate the physical, emotional, social, psychological, and spiritual influences of wellness with food choices.
 - i) Health-related practices
 - ii) Sedentary lifestyle factors
 - iii) Physical factors
 - iv) Cultural factors
 - v) Psychological factors
 - vi) Spiritual factors and customs
 - c) Analyze the influences on individual/family food choices, economic, and nutrition and wellness across the lifespan.
 - i) Influences on health and wellness
 - ii) Hereditary wellness factors
 - iii) Vegan diets
 - iv) Eating disorders
 - (1) Anorexia nervosa
 - (2) Bulimia nervosa
 - (3) Compulsive eating disorder
 - (4) Binge-eating disorder
 - v) Food deserts
 - vi) Weight loss strategies
 - vii) Weight gain strategies
 - viii) Pregnancy
 - ix) Gestation and early infancy nutrition
 - x) Toddlerhood and infancy
 - xi) Early childhood and adolescence nutrition
 - xii) Young adulthood nutrition
 - xiii) Adulthood nutrition
 - xiv) Senior nutrition
 - d) Explain the role of nutrition in health promotion and diet-related chronic disease prevention.
 - i) BMI
 - ii) Adult obesity
 - iii) Childhood obesity
 - iv) Cancer
 - v) Heart disease
 - vi) Milk consumption
 - vii) Sodium consumption

- viii) Type 2 Diabetes
 - ix) Multifactorial disease
 - x) Osteoporosis
 - xi) Hypertension
- e) Interpret how the Dietary Guidelines for Americans and Healthy People 2020 influence policy for government and non-government programs.
- i) Knowledge of the Dietary Guidelines for Americans
 - ii) Daily nutrient needs
 - iii) Healthy People 2020
 - iv) WIC
 - v) FDA
 - vi) TANF
 - vii) SNAP
 - viii) EFNEP
 - ix) USDA Food Plans
 - x) WECan
 - xi) BodyWorks
- f) Evaluate the key recommendations of the 2008 Physical Activity Guidelines for Americans.
- i) Suggested amount of moderate-intensity physical activity per week
 - ii) Aerobic
 - iii) Anaerobic
 - iv) Cardiovascular health
 - v) Muscle strengthening
 - vi) Physical activity
- g) Evaluate wellness and nutrition information in popular media.
- 2) Nutrition Principles
- a) Classify the different types of nutrient and non-nutrient components of food.
- i) B6
 - ii) B12
 - iii) B-complex vitamins
 - iv) Folate
 - v) Pantothenic acid
 - vi) Vitamins
 - vii) Minerals
 - viii) Folate
 - ix) Malabsorption
 - x) Macronutrients
 - xi) Micronutrients
 - xii) Proteins
 - xiii) Fats
 - xiv) Carbohydrates
 - xv) Calcium

- b) Analyze the functions of nutrient and non-nutrient components in food.
 - i) Salt
 - ii) Nutrient density
 - iii) Water-soluble vitamins
 - iv) Digestion
 - c) Characterize the food sources of nutrient and non-nutrient components.
 - d) Explain the process of food digestion and nutrient absorption.
 - e) Analyze the role of appropriate dietary supplementation.
 - i) Ergogenic aids
 - ii) Total energy expenditure
 - f) Clarify how calories consumed and physical activity impact calorie balance and a healthy body weight.
 - i) ATP
- 3) Food Safety and Supply
- a) Illustrate proper food storage, handling, and sanitation procedures for food safety.
 - i) Temperature danger zone
 - ii) Safe refrigerator and freezer temperatures
 - iii) Food storage methods
 - iv) Safe food handling procedures
 - v) Sanitation requirements
 - b) Identify common food sensitivities.
 - i) Lactose intolerance
 - ii) Celiac disease
 - c) Assess the roles of local, state, and federal government agencies in keeping food safe.
 - i) FTC
 - ii) USDA
 - iii) FDA
 - iv) CDC
 - v) EPA
 - d) Appraise the causes of foodborne illness and foods at risk.
 - i) Giardia Lamblia
 - ii) Clostridium botulinum
 - iii) E coli 0157
 - iv) Listeria momcytogenese
 - v) *Campylobacter jejuni*
 - vi) Salmonella
 - vii) *Bovine spongiform*
 - viii) Mycotoxins
 - ix) Prions
 - x) BSE
 - xi) Food contamination

- e) Analyze the impact of food science and technology on meeting nutritional needs.
 - i) Microwaves
 - ii) Thermometer use
 - f) Assess the roles of food processing, product development, and distribution in the food supply.
 - i) Nitrites
 - ii) rbGH
 - iii) Genetically modified (GM) crops
- 4) Food Planning, Purchase, and Preparation
- a) Measure the importance of family meals in good nutrition
 - b) Apply appropriate health and nutrition guidelines for meal planning for individuals and families with differing needs.
 - i) Pregnancy
 - ii) Infants
 - iii) Toddlerhood
 - iv) Childhood
 - v) Adolescence
 - vi) Mature adults
 - vii) Seniors
 - c) Identify healthy food preparation techniques.
 - d) Use the Dietary Guidelines for Americans when making healthful food decisions at home and away from home.
 - i) 2015-2020 Dietary Guidelines
 - e) Create food resource management practices and tools for healthy food selection.
 - i) NHANES 2005-2009 study
 - ii) MyPlate
 - iii) Daily Food Plans
 - f) Evaluate the use of nutrition, ingredient, and processing information on food labels.
 - i) Nutrition Facts Panel
 - ii) Food composition table
- 5) Teaching Pedagogy, Learning, and Behavior Change
- a) Create developmentally appropriate learning objectives.
 - b) Plan the elements of an effective teaching lesson.
 - i) Crosswalks
 - ii) Differentiated nutritional instruction
 - iii) Learning styles
 - iv) Assessment
 - v) Learning experiences
 - vi) Course content
 - vii) Pre-test activities
 - viii) Validity
 - ix) Reliability

- c) Analyze evidence-based online nutrition and wellness learning resources.
 - i) Original sources
 - ii) Author credentials
 - iii) Publisher
 - iv) Verifiability
 - v) Currency
- d) Incorporate health behavior change theories into nutrition and wellness education.
 - i) Prochaska's Stages of Change
 - ii) Health Belief Model
 - iii) Health literacy
- e) Create nutrition and wellness methods and content for diverse learners from differing social and cultural backgrounds.
 - i) Food diary
 - ii) 24-hour food recall
 - iii) Nutrition education
 - iv) Religious beliefs
 - v) Class discussion
 - vi) Kinesthetic Learning

Sample Assessment Items

A series of sample test items is provided below. These items are not intended to serve as a study mechanism, but to familiarize candidates with the format, style and structure of the items that can be expected on the tests. Always choose the one **BEST** answer.

1. Wellness is defined as

- a. the absence of illness or physical and mental disability.
- b. the balance of physical activity, mental, positive attitudes, and spiritual health.
- c. integrating emotional, mental, physical, social, spiritual, and economic well-being.
- d. being absent of health disparities and chronic illness.

ANS: C DIF: 2 OBJ: 1A

2. Which of the following is an example of a social factor that does **NOT** affect nutrition and body weight?

- a. Eating fast food
- b. Attending church
- c. Fewer home cooked meals
- d. Watching television

ANS: B DIF: 1 OBJ: 1B

3. Simone is a 16-year old high school freshman. Her mother wants to make sure that Simone is getting daily adequate nutrition. Which of the following nutrients is generally **NOT** a nutrient that Simone's mother should be concerned about during her daughter's adolescence?

- a. Vitamin C
- b. Calcium
- c. Iron
- d. Vitamin A

ANS: A DIF: 2 OBJ: 1C

4. Which of the following is **NOT** one of the physiological effects of regular physical activity?

- a. Enhances the action of insulin in the body
- b. Enhances gastric motility in the intestines
- c. Maintains and/or increases lean body mass
- d. Decreases high-density lipoprotein cholesterol

ANS: D DIF: 3 OBJ: 1F

5. According to the Dietary Guidelines for Americans and MyPlate, which of the following foods should you **REDUCE** for a healthier eating plan?
- a. Fat-free milk, sugary drinks, and whole grains
 - b. Sugary drinks, saturated fats, and high-sodium foods
 - c. Whole grains, citrus fruits, and low-fat yogurt
 - d. Vegetables, lean protein, and saturated fats.

ANS: B DIF: 2 OBJ: 1E

6. What is one role that vitamin A does **NOT** play in the human body?
- a. Making proteins which promote blood coagulation.
 - b. Acting as an antioxidant and scavenging free radicals.
 - c. Maintaining and regulating a healthy immune system.
 - d. Maintaining healthy vision, including night vision.

ANS: A DIF: 2 OBJ: 2A

7. Healthier fat sources include canola oil and
- a. butter.
 - b. lard.
 - c. margarine.
 - d. olive oil.

ANS: D DIF: 1 OBJ: 2C

8. Safe refrigerator food storage requires following which food safety principle?
- a. Place foods in the refrigerator after the hot foods cool.
 - b. Wrap or cover all foods before storing them.
 - c. Use deep dishes to store the hot foods.
 - d. Keep the refrigerator temperature around 50°F.

ANS: B DIF: 1 OBJ: 3A

9. The **PRIMARY** purpose for setting new lifestyle goals and developing behavior-change contracts is to
- a. achieve and maintain a healthy weight and BMI.
 - b. provide negative consequences for breaking the contract.
 - c. make positive changes for improved personal health.
 - d. reduce the negative effects of risk-taking behaviors.

ANS: C DIF: 3 OBJ: 5D

10. Joe is planning a week's menu for adults at his work cafeteria. What is the recommended number of ounces of cooked seafood should Joe include in the week's menu?
- a. 2-3 ounces
 - b. 4-6 ounces
 - c. 8-10 ounces
 - d. 12 - 14 ounces

ANS: C DIF: 2 OBJ: 4B

11. Rosa is a stay-at-home mom who generally prepares the majority of meals for her household. Even though she always prepares meals that offer enough calories and nutrients for her family of four, she tends to make the same meals again and again.

Which one of the characteristics of a healthy diet is Rosa **NOT** incorporating into her meal planning?

- a. Adequacy
- b. Balance
- c. Moderation
- d. Variety

ANS: D DIF: 2 OBJ: 4D

12. Brooke is a single parent of a young son. She has been having trouble being able to afford to purchase food.

Which practice will provide Brooke the **LOWEST** cost for healthy foods?

- a. Shop every day for fresh food.
- b. Purchase packaged foods with coupons.
- c. Plan each week's meals based on food ads.
- d. Purchase sodas and snacks when on sale.

ANS: C DIF: 3 OBJ: 4E

13. Fruits and vegetables are generally lower cost when they are in season. Which answer correctly identifies fresh fruits and vegetables for that season?

- a. Winter - kale, collard greens, oranges and corn
- b. Spring - peas, kiwi fruit, greens, and blueberries
- c. Summer - kale, green beans, peaches and Brussels sprouts
- d. Fall - broccoli, kale, beets, apples, and cabbage

ANS: D DIF: 2 OBJ: 4E

14. Dietary supplements

- a. are reviewed and approved by the FDA before being marketed.
- b. are tested by the FDA for safety before being marketed.
- c. have no rules to limit the amount of a nutrient contained in them.
- d. must meet federal guidelines for purity and composition before sold.

ANS: C DIF: 2 OBJ: 2E

15. Although most people get the nutrients they need from food, certain groups of people do benefit from taking supplements. Which of the following is **NOT** a recommended vitamin or mineral supplementation?

- a. Vitamin B12 supplements for elderly individuals or vegans
- b. Multivitamin supplements for people on prolonged energy-restricted diets
- c. Vitamin C supplements for young children and adolescents
- d. Calcium and vitamin D supplements for people at risk for low bone mass

ANS: C DIF: 3 OBJ: 2E

16. All of the following would be good advice for someone who is trying to gain weight, **EXCEPT**

- a. eat an additional 500 to 1,000 kcal a day from nutrient dense foods.
- b. skip everyday physical activity to avoid burning calories.
- c. eat more frequent meals and snacks during the day.
- d. eat approximately 25 to 35% of his or her kilocalories from fat.

ANS: B DIF: 2 OBJ: 2F

17. Which of the following is **NOT** a potential source of contamination from *Clostridium botulinum*?

- a. Split or pierced bulging canned foods
- b. Foods improperly canned at home
- c. Raw or unprocessed honey
- d. Unpasteurized or raw milk

ANS: D DIF: 2 OBJ: 3D

18. The process that uses gamma rays to eliminate harmful bacteria is

- a. irradiation.
- b. aseptic packaging.
- c. genetic modification.
- d. pasteurization.

ANS: A DIF: 1 OBJ: 4F

19. Anna is designing a test for her students completing a nutrition and wellness course. Which of the following types of questions should she include to test at a **HIGHER** skills hierarchy?
- Factual knowledge
 - Comprehension
 - Application
 - Synthesis

ANS: D DIF: 2 OBJ: 5B

20. Which of the following is the **BEST** strategy to determine if learners can apply nutrition principles?
- Multiple-choice test
 - Pre-test
 - Post-test
 - Case study

ANS: D DIF: 2 OBJ: 5B

Examination Procedures

Computer-Based Examination Availability

Candidates may take the examination at Iso-Quality Testing computer-based testing sites located across the nation. See <http://www.isoqualitytesting.com/mlocations.aspx> to identify location options. The Nutrition and Wellness Educator examination may only be taken during authorized examination periods or windows. Please note the following examination schedule and associated registration deadlines and fees for computer-based testing.

Examination Window	Registration Dates		
	Basic Registration (\$165)	Basic Registration Plus Late Fee (\$165 + \$35 = \$200)	Basic Registration Plus Emergency Fee (\$165 + \$75 = \$240)
January 1 - January 31	November 16 - December 20	December 21 - 31	January 1 - 15
March 1 - March 31	January 16 - February 20	February 21 - 28	March 1 - 15
May 1 - May 30	March 16 - April 20	April 21 - 30	May 1 - 15
July 1 - July 31	May 16 - June 20	June 21 - 30	July 1 - 15
September 1 - September 31	July 16 - August 20	August 21 - 31	September 1 - 15
November 1 - November 30	September 16 - October 20	October 21 - 31	November 1 - 15

Examination Application

Application for the Nutrition and Wellness Educator examination is achieved through an online registration system. Candidates registering for a computer-based assessment can access the registration system at www.aafcs.org/CredentialingCenter/CNWE.asp. The registration application will collect required personal information about the candidate as well as information about the candidate's selection of assessment title and month selected for test administration.

- *Step I. Application.* Complete the online Examination Registration. Incomplete applications will not be processed. During a month-long testing window, a candidate may take only one AAFCS examination title and may take it only once.
- *STEP II. Submit Online Application.* Submit completed online application with fee payment. Application submissions after the deadline date for the month selected for test administration must have the appropriate late fee or emergency fee included to be processed. The candidate will be required to pay the examination fee in order to complete application submission. Payments are made by credit card (Visa, Master Card, Discover, American Express, or PayPal). If the candidate chooses to not charge the examination fee to a credit card, special arrangements must be made with AAFCS Credentialing Center staff (703) 636-7642) for payment by cashier's check, certified check, or money order.
- *Step III. Authorization Letter.* The examination application will be reviewed by the AAFCS Credentialing Center staff to verify the candidate's eligibility to take the examination. Then, within 2-3 business days, the candidate will receive, via email, a non-transferable authorization email from Schroeder Measurement Technologies (SMT), the testing contractor, to take the exam during the specified month long testing window.
- *Step IV. Appointment to Take the Exam.* The authorization email from SMT will contain information and instructions on scheduling a test date at an IsoQuality Testing computer-based testing center. A **User ID** and **Password** will be given to each candidate to register online for a testing location and test date. Using the candidate's zip code, the five closest testing centers will be available to choose from. Please contact the SMT representative, who sent the authorization email, if there are further questions regarding testing times and locations. To look up testing locations prior to the exam registration process please go to <http://www.isoqualitytesting.com/mlocations.aspx>.

Affirmation of the following Affidavit and Examination Agreement is required as part of the registration process:

- I am eligible to sit for the AAFCS examination based on having already completed or being within one year of completing a baccalaureate degree.
- I will treat all information related to the examination as confidential, whether provided to me by AAFCS or received from other sources.

- All information provided by me in this application is true to the best of my knowledge. AAFCS may, in its sole discretion, make inquiry of individuals and organizations directly or indirectly referenced in any part of this document to verify the accuracy and completeness of the information I have provided.
- I have fully read the contents of the *Candidate Information Bulletin and Study Guide* for the assessment selected and agree with all policies and stipulations contained therein.
- I understand that my successful performance on one of the exams in the AAFCS examination system will satisfy one of the requirements for a national professional level certification awarded by AAFCS. Subsequently, obtaining the national AAFCS credential would be optional and would require submitting a separate national certification application and fee, agreeing to abide by the Professional Code of Ethics, and meeting ongoing professional development requirements.
- I understand that my test score will be reported to me.

IMPORTANT NOTES ABOUT THE EXAMINATION FEE AND SCHEDULING:

Cancellation Refund Policy: AAFCS test registration fees are NONREFUNDABLE. Testing can be rescheduled to the immediate next testing month (January, March, May, July, September, or November) without penalty beyond those detailed herein and imposed by an ISO Quality Testing Center for violations related to admission, rescheduling, or cancellation.

If a candidate cancels or reschedules a scheduled examination five or more calendar days prior to the scheduled examination date, the candidate will pay ISO Quality Testing a \$25 rescheduling fee.

If a candidate does not reschedule or cancel a scheduled examination at least five calendar days prior to the scheduled examination or comes to the testing center without proper ID and/or the proper admission letter and is unable to take the scheduled examination, the candidate will forfeit the full testing fee.

If a candidate reschedules or cancels a scheduled exam less than five calendar days prior to the scheduled exam date but has an approved excuse based on candidate medical emergency, death of an immediate family member, or candidate active duty military orders, the candidate will pay ISO Quality Testing a \$25.00 rescheduling/cancellation fee.

If a candidate for any reason forfeits the examination fee, a new online registration application and full examination fee payment must be submitted to register for subsequent testing.

Examination Administration

The candidate is to arrive at the test center at the time noted on the authorization admission documents. In order to be admitted, the **Admission Letter** and a **photo identification** is required. **A candidate will not be admitted without proper identification.** The only acceptable forms of identification are: driver's license, government-issued identification card, or a passport. No other forms of identification will be accepted. If the candidate's name has changed since receiving the admission letter, the candidate must bring legal documentation showing the previous name and current name (for example, divorce decree, court order, marriage license, or notarized affidavit).

No candidate will be admitted without the required documents. This policy is applicable for both original candidates and those who take the examination again. No walk-in candidates will be admitted.

After establishing positive identification, the candidate will be escorted to a computer station to begin. Before beginning the test, the candidate will fill out a series of screens that will gather basic identification information. The system then compares this information to the registration record as a second quality assurance measure. Following the identifying information screens, a practice test is presented to train the candidate on how to use the computer mouse or keyboard to take the test. Additionally, the proctor is trained to assist candidates if they have any questions about how to use the system.

The online testing system is extremely user-friendly and can be completely operated with a few keys or a computer mouse. The testing software provides an online calculator for use during the Nutrition and Wellness Educator exam. After the demonstration test, which is untimed, the candidate will be asked if he or she wishes to begin the test. If yes, the clock begins and the first question appears. The amount of elapsed time will continuously show on the computer screen.

Each test question is an independent item. The best answer should always be selected. The candidate will have the option to "tag" questions for review later. At any time, candidates can initiate the display of a list of the questions that have been tagged, review them, change the answers, etc.

The test ends when 3 hours have elapsed (after a 10 minute and 5 minute warning), or earlier if the candidate concludes the test. The software will provide warnings at 10 minutes and 5 minutes before the 3 hours elapse. The system will then ask the candidate to fill out a short questionnaire about the experience at the test center (the proctor's behavior, level of service, ease of use, etc.). After completion of the examination, the candidate will receive an immediate score report. If the candidate has passed the examination and is eligible for certification, AAFCS will contact the candidate via email within 2-3 weeks following the examination.

Examination Rules

1. Dress is "business casual" (neat...but certainly comfortable).
2. Failure to follow test center instructions will result in the candidate's application being voided and forfeiture of the application fee. Conduct that results in a violation of security or disrupts the administration of the examination could result in dismissal from the

examination. In addition, the examination will be considered void and will not be scored. Examples of misconduct include, but are not limited to,

- Writing on any material other than official testing materials provided by the proctor for completion and return.
 - Talking to a person other than a Exam Supervisor or a Proctor during the examination
 - Looking at another candidate's exam
 - Allowing someone to look at or copy from your exam
 - Extending work on the exam before or after the proctor's authorization to work
 - Removing, or attempting to remove, any secure material or information from the examination room.
3. Candidates must not discuss or possess reference materials or any other examination information at any time during the **entire** examination period. Candidates are clearly cautioned not to do so after having completed the exam and checked out of the test room, as other candidates in the area could be taking a break and might not have completed the examination. Candidates may not attend the examination only to review or audit test materials. Candidates may not copy any portion of the examination for any reason. No unauthorized persons will be admitted into the testing area. Please be further advised that all examination content is strictly confidential. **At no other time, before, during, or after the examination, may candidates communicate orally, electronically or in writing with any person or entity about the content of the examination or individual examination questions.**
 4. Candidates writing on anything other than official exam materials that will be returned will be in violation of the security policies above. Reference materials are not allowed in the testing room. Candidates are asked to bring as few personal and other items as possible to the testing area.
 5. While the site climate is controlled to the extent possible, candidates should be prepared for either warm or cool temperatures at the testing center to reduce the likelihood of becoming uncomfortable. Cellular phones and beepers are prohibited in the testing area. Electrical outlets will not be available for any reason. The use of headphones inside the testing area is prohibited. Earplugs for sound suppression are allowed. No smoking or use of tobacco will be allowed inside the testing area. Food and drinks are not allowed in the testing room. Candidates must vacate the testing area after completing the examination. Due to limited parking facilities at some sites, candidates should allow ample time to park and reach the testing area.
 6. Only calculators built into the testing software or, in the event of pencil/paper exam administration, provided by an exam proctor are allowed.

Examination Scoring

The examination consists of 150 multiple choice questions with four (4) choices for each question. Thirty of these questions are included for research purposes only. The research questions are not identified; therefore, all questions are to be answered to the best ability of the candidate. Examination results will be based only on the 120 scored questions on the

examination. The order of items and answer choices vary from candidate to candidate. Expert content practitioners have provided input regarding the difficulty level of every question used in AAFCS examinations. That information is used to develop examination forms that have comparable difficulty levels. When there are differences in difficulty in different versions of an examination, a mathematical procedure is used to equalize the difficulty scores. Because the number of questions required to pass the examination may vary for different test versions, the scores are converted to a reporting scale to ensure a common standard. The passing grade required is a scale score of 240 out of a possible 300 points on the scoring scale.

Should a candidate who fails the exam request that their examination be re-scored, the request and reason must be made in writing and submitted to the Certification Department at AAFCS with a \$50.00 rescoring fee. If the examination is rescored and an error is found in the scoring, the \$50.00 rescoring fee will be refunded and the corrected score will be reported. If the original score is found to be accurate, the \$50.00 rescoring fee will not be refunded.

Examination Results

Examination results will be provided immediately following the computer-based examination. Consistent with testing industry standard practices, passing candidates will be given pass-status and total scaled score information only, not breakout numeric scores. Failing candidates will be provided with an overall numeric scale score as well as a report indicating the percentage of items answered correctly for each standard/domain area. This serves as diagnostic information of strong and weak areas to guide preparation for retesting.

Should a candidate need a duplicate of the results provided at the computer-based testing center, a written request must be submitted to Credentialing Center staff at AAFCS. The request must include the candidate's current email address. Results will be emailed to the candidate. Results WILL NOT be released over the phone because positive identification cannot be established.

Passing candidates will receive an email with information and application form for national certification from AAFCS approximately 2-3 weeks following the successful completion of the examination.

Retaking the Examination

If the candidate does not achieve a passing score on the examination, he or she may sit for the examination again. To take the examination again, the candidate must again complete the online registration application and examination fee, following the complete 4-step procedure previously outlined. During a month-long testing window, a candidate may take only one of the AAFCS examination titles and may take it only once.

The report issued to a candidate who has not passed the test provides (a) an overall scale score, and (b) a diagnostic breakdown of the candidate's strong and weak areas. This information is provided in order to enable the candidate to use this information to focus study efforts on weak areas in preparation for taking the examination again.

Special Accommodations and Language Policies

AAFCS provides special accommodations in accordance with the Americans with Disabilities Act of 1991 (ADA). If a disability prevents a candidate from taking the examination under normal conditions, he or she may request special accommodations. The request must be in writing (email acceptable), be sent prior to submitting the application form, explain the name of the disability (i.e. the diagnosis), the type of accommodation the candidate is requesting, and must include attached supporting documentation of the diagnosis from a qualified healthcare professional. After receiving the request and appropriate documentation, the candidate will be contacted to make arrangements for special accommodation.

Please note that for reasons related to examination standardization, security, and cost, the AAFCS examinations are offered only in English at this time. If English is not the primary language, AAFCS recommends (but does not require) that candidates consider sitting for the TOEFL (Test of English as a Foreign Language) examination before sitting for the AAFCS examination. Candidate scores on the TOEFL® will provide a useful gauge for understanding if reading and comprehending English will provide difficulty for the candidate on the AAFCS examination. The TOEFL® examination is offered at multiple locations both domestically and internationally throughout the year at Sylvan Learning Centers®. More information is available on the Sylvan web site.

Suggested Preparation Techniques

In preparation for the assessments, test candidates should:

- Avoid situations that would trigger emotions such as worry, anger, depression, and lack of confidence right before the test day. These emotions interfere with memory and are sometimes called “memory thieves.”
- Follow the directions! If read too quickly, something important may be missed.
- Read each item very carefully and avoid jumping to conclusions based upon a quick skimming of the wording.
- Try to answer the item before looking at the four (4) response options.
- Avoid trying to spot the correct response immediately. “Back into” the correct response by first eliminating the incorrect choices.
- Answer each item. Look for clues in the item and even in the choices. If able to eliminate some options, the chances of selecting the correct answer are improved. Use the “flag” options to denote items to come back to within the item block.
- Read the “Guide to Taking an Assessment.” It is important to understand details about online testing and navigation.

Suggested Preparation Resources

This reference list is not intended to endorse any particular source or author. Use of a specific reference does not guarantee successful completion of the test. However, development panel members have identified resources that they feel would be resources to address the domains and competencies within the assessment.

Books

Chamberlain, V. M., & Cummings, M. N. (2003). Creative Instructional Methods for Family and Consumer Sciences. New York: Glencoe/McGraw-Hill.

Galbraith, M. W. (2004, 3rd edition) Adult Learning Methods: A Guide for Effective Instruction. Malabar, FL: Krieger Publishing.

National Institutes of Health. Theory at a Glance: A Guide for Health Promotion Practice. Bethesda, MD: National Institutes of Health, National Cancer Institute; 1995.

Thompson, J. & Manore, M. (2012) Nutrition: An Applied Approach. San Francisco: Pearson Education, Inc.

Thompson, J. & Manore, M. (2013) Nutrition for Life. San Francisco: Pearson Education, Inc.

Web Sites

My Plate <http://www.choosemyplate.gov/>

<http://health.gov/dietaryguidelines/2015/>

<https://www.healthypeople.gov/2020/leading-health-indicators/Leading-Health-Indicators-Development-and-Framework>

<http://www.foodinsight.org/Content/6/Improving-Public-Understanding-Guidelines-For-Communicating-Emerging-Science-on-Nutrition-Food-Safety-and-Health.pdf>

<http://www.ncbi.nlm.nih.gov/>

<http://www.webmd.org>

<https://www.presidentschallenge.org/informed/digest/docs/200112digest.pdf>

<http://www.health.gov/paguidelines/>

<http://www.nutrition.gov>

<http://ndb.nal.usda.gov>

<http://www.foodsafety.gov>

<http://www.fda.gov/Food/default.htm>

Professional and Trade Organizations

Academy of Nutrition and Dietetics, <http://www.eatright.org>

American Association of Family and Consumer Sciences, <http://www.aafcs.org>

National Society for Nutrition Education and Behavior, <http://www.sneb.org>

National Association of Extension Family and Consumer Sciences, <http://www.neafcs.org>

National Association of School Nurses, <http://www.nasn.org>

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD),
<http://www.shapeamerica.org>

American Public Health Association, <http://apha.org>

Professional Code of Ethics

Preamble

These principles are intended to aid those achieving professional certification from the American Association of Family and Consumer Sciences individually and collectively in maintaining a high level of ethical conduct. They are guidelines by which individuals may determine the propriety of conduct in relationships with students, clients, colleagues, members of allied professions, and with various publics.

An individual obtaining professional certification from the American Association of Family and Consumer Sciences shall:

- Maintain the highest responsible standard of professional performance, upholding confidentiality and acting with intelligence, commitment, and enthusiasm.
- Fulfill the obligation to continually upgrade and broaden personal professional competence.
- Share professional competence with colleagues and clients, to enlarge and continue development of the profession.
- Advance public awareness and understanding of the professional field of practice.
- Maintain a dedication of enhancing individual and family potential as a focus for professional efforts.

Statement of Principles of Professional Practice

The following Principles of Professional Practice provide those who have achieved professional certification from the American Association of Family and Consumer Sciences with guidelines and with descriptions of the actions required for ethical professional practice.

Professional Competence

AAFCS-certified professionals base their competence on educational degrees earned from regionally accredited institutions and from training, experience, and certification programs recognized by AAFCS.

AAFCS-certified professionals seek continuing education reflecting new expectations, procedures, and values.

AAFCS-certified professionals assure accurate presentation of their work by organizations with whom they are affiliated.

AAFCS-certified professionals identify themselves as with the name and designation of the specific AAFCS certification achieved in a manner consistent with the procedures and guidelines of the AAFCS Council for Certification. Certified professionals may use the designation acronym in this identification for the duration of time in which their certification is maintained in good standing.

AAFCS-certified professionals claim competence only in an area or areas for which they have education, training, and experience.

AAFCS-certified professionals accurately present competencies of students, supervisors, colleagues, and others with whom they work.

AAFCS-certified professionals practice within the law and within the recognized boundaries of their education, training, and experience.

AAFCS-certified professionals verify the credentials of their employees and supervisors.

AAFCS-certified professionals refrain from professional practice when impairment due to mental or physical causes, including chemical and alcohol abuse, affects professional competence. Individuals seek appropriate professional help for such impairments.

AAFCS-certified professionals respect the rights and responsibilities of peers.

Respect for Diversity

AAFCS-certified professionals respect differences in the abilities and needs of the people with whom they work.

AAFCS-certified professionals recognize that differences exist among individuals and families and do not discriminate against or patronize others.

AAFCS-certified professionals obtain education, training, and experience to provide competent services to persons of diverse backgrounds or persuasions.

AAFCS-certified professionals conduct research relating to the uniqueness of individuals and families.

AAFCS-certified professionals utilize and present subject matter in such a way as to recognize and develop appreciation of diversity.

Scholarship and Research

AAFCS-certified professionals conduct, utilize, and report research using recognized research procedures and facilitate professional standards for the respective research endeavors.

AAFCS-certified professionals secure review and approval of research designs by knowledgeable professionals consistent with standards used by institutional review boards.

AAFCS-certified professionals, as part of research efforts, secure review of research designs by knowledgeable professionals not directly involved in the investigation.

AAFCS-certified professionals secure the informed consent of research participants based on disclosure of the research design and potentially harmful effects of participation. Investigators are especially sensitive to consent among at-risk and protected populations.

AAFCS-certified professionals honor individuals' choice to decline participation or withdraw at any time from research studies.

AAFCS-certified professionals acknowledge through publication credit and other avenues the efforts and contributions of others to research activities.

AAFCS-certified professionals are obliged to take steps to ensure that their research findings are accurately and clearly understood by consumers.

Confidentiality

AAFCS-certified professionals maintain and guard the confidentiality of persons with whom they have professional relationships.

Conflict of Interest

AAFCS-certified professionals avoid conflicting roles and take active steps to prevent and avoid exploitation of the individuals with whom they work.

AAFCS-certified professionals assume responsibility for fair treatment of consumers, other professionals, and individuals and/or families.

AAFCS-certified professionals make financial arrangements with clients, third-party payers, and supervisors that conform to commonly accepted professional practices and that are easily understood by all populations served.

AAFCS-certified professionals report truthfully all professional services rendered.

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- Caroline Crocoll, USDA – NIFA, National Institute of Food and Agriculture
- Karen Ensle, Rutgers Cooperative Extension, Westfield, NJ
- Mira Mehta, University of Maryland Cooperative Extension, Expanded Food and Nutrition Education Program, College Park, MD
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- Shelby Muha, Rock Creek School, St. George, Kansas
- Sondra Snidow, Hermitage High School; Henrico, VA
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- Carolyn Cotton, Retired - Oklahoma Department of Education, Edmond, OK
- Lois Lewis, Indus High School; Birchdale, MN
- Hansa Bhargava, Pediatrician, WebMD, Atlanta, GA