



Department of Family Relations and Applied Nutrition

NUTR*4850 Field Experience in Nutrition Education
Winter 2014
COURSE OUTLINE

Instructor: Alexia Prescod
MINS 133A
Ext. 52611

Office Hours: Mondays 9: 30am-11:00am
and by appointment

Course Description

The field experience in nutrition education is a supervised placement and seminar for fourth year Applied Human Nutrition Majors. Students will apply principles of program planning, nutrition education theory and professional behaviour in a community setting. Placements may be arranged in clinical or community health settings, educational facilities, social services or industry.

Course Objectives

At completion of the course, students will have:

- a) Demonstrated participation in the routine work related to food, nutrition or wellness in a health, education, industry or social service agency and completed a specific project in such an agency;
- b) Applied the knowledge and skills learned from course work in the practice of education, nutrition, health or wellness promotion;
- c) Created a personal career plan that is informed by personal learning and skill development from the field experience
- d) Participated in the discussion of various nutrition and health promotion related issues in seminar and at the project fair.

Prerequisites: FRHD*3400, NUTR*4040 and NUTR*4070

Course Format

The course will be highly interactive with presentations and discussion by class members with reflections on field placement experiences as a primary feature. Students will arrange to meet with the supervisor during the first week of classes (January 6 to 10) to confirm the placement, discuss possible activities and begin orientation. Students will spend a half-day per week from week 2 to week 12 (week of January 13 to Week of March 31- last day April 4) in the agency, working under the assigned supervisor. **During the University of Guelph Winter Break, in February students usually do not attend regular placement.** Students will also attend a 1½ hour seminar each week where they will present and discuss aspects about their placements and related topics.

NUTR*4850: 2004-2014

When you cannot meet course requirements

When you find yourself unable to meet course requirements for this course or any of your other courses due to illness or compassionate reasons, please advise the program counsellor, Linda Zehr in the BASc Counselling Office <basprog@uoguelph.ca>, ext. 58964). Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date in question. Appropriate documentation of your inability to meet course requirements may be requested. The program counselor will contact all course instructors on your behalf.

If you find yourself unable to meet course requirements for this course only, please advise the course instructor in writing include name, address and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date in question, and certainly no longer than one week later. Appropriate documentation of your inability to meet the course requirement in question is necessary; the course instructor will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. Please note that late assignments where contact was not made with the course instructor will be deducted 10% per day (weekends and holidays included).

If you cannot meet a placement requirement due to illness or compassionate reasons, please advise the course instructor and your placement supervisor via e-mail. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible.

Academic Integrity

Detailed information about the regulations governing academic misconduct are in the Graduate Calendar at: www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1125.shtml integrity

As part of this course students are expected to read and complete the academic integrity tutorial available at www.academicintegrity.uoguelph.ca/index.cfm. There will be an in-class discussion of issues related to academic integrity.

Academic Misconduct and Appeals procedure: Undergraduate Calendar section 8

Add & Drop procedure: Undergraduate Calendar section 8

Readings:

Academic Integrity at the University of Guelph (2004). Retrieved January 2, 2014, from University of Guelph Web site:

<http://www.academicintegrity.uoguelph.ca/>

Centers for Disease Control and Prevention. (n.d.). Evaluation guide: Writing SMART objectives. Retrieved January 2, 2014, from Centers for Disease Control and Prevention Web site:

http://www.cdc.gov/dhdsp/programs/nhdsp_program/evaluation_guides/docs/smart_objectives.pdf

Dignan, M. B. and Carr, P. A. (1992). Program planning for health education and promotion (2nd ed.). Philadelphia : Lea & Febiger.

*Hedley, M.R. (2004) Writing Objectives for Nutrition Education. Unpublished manuscript, University of Guelph.

Markkul Center for Applied Ethics. (2012). A framework for thinking ethically. Retrieved November 19, 2013, from Santa Clara University Web site:

<http://www.scu.edu/ethics/practicing/decision/framework.html>

The Learning Commons. (2012). APA Style. Retrieved January 2, 2014, from University of Guelph Web site:

http://www.lib.uoguelph.ca/assistance/writing_services/resources/components/documents/apa.pdf

Additional reading will be posted on D2L

*Available on D2L

Course Evaluation

Orientation Checklist	15	
• Informal presentation = 7.5%		
• Completed checklist = 7.5%		
Student/Agency Learning Contract	20	
Project Fair Poster Presentation	20	
• Poster = 15%		
• Poster Presentation = 5%		
Personal Career Plan	5	
Course Enrichment Report-	10	
Performance Appraisal of the Learning Contract- done by supervisor	30	

Personal Career Plan- 5% of Final Mark

Following the presentations on career development complete the UBC Career Development Plan document (on Courselink). For full marks, complete each section of the document or write a reflection of why you did not complete a given section. On page 10 of the document create at least 3 'SMART' career goals'.

Performance Appraisal of the Learning Contract - 30% of Final Mark

At the end of the placement, the student and the supervisor will review the learning contract. They will determine if the objectives were successfully completed, identify if some objectives had to be

modified, and if so, how successful were those modifications for helping the student to achieve the course goals, the agency goals, and the student's own personal learning goals.

The supervisor assesses the work of the student on the learning contract, using Learning Contract Evaluation Form. The supervisor shares the assessment with the student. The completed form is signed by the supervisor and the student. All forms are due **April 11 by 4:30pm**.

The mark for completing the learning contract is based on the Learning Contract Evaluation and the Supervisor Field Placement Evaluation Form.

The final grade will be based on the University of Guelph Grading Procedures (See the University Undergraduate Calendar 2009-2010, www.uoguelph.ca/undergrad_calendar/c08/c08-grds-proc.shtml). The ultimate responsibility for deciding whether a student passes or fails the course rests with the University of Guelph.

Tentative Student Seminar Schedule

The first part of each seminar will be devoted to discussing questions and issues which arise from activities in your placement. The second part will address a topic which relates to you getting the most from your placement. Students will help to determine the topics and how they are addressed during the seminars.

Date: Week of	Seminar Topic	Placement Activity
January 6	Receive course material, Introduction to field placement Checklist sign up	Contact and meet with placement supervisor. Begin orientation.
January 13	Field placement stages Academic Integrity Writing objectives and the learning contracts Readings: Hedley, M.R. (2004) and CDC document (p 5-11)	First regular placement. Work on orientation and begin planning activities.
January 20	Orientation Checklist Presentation in seminar Discussion on Learning Contract development.	Supervisor checks and signs Orientation Checklist Work on Learning Contract activities.

January 27	Career Development planning <u>Complete BEFORE class:</u> Work style and work values forms from Courselink	Work on defining Learning Contract. Proceed with activities.
Date: Week of	Seminar Topic	Placement Activity
February 3	Professional Ethics Reading: Markkul Center for Applied Ethics	Supervisor reviews and signs Learning Contract.
February 10	Career Development planning <u>Complete BEFORE class:</u> Functional skills document READ: Conference Board of Canada document	Proceed with activities.
February 17	Break - No Class	No regular placement.
February 24	How to make a placement poster Guest: Jason Dodd	Proceed with activities.
March 3	Poster fair work session	Proceed with activities.
March 10	Guest Speakers: Lindzie O'Reilly and Tayler Musclow 1:30 pm Katija Morley 2:30 pm	Proceed with activities.
March 17	Work period for project fair	Proceed with activities.
March 24	Guest speakers: Emily Richards 1:30pm Michelle Marcinow (PhD Candidate, AHN)	Proceed with activities.
March 31	Project Fair Presentations (Supervisors of presenters invited) April 2 nd	Last week in placement. Complete assigned activities. Discuss your Learning Contract Evaluation Form with supervisor for signature.