

Department of Family Relations and Applied Nutrition

NUTR*4850 Field Experience in Nutrition Education

Winter 2018
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/or 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.
- e) Demonstrated visual literacy through the creation of a placement poster

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

Course Format

The course will be 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 week 1 of classes to discuss possible activities and begin orientation. Students will spend a half-day per week from week 2 to week 12 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 seminar each week where they will present and discuss aspects about their placements and related topics.

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 is in the Undergraduate Calendar at: <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

As part of this course students are expected to read and complete the academic integrity tutorial available at <http://www.academicintegrity.uoguelph.ca/> 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

Suggested text:

Johnston, S. M.; Moniz-Lecce, S. (2006). *The Career Adventure: Your Guide to Personal Assessment, Career Exploration, and Decision Making, Canadian Edition*. Toronto: Pearson Education Canada

Readings:

Academic Integrity at the University of Guelph (nd). Retrieved from University of Guelph Web site:

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

Centers for Disease Control and Prevention. (2009). Writing SMART objectives, from Centers for Disease Control and Prevention Web site:

<https://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf>

Centers for Disease Control and Prevention. (nd). Appendix B: Writing SMART objectives, from Centers for Disease Control and Prevention Web site:

http://www.cdc.gov/tb/programs/Evaluation/Guide/PDF/b_write_objective.pdf

Markkul Center for Applied Ethics. (2012). A framework for thinking ethically. Retrieved from Santa Clara University Web site: <http://www.scu.edu/ethics/practicing/decision/framework.html>

The Learning Commons. (2016). APA Style. Retrieved from University of Guelph Web site: <http://guides.lib.uoguelph.ca/APA>

Additional reading will be posted on Courselink

Course Evaluation

Assignments	% Final Grade	Due Date
Orientation Checklist <ul style="list-style-type: none">• Informal presentation = 5%• Completed checklist = 5%	10	Feb 7– in class Feb 9 – Dropbox
Student/Agency Learning Contract	10	Feb 16-Dropbox
Personal Career Path	15	March 9- Dropbox
Project Fair Poster Presentation <ul style="list-style-type: none">• Poster = 15%• Poster Presentation = 10%	25	March 23-Dropbox March 21 & 28- presentation
Course Enrichment Report-	10	April 6-Dropbox
Performance Appraisal of the Learning Contract- done by supervisor using the Placement Performance Evaluation Form	30	April 13-e-mail, fax or hardcopy

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 supervisor and the student sign the completed form.

The mark for completing the learning contract is based on the Placement Performance Evaluation Form.

The final grade will be based on the University of Guelph Grading Procedures

(See the University Undergraduate Calendar 2017-2018,

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>).

The ultimate responsibility for deciding whether a student passes or fails the course rests with the University of Guelph.

Tentative Seminar Schedule

A part of each seminar will be devoted to discussing questions and issues that arise from activities in your placement.

Date:	Seminar Topic	Activity
January 10	Review course material Introduction to field placement Academic Integrity Field placement stages	<u>Placement:</u> Contact and meet with placement supervisor. Begin orientation.
January 17	Writing objectives and the learning contracts	<u>Reading:</u> CDC documents noted above Discussion on Learning Contract development <u>In class:</u> Work on SMART objective exercise (see Courselink)
January 24	Career development planning (part 1) with Jana McDonald	<u>Complete BEFORE class:</u> Work style and work values forms from Courselink <u>Placement:</u> Work on orientation checklist and begin planning activities.
January 31	Career Development planning Career development planning (part 2)	<u>Complete BEFORE class:</u> Functional skills document <u>READ:</u> Conference Board of Canada document <u>Placement:</u> Work on activities.
February 7	Orientation Checklist Presentation in seminar Professional Ethics	<u>Reading:</u> Markkul Center for Applied Ethics-framework Ethical case studies in class <u>Placement:</u> Work on activities.

Date: Week of	Seminar Topic	Activity
February 14	Career pathway guest speakers: 2:30 Lindzie O'Reilly, MAN, RD 3:00 TBA 3:30 TBA	<u>Before class:</u> develop questions based on the presentation by Jana McDonald <u>Placement:</u> Work on activities.
February 21	Break - No Class	No regular placement.
February 28	Career pathway guest speakers: 2:30 Emily Richards, PHEc 3:00 Marta Teodonna, BSc-AHN and midwifery student 3:30 International Development (TBC)	<u>Before class:</u> develop questions based on the presentation by Jana McDonald Review: emilyrichardsoncooking.blogspot.ca <u>Placement:</u> Work on activities
March 7	How to make a placement poster Guest: Jason Dodd	Bring your laptop to class <u>Placement:</u> Proceed with activities.
March 14	Poster fair work session	Bring laptop to view poster on screen <u>Placement:</u> Proceed with activities.
March 21	Project Fair Presentations	<u>Placement:</u> Proceed with activities.
March 28	Project Fair Presentations	<u>Placement:</u> Proceed with activities.
April 4	No class if group agrees and timetables of guest speakers allow for this	Last week in placement. Complete assigned activities. Discuss your learning contract evaluation form with supervisor for signature.