



**Department of Family Relations and Applied Nutrition**

**Masters of Applied Nutrition Program**

**Course Outline**

**Practicum in Applied Human Nutrition I (FRAN\*6710) Fall 2013**

**Instructor/Practicum Coordinator:** Alexia Prescod

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**Classes Monday 8:30-11:20 am**

**Office Hours:** by appointment

**Courselink:** Course readings, material, discussions and grades will be posted on Courselink. All assignments must be submitted electronically as a PDF document using Dropbox on D2L.

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**Course Description:**

This course provides a practicum of at least 3 days per week (4 days highly recommended where available) for 13 weeks in the semester with a dietetic related agency or organization (hereinafter referred to as "the organization"), and a weekly 3-hour seminar to discuss and reflect on theory, dietetic practice and research issues.

**Pre-Requisite:**

Registration in this course is restricted to students enrolled in the Masters of Applied Nutrition (MAN) program. Registration for this course indicates the student's consent to the release of personal and academic information to the host organization for the purposes of placement.

**Overall Course Objective:**

The graduate students will gain practical experience and achieve competencies through placements and increase their theoretical and research knowledge through various interactive assignments and projects.

**Course Format:**

The course will be highly interactive with practice sessions, presentations and discussion by class members as a main feature. Evaluation will be based largely on presentations and individual / group assignments as presented in seminar.

**Specific Objectives:**

By the end of the course, students will be able to:

- Demonstrate and document attainment of some of the entry level competencies
  - Prepare SMART learning objectives for the placement
  - Interrelate the tasks of the activities from placement to the entry level competencies
  - Appraise their level of competency attainment on the DC modified Benner scale
- Plan and implement a clinical diet based on an assigned medical condition
  - Deliver an educational presentation to peers on the medical condition and the associated clinical diet and medications
  - Design a diet and medication facts sheet targeted to a professional dietetics audience

- Apply critical reflection methods to practicum and academic experiences
  - Journal personal and professional development during placement activities and academic learning
  - Map the relationships between the entry level competencies to the laws that govern professional dietetic practice in Ontario
  - Express practicum and academic experiences by using the Kolb Experiential Learning Model and the Development Stage Model as well as another model from the literature

## **Roles and Responsibilities:**

### **A. Responsibilities of Instructor/Practicum Coordinator:**

To guide students in their development of skills in generating and using evidence to advance nutrition and assessment practice.

### **Placement Selection/Acceptance**

1. Communicate with practicum agencies about potential ability to accept a practicum student for the coming academic year. Communicate placement opportunities to students.
2. Review students' resumes and communicate with individual students about learning needs and interests for the coming year and coordinate the interview process with potential organization supervisors; ideally 4 to 6 weeks prior to cohort start date.
3. Coordinate the selection and acceptance process to match students with agencies; ideally 4 to 6 weeks prior to cohort start date)
4. Compile the completed Affiliation Agreements from all the practicum agencies practicum as required. The Affiliation Agreement generally applies for a three-year period.
5. Provide students with all procedures, guidelines and forms needed for the practicum and review them carefully at orientation before cohort start date.

**Draft Practicum Plan** – to be completed during the first 4 weeks of the practicum.

1. Review draft practicum plan (in the form a Gantt chart) for each student, providing feedback, as appropriate.
2. Meet with the student and Placement Preceptor by the mid-point of the placement to review progress on Practicum Plan and competencies, and clarify procedures for evaluation.

### **Monitor Practicum Plans and Coordinate and Facilitate Seminars**

1. Develop seminar outline, allowing for presentations of organization information early in the semester, discussion of theory and practice issues throughout the semester and presentations of Practicum Reports at the end of the semester. Incorporate students' suggestions for topics for other seminars.
2. Facilitate seminars and evaluate students' reflection and discussion according to grade evaluation guidelines.

3. Be available to communicate with Placement Preceptors and students, as needed. Negotiate with Placement Preceptors and students to resolve issues about completing tasks and responsibilities. For any outstanding issues with student progress in practica, present information about the issues to the Masters of Nutrition Advisory Committee for resolution.

### **Practicum Evaluation**

1. Review and evaluate Practicum Report.
2. Communicate with Placement Preceptors about the completion of the practicum plan and the any evaluation forms. Compile all evaluation information. Assign mark for evaluation of Completion of the Practicum Plan for each student.
3. Assign a final grade for the practicum.
4. Review the competency development and documentation with the student, considering the competencies achieved during the practicum and relating these to learning needs for developing the Practicum Plan for next practicum. Add competencies from the practicum to the Student's Competency Overview. If this was the final practicum, ensure all competencies have been met. Discuss options if any competencies have not been achieved successfully.
5. Review the student's Record of Dietetic Practices entries for the practicum.
6. Review all practicum evaluation forms and make revisions to procedures and course outline, as indicated.

### **B. Responsibilities of the Student:**

Students will prepare for and attend class and participate fully in discussion and exercises. Projects that are based on the individual's work are to be worked on independently. Students are also responsible for supporting the learning of fellow students.

**Placement Selection/Acceptance** – ideally 6 weeks prior to practicum start date.

1. Maintain a current competency portfolio (includes CV or resume, competency record, learning goals and objectives etc) to discuss with the Practicum Coordinator and potential Placement Preceptors. You may be asked to e-mail your CV to a potential preceptor on short notice.
2. Meet with Practicum Coordinator to discuss learning needs and potential practicum agencies, based on the competency portfolio.
3. Interview with potential Placement Preceptor to discuss possible activities. An interview with more than one potential supervisor may be needed to find an appropriate placement.
4. Placement accepted by the student and the Placement Preceptor, ideally 4 weeks prior to the practicum start date, if possible.
5. Meet prior to the start of the placement to begin orientation and planning activities. Compile all documentation needed for the placement. This can include medical documentation of immunization and TB testing. Complete the Practicum Information Form and Work/Education Agreement for WSIB coverage (as required), and submit to the Practicum Coordinator.

**Develop Draft Practicum Plan** – to be completed during the first 3-4 weeks of the practicum.

1. Develop draft practicum plan in the form of an Activity Plan/Gantt chart with the Placement Preceptor. The chart should document the major tasks and sub-tasks to be completed during the placement and their associated timelines.

Submit draft practicum plan to the Practicum Coordinator at the end of the 5<sup>th</sup>-6<sup>th</sup> week of the placement.

### **Participate in Practicum and Seminar Activities**

1. Complete the Placement Orientation Checklist and provide a brief presentation about the organization at a seminar. Become familiar with and follow organization policies, procedures and regulations related to the activities, especially those affecting confidentiality of information.
2. Participate in discussion with colleagues at seminars about unique characteristics and challenges of dietetic practice at each practicum organization.
3. Complete the activities of the practicum plan, revising the plan as needed, in consultation with the Placement Preceptor. The hours of work or work schedule will depend on the activities to be completed, e.g. teaching an evening class.
4. Perform in a manner considered appropriate by the Placement Preceptor, following the organization policies, procedures and regulations, and professional and ethical standards of the College of Dietitians of Ontario.
5. Meet regularly with the Placement Preceptor to discuss progress on the practicum plan, once a week if feasible. Meet with Practicum Coordinator as needed.
6. Review the practicum plan with the Placement Preceptor by the end of week 6 of the semester, indicating progress made and tasks completed. Revise placement plan as needed. Meet with the Placement Preceptor and Practicum Coordinator to discuss progress between the 6<sup>th</sup> to 8<sup>th</sup> week of the placement.
7. Contribute to seminar discussions on a variety of practice issues and to the professional and academic development of peers.

### **During the placement the student will:**

1. Develop, in collaboration with the Placement Preceptor, a practicum Gantt chart consisting of activities and tasks to complete during the practicum. This will be the practicum plan.
2. Work in the organization at least 3 days per week to complete the practicum plan, having regular interaction with the Placement Preceptor to monitor the plan and amend activities if needed.
3. Attend a weekly seminar to discuss and reflect on theory and practice issues related to placement activities, according to seminar schedule.
4. Describe the services of the organization with a focus on the dietetic-related services and the characteristics of the clients served during the orientation presentation to the class.

5. Compose and submit three (3) journal entries for use in the completion of the practicum report and presentation.
6. Prepare and present a report on completing the practicum plan, including results of the activity plans.
7. Document the DC Entry-Level Competencies that have been achieved in each of the activities of the practicum plan. Completion of the competencies will be discussed in seminar and reviewed by the Practicum Coordinator. Completed competencies will be recorded on the Student Competency Record.
8. Students are responsible for familiarizing themselves with the placement organization's regulations, rules, policies and procedures. In particular, students will need to comply with an organization's regulations in relation to preventative health programs and measures, or any other special procedures which may be required of the organization's staff in a specific clinical or practice area. Students also need to become familiar with and observe an organization's:
  - philosophy;
  - procedures of an organization and its relevant clinical and practice areas; and
  - any and all relevant governing legislation.

Students must also determine if the organization at which they are placed requires them to receive vaccination for influenza or other vaccinations (unless documented medical contra-indication is provided by the student). Students must also be aware of the obligation to observe strictly each patient's right to confidentiality and each organization's responsibility to preserve this confidentiality in respect of all information, both written and unwritten, to which the students may have access. In this context, students may have to sign a standard confidentiality agreement (in a form supplied by an organization), the breach of which could result in the termination of the student from the relevant placement.

### **C. Responsibilities of the Preceptor:**

(Where the Placement Preceptor represents the placement organization and manages the practicum from the organization perspective. The Placement Preceptor can delegate preceptor responsibilities to a colleague involved with a specific placement activity.)

### **Placement Selection/Acceptance**

1. Provide information about the organization and possible learning activities to the Practicum Coordinator, ideally 4 to 6 weeks prior to cohort start date.
2. Interview student(s) about the practicum, ideally 4 to 6 weeks prior to the cohort start date.
3. Select student for the practicum ideally 4 weeks prior to practicum start date. Provide information needed for orientation to the placement and any documentation required by the organization or the program (e.g. Work/Education Agreement for WSIB coverage). This can be done at the interview or at a meeting prior to the start of the placement.
4. Arrange for completion of the Affiliation Agreement and submit to Practicum Coordinator. The Affiliation Agreement generally applies for a three-year period.

**Draft Practicum Plan** – to be completed during the first 4 weeks of the practicum.

1. Support student in developing draft Practicum Plan in the form of a Gantt chart, providing suggestions for activities or projects of value to the organization and the student.
2. Review and accept the Practicum Plan prior to student discussing it with the Practicum Coordinator at the university.

### **Supervise Practicum Plan**

1. Support the student's orientation at the organization. Identify on the Placement Orientation Checklist, the activities and documents needed for orientation to the organization policies and procedures and the materials that need to be reviewed early in the placement (e.g. specific diseases and treatments). If appropriate, provide materials for orientation prior to beginning the placement to reduce the orientation period.
2. Provide the student with opportunities to participate in your routine work activities, including attending staff conferences, consistent with the Practicum Plan
3. Supervise the student's activities, especially those related to the Practicum Plan. Ensure that resources that are required to complete the activities are available or accessible. You may delegate student supervision to the staff member who normally supervises a specific activity.
4. Meet regularly with the student to discuss progress on Practicum Plan and answer questions about organization activities, once a week if feasible in a confidential environment.
5. Communicate with the Practicum Coordinator by the mid-point of the practicum about the student's progress on the Practicum Plan (earlier if there are any questions or concerns). When feasible, this will be a meeting including the student supervisor and coordinator, in person or through a conference call.
6. If the student's behaviour is unacceptable or the organization's service or care is being compromised by the behaviour, the practice supervisor can terminate the practicum experience, preferably after consultation with the Practicum Coordinator. The Placement Preceptor shall advise the Practicum Coordinator in writing of the reasons for the decision and action.

### **Practicum Evaluation**

1. Review the student's Practicum Plan with the student in a confidential environment. Assess the level of achievement for each evaluation form used. Submit completed evaluation documents by email or in signed hard-copy form.
2. Forward the completed Practicum Evaluation Form to the Practicum Coordinator as requested. This may be done by email.

### **Placement Summary:**

The practicum focuses on completing regular activities and projects in the organization. Successful completion of these activities will satisfy some of the competencies as reflected by the DC Entry Level Competencies.

Students are assigned to practica by the Practicum Coordinator. In assigning particular placements and placement pathways, consideration is given to, among other factors, the learning needs, skills and

interests of the student, the needs of the organization and availability of placements. The final decision as to the placement assignment is made by the Practicum Coordinator. The student is responsible for their own transportation to the placement site.

A successful placement requires cooperation by all three parties involved: the student, the organization and the University. Students are responsible for familiarity and compliance with the organization's regulations, rules and policies. Failure to comply with such regulations, rules and policies may result in termination of the placement by the organization or the University.

### **Practicum Evaluation**

1. Prepare and present a report according to Reports for Practicum in Applied Human Nutrition I (FRAN\*6710). The practicum report is to be submitted by the end of week 13 to the Practicum Coordinator. Present an oral report (10 to 15 min.) to the class, during seminar as scheduled.
2. Review the completion of the practicum plan (Gantt chart) with the Placement Preceptor, documenting completion of activities.
3. Review the evaluation forms completed for the placement and the level of achievement with the Placement Preceptor.
4. The Placement Preceptor can then submit the documents electronically to Practicum Coordinator. If preferred, the Placement Preceptor can sign the document and submit a hard copy.
5. Students document experiences on the Record of Dietetic Practices form, indicating the level of participation (observation, participant, or independent) for discussion with the Practicum Coordinator.
6. Submit Student Evaluation of Practicum and other graduate courses on form provided by Practicum Coordinator.

### **Resources**

#### **Required**

Giroux I. Applications and Case Studies in Clinical Nutrition. Lippincott Williams & Wilkins, 2008.  
2008

Pronsky, Z.M. *Food Medication Interactions (17<sup>th</sup> ed)*. Food-Medication Interactions. 2012

*Nelms, M.N., Sucher, K.P, Lacey, K., Long Roth, S. Nutrition Therapy and Pathophysiology. Nelson , 2012*

Healey, J., Spencer, M. [Surviving Your Placement in Health and Social Care: A Student Handbook](#). McGraw Hill, 2007.

## Recommended

O'Sullivan-Murry K, Calabrese, RJ and Holli, BB. Communication & Education Skills for Dietetics Professionals. Lippincott William and Wilkins, 2003

### Workbook:

Clinical dietetics handbook (Cost ~\$25 to \$75)

- Regina Qu'Apple Health Region  
([http://www.rqhealth.ca/programs/nut\\_food/nut\\_food.shtml](http://www.rqhealth.ca/programs/nut_food/nut_food.shtml))
- Winnipeg Regional Health Authority ([http://www.hsc.mb.ca/nfs/clinical\\_nutrition.htm](http://www.hsc.mb.ca/nfs/clinical_nutrition.htm))
- Clinical Nutrition Professional Resource Handbook - Sunnybrook Health Sciences  
([http://sunnybrook.ca/content/?page=Dept\\_CN\\_Home](http://sunnybrook.ca/content/?page=Dept_CN_Home))

### Additional Recourses:

Steiner SS. Quick Medical Terminology: A Self-Teaching Guide. Wiley, 2003.

Myers E. R Notes®: Nurse's Clinical Pocket Guide. F A Davis Co, 2006.

### Desire 2 Learn (D2L):

This course has on-line resources on D2L. These resources will be used throughout the course.

### Course Evaluation (*Numerical grade*):

Agency and Activity Plan/Gantt charts and discussion during seminars (Marked by Practicum Coordinator)	5%
Diet Challenge and Professional facts sheet (Marked by Practicum Coordinator)	20%
Practicum Report, including presentation and journals (Marked by Practicum Coordinator)	25%
Completion of the Practicum (The mark is assigned by the Practicum Coordinator, based on the completion of the Practicum Plan and the Placement Preceptor's rating of activity completion and comments. The Placement Preceptor assigns a grade, according to the Grade scale outlined in the Evaluation form)	50%



## **Course Polices**

### **Academic Integrity**

Detailed information about the regulations governing academic misconduct are in the Graduate Calendar at: [http://www.uoguelph.ca/registrar/calendars/graduate/2011-2012/genreg/sec\\_d0e1563.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/2011-2012/genreg/sec_d0e1563.shtml)

As part of this course students are expected to read and complete the academic integrity tutorial available at [www.academicintegrity.uoguelph.ca/index.cfm](http://www.academicintegrity.uoguelph.ca/index.cfm). A discussion of issues related to academic integrity took place during orientation.

### **Submission of Assignments**

Unless noted on the course syllabus, all assignments, reflective journals, etc, are due by 5:00 pm on their due date. Assignments can be submitted electronically via Dropbox in D2L. The file naming convention is as follows: **StudentName\_assignment name.pdf**.

Assignments that do not use the above mentioned naming and formatting convention **will not be marked**.

### **Late Assignments**

Late written work will be accepted up to 3 days past the due date with 10% per day penalty including weekends and holidays (unless accompanied by a medical note). Papers are NOT accepted after 3 days overdue. An extension can be negotiated if requested at least four days before the due date.

### **Referencing**

Referencing of all resources must be in the American Psychological Association (APA) style. APA style guidelines are posted on D2L and available in the library.

### **Withdrawals:**

If a student is terminated from a placement or withdraws from the placement without first obtaining written authorization of the Practicum Coordinator, that student will be offered another placement solely in the discretion of the Placement Coordinator. Students who voluntarily withdraw from a placement and have the written authorization of the Practicum Coordinator will be offered another placement, if reasonable in the circumstances.

### **Illness/Absence from the Placement**

In case of illness, or other reason for being absent from the practicum site, the student is responsible for notifying the Placement Preceptor and the Practicum Coordinator as soon as possible on the first day absent, according to organization policy. Arrangements for completing tasks will be negotiated by the student with the Placement Preceptor following return to the organization. If the student is absent for more than 2 days during the practicum, the student must discuss the implications of the absence on completion of the practicum with the Placement Preceptor and Practicum Coordinator. If completion of the practicum is at risk, the Practicum Coordinator will compile information from the student and the Placement Preceptor and will negotiate resolution with them about completing necessary activities. The student is responsible for fill out the absence/ illness form to document to above information. Any outstanding issues are taken to the Masters of Applied Nutrition Advisory Committee for resolution. Refer to the Graduate Calendar Academic Regulations, 5. Academic Standings.

**Incomplete Activity Plans/Project Tasks**

In the case that a student is having difficulty in completing the activities according to the Practicum Plan and this cannot be resolved with the Placement Preceptor, the student meets with the Practicum Coordinator to discuss options for resolution. If completion of the practicum course is at risk, the Practicum Coordinator will compile information from the student and the Placement Preceptor and will negotiate resolution with them. Any outstanding issues, including termination of the practicum experience, are taken to the Masters of Applied Nutrition Advisory Committee for resolution. Refer to the Graduate Calendar Academic Regulations, 5. Academic Standings.

**Accessibility**

Students who need course adaptations or accommodations because of a disability, or who have emergency medical information to share, need to speak to the course instructor during the first week of class. Students who require accommodation on the basis of religious obligations are referred to the policy at <http://www.uoguleph.ca/hre/hrreligious.shtml>.

Reflective journals are due: Sept 23, Oct 28 and Nov 25 , 2013 by 5 pm  
Diet challenge fact sheets are due on the Friday following presentation  
Practicum reports are due on Dec. 6, 2013 by 5 pm.

**Department of Family Relations and Applied Nutrition**

**Masters of Applied Nutrition Program**

**Assignments**

**Agency & Activity Overview– Value: 5 % total grade**

**Objective:**

This assignment summarizes your placement agency for your peers and outlines your planned projects and learning objectives for your placement.

Agency Presentation:

- At seminar class briefly review organizations mandate, philosophy and mission statement
- The demographics of the typical clientele or target group
- The primary focus of programs/services
- Any community and/or inter-Agency links or affiliations
- Key activities/projects/tasks you will be working on in your practicum/activity plan

**Evaluation: Presentation to group TIME: 5 min**

<b>Presentation style</b>	<b>10 marks</b>
<b>Use of verbal fillers</b>	<b>4 pts</b>
<b>Voice volume and variety</b>	<b>3 pts</b>
<b>Eye contact, effective use of gestures</b>	<b>3 pts</b>
<b>Organization</b>	<b>5 marks</b>
<b>Clear and engaging introduction</b>	<b>2</b>
<b>Logical presentation of information</b>	<b>2</b>
<b>Clear conclusion</b>	<b>1</b>

**Diet Challenge and Professional Diet Facts Sheet -Value: 20 % of Final Grade**

**Objective:**

To give you an unique opportunity to experience clinical diets first hand in order to gain understanding of the diet and empathy for your clients. Additionally, you will support the learning of your peers by developing a professional facts sheet and presentation.

**Procedures:**

- Each group will be assigned a diet: DM, renal, Celiac, PKU or MS
- You determine **all** the parameters of the diet
  - For example, if Low Na diet, determine the level of Na/day; if Diabetic diet, whether BS will be monitored, etc
  - The parameters of the diet **MUST** be realistic and typical to the diet chosen. This includes the medications, supplements, eating patterns associated with the condition or medications used for the condition.
- The Diet Challenge will last 6 days

- Staying on the diet is 100% honour system
- If you can not actually eat according to the diet, write out 1 day menu based on the diet and reflect on nature of the diet

**Evaluation: Presentation to group TIME: 15 min with 5 min for Q&A (50%)**

<b>Presentation style</b>	<b>10 marks</b>
Use of verbal fillers	4 pts
Group engagement/ discussion management	3 pts
Eye contact, effective use of gestures	3 pts
<b>Diet Evaluation</b>	<b>15 marks</b>
<b>Biochemistry of condition :</b>	4 pts
<b>Diet parameters and rationale for use:</b>	5 pts
<b>Medications/ Supplements/ Eating pattern/ Sample menu</b>	3 pts
<b>Reflections:</b>	3 pts
<ul style="list-style-type: none"> <li>○ <b>Assessment of compliance with diet</b></li> <li>○ <b>List top 2 - 3 reasons why you were able to stay or not stay on the diet:</b></li> </ul>	
Total	25pts

**Evaluation :Professional Fact Sheet: (50%)**

**Evaluation Professional Factsheet:**

<b>Content:</b> <ul style="list-style-type: none"> <li>• Biochemistry of condition</li> <li>• Usual medications</li> <li>• Diet parameters &amp; rationale</li> </ul> <b>Use of literature for support</b>	<b>10 marks</b> <b>Content: 5 marks</b> <b>Literature: 5 marks</b>
<b>Presentation of information</b> Professional language level : Use of APA referencing style : Well organized with logical flow of information: Formatting: text, graphics and white space Free of spelling, punctuation and grammatical errors:	<b>10 marks</b> <b>Lang: 3 marks</b> <b>Refs: 2 marks</b> <b>Flow: 2 marks</b> <b>F &amp;G: 2 marks</b> <b>SP &amp; GR: 1 mark</b>

## Practicum Report - Value 25% of final grade

### Objective:

The Practicum Report summarizes your reflections on the successes and challenges you experienced in completing the placement activities and discusses the main lessons or concepts learned from participating in the placement. Look to the literature to frame your reflections in addition to using the Kolb Experiential Learning Model and the Development Stage Model.

1. For a key success or challenge from your placement describe/ address the following
  - How did you manage to achieve the success or address the challenge?
  - Why did you select your course of action?
  - Does the literature support your course of action?
  - What went well and what could have been better based on your review of the literature?
  - What would you do differently in the future (ie what lesson did you learn from this success or challenge)?

Use the literature to support your reflections.

2. Review your reflective journal entries and the challenges identified in from executing the activity. From this review, select your top 3 lessons or concepts learned and elaborate on these moments of insight with support from the literature. Include how each lesson links to the competencies.
  - Why these 3 lessons or concepts? Use the literature to support your answer.
  - How do you see your top three lessons or concepts supporting your learning in your next placement? Use the Kolb Experiential Learning Model or the Development Stage Model to frame your response in addition to using a model from the literature.
  - Use the SMART objective format to write 3 learning objectives for your next placement based on achieving specific key competencies. Outline a learning plan that will support the achievement your objectives.

3. Formatting guidelines
  - a. max 15 pages excluding references and appendices, if applicable
  - b. 1.5 spacing, 11 point Arial; 2.54 cm L & R margins; 2.0 cm top and bottom margins
  - c. include the evaluation rubric at the end of your report

4. At the seminar, present a map of your placement based on the Development Stage Model and the top three lessons or concepts learned from participating in the placement along with key skills achieved. For the map you can document your journey using photos, artwork, journal excerpts etc. Please include a timeline on your map.

Use A/V aids to support your presentation.

- a. formal presentation using PowerPoint and whatever medium used for you map
- b. max 10-12 minutes for the presentation; 2-5 minutes for Q & A

### Evaluation: Presentation to group (15%)

<b>Presentation style</b>	<b>10 marks</b>
Use of verbal fillers	4 pts
Voice volume and variety	3 pts
Eye contact, effective use of gestures	3 pts
<b>Organization</b>	<b>5 marks</b>
Clear and engaging introduction	2
Logical presentation of information	2
Clear conclusion	1

**Evaluation:**

Practicum Report for Practicum in Applied Human Nutrition I FRAN\*6710 (85%)

Total Marks	Marking Rubrics Description Practicum Report
<b>20 marks...</b> <b>Content: 5</b> <b>Reflection: 15</b>	<b>Reflections on Challenges/Successes:</b> <ul style="list-style-type: none"> <li>• Address all of the following points: <ul style="list-style-type: none"> <li>○ How did you address the selected challenge/success?</li> <li>○ Why did you select a course of action?</li> <li>○ What went well?</li> <li>○ What could have been better?</li> <li>○ What would you do differently in the future?</li> </ul> </li>   <li>• Reflections are: <ul style="list-style-type: none"> <li>○ Are critical in nature</li> <li>○ Address assumptions</li> <li>○ Use frameworks from the literature for critical examination</li> <li>○ Go beyond a description of situation and identification of a framework for reflection</li> <li>○ Tied to reflective journals (if appropriate)</li> </ul> </li> </ul>
<b>10 marks....</b> <b>Description: 4</b> <b>Reflection: 6</b>	<b>Top 3 lessons/concepts learned in placement:</b> <ul style="list-style-type: none"> <li>▪ Clearly describes why top 3 lessons/concepts were selected</li> <li>▪ Link to future practice and professional development is presented</li> <li>▪ Statements are supported by the literature beyond the recommended frameworks</li> <li>▪ Uses appropriate format to write 3 learning objectives for next placement linking with DC competencies</li> </ul>
<b>5 marks</b>	<b>Paper Organization/Formatting:</b> <ul style="list-style-type: none"> <li>- 1.5 spacing and 11 point Arial font</li> <li>- maximum 15 pages not including references or journal entries</li> </ul> Organization - clear introduction, use of transitions and subtitles, clear conclusion Paper is legible and easy to read References cited correctly and use APA style Free of spelling, punctuation and grammatical errors
<b>Submit your report to the D2L drop box as a PDF document</b>	

Total Mark - /40

## Course: FRAN 6710 Practicum in Applied Human Nutrition I Course Syllabus 2013

Seminars, held in MAC 331, for the Fall 2013 are scheduled for Mondays 8:30 to 11:20 pm.

Seminar topics are subject to change based on availability of guest speakers.

Date (tentative)	Topic	Readings
September 9	<p>Mapping experiences : Carson, Lynn; Bill, Debra Health Educator, 2003</p> <p>Critical Reflection: Physical Therapy in Sport Vol. 14, I: 3 , pp. 133-138, 2013</p> <p>Diet challenge groups and conditions</p>	<p>The Developmental Stages Model: <i>Utilizing the Stages of Internship to Help Students Transition from Interns to Health Education Professionals</i></p> <p><i>Enhancing skills of critical reflection to evidence learning in professional practice</i></p> <p>Course outline and student manual</p>
September 16	<p>Journal Club: Clinical nutrition article</p> <p>Present summary of assigned article and prepare three discussion question</p> <p>Remaining time for diet challenge work period</p>	<p><i>Assigned articles</i></p>
September 23	<p>Jason Dodd: Project management skills for grad school ----Build academic Gantt Chart</p> <p>Each student to provide a verbal Agency update and briefly go over their planned projects</p>	<p>Friday: <b>One Reflective Journal Due via D2L dropbox</b> This journal will be the inspiration for the lit review work during the next seminar</p>
September 30	<p>Jason Dodd: Lit review for critical reflection Mid Evaluation discussion Diet Challenge work period</p>	<p>S Burton J Hum Nutr Dietet, 13, pp. 323±332, 2000 <i>A critical essay on professional development in dietetics through a process of reflection and clinical supervision.</i></p> <p>P Brenner Bulletin of Science, Technology &amp; Society, Vol. 24, No. 3, June 2004, 188-199 <i>Using the Dreyfus Model of Skill Acquisition to Describe and Interpret Skill Acquisition and Clinical Judgment in Nursing Practice and Education</i></p>

		P. Benner The American Journal of Nursing Vol. 82, No. 3, Mar., 1982
October 7	Guest Speaker: Jessica Paladino  Diet Challenge work period	Host: Ahuva
October 14	Thanksgiving Monday	Happy Thanksgiving - No seminar
October 21	Journal Club: Behaviour change management	Select an article of your choice Present summary of article and prepare three discussion question
October 28	Diet challenge presentations **costumes and Halloween snacks welcome!	Diet challenge facts sheets due to dropbox  <b>One Reflective Journal Due via D2L dropbox</b>
November 4	Guest Speaker: TBA	
November 11	Journal Club: Parenteral and enternal nutrition	Select an article of your choice Present summary of article and prepare three discussion question
November 18	Free class or Guest Speaker	
November 25	Final Practicum Report Presentations	<b>One Reflective Journal Due via D2L dropbox</b>
December 2	CDO presentation @ 1:30pm with interns from GRH and HHS	Written Practicum Reports due by 5 pm on Dec 6th

Reflective journals are due: Sept 23, Oct 28 and Nov 25 , 2013 by 5 pm  
Diet challenge fact sheets are due on the Friday following presentation  
Practicum reports are due on Dec. 6, 2013 by 5 pm.