



Department of Family Relations and Applied Nutrition

Masters of Applied Nutrition Program

Course Outline

Practicum in Applied Human Nutrition II (FRAN*6720) Winter 2013

Instructor/Practicum Coordinator: Alexia Prescod

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Classes Monday 2:30-5:20 pm

Office Hours: by appointment

Courselink: Course readings, material, discussions and grades will be posted on Courselink. All assignments can be submitted electronically using Dropbox on D2L.

COURSE DESCRIPTION:

This course provides a practicum of 3 - 4 days per week for 13 weeks in the semester with a dietetic related agency or organization (hereinafter referred to as "the organization"), to develop and perform dietetic competencies (internship experience). In a weekly 3-hour seminar, students discuss and reflect on theory, dietetic practice and research issues.

For winter 2013, the placement starts the week of January 7 and continues through the week of April 1. The University winter break is from **February 18 to 22. The use of the winter break for gaining practicum experiences is flexible depending on timetable and development of competencies.** The placement start date is flexible depending on the timetables of the student and the placement organization.

PRE-REQUISITE:

Registration in this course is restricted to students enrolled in the Masters of Applied Nutrition 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.

COURSE FORMAT:

The course will be **highly** interactive with presentations and discussions by class members as a main feature. Evaluations will be based largely on presentations and individual/group assignments as presented in seminar.

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.

SPECIFIC OBJECTIVES:

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

- Demonstrate and document attainment of entry level competencies
 - Prepare SMART learning objectives for placement activities
 - Interrelate the tasks of the activity plans 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
- Compare and integrate the values integral dietetic practice in Ontario
 - Critically examine the role of jurisprudence in dietetic practice in Ontario
 - Articulate the role of the College of Dietitians of Ontario and Dietitians of Canada in practice
- Apply critical reflection methods to practicum and academic experiences
 - Analyze the relationship between the entry level competencies to professional ethics and standards
 - Frame practicum and academic experiences in using models and theories that were not use previously.
 - Analyze the level of success of SMART objects set at the end of last term
 - Identify two SMART learning objectives and develop a detailed learning plan to meet the learning objectives for the next term.

ROLES AND RESPONSIBILITIES:

Students are assigned to practica by the Practicum Coordinator. In assigning particular placements, 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. Students are 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.

STUDENT:

- **Practicum Seminar:** Students are to attend all seminars and be fully prepared to **participate fully in ALL discussions and exercises**. Students are responsible for supporting the learning of fellow students. However, projects and presentations that are to be submitted individually are to be worked on independently.
- **Practicum Placements** (*See Practicum Role & Responsibilities for further details*):
 1. Students attend placement minimum 3 days/week for 13 weeks for a total 39 days.
 2. Students must meet **regularly** with their preceptor, a minimum of ONCE PER WEEK to obtain feedback on performance, discuss progress on activity plans, etc
 3. Students **must** follow the policy and procedures of the Organization, as well as the professional and ethical standards of the College of the Dietitians of Ontario. It is the student's responsibility for obtaining and familiarizing themselves with the Organization's regulations, rules, policies and procedures.
 4. 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.
 5. Develop, in collaboration with the Placement Preceptor, a practicum plan consisting of activity plans that specify tasks to complete and competencies to be achieved during the practicum

It is the student's responsible to ensure ALL Placement Forms are complete appropriately & submitted by the deadlines.

7. Document the Dietitians of Canada Entry-Level Competencies that have been achieved in each of the activities of the practicum plan. Completion of the competencies will be reviewed by the Practicum Coordinator at week 6 (mid evaluation) and week 13 (final evaluation). Completed final competencies will be recorded on the Student Competency Record and submitted to Program Coordinator.

8. To inform Preceptor and/or Program Coordinator of any concerns, issues *promptly*.

PRECEPTOR:

1. To provide all necessary information, policies and procedures about the Organization during placement.

2. Provide orientation to the Organization and assist in filling out placement forms as needed.

3. Support student in developing Practicum Activity Plans, providing suggestions for activities, projects and tasks of value to the Organization and the student. Provide continued monitoring of the Plans and change if necessary.

4. Provide the student with opportunities to participate in your routine work activities, including attending staff conferences, consistent with the Practicum Plan.

5. Supervise the student's activities, especially those related to the Practicum/Activity Plan, this includes, but not restricted to regular meetings to discuss progress (ie weekly), mid and final evaluation of competencies.

6. To inform Program Coordinator of student's progress at mid and final evaluation and submit final grade and competencies to Program Coordinator at end of Practicum.

PROGRAM COORDINATOR/INSTRUCTOR:

- **Practicum Seminar:** To guide students in their development of practical, reflective and theoretical skills in dietetic practice and research. The Instructor will select key readings, articles and assignments to facilitate this knowledge and provide an open-learning environment.

- **Practicum Placements:**

1. Select and confirm placements for each student based on placement/preceptor availability; needs of the group; individual learning needs, career goals and interests.

2. Ensure all necessary paperwork (ie Affiliation Agreement; Immunizations) and training (ie Preceptor training) completed.

3. Review placement projects with preceptors; activity plans with students;

4. Organization/Site visits for mid evaluations (week 6) with students and preceptors, as well as needed.

5. Review of final evaluation, practicum grade submissions from preceptors, completion of DC competencies and assignment of final grade for the practicum

COURSE EVALUATION:

A. Jurisprudence Reflective Assignment 5%

B. Diet Challenge 20%

- *Presentation 10%*
- *Professional facts sheet 10%*

C. Practicum Report, including presentation and Reflective journals 25%

- *Individual Presentations- 10%*
- *Report -15%*

D. Completion of the Practicum Plan 50%

RESOURCES: REQUIRED

Text:

- Sweitzer HF and King MA. *The Successful Internship: Personal, Professional and civic development (3rd ed)*. Belmont, CA: Brooks/Cole – Cengage Learning, 2009
- Holli, BB., K, Calabrese, RJ and O’Sullivan-Murray. *Communication & Education Skills for Dietetics Professionals*. Philadelphia, PA: Lippincott William and Wilkins, 2003

Workbook:

- Giroux, I. *Applications and Case Studies in Clinical Nutrition*. Lippincott William and Wilkins, 2008

This workbook should be completed before your clinical placement. The solutions manual is available from the program coordinator.

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

- Regina Qu’Appelle Health Region (http://www.rqhealth.ca/programs/nut_food/nut_food.shtml)
- *Optional:*
 - o Winnipeg Regional Health Authority (http://www.hsc.mb.ca/nfs/clinical_nutrition.htm),
 - o Sunnybrook Health Sciences (<http://www.sunnybrook.ca/content/?page=clinicalNutritionWelcome>)

DESIRE 2 LEARN (D2L):

This course will be using D2L for on-line resources. Updated and additional resources will be posted on D2L and it will be the students’ responsibility to check D2L to ensure all readings, web resources and assignments have been completed prior to each class.

COURSE POLICIES:

Academic Integrity:

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

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

Submission of Assignments:

Unless noted on the course syllabus, all assignments, Reflective Journals, etc are due by 5:00 pm of the due date. Assignments can be submitted electronically the Dropbox in D2L. The file naming convention is as follows:

StudentName_assignment name.pdf

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.

Electronic Equipment within the Classroom:

Laptops are welcomed in the classroom; however the use of Facebook, Twitter, email, etc is strongly discouraged during the session. During any student or guest speaker presentations, laptops should not be used unless approved by the presenter. All cell phones are to be turned off during class times. If it is vital that your cell phone be on during a class, let the instructor know prior to the start of the session. At no time can the instructor or any portion of the class be videotaped or recorded without prior consent.

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 may 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 Placement:

In case of illness, or other reason for being absent from the practicum site, the student is responsible for notifying the Placement Preceptor as soon as possible on the first day absent, according to organization policy. Student must also notify Practicum Coordinator via voicemail or email and complete the appropriate MAN program forms. 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 notify the Practicum Coordinator via phone to discuss the implications of the absence on completion of the practicum. 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. 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/Projects/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, please speak to 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.uoguelph.ca/uaic/vii-religious-holidays>



**Department of Family Relations and Applied Nutrition
Masters of Applied Nutrition Program**

Winter 2013 – FRAN Course Syllabus *Tentative*

Seminars for the Winter 2013 are scheduled for Mondays 2:30 am to 5:20 a.m.

Note: This syllabus is an overall semester plan and may be changed at the discretion of the instructor to accommodate guest speakers, student scheduling issues, storms and other unforeseen circumstances. Class members will be emailed or notified on D2L as soon as possible if such changes become necessary.

Week	Date	Topic	Student Activities
1	Jan 7	Review course expectations Diet Challenge (select diets) Sharing of resources/Round table discussions of current issues Set meeting times to review competency development	All
2	Jan 14	Individual Meetings to review competency development	All
3	Jan 21	Metabolic Syndrome: Paula Brauer Round Table discussion of current issues/news	Led by _____
4	Jan 28	Share Placement orientation information - Agency & Activity Overview – Informal presentation/discussion (no PowerPoint) – 5 mins each: location and excited about....? Round Table discussion of current issues/news	Led by _____ WEPA & signed Orientation forms due Led by _____ Due: 1 Reflective Journals due Friday at pm and
5	Feb 4	CDO Jurisprudence session with Deb Cohen Guests: dietetic interns from Grand River Hospital	Host _____

6	Feb 11	Anthropometric review: Andrea Buchholz Round Table discussion of current issues/news	Host: <input type="checkbox"/> Led by _____
Feb 18 - 22		Reading Week – No class..... ...but need volunteers to answer questions from MAN applicants post interviews on Feb 19,20 & 22	
7	Feb 25	Round Table discussion of current issues/news <input type="checkbox"/> Diet Challenge – <input type="checkbox"/>	<input type="checkbox"/> Led by _____ <input type="checkbox"/> 1 Reflective Journals due Friday at 5:00 pm
8	Mar 4	Sharing of Reflective Journals & placement practices/issues relating to Professional Practice skills <input type="checkbox"/> Diet Challenge –	Led by _____
9	Mar 11	<input type="checkbox"/> Sharing of resources <input type="checkbox"/>	<input type="checkbox"/> All <input type="checkbox"/> Led by _____
10	Mar 18	Round Table discussion of current issues/news	Led by <input type="checkbox"/>
11	Mar 25	<input type="checkbox"/> Premature infant case: Brenda Hartman Round Table discussion of current issues/news	Host: Led by: <input type="checkbox"/> 1 Reflective Journals due Friday at 5:00 pm
12	Apr 1	Final Report –11 presentations– max 10 mins each	
13	Apr 8	Exam Week – OSCE game test run??	Written Practicum Reports due Wednesday by 5:00 pm

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Assignments

Reflective assignment on CDO Jurisprudence seminar

Part A:

Following the discussion of the case study with Deb Cohen reflect upon the seminar and answer the five questions listed below:

1. What was your understanding of or assumptions about the legal/ legislative requirements of an RD in practice in Ontario before this seminar?
2. What was the most surprising/ unexpected legal/legislative requirement for a practicing RD that you learned from this seminar?
3. Which of the entry-level competencies are essential to supporting an RD's ability to fulfill the most unexpected requirement you identified?
4. How do you plan to apply the information acquired in the seminar to your practicum experiences?
5. What entry-level competencies did you address by participating in this seminar?

Please keep your responses to the above questions within 5 pages (1.5 spacing and 11 point font). Use the literature to support your reflections and reference all sources of information (including personal communications) using the APA referencing style.

Part B:

The following questions will help to shape the how the information from the Jurisprudence Handbook will be presented to others in the future. Please indicate in your report if it would alright to share your responses with Deb Cohen. Comments will be grouped together without out any names or identifiers.

1. Reflecting on your assessment of your learning style, what aspects of seminar best facilitated your learning?
2. Provide two recommendations to improve the acquisition of the information in the Jurisprudence Handbook with support from the adult education literature.

Assessment (10 points)

Reflective responses (8)

Responses include description and analysis of the experience or incident under discussion (identify the key issues, links to theory and personal perspectives; challenge assumptions and generate new perspective)

Statements presented are supported by the literature

Mechanics and referencing (2)

Verbal narrative is clear and concise, free of spelling and grammatical errors; referencing follows APA style; the source of information is clearly indicated

Diet Challenge

Objective:

To give you an unique opportunity to not only experience clinical diets first hand in order to gain understanding of the diet and empathy for your clients.

Procedures:

- Each group will be randomly assigned a diet.
- 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.
- The Diet Challenge will last from Tuesday am to Sun pm (6 days)
 - Success of staying on the diet is 100% honour system
 -

Evaluation

Presentation to group

Use of verbal fillers (none/ some/ moderate/ heavy) Eye contact vs reading notes or turning to read screen Audience engagement/ interaction Presentation style: <ul style="list-style-type: none"> • Energetic vs disengaged • Vocal variety vs monotone • Purposeful physical movement vs none or nervous 	10 marks VF: 3 marks EC: 2 marks AE: 2 marks PS: 3 marks
Presentation Content Biochemistry of condition: Usual medications: Diet parameters & rationale: Reflection on diet: <ul style="list-style-type: none"> • How many days were you able to stay on the diet? • List top 2 - 3 reasons why you were able to stay or not stay on the diet: 	10 marks Biochem: 3 marks Meds: 2 marks Diet: 3 marks Reflection: 2 marks

Evaluation Professional Factsheet:

Content: <ul style="list-style-type: none"> • Biochemistry of condition • Usual medications • Diet parameters & rationale Use of literature for support:	10 marks Content: 5 marks Literature: 5 marks
Presentation of information Professional language level : Credible & peer reviewed references and resources : Well organized with logical flow of information: Free of spelling, punctuation and grammatical errors:	10 marks Language: 3 marks Refs: 3 marks Flow: 2 marks SP & GR: 2 marks

Practicum Report & Presentation

Objective:

These assignments summarize your placements, projects/tasks and reflections on the successes and challenges you experienced in completing the activity plans and discuss the main lessons/concepts and key skills/competencies learned from participating in the placement.

Practicum Report:

For **one** key practicum activity:

1. **Briefly** summarize the tasks involved with the activity (MAX one or two paragraphs).
2. Identify one or two issues/challenges/successes that you addressed in completing the activity and describe:
 - How did you address each challenge/success?
 - Why did you select a course of action?
 - What went well?
 - What could have been better?
 - What would you do differently in the future?
 - **MUST** link to Reflective Journals and select **one or two entries** that are most reflective of your selected reflection topic
 - **How have the lessons/concepts learned in your first placement impacted your practice in this placement?**
 - If you are making any generalizations, drawing conclusions, you must use the literature to support your reflections. Remember to reflect from different perspectives – consider organizational culture, social context, cultural norms, psychology, human resource mgt, etc.
3. IF APPLICABLE - Attach/submit copies of any resources you developed, etc.
4. In a tabular format, provide the following information :
 - List eight lessons or concepts you learned from participating in the placement.
 - List key skills and/or competencies associated with each lesson or concept listed above.
5. Select your top 3 lessons or concepts learned and elaborate why these are important to you as a professional in training. Frame these lessons or concepts using models and theories that were not used previously. Use the literature to support your reflections, statements, arguments and conclusions. Remember to close the 'loop' on your arguments.
6. List the SMART objectives developed at the end of fall. Evaluate how well you meet these objectives in the winter term. Based on this analysis, develop two SMART learning objectives and detailed learning plans for these objectives that you will pursue in the next semester of the program. Use the literature to support your learning objectives and learning plan. Be sure to include what resources evaluation methods etc you will use to meet your goal.

Formatting guidelines:

- Maximum 10 pages excluding references & appendices, if applicable
- 1.5 spacing and 11 point Arial font, 2.54 cm L & R margins; 2.0 cm top & bottom margins
- Tables: Arial font 11, 1.0 spacing
- Avoid excessive use of first person in writing.

Referencing Guidelines:

- APA referencing: including any person communications
- Max 2 textbooks; max 2 websites; min 8 journal articles; no course notes
- **Note:** appropriately reference all sources of information used to support your thoughts and reflections (including personal communications). Failure to do so will necessitate a discussion with the Departmental Chair on the nature of the infraction and could lead to further academic consequences

Practicum Report

Total Marks	Marking Rubrics Description Practicum Report
/2	<p>Summary of Activity Plans:</p> <ul style="list-style-type: none"> • <i>Brief</i> overview/description of placement/site/organization (MAX 1 – 2 paragraphs) • Clearly and concisely describes the activities undertaken • Level of detail appropriately communicates what the project(s) entails
<p>/15 #1-#5: 7 marks #6: 3 marks #7: 5 marks</p>	<p>Reflections on challenges/success: Address <i>all</i> of the following points:</p> <ol style="list-style-type: none"> 1. How did you address each challenge/success? 2. Why did you select a course of action? 3. What went well? What could have been better? 4. What would you do differently in the future? 5. Presented one -two journal entries for support discussion 6. How have the lessons/concepts learned in your first placement impacted your practice in this placement? 7. Generalizations, drawing conclusions; supported by a variety of appropriate literature.
<p>/11 list: 2 marks top 3: 3 marks eval: 2 marks use of lit/ framework: 4 marks</p>	<p>List of 8 lessons, elaboration and evaluation of objectives</p> <ul style="list-style-type: none"> • Clear and concise table of 8 lessons/concepts learned associated with key skills/competencies achieved • Clearly describes why top 3 lessons/concepts were chosen in light of professional development • Evaluation of objectives set at end of fall term and third term objectives • Frame these lessons or concepts using models and theories that were not use previously. • Use the literature to support your reflections, statements, arguments and conclusions. Remember to close the ‘loop’ on your arguments.
/2	<p>Paper Organization:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organization: clear introduction, use of transitions and subtitles <input type="checkbox"/> Paper is legible and easy to read & not excessive use of First Person <input type="checkbox"/> Follows all formatting guidelines <input type="checkbox"/> References cited correctly using APA style <input type="checkbox"/> Free of spelling, punctuation and grammatical errors
30	Total Marks

Practicum Presentation

At the seminar, present a very brief overview of your placement, the information from **one** of your activity plans and the top three lessons, concepts or key skills learned from participating in the placement. Additionally share how well you achieved your SMART objectives for this placement and your learning objectives for your next placement. Use A/V aids to support your presentation.

- a. Formal Presentation using PowerPoint
- b. Maximum 10 –minutes for presentation; 2 – 5 minutes for questions

Presentation Style	15 marks
Use of verbal fillers (none/ some/ moderate/ heavy) Eye contact vs reading notes or turning to read screen Audience engagement/ interaction Presentation style: <ul style="list-style-type: none">• Energetic vs disengaged• Vocal variety vs monotone• Purposeful physical movement vs none or nervous	VF: 3 marks EC: 4 marks AE: 3 marks PS: 5 marks

Presentation Content	5 marks
One key activity presented: Top three lessons: Evaluation of fall objectives: Final term objectives:	One activity: 1 mark Top three: 1 mark Evaluation: 2 marks New objectives: 1 mark