



Department of Family Relations and Applied Nutrition
Masters of Applied Nutrition Program
Course Outline

Practicum in Applied Human Nutrition II (FRAN*6720) Winter 2015

Instructor/Practicum Coordinator: Alexia Prescod

Office: MINS 133A

Phone: 519-824-4120 Ext. 52611

Email: aprescod@uoguelph.ca

Classes Monday 11:30-2:20 pm

Office Hours: by appointment

Course link: 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 2015, the placement starts the week of January 5 and continues through the week of March 30 . The University winter break is from **February 16 to 20. 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 a modified Benner scale
- Plan and implement a clinical teaching session based on an assigned medical condition
 - Plan and deliver an educational presentation to peers on the medical condition and the associated clinical diet and medications
 - Collect feedback from peers and recommend changes to improve the teaching session.
- Participate in simulated client counselling sessions
 - Utilize personal filed notes as well as feedback from peers and simulated clients to critically reflect on your personal counselling style
 - Compose a statement that describes your personal counselling style to date
- 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 evaluation document(s) 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 assistant 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. Personal Counselling Style Statement and Reflection 10%

C. Clinical Teaching session 15%

- *Education Presentation 10%*
- *Recommendation Report 5%*

D. Practicum Report, including presentation and Reflective journals 20%

- *Individual Presentations- 5%*
- *Report -15%*

E. Completion of the Practicum Plan 50%

RESOURCES: REQUIRED

Text:

- 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 2015 – FRAN Course Syllabus *Tentative*

Seminars for the Winter 2015 are scheduled for Mondays 11:30 am to 2:20 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 5	No class for FRAN*6720 with Paula for FRAN*6750	All
2	Jan 12	Clinical teaching topics (select topics) Sharing of resources/Round table discussions of current issues Introduction to simulated patient (SP) activities	All
3	Jan 19	SP cases Cancer, DMII and GERD	
4	Jan 26	SP cases IBS and NASH/ fatty liver and hypertension	WSIB letters & signed Orientation forms Due: 1 Reflective Journals due Friday at 5 pm
5	Feb 2	SP cases metabolic syndrome, lupus nephritis and vegan diet	

6	Feb 9	Round Table discussion of current issues/news Share Placement orientation information - Agency & Activity Overview – Informal presentation/discussion (no PowerPoint) – 5 mins each: location and excited about....?	<input type="checkbox"/> Led by (2) _____
7	Feb 16	<input type="checkbox"/> Reading Week – No class..... ...but need volunteers to answer questions from MAN applicants post interviews on Feb 18,19 & 20	
8	Feb 23	Clinical teaching Round Table discussion of current issues/news	<input type="checkbox"/> 1 Reflective Journals due Friday at 5:00 pm Led by (2)_____
9	Mar 2	Clinical teaching <input type="checkbox"/> Round Table discussion of current issues/news	<input type="checkbox"/> All <input type="checkbox"/> Led by (2)_____
10	Mar 9	Clinical teaching Round Table discussion of current issues/news	Led by (2) <input type="checkbox"/>
11	Mar 16	Clinical teaching Round Table discussion of current issues/news	Led by (1): <input type="checkbox"/> 1 Reflective Journals due Friday at

			5:00 pm
12	Mar 23		
13	Mar 30	Final Report –8 presentations– max 10 mins each Lunch?	Written Practicum Reports due Friday by 5:00 pm

Department of Family Relations and Applied Nutrition

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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 all right to share your responses with the presenter. 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

Personal Counselling Style Statement and Reflection

For this assignment you will utilize personal filed notes as well as feedback from peers and simulated clients to critically reflect on your personal counselling style. Counselling style is a dynamic complex multifaceted phenomenon. As such it is important to reflect on this facet of your professional development and to document its evolution. To this end you, will compose a statement that illustrates your personal counselling style to date. You will also reflect on the origins of your personal counselling style statement as well as analyze the strengths and weakness of your counselling and identify a plan for development that is grounded in the literature and your experiences to date.

Format: 5 pages, 11 point sans serif font, 1.5 spacing, max 2.5 cm margins, APA style,

Evaluation 25 points

Criteria	Excellent (3-2.5)	Very good (2-1.5)	Development needed (1-0)
Content	Demonstrates a thorough and complete reflective cycle	Does not demonstrate a complete reflective cycle	Demonstrates little or no actual reflection
	Thoughtful discussion of application of theory and experiences; able to present a contextual scenario for application	Good discussion of application of theory and experiences; unable to present a contextual scenario for application	Discussion indicates poor understanding and application of theory and experiences to a specific situation
Reflection in context	Reflects on information from multiple sources	Reflection integrates few sources of feedback	Little reference to sources of feedback
	Reflection indicates rationale for integration of feedback and an in-depth understanding of skills/ style/ issues	Reflection indicates a basic understanding of skill/ style/ issues	Reflection indicates poor understanding of skill/style/issues
Development of ideas and support	Provides relevant, purposeful information, literature, examples that develop and/or expand the main ideas effectively	Moderate , relevant supporting information to support the main ideas, but more is needed	Minimal supporting information ; poorly develops and supports main ideas
	Excellent (2.5-2)	Very good (1.5-1)	Development needed (0.5-0)
Organization	Structure is evident (intro, transitions, subtitles, conclusion) and enhances communication of ideas	Some structural elements are used effectively; overall structure is not clear	Lack of clear structure reader must infer
	Uses transitions, an effective introduction and clear conclusion	More effective use of transitions is needed along with stronger introduction and concluding statements	Lack of transitions between main and sub points; introduction and conclusions are not effective.
Mechanics& Citations	No errors; mechanics supports effective communication of ideas	Several mechanical errors, but do not distract from effectiveness of paper	Mechanical errors cause reader to stop reading frequently
	No missing elements in citations	A few missing elements regarding citations	Several citation errors

Clinical Teaching Session

For this assignment you will work in pairs or a group of three to plan and deliver an educational seminar/workshop to your classmates on a medical condition as well as the associated clinical diet and medications.

You will need to assess the learning needs of your classmates, plan, implement and evaluate your educational session. The deliverables for this assignment are:

1. Educational plan supported by the assessment of learning needs
2. Execution of a 90 minute teaching session
3. Recommendation report based on the evaluation of the session by peers

Evaluation:

Presentation Criteria	Excellent (2)	Very good (1)	Development needed (0)
Body Language	Movements seemed fluid and helped the audience connect with the content	Movements or gestures supported articulation of ideas	Very little movement or gestures to support presentation
Eye Contact	Holds attention of whole audience with the use of eye contact (no screen reading)	Consistent use of direct eye contact along with regular screen reading	Minimal eye contact with audience and heavy level of screen reading
Pacing	Good use of pauses along with brisk pacing to engage the audience ; Clear start, middle and end	Delivery is in smooth in general, but has moments when pace too quick or slow, pausing too short for engagement	Delivery is not smooth and distracts from learning and audience engagement
Poise	Displays relaxed, confident nature; quickly recovers from any errors	Displays mild tension and nervousness; has trouble from errors	Obvious tension and nervousness; has trouble recovering from errors
Voice	Use of fluid speech (no verbal fillers) and elocution; uses vocal variety ; voice volume is appropriate for setting	Elocution and fluid speech faltered at times (some VF); good effort to use of vocal variety; voice volume poor at times	Elocution and vocal variety need development (heavy use of VF) ; voice not support by diaphragm
10 points			

Seminar Criteria	Excellent (5)	Very good (2.5)	Development needed (0)
Organization of seminar	Start and ends on time; A/V managed smoothly; Smooth transitions b/w speakers and activities; Arranges physical space to support learning objectives	Start and end times missed by <5mins; Some challenges with A/V managed well; transitions b/w speakers and activities were relatively smooth, not very distracting; physical space did not support learning	Start and end times were off by > 5min; poor A/V management; transitions distracted from learning; physical space did not support learning
Objectives	Learning objectives are clear and explicitly communicated; objectives clearly align with learning activities of seminar; objectives connect with past learning and practice experiences	Most learning objectives are clear and well communicated; objectives and seminar learning activities align somewhat; good connection b/w student experiences and knowledge	Few objectives are shared clearly; poor alignment with seminar learning activities, student experiences and knowledge
Content	Explicit and clear presentation of medical condition, pathophysiology medications, diet parameters & rationale, impact on client and practice guidelines with reference to the literature	Relatively clear presentation of essential content elements; additional use of literature needed to support content elements	Presentation of essential content elements was not clear and impacted achievement of learning objectives; literature support was lacking
15 points			

Written elements	Excellent 10	Very good 5	Development needed 0
Education Plan 2-3 pages plus table	Clear summary of learning needs assessment; complete and logical teaching plan table; planned learning objectives focused on audience learning outcomes and learning needs	Well written summary of learning needs; incomplete learning plan table; most of planned objectives are focused on audience learning outcomes and needs	Summary of learning needs is not clear or support by assessment; learning plan table is incomplete; most learning objectives do not address learning outcomes and needs
Recommendation Report 4-5 pages max	Clear analytical summary of feedback from peers; analysis of how well each planned objectives were met via the seminar supported by feedback; recommendations for improvement with support from the higher education literature	Description of feedback provided with little analytical discussion; assessment of all learning objectives is not complete or lacks support from feedback; recommendations are partly supported by literature	Poor summary of feedback from peers with no analytical discussion; only a few objectives are assessed without explanation; literature support is lacking
20 points			

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:

1. Reflect back on your experiences during your placement and review your journals. 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 of your choice. Use one theory or model per lesson or concept. Use the literature to support your reflections, statements, arguments and conclusions. Remember to close the ‘loop’ on your arguments.

2. 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 1 textbook; max 2 websites; min 10 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 30 marks		
	Excellent (6)	Very Good (3)	Needs Development (0)
Top three lessons with elaboration	Clearly describes why top three lessons/concepts were chosen in light of professional development; response shows strong evidence of synthesis of ideas from many sources; implication to practice thoroughly detailed and applicable	Rationale for choice is good, but link to development is not clear; use of a variety of sources is clear, but synthesis is lacking or from one perspective; implication for practice is clear and applicable	Rationale for choice is unclear; unsupported statements and insights; implication for practice is not present
	The three lessons or concepts are framed using three using models and theories of choice; one model per lesson or concept; response demonstrates complete and thorough reflective cycle	Required components are present; does not demonstrate a complete reflective cycle; loop is not closed or details are lacking to support reflection	Required components are not present; little or no reflection; lack of support for statements
	Response demonstrates a critical level of reflection and personalization of theories and experiences; opinions are insightful and supported by detailed examples from experiences and literature	Mid-level reflection without personalization of theories and experiences; mostly descriptive in nature; lacks details and/or literature to support insights	Low level reflection; mostly descriptive; poor level of detail and literature support
	Excellent 4	Very Good 2	Needs Development 0
Evaluation of objectives from December	Well supported analytical discussion on achievement of objectives in placement; details presented to enhance communication of achievement	Good analysis present, additional support need to enhance discussion; details are adequate and relevant	Little analysis present, poor level of support ; few relevant detail
Objectives for final term	Presented in a SMART format with use of a measurable verb; rationale for objective is clear and linked to planned experiences	One element of SMART format missing; verb selected is not measurable or does not align with rationale ; link to planned experiences is unclear for some objectives	Several elements of SMART format missing; verb selected is not measurable; objectives do not align with planned experiences
Paper Mechanics	Clear, concise and organized writing with excellent sentence construction; Clear and engaging introduction, use of transitions and subtitles and conclusion; Free of spelling, punctuation and grammatical errors (be careful when using capital letters and remember to DYA) Paper is legible and easy to read & no excessive use of first person References cited correctly using APA style	Writing is mostly clear, concise and well organized with good structure construction; functional introduction and conclusion, better use of transitions and subtitles are needed; Some spelling, punctuation and grammatical errors; Some citation errors	Writing is frequently unclear and disorganized; several spelling, punctuation and grammatical errors, distracts from reading of paper; several citation errors

Practicum Presentation

For this presentation create an infographic, that represents the top three lessons, concepts or key skills learned from participating in the placement, how well you achieved your SMART objectives for this placement and your learning objectives for your next placement. Be sure to include the theories or models to frame your work. Use A/V aids to support your presentation.

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

Presentation Criteria	Excellent (2)	Very good (1)	Development needed (0)
Body Language	Movements seemed fluid and helped the audience connect with the content	Movements or gestures supported articulation of ideas	Very little movement or gestures to support presentation
Eye Contact	Holds attention of whole audience with the use of eye contact (no screen reading)	Consistent use of direct eye contact along with regular screen reading	Minimal eye contact with audience and heavy level of screen reading
Pacing	Good use of pauses along with brisk pacing to engage the audience ; Clear start, middle and end	Delivery is in smooth in general, but has moments when pace too quick or slow, pausing too short for engagement	Delivery is not smooth and distracts from learning and audience engagement
Poise	Displays relaxed, confident nature; quickly recovers from any errors	Displays mild tension and nervousness; has trouble from errors	Obvious tension and nervousness; has trouble recovering from errors
Voice	Use of fluid speech (no verbal fillers) and elocution; uses vocal variety ; voice volume is appropriate for setting	Elocution and fluid speech faltered at times (some VF); good effort to use of vocal variety; voice volume poor at times	Elocution (heavy use of VF) and vocal variety need development (monotone); voice not support by diaphragm
10 points			

Presentation Content	Excellent (2.5)	Very good (1.5)	Development needed (0)
Infographic	Design is visually appealing and arrangement of graphics contribute meaning to main message	Design is attractive and arrangement contributes some meaning	Design is distracting and does not support main meaning
Top 3 lessons with framework	All lessons are framed with a theory or model and alignment between the two is explicit	2/3 lessons are framed and alignment is implied	1/3 lesson is framed and alignment is oblique
Evaluation of fall objectives	Thoughtful analysis of achievement with statements of measurement for all; insightful reflection on achievement	Strong analysis of achievement; statements of measurement for some; basic reflection on achievement	Basic analysis of achievement; statements of measurement lacking or unclear;
Final term objectives	Aligns with ideas and themes presented and in SMART format	Good alignment with ideas presented; some issues with SMART format	Objectives do not align with ideas presented; SMART format not followed
10 points			

Some examples of infographics:

<http://carleton.ca/finance-admin/2013/finance-administrations-journey-excellence-infographic/>

<http://www.jasonrhode.com/a-roadmap-to-online-learning-infographic>

<http://freshtakeoncontent.com/10-lessons-email-list-building/>

<http://www.tommimedia.com/diversions/5-lessons-learned-from-superheroes/>