



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

Practicum in Applied Human Nutrition I (FRAN*6710) Fall 2017

Instructor/Practicum Coordinator: Alexia Prescod

Office: MINS 133A

Phone: 519-824-4120 Ext. 52611 (Alexia)

Email: aprescod@uoguelph.ca

Classes Monday 11:20am-2:20 pm; MACS 129

Office Hours: by appointment

Courselink: Course material, discussions and grades will be posted on Courselink. All assignments must be submitted electronically as a PDF document using Dropbox on Courselink accessed from: <https://courselink.uoguelph.ca/shared/login/login.html>

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.

For fall 2017, placements generally start the week of September 11th and continue through until Dec. 8th. 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 (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.

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.

OVERALL COURSE OBJECTIVE:

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

SPECIFIC OBJECTIVES:

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

- Demonstrate and document attainment of some 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 a modified Benner scale.
- Plan and implement a clinical diet based on an assigned medical condition.
 - Follow a diet for a set time period and analyze your experience.
 - Deliver an educational presentation to peers on the medical condition and the associated clinical diet, medication interactions and successes and challenges with diet adherence.
- Conceive a unique nutrition related product or service with two other colleagues.
 - Generate a business concept, including name, logo, mission and legal structure.
 - Pitch the nutrition related business to your peers for feedback.
- Apply critical reflection methods to practicum and academic experiences.
 - Journal personal and professional development during placement activities and academic learning.
 - Express practicum and academic experiences by using the Kolb Experiential Learning Model **or** the Development Stage Model as well as another model from the literature.

ROLES AND RESPONSIBILITIES:

A. INSTRUCTOR/PRACTICUM COORDINATOR:

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

Practicum seminar: Students will prepare for, attend class and participate fully in all discussions 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 email 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. The student and the placement preceptor discuss placement activities; 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 Student Letter of Understanding 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.

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 5th-6th 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 (CDO).
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 6th to 8th week of 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 regular journal entries for use in the completion of your practicum report and presentation. Submit two (2) as specified in the course syllabus.
6. Prepare and present a report on completing the practicum plan, including results of the activity plans.
7. Document the ICDEP 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 Overview.
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).

Confidentiality: 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.

End of Practicum and Course Term

1. Prepare and present a report according to Reports for Practicum in Applied Human Nutrition (AHN) 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 minutes) 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 via email. If preferred, the placement preceptor can sign the document scan it and the student can submit an e-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.

C. 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 if desired, 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. Employer Letter and Due Diligence Checklist 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 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. Student supervision may be delegated 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 ICDEP 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 practicum coordinator makes the final decision as to the placement assignment. The student is responsible for his or her 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.

COURSE EVALUATION (*Numerical grade*):

Nutrition business concept presentation (Marked by Practicum Coordinator)	15%
Diet challenge (Presentation marked by Practicum Coordinator)	15%
<ul style="list-style-type: none"> • Group Presentations - 10%; 5% individual challenges and successes 	
Practicum report, including presentation and journals (Marked by Practicum Coordinator)	20%
<ul style="list-style-type: none"> • Individual Presentation- 5% • Report -15% 	

Completion of the Practicum 50%
(The practicum coordinator, based on the completion of the Practicum Plan and the placement preceptor's rating of activity completion and comments assigns the mark. The placement preceptor assigns a grade, according to the Grade scale outlined in the Evaluation form).

RESOURCES

Required

Bauer, K.D., Liou, D. and Sokolik, C.A. Nutrition Counseling and Education Skill Development (3rd ed). Wadsworth; Cengage Learning. 2015.

Nelms, M.N., Sucher, K.P, Lacey, K., and Long Roth, S. Nutrition Therapy and Pathophysiology. Nelson Education, Ltd. , 2012 (or 2015 newer version).

Healey, J., and Spencer, M. Surviving Your Placement in Health and Social Care: A Student Handbook. McGraw Hill, 2008.

Pronsky, Z.M. Food Medication Interactions (17th ed). Food-medication Interactions, 2012 (or 18th ed, 2015 newer version).

Clinical dietetics handbook (Cost ~\$25 to \$75) one of your choice

- Clinical Nutrition Professional Resource Handbook - Sunnybrook Health Sciences (http://sunnybrook.ca/content/?page=Dept_CN_Home)
- Regina Qu'Apple Health Region (http://www.rqhealth.ca/programs/nut_food/nut_food.shtml)
- Winnipeg Regional Health Authority (<http://www.wrha.mb.ca/extranet/nutrition/files/ManualsClinicalNutritionHandbookOrderForm.pdf>)
- PEN: Practiced-based Evidence in Nutrition[®].
 - Access through the library using your central login. http://primo.tug-libraries.on.ca.subzero.lib.uoguelph.ca/primo_library/libweb/action/search.do?vid=GUELPH&reset_config=true
 - Enter "practice-based evidence in nutrition" in the Primo search field.
 - Under "PEN practice-based evidence in nutrition, "click on the blue "Online resources."

Recommended:

O'Sullivan-Murry, K., Calabrese, R.J. and Holli, B.B. Communication & Education Skills for Dietetics Professionals. Lippincott William and Wilkins, 2012.

Additional Resources:

Steiner, S.S. Quick Medical Terminology: A Self-Teaching Guide. Wiley, 2011.

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

COURSE POLICES

Academic Integrity

Detailed information about the regulations governing academic misconduct is in the Graduate Calendar at: https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2097.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. A discussion of issues related to academic integrity took place during orientation.

Social Media

Students are expected to read and adhere to the [University of Guelph – Social Media Guidelines](#). In healthcare facilities social media exists and can provide opportunities for enhanced communication and collaboration, while at the same time creating vulnerabilities for individuals and facilities. Students are expected to learn and follow social media guidelines as per provincial dietetic regulatory body professional standards and those at the facilities of their practicums.

Submission of Assignments

Unless noted on the course syllabus, all assignments, reflective journals, etc., are due by 5:00 pm on the due date. Assignments can be submitted electronically via Dropbox in Courselink. The file naming convention is as follows: **Student Name_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 available in the University of Guelph library. Exceptions may be made for assignments that are primarily visual.

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 practicum 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 Graduate 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 <https://www.uoguelph.ca/uaic/vii-religious-holidays>.

UNIVERSITY of GUELPH CHANGING LIVES IMPROVING LIFE	Department of Family Relations and Applied Nutrition Masters of Applied Nutrition Program Fall 2017 – FRAN Course Syllabus - Room: MACS 129
---	--

Seminars for Fall 2017 are scheduled for Mondays 11:30 am to 2:20 a.m. When the timetable permits, there will be a lunch break from 11:30 -12:00 or 12:00 -12:30 pm.

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 Courselink as soon as possible if such changes become necessary.

Readings: Readings are available in course required books, Courselink or accessed through the UofG library portal <http://www.lib.uoguelph.ca/>, including access to PEN: Practice-based Evidence in Nutrition®.

Week	Date	Topic	Student Activities
1	Sept 11	Overview: <ul style="list-style-type: none"> • Course outline and syllabus • Student Handbook • Diet challenge - assign groups and condition • Business concept – assign groups • Drug, Terminology and Self care Club (DTSC) - assign times [3min/per] 	Required reading <ul style="list-style-type: none"> • Colins J. Giving a powerpoint presentation: the art of communicating effectively. Radiographics. 2004 Jul-Aug;24(4):1185-92. • Carson L, Bill D. The developmental stages model: utilizing the stages of internship to help students transition from interns to health education professionals. Health Educator. 2003 fall;35(2):9-15.
2	Sept 18	<i>Speaker</i> Jason Dodd: Project Management Skills for Grad School – How to Build Academic Gantt Chart xx:xxam – xx:xx pm Review: Gantt Charts for placement; writing learning objectives; and writing reflective journals Remaining time for group work; Qs for practicum coordinator.	Required reading: <ul style="list-style-type: none"> • Surviving Your Placement in Health and Social Care (Chapter 4) • Creating learning objectives: <ul style="list-style-type: none"> ○ https://youtu.be/_woMKwBxhwU ○ https://youtu.be/4DgkLV9h69Q • Handouts provided in class on selecting verbs for learning and writing SMART objectives for oral presentations. • Create your own oral presentation rubric 3 DTSC
3	Sept 25	Overview: Assessment Student presentations on their Agency & Activity Review competency tracking and activity record, Gantt charts	Required reading: <ul style="list-style-type: none"> • Surviving Your Placement in Health and Social Care (Chapter 5) Students prepare and present (3 min): Agency & Activity Overview. Informal presentation / discussion (no PowerPoint) that includes practicum

Week	Date	Topic	Student Activities
		and completing evaluation forms and journal reflections. To be reviewed as a class and individually during work period time remaining.	location, type of clients and what you are excited about and most concerns you. 3 DTSC
4	Oct 2	Overview: Critical Reflection Clinical Judgement Remaining time for group work; Qs for practicum coordinator.	Required reading <ul style="list-style-type: none"> • Burton S. A critical essay on professional development in dietetics through a process of reflection and clinical supervision. J Hum Nutr Diet. 2000 Oct;13(5):323-32. • Brenner, P. Using the Dreyfus model of skill acquisition to describe and interpret skill acquisition and clinical judgment in nursing practice and education. Bulletin of Science, Technology & Society. 2004 Jun;24(3):188-99. • Brenner, P. From novice to expert. Am J Nurs. 1982 Mar;82(3):402-7. • Surviving Your Placement in Health and Social Care (Chapter 6) • Linn, A., et al. Australian Family Physician. Clinical reasoning: A guide to improving teaching and practice. 2012 Jan/Feb; 41(1):18-20 3 DTSC Submit to Dropbox on or before Friday Oct. 6th: WSIB letters, Contact Information form & signed Placement Orientation Checklist, due diligence and signed student letter of understanding. 1st Reflective Journal due on or before Oct. 6th Friday at 11:59 pm to Courselink via Dropbox.
5	Oct 9	No class – Happy Thanksgiving!	Submit draft practicum plan to the practicum coordinator at the end of the 5th-6th week of the placement. Mid-term evaluation meetings with placement will be arranged this week and into the next two depending on availability.
6	Oct 16	Diet Challenge presentations 4 groups Overview: Supervision	Students groups prepare and present for 15 min each; plus 3 min for Qs Surviving Your Placement in Health and Social Care (Chapter 8) 3 DTSC Students to review their practicum plan with their placement preceptor by the end of week 6, indicating progress made and tasks completed.
7	Oct 23	Diet Challenge presentations 3 groups Overview:	Required reading:

Week	Date	Topic	Student Activities
		<p>Failure</p> <p>Discuss College of Dietitians of Ontario (CDO) Assignments.</p> <p>Remaining time for group work; Qs for practicum coordinator.</p>	<ul style="list-style-type: none"> Surviving Your Placement in Health and Social Care (Chapter 12) <p>2nd Reflective Journal due on or before Friday Nov. 3 at 11:59 pm to Courselink via Dropbox</p> <p>3 DTSC</p>
8	Oct 30	<p><i>Guest Speaker</i> Erin Leith-Bailey, RD CONFIRMED</p> <p>Remaining time for group work; Qs for practicum coordinator.</p>	<p>Review before class:</p> <ul style="list-style-type: none"> PEN: Practice-based Evidence in Nutrition®. Cultural Competence Background. Access through UofG library. <p>3 DTSC</p> <p>Individual reflections on diet challenge due Friday Nov 3 at 11:59 pm</p>
9	Nov 6	<p>Nutrition business concept pitch</p> <p>Remaining time for group work; Qs for practicum coord</p>	<p>Groups to pitch their business concept to gather feedback from classmates.</p>
10	Nov 13	<p>Review:</p> <ul style="list-style-type: none"> Calgary-Cambridge Guide Communication Process Skills Practicum presentation and final report requirements/expectations <p><i>Speaker</i> Dr. John Beaton, PhD Solution Focused Counselling 12 noon -2:00 pm CONFIRMED</p>	<p>Business Report due on or before Friday Nov. 11 by 5 pm via Courselink via Dropbox</p> <p>See sample business concept posted in Courselink.</p> <p>3 DTSC</p>
11	Nov 20	<p>Final Practicum Report presentations in a PechaKucha format [6 students]</p> <p>Kathy Somers: Relaxation Recap [1:20pm-2:20pm]</p>	<p>Start time: 11: 50am Students present for 6 min 40 sec each; plus 2 min for Qs/discussion.</p> <p>Bring a yoga mat or towel</p>
12	Nov 27	<p>Final Practicum Report presentations in a PechaKucha [14 students]</p>	<p>Students present for 6 min each; plus 2 min for Qs/discussion.</p> <p>Written Practicum Reports due on or before Friday Dec 8th by 11:59 pm via Courselink in Dropbox.</p>
	Dec 11	<p><i>Speaker/workshop (6 hours)</i> Room: TBD Sessions done with interns from other programs Deborah Cohen CDO presentation Elaine Weir Bridges out of Poverty workshop</p>	<p>Complete CDO assignment prior to workshop.</p> <p>Required reading from CDO : TBA</p>



Department of Family Relations and Applied Nutrition

Masters of Applied Nutrition Program

Assignments

Agency & Activity Overview

Formative assessment based on the rubric you created and the one below

Objectives:

Assignment Objective	University Learning Outcomes	PDEP Performance Indicators ¹
Summarize your placement agency and planned projects for your peers in a 3 minute oral presentation with no more than 5 verbal fillers.	Demonstrates oral communication skills that are organized and presented in a creative and interesting manner. The student speaks clearly and accurately.	Speak clearly and concisely, in a manner responsive to the needs of the listener(s). Use appropriate tone of voice and body language.
Submit the Orientation Checklist, due diligence and signed student letter of understanding to Dropbox by Friday of week 4.	Completes important or urgent tasks, and has a mind for organization.	Document relevant information accurately and completely, in a timely manner.

Procedures:

Agency Presentation:

At seminar class briefly review:

- Organization’s mandate, philosophy and mission statement (do not read verbatim);
- Demographics of the typical clientele or target group;
- Primary focus of programs/services;
- Key activities/projects/tasks you will be working on in your practicum/activity plan, and what interests and concerns you about the agency/practicum.

Post orientation checklist and the documentation noted in objectives section in Dropbox

¹PDEP Performance Indicators are from the the [Integrated Competencies for Dietetic Education and Practice](#) (ICDEP: PDEP; 2013).

Submit to Dropbox on or before the Friday of week 4: WSIB letters, Contact Information form & signed Placement Orientation Checklist, due diligence and signed student letter of understanding.

Specific PDEP Performance Indicators – Agency & Activity Overview and during practicum
Professional Practice

1.04. Practice within limits of individual level of professional knowledge and skills.

1.04b Reflect upon and articulate individual level of professional knowledge and skills.

1.05. Address professional development needs.

1.05b Self-assess to identify learning needs.

Communication and Collaboration

2.01. Select appropriate communication approaches.

2.01d Use appropriate communication technique(s).

2.01f Demonstrate knowledge of practice-setting-related terminology.

2.01g Use appropriate terminology.

2.04. Use effective interpersonal skills.

2.04n Seek, respond to and provide feedback.

2.05. Contribute to the learning of others.

2.05a Recognize opportunities to contribute to the learning of others.

2.05c Assess the prior knowledge and learning needs of others.

Evaluation Rubric: Example TIME: 3 min (no PowerPoint)

Presentation Criteria	Excellent (2)	Very good (1)	Development needed (0)
Eye Contact	Holds attention of whole audience with the use of eye contact (no note reading)	Consistent use of direct eye contact along with regular reading of notes	Minimal eye contact with audience and heavy level of note reading
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 (max 5 verbal fillers{VF}) and elocution; uses vocal variety; voice volume is appropriate for setting	Elocution and fluid speech faltered at times (>5 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
Organization	Clear and engaging introduction with agenda; use of sign posts throughout presentation for logical presentation of information; clear conclusion	Clear introduction, lacked agenda or a technique to engage audience; logical presentation of information, additional sign posts needed; clear conclusion	Presentation lacked a clear introduction; information not presented in a logical fashion; presentation just ended without clear signs that it was ending.
8 points			

Diet Challenge - Value: 15% of final grade

Objective:

Assignment Objective	University Learning Outcomes	PDEP Performance Indicators
Reflect and respond to the challenges of integrating a clinical diet into your current lifestyle.	Identifies issues and creates a plan to manage the problem.	Seek new knowledge that may support or enhance practice activities.
Research your assigned condition and provide literature and practice based support for your statements and rationales.	Critically evaluates research and scholarship in the discipline. Develops and supports a sustained written argument or shows originality in knowledge application.	Demonstrate knowledge of practice-setting-related terminology. Use appropriate terminology.
Develop a professional educational presentation that with your two peers that will support the professional development of your classmates and demonstrates knowledge on the condition and practice implication (nutrition care plan) and each student share with the class your individual successes and challenges with following the diet.	Engages fully in team tasks, interacts with integrity and respect, contributes quality work, and excels in their personal contributions. Demonstrates the ability to present information in ways that the receiving party can easily understand and actively listens and responds effectively to questions.	Facilitate interactions and discussion among team members. Speak clearly and concisely, in a manner responsive to the needs of the listener(s). Recognize and respond appropriately to non-verbal communication.

Procedures:

- Each group (3 students) will be assigned a medical condition. Suggested conditions: e.g. diabetes mellitus, renal disease, FODMAP, PKU, DASH, nutritional supplement.
- Your group will determine **all** the parameters of the diet
 - For example, if Low Na diet, determine the level of Na/day; if Diabetic diet, how often 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.
 - Create and present your disease and nutrition care plan as a case study to support the learning of your peers.
- The diet challenge will last 6 days
 - Staying on the diet is 100% honour system.
 - If you cannot actually eat according to the diet, write out 1 day menu based on the diet and reflect on nature of the diet.

Specific Performance Indicators - Diet Challenge

Communication

2.01. Select appropriate communication approaches.

- 2.01d Use appropriate communication technologie(s).
- 2.01e Demonstrate knowledge of practice-setting-related terminology.
- 2.01g Use appropriate terminology.

2.02. Use effective written communication skills.

- 2.02c Edit written material for style, spelling and grammar.
- 2.02d Write clearly and concisely, in a manner responsive to the needs of the reader(s).
- 2.02e Write in an organized and logical fashion.
- 2.01f Provide accurate and relevant information in written material.
- 2.01g Ensure that written material facilitates communication
- 2.05. Contribute to the learning of others.
- 2.05a Recognize opportunities to contribute to the learning of others.
- 2.05c Assess the prior knowledge and learning needs of others.

Use effective oral communication skills

- 2.03.1. Speak clearly and concisely, in a manner responsive to the needs of the listener(s).
- 2.03.2. Use appropriate tone of voice and body language.
- 2.03.3. Recognize and respond appropriately to non-verbal communication.

Nutrition Care

Develop nutrition care plans

- 3.02.2 Select appropriate nutrition interventions.
- 3.02.4 Develop or modify meal plans.

Manage implementation of nutrition care plans

- 3.03.1 Implement nutrition interventions.
- 3.04.1 Evaluate client progress in achieving plan outcomes.
- 3.04.2 Identify factors impacting the achievement of outcomes.
- 3.04.3 Identify necessary changes to nutrition care plan.

Evaluation: Presentation to group TIME: 15 min with 3 min for Q&A (15%)

Presentation Criteria		Excellent (5)	Very good (2.5)	Development needed (0)
Presentation Style	Voice	Use of fluid speech (max 5 verbal fillers {VF}) and elocution; uses vocal variety; voice volume is appropriate for setting	Elocution and fluid speech faltered at times (>5 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
	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 reading of screen	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
Organization of Presentation		Start and ends on time; A/V managed smoothly; smooth transitions b/w speakers and activities; arranges physical space to support audience engagement; provided more than lecture and quiz questions to engage audience; professional response and approach to questions from audience	Start and end times missed by < 2mins; Some challenges with A/V managed well; transitions b/w speakers and activities were relatively smooth, not very distracting; physical space did not support audience engagement; only lecture and quiz used; professional response and approach to questions from audience needs refinement	Start and end times were off by > 2min; poor A/V management; transitions distracted from learning; physical space did not support audience engagement; only lecture used; audience questions not responded to
Content		Clear outline of normal physiology or patho-physiology of condition; diet parameters and rationale for use (cite evidence); identify common medications, supplements, suggested eating patterns (rationale for it), provide nutrition care plan that is relevant to client's lifestyle. Appropriate use of medical and dietetic terminology; no use of colloquial language; Free of spelling, punctuation, grammatical and referencing errors	Most key points for physiology or patho-physiology of condition, diet parameters, medications, supplements and eating patterns are noted; sample nutrition care plan does not fully align with client's lifestyle. Some errors in terminology use; some mechanics errors including referencing; colloquial language used	Several points re physiology or patho-physiology of condition, diet parameters, medications, supplements and eating patterns are not noted; no nutrition care plan provided. Several errors in terminology, mechanics and referencing as well as colloquial language
Individual Reflections and Questions		Excellent (10)	Very good (5)	Development needed (1)
Format: max 3 pages 1.5 spacing 11 pt font References: APA format		Critical reflections on what living on diet is like, at least 2 reasons for adherence or non-adherence to diet * For this disease/situation how would you show your value as an RD to your team? i.e. key teaching for MD, RN?;	Basic (analytical) reflections on what implementing diet is like, one reason for adherence or non- adherence to diet by each student; * Gave some insights to RD value to team on situation/ disease;	Low level (descriptive) reflection of implementation of diet; no reasons for adherence/ non- adherence provided; *Did not show value of RD to health care team;
25 points				

Nutrition Business Concept - Value: 10% of final grade

Objective:

Assignment Objective	University Learning Outcomes	PDEP Performance Indicators
Conceive a unique nutrition related product or service with two other colleagues that helps to solve a nutrition issue/problem.	Identifies issues and creates a plan to manage the problem.	Seek new knowledge that may support or enhance practice activities related to a business start-up.
Research your product or service and provide literature and practice- based support for it.	Critically evaluates research and scholarship in the subject. Develops and supports a sustained written argument or shows originality in knowledge application.	Demonstrate knowledge of practice-setting-related terminology. Use appropriate terminology.
Pitch the nutrition related business concept to your classmates for feedback during class; 10-15 minutes, or as needed. Use feedback to help develop concept report and for the next business project phase. Pitches are not graded.	Demonstrates oral communication skills that are organized and presented in a creative and interesting manner. The student speaks clearly and accurately.	Speak clearly and concisely, in a manner responsive to the needs of the listener(s). Use appropriate tone of voice and body language.

Procedures:

1. Select two peers to develop a nutrition business concept with
2. Research and prepare a business concept proposal (see outline above for content and rubric below for further detail)
3. Based on the concept proposal, identify one or two nutrition issues that this new business should address.
4. Submit **Business concept slide deck by Friday at 11:59PM to group Dropbox**

Helpful Business information:

Provincial: <https://www.ontario.ca/page/small-business-advice-support-services-regulations>

Federal: <http://www.servicecanada.gc.ca/eng/lifeevents/business.shtml>

Specific PDEP Performance Indicators:

Communication and Collaboration

2.01. Select appropriate communication approaches.

2.01.2 Use appropriate communication technique(s).

2.01.3 Demonstrate knowledge of practice-setting-related terminology.

2.01.4 Use appropriate terminology.

Management

5.01. Assess strengths and needs of programs and services related to dietetics.

5.01.1 Utilize strategic and operational planning principles to analyze goals, objectives and activities of programs or services related to dietetics.

5.01.2 Identify relevant assessment information.

5.01.6 Obtain and interpret nutritional, cultural, physical and other demographic client information.

5.01.8 Obtain and interpret human resource information

5.01.9 Obtain and interpret technical / equipment information.

5.01.10 Analyze or integrate information to develop goals and objectives for food and nutrition services and programs.

Business Concept Presentation Rubric (15%)

Presentation Content		Excellent (5)	Good (3)	Needs Improvement (1)
Organization Information <ul style="list-style-type: none"> • Organization name • Objective or purpose of organization • Mission and vision of organization • Logo, tagline or slogan 		All elements are clearly explained/presented; fundamental approach to doing business (mission & vision) is echoed in all elements of proposal	Some elements are not explained/presented; some elements do not align with mission and vision	Several elements are not presented; alignment with mission and vision is unclear
Organization Concept <ul style="list-style-type: none"> • Nutrition issues to address • Service/products to be offered • Features of services/product • Target market for services/product and why this segment • Feedback from peers from pitch session 		Product/service is clearly discussed including how it will be competitive; target market is well defined; Clear critical discussion of peer feedback (pros and cons) related to business concept Identify changes to concept from feedback, if any	Basic information on product/service presented; competitive nature of product/ service is not well articulated; details on target market description are missing; Limited discussion of feedback in relation to business concept and changes if any	Product/service information is partly discussed; competitive edge is not addressed; target market information is too basic to be effective No discussion of peer feedback or changes to business concept, if any
Presentation Style	Voice	Use of fluid speech (max 5 verbal fillers {VF}) and elocution; uses vocal variety; voice volume is appropriate for setting	Elocution and fluid speech faltered at times (>5 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 supported by diaphragm
	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 reading of screen	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
15 points				

Business Concept for Practicum II & III

The following business concept information is from Practicum II and III and is only here so you can review requirements for the next two semesters as you work on the initial concept and pitch for this Practicum I course:

Practicum II 6720

Nutrition Business Target Market and Operational Plan

For Practicum I assignment you will continue to develop the elements of your nutrition business plan. In the 2nd term you will conduct more in depth research of your target market, assess how to market your nutrition related service or product to this target as well as describe how your business will operate.

Target Market Information	Marketing Plan	Operational Plan
<p>Identify your target market's demographical profile (age, gender, location, income level or education), market size and future growth</p> <p>Do you have more than one customer segment? Data and analysis of the interests and preferences of your target market and any customer segments</p> <p>Do the features of the product or service align with your target groups' demographic and preference data?</p>	<p>Based on target market information provide a description of:</p> <ul style="list-style-type: none"> • Pricing, • Promotion, • Advertising, • Distribution, • Media usage and Web/social media presence. <ul style="list-style-type: none"> • Does the above information align with your target markets? • What are your marketing objectives? • How will you measure your marketing plan's level of success (Your milestones)? 	<p>What is the legal structure of your business?</p> <p>Using your business concept information, target market and marketing plan identify your business needs relating to human resources, facilities, technology infrastructure.</p> <p>Describe your business's plan for logistics and supply chain management.</p>

Formatting: Arial 11 font, five pages max (not including cover page), 1.5 spacing, PDF

Practicum III 6730

Nutrition Communication Business Proposal

Nutrition Business Financial Plan and Readiness Review

For this assignment you will continue to develop the elements of your nutrition business plan. In this 3rd term you will conduct more in depth research and planning for the financial health and growth of your proposed business. Using the target market information and operational plan information you gathered last term, build a financial plan for your business

In your financial plan include the following:

Start-up costs:

- Outline the capital needed to start the business and to expand it for the next few years.
- How will the capital be used?
- How much will each member invest in the business? How much will come from loans?
What will be used as collateral for any loans?

How will your business make money?

- Research how much it will cost to run your business on a monthly basis. Consider your planned overhead costs, professional services you will outsource, salary, phone, website,

raw materials costs, marketing costs, loan + interest payment (if appropriate), taxes , etc .
Present a draft budget.

- How much revenue can your business make in one month? Use the target market information generated last term.
- What will your break event point be? At what point in your business lifecycle will you reach breakeven? When do you predict you will make a profit?

Formatting: Arial 11 font, five pages max (not including cover page), 1.5 spacing, PDF

Readiness Review

Find and contact two (if you can three) business experts. One expert must have experience with business financing. Once you have selected your experts, ask them to review your fully developed business proposal and interview them to gather feedback on how to make your business idea viable and successful. Prepare a readiness review section to append to the financial plan which includes the following elements:

- A. The experts (name, background, contact info, why selected to review proposal)
 - B. Summary of feedback from each expert
 - C. SWOT analysis of feedback on your nutrition related business
 - D. Next steps: Can this business proposal move forward? If not, what needs to be done to move forward?
- Formatting: Arial 11 font, five pages max (not including cover page), 1.5 spacing, PDF

Individual reflections on entrepreneurial process

As the year-long assignment comes to a close, share your insights on this experience of starting your own business. Please share the following:

- A. Three personal lessons/ insights from engaging in this process.
- B. What PDEP competencies did you demonstrate or realized you need to gain from engaging in this process?
- C. Would you launch a nutrition business?
- D. How could this assignment be changed to make it better for future MAN cohorts?

Formatting: Arial 11 font, five pages max (not including cover page), 1.5 spacing, PDF

Dragon's Den Presentation

For this part of the nutrition business assignment you will create and give a persuasive presentation to four Dragons. You will have **10 minutes** to convince the Dragons to invest in your nutrition business. Here is a link to PDF document that outlines some sample slides for a Dragon's Den type of presentation.

<https://www.b2match.eu/ceoday2012/system/files/Pitching-Template-Dragons-Den-CEO-Day-2012-final.ppt.pdf>

Practicum Report and Presentation – Value 20% of Final Grade

Practicum Report - Value 15% of final grade

Objective:

Assignment Objective	University Learning Outcomes	PDEP Performance Indicators
Reflect on the successes and challenges of participating in a practicum. Think about your own experiences and that of peers. Generate three key lessons from this reflection.	Relies on experience perceived as similar and related to one's own interests to aid in the learning process. Writes a clear message with good vocabulary and little grammatical, spelling or functional errors.	Reflect upon and articulate individual level of professional knowledge and skills. Recognize situations which are beyond personal capacity.
Utilize theories of experiential learning to frame your experiences and to engage in critical reflection.	Extracts and integrates information and perspectives from a variety of disciplines. Develops and supports a sustained written argument or shows originality in knowledge application.	Assess effectiveness of practice activities. Seek new knowledge that may support or enhance practice activities.
Generate SMART learning objectives for the winter term based on the lessons identified from the fall practicum.	Shows a creative mind that is also able to look at long-term goals. Considers change in an innovative way.	Self-assess to identify learning needs. Develop and pursue a learning plan. Propose modifications to increase the effectiveness of practice activities.
Create a visual map that represents your personal journey through the stages of internship and present it to peers.	Determines the nature and extent of the visual materials needed. Finds, accesses and uses needed images and visual media effectively. Demonstrates oral communication skills that are organized and presented in a creative and interesting manner.	Speak clearly and concisely, in a manner responsive to the needs of the listener(s). Use appropriate tone of voice and body language. Recognize and respond appropriately to non-verbal communication.

Procedures:

1. Thinking about a key success or challenge from your placement answer the following questions to start your reflective process:
 - 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 (i.e. what lesson did you learn from this success or challenge)?

2. Review your reflective journal entries done over the term and your answers to the question above. From this review, identify/generate your top 2 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 two (2) lessons or concepts? Think about personal or professional development, future practice or competencies? Use the literature to support your answer.
 - How do you see your top three lessons or concepts in the framework of experiential learning? Use the Kolb experiential learning model or the development stage model to frame your response.
3. Use the SMART objective format to write three (3) learning objectives for your next placement based on achieving specific competencies. Outline a learning plan that will support the achievement your objectives.
 4. Formatting guidelines
 - a. Introduction, lessons with frameworks and literature support, SMART objectives, conclusion.
 - b. Max 8 pages excluding cover page, references and appendices, if applicable; 1.5 spacing, 11 point Arial; 2.0 cm L & R margins; 2.0 cm top and bottom margins
 - c. Include the evaluation rubric at the end of your report
 5. 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 minutes for the presentation; 2 minutes for Q & A

Specific Performance Indicators for Practicum Report & Presentation

Professional Practice

1.05. Address professional development needs.

- 1.05.1 Self-assess to identify learning needs.
- 1.05.2 Develop and pursue a learning plan.
- 1.05.3 Integrate learning into practice.

Communication

2.02. Use effective written communication skills.

- 2.02.1 Edit written material for style, spelling and grammar.
- 2.02.2 Write clearly and concisely, in a manner responsive to the needs of the reader(s).
- 2.02.3 Write in an organized and logical fashion.
- 2.02.4 Provide accurate and relevant information in written material.
- 2.02.5 Ensure that written material facilitates communication.

2.03. Use effective oral communication skills

- 2.03.1 Speak clearly and concisely, in a manner responsive to the needs of the listener(s).
- 2.03.2 Use appropriate tone of voice and body language.

Evaluation Rubrics: Practicum Report for Practicum in AHN I FRAN*6710 (85%)

	Marking Rubrics Description Practicum Report		
	Excellent (3)	Very Good (1.5)	Needs Development (0)
Top two (2) lessons with elaboration	Clearly describes why top 2 lessons/concepts were chosen in light of practicum experiences and 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 or experiences 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 2 lessons or concepts are framed using different models / theories as outlined ; 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 (3)	Very Good (1.5)	Needs Development (0)
Objectives for winter term	Presented in a SMART format with use of a measurable verb; rationale for objective is clear and includes a learning plan that aligns with objective	One element of SMART format missing; verb selected is not measurable or does not align with rationale; alignment between objective and learning plan not clear	Several elements of SMART format missing; verb selected is not measurable; objectives do not align with learning plan
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
15 points			

Evaluation Rubrics: Presentation to group (5%) [<http://www.pechakucha.org>]

Presentation Criteria	Excellent (2.5)	Very good (1)	Development needed (0)
Eye Contact	Holds attention of whole audience with the use of eye contact (no note reading / screen)	Consistent use of direct eye contact along with regular reading screen	Minimal eye contact with audience and heavy level of reading screen
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 {VF}) 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
Organization	Clear and engaging introduction with agenda; use of sign posts throughout presentation for logical presentation of information; clear conclusion; on time	Clear introduction, lacked agenda or a technique to engage audience ; logical presentation of information, additional sign posts needed; clear conclusion; 20sec over time	Presentation lacked a clear introduction; information not presented in a logical fashion; presentation just ended without clear signs that it was ending; 21 sec or > over time
10 points			