



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

**Practicum in Applied Human Nutrition II (FRAN\*6720) Winter 2017**

**Instructor/Practicum Coordinator:** Alexia Prescod

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**Classes Monday 11:30-2:20 pm MINS 101**

**Office Hours:** by appointment

**Courselink:** Course readings, material, discussions and grades will be posted on Courselink. All pdfed assignments can be submitted electronically using Dropbox on Courselink Courselink can be accessed from: <https://courselink.uoguelph.ca/shared/login/login.html>

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**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 2017, the placement starts the week of January 9 and continues through the week of April 7. The University winter break is from **February 20-24. 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-REQUISTE:**

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 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 (CDO) and Dietitians of Canada (DC) 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 CDO. 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
6. It is the student's responsible to ensure ALL Placement Forms are complete appropriately & submitted by the deadlines.
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 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 (i.e. weekly), mid and final evaluation of competencies.
6. To inform Program Coordinator of student's progress at the mid point of the placement and to have a final evaluation meeting with the student. Following the meeting, submit a final grade and overall competency assessment 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 (i.e. Affiliation Agreement; Immunizations) and training (i.e. 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 PDEP competencies and assignment of final grade for the practicum. The final version of the record of dietetic practice will also be reviewed.

## **COURSE EVALUATION:**

### **A. Jurisprudence Jeopardy 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 15%**

- *Individual Presentations - 5%*
- *Report -10%*

### **E. Nutrition business proposal: target market and operational planning report 5%**

### **F. Completion of the Practicum Plan 50%**

## **RESOURCES: REQUIRED**

### **Text:**

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

### **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](http://www.rqhealth.ca/programs/nut_food/nut_food.shtml))

PEN: Practiced-based Evidence in Nutrition®. Available through the library using your central login.

- 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](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.”

*Optional:*

- Winnipeg Regional Health Authority ([http://www.hsc.mb.ca/nfs/clinical\\_nutrition.htm](http://www.hsc.mb.ca/nfs/clinical_nutrition.htm)),
- Sunnybrook Health Sciences (<http://www.sunnybrook.ca/content/?page=clinicalNutritionWelcome>)

**COURSE POLICIES:**

**Academic Integrity:**

Detailed information about the regulations governing academic misconduct is in the Graduate Calendar at: [https://www.uoguelph.ca/registrar/calendars/graduate/2015-2016/genreg/sec\\_d0e2391.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/2015-2016/genreg/sec_d0e2391.shtml)

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

**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 of the due date. Assignments can be submitted electronically the Dropbox in Courselink. The file naming convention is as follows: Student Name\_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 Courselink 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 MAN 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 – FRAN\*6720 Course Syllabus *Tentative***

Seminars 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 Courselink as soon as possible if such changes become necessary.

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

Wk	Date	Topic	Student Activities
1	Jan 9	Chat with Janis Randall Simpson Review of outline Papering for clinical teaching Clinical teaching topics (select topics)  General competency review check-in	All Monash University. Practical Guide for Clinical Educators. 2013 <a href="http://med.monash.edu.au/radiography/docs/practical-guide-for-clinical-educators.pdf">http://med.monash.edu.au/radiography/docs/practical-guide-for-clinical-educators.pdf</a>  Designing Effective Webinars <a href="http://www.adesinamedia.com/webinars/getting-started/">http://www.adesinamedia.com/webinars/getting-started/</a>
2	Jan 16	Introduction to simulated patient (SP) activities  Competency review: individual meetings as needed.	All Braastad J. Motivational Interview techniques in SMART Recovery  <a href="http://www.smartrecovery.org/resources/UsingMIinSR.pdf">http://www.smartrecovery.org/resources/UsingMIinSR.pdf</a>  Motivational interviewing Basics  <a href="http://www.monarchsystem.com/wp-content/uploads/2012/06/Motivational-Interviewing-Basics.pdf">http://www.monarchsystem.com/wp-content/uploads/2012/06/Motivational-Interviewing-Basics.pdf</a>
3	Jan 23	SP cases Cancer, DMII and GERD	All
4	Jan 30	Share Placement orientation information - Agency & Activity Overview – Informal presentation/discussion (no PowerPoint). max 5 mins each: describe location and what you are excited about	Student Declaration of Understanding and Due Diligence for WSIB letters & signed Placement Orientation Checklist and Contact Information forms
5	Feb 6	SP cases IBS, NASH/ fatty liver and hypertension	All

6	Feb 13	SP cases metabolic syndrome, chronic pancreatitis and vegan diet	All <a href="#">1st Reflective Journal due Friday Feb 17 at 11:59 pm to Dropbox in Courselink</a>
7	Feb 20	<b>Reading Week – No class..... ...but need volunteers to answer questions from MAN applicants post interviews on Feb 17,16 &amp; 17</b>	CDO reflective game due?
8	Feb 27	Clinical teaching	All
9	Mar 6	Clinical teaching	All
10	Mar 13	Clinical teaching	All
11	Mar 20	No class for FRAN*6720; with Dr. Randall Simpson for FRAN*6750	2nd Reflective Journals due Friday March 24 <sup>th</sup> at <a href="#">11:59</a> pm
12	Mar 27	Nutrition business proposal: target market presentation	All teams
13	April 3	Final Report –15 presentations– max 6 mins each with 2 min Qs Pot luck Lunch?	Written Practicum Reports due Friday April 7th by <a href="#">11:59</a> pm to Dropbox in Courselink



## Department of Family Relations and Applied Nutrition

### Masters of Applied Nutrition Program

#### Assignments

### Reflective assignment on CDO Jurisprudence seminar

Following the seminar with Carole Chatalalsingh (Policy Analyst CDO) develop and format questions in a “Jeopardy” format to educate future MAN cohorts on legal/ legislative requirements of a practicing RD in Ontario. The question requirements are listed below:

1. Create at least 27 questions for the 2016-17 version of the “game”
2. One category needs challenge players to identify provincial acts that impact dietetic practice in Ontario.
3. Among the questions, one must be visual in nature and another should be a video question
4. The questions need to be formatted in a “Jeopardy” game format in PowerPoint using the template in the shared Dropbox on-line.

#### **Assessment (5% of final grade)**

**If completed on time and meets the above requirements, 5 points towards the final grade will be awarded.**

### Personal Counselling Style Statement and Reflection

A professional’s 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.

For this assignment you will utilize personal notes as well as feedback from peers and simulated clients to critically reflect on your personal counselling style. Based on this information, compose a statement that describes your personal counselling style to date. Next provide a short description to support your statement. Based on your experiences with and feedback from the simulated clients you worked with, analyze the strengths and weakness of your counselling skills. Finally, identify a plan to further the development of your counselling skills that aligns with one strength and one area for improvement you have identified.

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

Personal Counselling Style Statement and Reflection :Evaluation 20 points

Criteria	Excellent ( 3-2.5)	Very good (2-1.5)	Needs Development (1-0)
Level of Reflection (6)	Thoughtful discussion of application of theory to experiences; Reflects on information from multiple sources	Good discussion of application of theory and experiences; Reflection integrates a few sources of feedback	Discussion indicates poor understanding and application of theory and experiences; Little reference to sources of feedback
	Statement and description indicate an in-depth understanding of interplay of skills, experiences and counselling scenario	Statement and description indicate a good basic understanding of interplay of skills, experiences and counselling scenario	Statement and description indicate a poor understanding of interplay of skills, experiences and counselling scenario
Analysis of skills and plan for development (6)	Clear presentation of both a strength and an area for improvement with a contextual scenario for support	Clear presentation of both a strength and an area for improvement; contextual scenario for support not presented	Missing either a strength and an area for improvement; contextual scenario for support not presented
	Development plan aligns with analysis, is specific and achievable	Development plan does not fully align with analysis, specificity and achievability are unclear	Development plan does not align with analysis, plan lacks specificity and achievability
	Excellent (2-1.5)	Very good (1-0.5)	Needs Development (0.25-0)
Organization and content (4)	Structure is evident (intro, transitions, subtitles, conclusion) and enhances communication of ideas; Uses transitions, an effective introduction and clear conclusion	Some structural elements are used effectively; Overall structure is not clear ; More effective use of transitions is needed along with stronger introduction and concluding statements	Lack of clear structure reader must infer structure; Lack of transitions between main and sub points; Introduction and conclusions are not effective
	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 development and support of main ideas
Mechanics& Citations (4)	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 a group of three to plan and deliver an educational 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 40 minute workshop that includes a Q&A 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	Relatively clear presentation of essential content elements; additional use of	Presentation of essential content elements was not clear and impacted achievement of learning

	medications, diet parameters & rationale, impact on client and practice guidelines with reference to the literature	literature needed to support content elements	objectives; literature support was lacking
15 points			

Written elements	Excellent 10	Very good 5	Development needed 0
Education Plan 2 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 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			

## Nutrition Business Target Market and Operational Plan-Value: 10% of final grade

For this assignment you will continue to develop the elements of your nutrition business plan. This 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 will your business operate.

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

	level of success (Your milestones)?	
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Layout: Max 5 pages, font size 11

### Evaluation of Target Market and Operational Plan

	Excellent	Good	Needs Improvement
3	All elements are clearly explained/presented; market research data supports business plans and strategies presented	Some elements are not explained/ presented; some elements do not have adequate market research support	Several elements are not presented; lack of market research data for plans
7	Target market information is clearly discussed and well detailed; marketing plan is detailed and in alignment with target market data; detail of operational plan clearly illustrates how business will operated to fulfil target market's needs	Basic information presented on target market, marketing and operational plans and; additional details needed fully illustrate how target market, marketing and operational plans would intermesh into functional business	Target market, marketing plan and operational plan information is too basic to illustrate how a functional business could be created.

## Practicum Report & Presentation

### Objective:

These assignments summarizes your placements, projects/tasks and reflections on the successes and challenges you experienced in completing the activity plans and discusses 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 2 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. It is preferred that you use two frames that you have not used before. 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 8 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 10, 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 8 journal articles; no course notes
- **Note:** appropriately reference all sources of information used to support your thoughts and reflections (including personal communications). Failure to do so will necessitate a discussion with the Departmental Chair on the nature of the infraction and could lead to further academic consequences

**Practicum Report (30 Points)**

Total Marks	Marking Rubrics Description Practicum Report 30 marks		
	Excellent (6)	Very Good (3)	Needs Development (0)
<b>Top two lessons with elaboration</b>	Clearly describes why top two 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 perceptive; implication for practice is clear and applicable	Rationale for choice is unclear; unsupported statements and insights; implication for practice is not present
	The two lessons or concepts are framed using two 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
<b>Evaluation of objectives from December</b>	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
<b>Objectives for final term</b>	Presented in a SMART format with use of a measureable 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

<b>Paper Mechanics</b>	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
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### Practicum Presentation

For this presentation create an infographic, that represents the number one lesson, concept or key skill learned from participating in the placement and one learning objective for your next placement. Be sure to include the theories or models to frame your work. Use A/V aids to support your presentation.

- Formal Presentation using PowerPoint or other infographic software
- Maximum 6 –minutes for presentation; 2 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	Very good	Development needed
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Infographic (5 points)	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 lesson with framework (2.5 points)	Lesson is framed with a theory or model and alignment between the lesson is explicit	Lesson is framed and alignment is implied	Lesson is not framed and alignment is oblique
Final term objective (2.5 points)	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.tommiemedia.com/diversions/5-lessons-learned-from-superheroes/>

## Performance Indicators Addressed

### **Reflective assignment on CDO Jurisprudence seminar**

#### **1.01. Comply with federal and provincial / territorial requirements relevant to dietetic practice.**

1.01e Identify federal and provincial / territorial requirements relevant to practice setting.

#### **1.02. Comply with regulatory requirements relevant to dietetic practice.**

1.02e Identify regulatory requirements relevant to practice setting.

### **Personal Counselling Style Statement and Reflection**

#### **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

#### **2.04. Use effective interpersonal skills.**

2.04j Apply counselling principles.  
Seek, respond to and provide feedback.

### **Clinical Teaching Session**

#### **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.

#### **2.02. 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.

2.02f Provide accurate and relevant information in written material.

2.02g 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.

2.05e Select and implement appropriate educational strategies.

2.05g Select learning resources.

2.05i Develop learning resources.

2.05k Establish and assess learning outcomes.

2.05m Deliver group educational sessions.

### **Practicum Report & Presentation**

#### **1.05. Address professional development needs.**

1.05b Self-assess to identify learning needs.

1.05c Develop and pursue a learning plan.

Integrate learning into practice.

#### **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).

Write in an organized and logical fashion.

2.02f Provide accurate and relevant information in written material.

2.02g Ensure that written material facilitates communication

#### **2.03. Use effective oral communication skills**

2.03b Speak clearly and concisely, in a manner responsive to the needs of the listener(s).

2.03d Use appropriate tone of voice and body language.

### **Nutrition Business Target Market and Operational Plan**

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

5.01b Utilize strategic and operational planning principles to analyze goals, objectives and activities of programs or services related to dietetics.

5.01d Identify relevant assessment information.

5.01l Obtain and interpret nutritional, cultural, physical and other demographic client information.

5.01p Obtain and interpret human resource information

5.01r Obtain and interpret technical / equipment information. Analyze or integrate information to develop goals and objectives for food and nutrition services and program

