



Department of Family Relations and Applied Nutrition

Masters of Applied Nutrition Program

Course Outline (*DRAFT*)

Practicum in Applied Human Nutrition III (FRAN*6730) Summer 2018

Instructor/Practicum Coordinator: Amy Skeoch

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Classes: May 14, June 21 and as needed

Office Hours: by appointment

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

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). Alternatively, in the summer semester the practicum can be completed as 5 days per week for 8 weeks, according to the feasibility and preferences of the student and the organization. For summer term, the placement can start as early as late April and continues through August. The actual schedule for the placement can be negotiated with the student, the placement preceptor and the placement coordinator.

PRE-REQUISITE:

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

Registration for this course indicates the student's consent to the release of personal and academic information to the host organization for the purposes of placement.

COURSE FORMAT:

The course will include at least two in person meetings and individual discussions via Skype or phone. Evaluations will be based largely on presentations and assignments.

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

- ❖ Develop basic entrepreneurial skills by
 - Preparing a financial plan for the nutrition related business proposal started in the fall term
 - Presenting the nutrition business proposal to a panel of business experts
 - Reflect on the challenges and opportunities of a nutrition business.

- ❖ Apply critical reflection methods to program experiences to generate end products for career development
 - Use literature from various disciplines to support recommendations for future professional advancement.
 - Compose a dietetic practice statement/philosophy based on reflections and lessons learned throughout the MAN program.
 - Write biographical profile to support the marketing of professional skills

COURSE EVALUATION:

- A. Nutrition business proposal 35%**
 - Dragon's Den presentation: 20%**
 - Financial plan and Readiness review 10% (group)**
 - Reflections on entrepreneurial process 5% (individual)**

- B. Practice Philosophy, biography and career objectives 15%**
 - **Individual report**

- C. Completion of the Practicum Plan 50%**
 - From placement preceptor*

RESOURCES: REQUIRED

Text:

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

Workbook:

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

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

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

- Regina Qu'Appelle Health Region (http://www.rqhealth.ca/programs/nut_food/nut_food.shtml)

- Optional:*
 - o Winnipeg Regional Health Authority (http://www.hsc.mb.ca/nfs/clinical_nutrition.htm),

 - o Sunnybrook Health Sciences (<http://www.sunnybrook.ca/content/?page=clinicalNutritionWelcome>)

Courselink

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

Department of Family Relations and Applied Nutrition

Masters of Applied Nutrition Program

**FRAN*6730 Practicum in Applied Human Nutrition III
Summer - Course Syllabus *Tentative***

In class seminars for the Summer 2018 are scheduled for May 14th and June 21st. Otherwise course activities done via D2L.

Event	Date	Topic	Student Activities
1	May 14 Class Meeting	<input type="checkbox"/> Resume and Job search skills <input type="checkbox"/> What a recruiter wants <input type="checkbox"/> Role of the in store RD at Loblaw <input type="checkbox"/> Branding Yourself <input type="checkbox"/> CDE Exam <input type="checkbox"/> Creating a “pitch for business”	Room: Community kitchen Loblaw Imperial Rd Time: 9 am -1pm MACS 331 Time: 1:30pm -5pm (guest speakers)
2	On or before May 25	<input type="checkbox"/> Orientation check list/ WSIB letter -Posted to courselink dropbox	Due: Reflective Journal due Friday at 11:59 pm
3	On or before June 4 th	Individual meetings to review competency development (in person, teleconference or via Skype®)	All
4	June 21 Time:9-4pm 10 Carden St	<ul style="list-style-type: none"> • Dragon’s Den presentations of nutrition business proposals (am) • Celebration of Completion 	All Preceptor Thank you list due to Shauna Porter < frangs@uoguelph.ca >
5	June 20		All Reflective Journal due Friday at 11:59 pm
6	July 27th	Practice Philosophy, biography and career objectives due by 11:59 pm	All

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

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

Nutrition Communication Business Proposal

Value: 35 % of Final Grade

Nutrition Business Financial Plan & Dragon's Den Presentation

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

Financial plan report (10%)

In your financial plan include the following:

Startup 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? What is your ask from the Dragons?

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 even 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

Dragon's Den Presentation (20%)

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>

The Dragons will assess your presentation using the following rubric:

Dragons' Den Presentation

Level 0	Section or criteria is sub-standard or not present at all.
Level 1	Fails to meet standard expectation of the business plan component, with only a weak grasp being demonstrated. There are many mistakes and omissions, and minimal effort was shown.
Level 2	Approaching the standard expectation of the component, but is still missing some major elements. Several mistakes and omissions are evident. Variable levels of effort was shown
Level 3	Meets the standard expectations of the component, and most/all of the criteria are present, and only a few mistakes. Consistent level of effort was shown
Level 4	Exceeds the standard expectation for the component by adding more detail, content, flair, and originality to the end product. Extremely consistent quality throughout, with no/very few errors of omissions.

- | | | | | | |
|--|----------|----------|----------|----------|----------|
| 1. Business Introduction | 0 | 1 | 2 | 3 | 4 |
| a. Describes business and provides adequate content, detail and context to promote understanding in an interesting and informative fashion | | | | | |
| b. Outlines business objectives and goals clearly and concisely | | | | | |
| c. Single page hand-out for Dragons that profiles business | | | | | |
| 2. Market Analysis & Marketing Plan | 0 | 1 | 2 | 3 | 4 |
| a. Identifies target market by a variety of demographic characteristics | | | | | |
| b. Discusses the following: | | | | | |
| i. Pricing strategy | | | | | |
| ii. What need/want do they solve? | | | | | |
| iii. How will they get their product/service to their customers? | | | | | |
| iv. How will they gain customers? | | | | | |
| c. Discusses company SWOT and includes SWOT on single page hand-out | | | | | |
| 3. Management and Operations | 0 | 1 | 2 | 3 | 4 |
| a. Day to Day Operations of the Business | | | | | |
| b. Pertinent government and legal considerations are identified and explained | | | | | |
| c. Location of business is logical and supported by research | | | | | |
| 4. Financial Analysis | 0 | 1 | 2 | 3 | 4 |
| a. Thorough understanding of “numbers” and financial data is evident | | | | | |
| b. Start up costs and sources for capital are clearly presented | | | | | |
| c. Presents how the business will make money (the revenue streams and breakeven point) | | | | | |
| 5. Overall Presentation | 0 | 1 | 2 | 3 | 4 |
| a. Good use of visual aids, props, support material | | | | | |
| b. Comfortable and clear speaking manner (i.e. tone, volume, pacing, professional language minimal verbal fillers - “um’s, like’s, ah’s”) | | | | | |
| c. Knowledgeable with material, and well organized | | | | | |
| d. Creativity, motivation and flair is evident | | | | | |
| e. Is there “WOW FACTOR”? | | | | | |

Total

/20

Individual reflections on entrepreneurial process (5%)

As this year long assignment comes to a close, I would very much like to gain insights into your thoughts on exploring starting a business.

- A. Can your business proposal move forward? If not, what needs to be done to move forward?
- B. Would you launch your proposed nutrition business in the next five years? Why or why not?
- C. List three personal lessons/ insights you gained from engaging in this process
- D. What skills did you demonstrate and/or realized you need to gain from engaging in this process?
- E. How could this assignment be changed to make it better for future MAN cohorts?

Formatting: Arial 11 font, five pages max, 1.5 spacing

Evaluation: Nutrition Communication Business

Business Proposal Content (10)	Excellent 10	Good 5	Needs Improvement 2.5
	All financial elements are clearly explained or presented; evidence of in-depth research on costs of doing business is clear (ie how did you find your financial data?)	Some financial elements are not explained/ presented; the source and rigor of some financial data is not clear	Several elements are not presented; the source of financial data is not presented and level of rigor is poor.
Dragon's Den (20) presentation evaluation	Excellent 100-80	Good 79-65	Needs Improvement 64-0
	Exceeds the standard expectation for the component by adding more detail, content, flair, and originality to the end product. Extremely consistent quality throughout, with no/very few errors of omissions.	Approaching the standard expectation of the component, but is still missing some major elements. Several mistakes and omissions are evident. Variable levels of effort was shown	Fails to meet standard expectation of the business plan component, with only a weak grasp being demonstrated. There are many mistakes and omissions, and minimal effort was shown. Section or criteria is sub-standard or not present at all.
Entrepreneurial Experiences (5)	Excellent 5	Good 2.5	Needs Improvement 1
Reflections: Practice and business	All five questions of survey are answered with a brief statement of support for each answer (ie. Two sentences)	All five questions are answered. Three answers have one sentence for support.	Less than five questions answered. No additional support provided.

Statement of Professional Practice and Career Objectives

15% of Final Grade

Objectives:

1. Craft a statement of professional practice that is informed by your experiences in the MAN program.
2. Generate two SMART career objectives that will support you when submitting your first self-directed learning tool to the College of Dietitians of Ontario (CDO) in the near future.
3. Create a professional LinkedIn profile or update your profile for your impending job search.
4. Provide a short personal biography with at least 2 personal photos and your LinkedIn link for the future MAN profile book.

Procedure:

- 1) Reflecting back on all the lessons, concepts and approaches to dietetic practice that you have encountered throughout the MAN program, how will they shape your future practice as a dietetic professional? Consolidate your reflections into a statement of professional practice. With the support of the literature and your experiences, explain why your statement resonates with you as a young professional.
- 2) Develop two SMART career objectives and with plans for achieving these objectives. Be sure to include what resources, evaluation methods etc you will use to meet your career objective. Please keep in mind the seminar presented by CDO about the self-directed learning tool. Take this opportunity to practice creating a SMART objective and a learning plan that could be used for the CDO self-directed learning tool.

Formatting guidelines:

- Maximum 3 pages excluding references & appendices, if applicable
- 1.5 spacing and 11 point Arial font,

Referencing Guidelines:

- APA referencing -Max 1 textbooks; max 1 websites; min 5 journal articles.
- Note:** appropriately reference all sources of information used to support your thoughts and reflections (including personal communications).

- 3) Following the instructions on the LinkedIn website to create a profile then build your profile including the elements and activities listed below. If you already have a profile, update it to include the elements listed below.
 - a. Create and complete your LinkedIn profile with at least 50% completeness. Be sure to include:
 - i. A professional head shot
 - ii. A well crafted headline and summary. Peer review and editing is highly recommended.
 - iii. All educational information
 - iv. Placement locations
 - v. Final project title
 - vi. Nutrition business title
 - vii. Areas of practice interest
 - viii. A personalized public profile URL.
 - b. Search and join three professional 'Groups' with 100+ current members and comment on 3 current discussions within the group (s)
 - c. Start 1 new discussion within each group
 - d. Search and invite three professionals in industries/positions you're interested in to join your network. Inviting your preceptors, peers and profs at U of G would not fulfil this criteria.
 - e. Request three 'Recommendations' from your network connections. You can reach out to include your profs and preceptors for this element.
 - f. Please add me to your network!:-)

Good examples of LinkedIn pages:

<https://www.linkedin.com/in/stephanie-clairmont-a6655b31/>

<https://www.linkedin.com/in/erichilden/>

<https://www.linkedin.com/in/janamcdonald/>

<https://www.linkedin.com/in/emily-richards-52128113/>

<https://www.linkedin.com/in/nazimaqureshi/>

LinkedIn tips:

<https://www.themuse.com/advice/the-31-best-linkedin-profile-tips-for-job-seekers>

<http://blog.udacity.com/2015/02/3-goals-for-your-linkedin-profile-to-achieve.html>

<https://www.pce.uw.edu/news-features/articles/10-tips-for-supercharging-your-linkedin-profile>

<http://mashable.com/2013/08/12/linkedin-college-students/#B21OJUBk1sqM>

http://www.hec.ca/etudiant_actuel/services-offerts/carriere/ressources_pour_vous/linkedin_sample_profile.pdf

4) Create a short personal biography including photo and LinkedIn link for the future MAN profile book.

Please Include:

- a. Your hometown
- b. What lead you down the path of dietetics
- c. What advice you would have for new MAN students
- d. What you enjoyed about the MAN program
- e. What you are looking forward to in your future in dietetics

Be sure to also include *at least two files of personal photos* (at least **3MB for good photo quality**)

Formatting: Arial 11 font, one page max, 1.5 spacing, PDF

Photos: JPEG format

Evaluation: Practice Statement and Career Objectives

Total Marks	
/10	<p>Practice Statement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly written with critical reflection on its meaning as a young professional <input type="checkbox"/> Explanation of statement integrates the literature <input type="checkbox"/> Organization: clear introduction, use of transitions and subtitles <input type="checkbox"/> Paper is legible and easy to read & no excessive use of First Person <input type="checkbox"/> Follows all formatting guidelines <input type="checkbox"/> References cited correctly using APA style <input type="checkbox"/> Free of spelling, punctuation and grammatical errors (including capitalization)
/5	<p>Career SMART objectives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 SMART career objectives presented in appropriate format (one action verb, time line, measurement of success etc) <input type="checkbox"/> 2 detailed plans for achieving these objectives presented including resources and assessment methods (as required by CDO)
/5	<p>LinkedIn Profile and biography:</p> <ul style="list-style-type: none"> • Profile is at least 50% complete • All profile elements are in profile • Screen shots to show all assignment activity on LinkedIn has been done • Biography includes all elements outlined (including photos)
/5	<p>Personal Biography paragraph:</p> <ul style="list-style-type: none"> • Includes all elements • Includes at least 2 photos • Includes LinkedIn link
/25	Total Marks

ROLES AND RESPONSIBILITIES:

The practicum coordinator assigns students to practica. 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 practicum coordinator makes the final decision as to the placement assignment. 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 expected 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 minimum total of 39 days.

 2. Students must meet **regularly** with their preceptor, a minimum of **ONCE PER WEEK** to obtain feedback on performance, discuss progress on activity plans, etc

 3. Students **must** follow the policy and procedures of the Organization, as well as the professional and ethical standards of the College of the Dietitians of Ontario. It is the student's responsibility for obtaining and familiarizing themselves with the Organization's regulations, rules, policies and procedures.

 4. Students must also be aware of the obligation to observe strictly each patient's right to confidentiality and each organization's responsibility to preserve this confidentiality in respect of all information, both written and unwritten, to which the students may have access. In this context, students may have to sign a standard confidentiality agreement (in a form supplied by an organization), the breach of which could result in the termination of the student from the relevant placement.

 5. Develop, in collaboration with the placement preceptor, a practicum plan consisting of activity plans that specify tasks to complete and competencies to be achieved during the practicum

It is the student's responsible to ensure ALL placement forms are complete appropriately submitted by the deadlines.

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

 8. To inform preceptor and/or program coordinator of any concerns, issues *promptly*.

PRECEPTOR:

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

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

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

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

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

6. To inform program coordinator of student's progress at mid and final evaluation and submit final grade and competencies to program coordinator at end of practicum.

PROGRAM COORDINATOR/INSTRUCTOR:

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

□ **Practicum Placements:**

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

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

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

4. Organization/site visits/calls 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

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/2016-2017/genreg/sec_d0e3050.shtml

As part of this course students are expected to read and complete the academic integrity tutorial available at https://www.uoguelph.ca/graduatestudies/current/academics/academic_integrity

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 must be submitted electronically the Dropbox in courselink. The file naming convention is as follows: StudentName_assignment name.pdf. **Files that are not in a PDF format will not be marked and a grade of zero will be posted.**

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 Library.

Electronic Equipment within the Classroom:

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

Withdrawals:

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

Illness/Absence from Placement:

In case of illness, or other reason for being absent from the practicum site, the student is responsible for notifying the placement preceptor as soon as possible on the first day absent, according to organization policy. Student must also notify practicum coordinator via voicemail or email and complete the appropriate MAN program forms. Arrangements for completing tasks will be negotiated by the student with the placement preceptor following return to the organization. If the student is absent for more than 2 days during the practicum, the student must notify the practicum coordinator via phone to discuss the implications of the absence on completion of the practicum. If completion of the practicum is at risk, the practicum coordinator will compile information from the student and the placement preceptor and will negotiate resolution with them about completing necessary activities. Any outstanding issues are taken to the Masters of Applied Nutrition Advisory Committee for resolution. Refer to the Graduate Calendar Academic Regulations, 5, Academic Standings.

Incomplete Activity Plans/Projects/Tasks:

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

Accessibility:

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