

Department of Family Relations and Applied Nutrition

Master of Applied Nutrition Program

Course Outline

Practicum in Applied Human Nutrition I (FRAN*6710) Fall 2019

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Classes Monday 11:20am-2:20 pm; MACS 331

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:

Graduate calendar:

<https://www.uoguelph.ca/registrar/calendars/graduate/current/apdxa/apdxa-fran.shtml>

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 2019, placements generally start the week of September 9th and continue through week of Dec 9th. The placement start and end dates are 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 Master 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 OUTCOMES:

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 LEARNING OUTCOMES:

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

- Demonstrate and document attainment of entry level performance indicators via placement activities.
 - Prepare learning goals for the placement.
 - Interrelate the tasks of the activities from placement to the entry-level performance indicators.
 - Self-appraise level of competency on a modified Benner scale.
- Design nutrition support care plans for various clinical case studies.
 - Demonstrate knowledge of methods for enteral and parenteral feeding regimens
 - Calculate enteral or parenteral feeding requirements
 - Provide evidence-based feedback on the feeding regimes designed by peers based on clinical care guidelines and the nutrition support literature.
- Create a unique nutrition related product or service in teams of four colleagues.
 - Target a product or service for healthcare
 - Generate a business concept, including name, logo, mission and legal structure.
 - Pitch the nutrition related business to your peers for feedback.
- Demonstrate a measurable change in three oral presentation techniques/skills
 - Analyze your current oral presentation style and identify three areas for improvement
 - Research the three areas and what techniques/ tools can be used to improve your style
 - Create a rubric to assess and document changes in the selected areas of improvement
- Apply critical reflection methods to practicum and academic experiences.
 - Journal personal and professional development during placement activities and academic learning.
 - Frame practicum and academic experiences by using the developmental stages of internship model (Sweitzer and King, 2013) and other models.

GENERAL ROLES AND RESPONSIBILITIES:

A. COURSE INSTRUCTOR & PRACTICUM COORDINATOR:

- To guide students in their development of skills in generating and using evidence to advance nutrition and assessment in practice.
- To support students in meeting the challenges and opportunities of various experiential learning environments

B. STUDENT:

- To prepare for, attend seminar 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.
- To prepare for, attend and participate fully in placement activities, projects and professional development opportunities while upholding the reputation of the MAN program and the University of Guelph

A. PRECEPTOR:

- To identify the organization's ability to support a student's learning
- To support the student in identifying projects and activities that allow for the demonstration of PDEP performance indicators
- To supervise placement experiences and provide evaluation of performance

Detailed roles and responsibilities are located at the end of the course outline.

PRACTICUM 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 Course Instructor)	10%
Nutrition Support Clinical webinars and workshop (Marked by Course Instructor)	20%
Practicum podcast (Marked by Course Instructor)	20%
Completion of the Practicum (Determined by the program coordinators, 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).	50%

RESOURCES

Per the listing sent in spring

Additional Resources:

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

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 11:59 pm on the due date. Assignments can be submitted electronically via Dropbox in Courselink. The file naming convention is as follows: **First Name_Last Initial_Assignment name.pdf**

Assignments that do not use the above mentioned naming and formatting convention **will not be marked and will receive a grade of 0.**

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). Assignments 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>.

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

Fall 2019 –Weekly Alignment Table-

Seminars for Fall 2018 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: The following alignment table 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®.

FRAN* 6710 Weekly Alignment Table

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

- 1. Demonstrate and document attainment of entry level performance indicators via placement activities.
- 2. Design nutrition support care plans for various clinical case studies
- 3. Create a unique nutrition related product or service with two other colleagues
- 4. Demonstrate a measurable change in three oral presentation techniques/skills
- 5. Apply critical reflection methods to practicum and academic experiences

Week / Class	Content	Activity	Assessment	Course Learning Outcomes & PI's
Between classes		<p>Readings:</p> <p>Course outline and handbook – write out questions on cue cards</p> <p>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.</p> <p>Colins J. Giving a powerpoint presentation: the art of communicating effectively. Radiographics. 2004 Jul-Aug;24(4):1185-92.</p> <p>Mann LL & Blum I. Entrepreneurship of dietetic program graduates. Can J Diet Pract Res. 2004 Winter;65(4):166-73.</p>		
Week 1: Sept 9	<ul style="list-style-type: none">• Welcome!• Course outline and syllabus and student handbook questions?• Rubric for oral presentation• Nutrition support case - assignment of cases• Business concept – assign groups	<p>Fill the Ask it Basket: Students should have reviewed the course outline and can bring questions about the course outline or from handbook to the basket (5 min)</p> <p>Personal rubric: discussion of articles on presentations and level of competency</p>	<p>Formative: being reflective and self directed with course participation</p> <p>Peer to peer assessment of personal rubrics:</p> <ul style="list-style-type: none">• Can the criteria be observed, measured?• Is the change SMART?• What tools/ techniques will be used to make the change? <p>Peer to peer reflection on Ted Talk and the rubric</p>	<p>#5</p> <p>#4</p>

		<p>Personal rubric: Ted Talk observation Ted Talk to observe</p> <p>Personal rubric: What might you change?</p> <p>Answer Ask it Basket questions</p>		
Between classes		<p>Surviving Your Placement in Health and Social Care (Chapter 4)</p> <p>YouTube videos: https://youtu.be/_woMKwBxhwU https://youtu.be/4DgkLV9h69Q SMART verbs and Blooms More and less precise action verbs</p> <p>Sweitzer, H., Frederick & King, Mary. A. Stages of an Internship Re-visited: Facilitating Learning and Development through engagement. Journal of Human Services. 2013 v.33, p56.</p>		
Week 2: Sept 16	<p>How to Build Academic Gantt Chart Time TBA Writing SMART objectives for oral presentations (30mins) or Guest speakers</p> <p>Reflection groups: (20 mins) Frame work: Developmental Stages of Internship - revisited</p> <p>Group work time</p>	<p>Presentation</p> <p>Review of SMART objectives</p> <p>Review oral presentation rubric and generate SMART objectives for oral presentation next week</p>	<p>Building of Gantt based on data from course outlines and placement orientation as a group</p> <p>Add SMART objectives to personal rubric</p>	<p>#1, #5 PI's 1.04: 1,2,3 1.05: 1,2,3 1.08.1 1.10: 1,3,4</p>

Between classes		<p>Fin, J. An Introduction to Using Mental Skills to Enhance Performance in Golf: Beyond the Bounds of Positive and Negative Thinking. International Journal of Sports Science & Coaching. Vol 3, Issue 1_suppl, pp. 255 - 269</p> <p>Prepare 3 min agency & activity presentation Print out personal oral presentation rubric for peer assessment</p> <p>Refine Gantt chart</p>		
Week 3: Sept 23	Student presentations on their agency & activity (~70mins + questions)	<p>Present agency & activity presentations. Provide feedback on presentation of peers</p>	Formative via personal oral presentations rubric and instructor rubric	#4
Between classes		<p>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.</p> <p>Brenner, P. From novice to expert. Am J Nurs. 1982 Mar;82(3):402-7</p> <p>Review Lynda.com collection and prepare questions and feedback for class discussion</p>		
Week 4: Sept 30	<p>Nutrition support case study: international guidelines, literature sources for development and feedback</p> <p>Review of Lynda.com collection for business plans</p> <p>OR</p> <p>Guest speakers for business project</p> <p>Reflection groups: (20 mins)</p> <p>Frame work: Dreyfus model of skill acquisition & From novice to expert</p>	<p>Review of assignment</p> <p>Links to nutrition support guidelines:</p> <p>ASPEN</p> <p>NICE</p> <p>PEN critical illness Practice Guidance Toolkit</p> <p>ESPEN</p> <p>OneDrive: Contact Information form & signed Placement Orientation Checklist, and signed student letter of understanding.</p>		<p>#1,#2,#5</p> <p>PI's:</p> <p>1.04: 1,2,3</p> <p>1.05: 1,2,3</p>

	Group work time			
Between Classes		Mid placement evaluation and meeting planning		#5
Week 5: Oct 7	Guest Speakers: Podcasting			
Between classes	Complete an individual reflection using template. Use readings to frame reflections	<p>Stalmeijer, R.E. et all. Cognitive apprenticeship in clinical practice: can it stimulate learning in the opinion of students? Adv Health Sci Educ Theory Pract. 2009 Oct; 14(4): 535–546</p> <p>Martens, M.J.C. Student views on the effective teaching of physical examination skills: a qualitative study. Medical Education, 43: 184-191</p>		1.04: 1,2,3 1.05: 1,2,3
Week 6: Oct 14	Thanksgiving Monday-No Class			
Between classes		Watch webinars for upcoming workshops		
Week 7: Oct 21	Clinical nutrition support webinar In groups of ~7	Clinical nutrition support workshops 2 cases in 2 locations	<p><i>*Only if pre-webinar assessment is done and results are included in dropbox submission</i></p> <p><i>***Depends on case study assigned</i></p>	<p>#1, #2, #4, #5 PI's</p> <p>2.01: 2,3,4 2.02: 1,2,3,4,5, 2.03: 1,2,3, 2.05:1*,2*,3*,4,7 3.01: 4,6,8,9,10, 11 3.02: 2,5, 6**, 7**,8,10</p>
Between classes		Watch webinars for upcoming workshops		

Week 8: Oct 28	Clinical nutrition support webinar	Clinical nutrition support webinar 2 cases in 1 location		See week 7
Between classes				
Week 9: Nov 4	Accreditation meeting Group work time			
Between classes		Sato, T. and Laughlin, D.D. Integrating Kolb's Experiential Learning Theory into a sport psychology classroom using a golf- putting activity. Journal of Sport Psychology in Action. 9:1, 51-62		#3, #4 PI's 2.01: 2,3,4 5.01: 1,2,6,8,9,10
Week 10: Nov 11	Business presentations 2:00pm: Reflection groups Frame work: Kolb's experiential learning theory			#3, #5 PI's: 1.04: 1,2,3 1.05: 1,2,3
Between classes		Finalize podcasts		
Week 11: Nov 18	Final Practicum Podcasts + Q&A			#4, #5 PI's 1.05: 1,2,3 2.01: 1,2 2.02: 1,2,3,4,5 2.03: 1,2
Between classes		Finalize podcasts		

Week 12: Nov 25	Final Practicum Podcasts + Q&A			See week 11
Dec 2 nd	CDO Workshop-To be confirmed			

ADDITIONAL INFORMATION TO SUPPORT COURSE OUTLINE

DETAILED ROLES AND RESPONSIBILITIES

COURSE INSTRUCTOR & PRACTICUM COORDINATOR:

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 end of term reflective assignment.
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.

C. 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 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 reflective end of term assignment.
6. Prepare and present an reflective end of term assignment on completing the practicum plan, including results of the 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.

Termination Policies and Procedures: According to the standard MAN Affiliation Agreement, a placement organization has the right to suspend or dismiss a student whose conduct jeopardizes the well-being of patients or staff, or both. External affiliation agreements contain similar clauses to this effect. Placement preceptors follow their organization's procedures when suspending or dismissing a student, including required documentation.

For resolving placement issues, the Practicum in Applied Human Nutrition Course Outline states: "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 program coordinators 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 General Regulations, Academic Standings, Departmental Review <http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-as-deptrev.shtml>.

End of Practicum and Course Term

1. Prepare and/or present a reflective project according to the course outline. The practicum project is to be submitted by the end of week 13 to the course instructor.
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 (MANAdmin@uoguelph.ca). All documentation needs to be uploaded to the appropriate One Drive file folder.
5. Students document experiences on the Record of Dietetic Practice form, indicating the level of participation (observation, participant, or independent) for discussion with the program coordinators.
6. Submit Student Evaluation of Practicum and other graduate courses on form provided by program coordinator.

D. 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.
2. Forward the completed Practicum Evaluation Form to the practicum coordinator as requested. This may be done by email (MANAdmin@uoguelph.ca).