



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6710 Practicum in Applied Human Nutrition I

COURSE OUTLINE – FALL 2022

1. GRADUATE CALENDAR DESCRIPTION

This course provides a practicum of 3 days per week with a dietetic-related agency or organization to develop and perform dietetic competencies (internship experience). In weekly seminars, students discuss and reflect on theory and dietetic practice issues.

Credit Weight:	1.5 credits
Course Hours:	3-0 (36 lecture; 300-320 lab/seminar)
Pre-Requisite(s):	
Co-Requisites(s):	
Restriction(s):	Restricted to MAN students

2. COURSE DESCRIPTION

This course provides a practicum of at least 3 days per week (4 days highly recommended where available) for 13 weeks in the semester with a dietetic related agency or organization (hereinafter referred to as "the organization"), and a weekly 3-hour seminar to discuss and reflect on theory, dietetic practice and research issues.

For fall 2022, practicum generally start the week of September 12th and continue through week of Dec 19th. The practicum start and end dates are flexible depending on the timetables of the student and the placement organization

RELEASE OF PERSONAL INFORMATION: 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 peer to peer 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 student will gain practical experience and achieve competencies through practicum experiences and increase their theoretical and research knowledge through various interactive assignments and projects. For detailed information about which indicators (PI's) competencies of ICDEP Entry-level Competencies can be achieved by the successful completion of assignments and seminar activities see Appendix A

3. TIMETABLE

Lecture:	11:30 AM-2:20 PM
Location:	MACS 331 and On-line

4. INSTRUCTIONAL SUPPORT

Course Instructor: Alexia Prescod
Email: aprescod@uoguelph.ca
Telephone: 519-824-4120 ext. 52611
Office: MINS 247
Office Hours: By appointment

5. LEARNING RESOURCES

Required Resource(s):

See attached listing provided at spring orientation meeting in Appendix B

Recommended Resource(s):

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

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

At the completion of the course, successful students will be able to:

1. Demonstrate and document attainment of entry level performance indicators via practicum activities:
 - a. Prepare learning objectives for the placement.
 - b. Interrelate the tasks of the activities from placement to the entry-level performance indicators.
 - c. Self-appraise level of competency on a modified Benner scale.
2. Design nutrition support care plans for various clinical case studies
 - a. Demonstrate knowledge of methods for enteral and parenteral feeding regimens
 - b. Calculate enteral or parenteral feeding requirements
 - c. Provide evidence-based feedback on the feeding regimes designed by peers based on clinical care guidelines and the nutrition support literature.
3. Create a unique nutrition related product or service in teams of four colleagues.
 - a. Target a product or service for healthcare
 - b. Generate a business concept, including name, logo, mission and legal structure.
 - c. Pitch the nutrition related business to your peers for feedback.
4. Demonstrate a measurable change in medication and nutrition interaction knowledge
 - a. Create a 10-15-question quiz to support the learning of peers
 - b. Provide feedback to peers on medication and nutrition interaction knowledge
 - c. Complete 11 weekly quizzes to increase medication and nutrition interaction knowledge
5. Apply critical reflection methods to practicum and academic experiences.
 - a. Journal personal and professional development during placement activities and academic learning.
 - b. Frame practicum and academic experiences by using the ***Social Justice Critical Reflection Model*** described in the ***Ingram & Walters (2007)***.

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week#/ DATE	Topics	Assigned Readings & Guest Speakers
1/Sep12	<p>Course outline and syllabus and student handbook questions?</p> <p>Medication and nutrition interaction assignments – teams of 2</p> <p>Create groups for nutrition support case and business -teams of 4</p> <p>Nutrition support - assignment of cases-random draw</p> <p>Create personal oral presentation rubric and choose feedback partner-teams of 2</p>	<p>Colins J. Giving a powerpoint presentation: the art of communicating effectively. Radiographics. 2004 Jul-Aug;24(4):1185-92.</p> <p>Ted Talk to observe</p> <p>Personal Rubric template</p>
2/Sep19	<p>Project Management Skills for Grad School – How to Build Academic Gantt Chart</p> <p>Nutrition support case study: international guidelines, literature sources for development and feedback</p> <p>Group Think -Share reflection- Framework: Developmental Stages of Internship -revisited</p>	<p>Jason Dodd- Building of Gantt based on data from course outlines, guidelines from student manual and information from placement</p> <p>Links to nutrition support guidelines: ASPEN ; NICE ; PEN critical illness Practice Guidance Toolkit ; ESPEN</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. (https://www.nationalhumanservices.org/assets/Journal/journal-of-human-services_fall-2013.pdf#page=58)</p>
3/Sep26	<p>Decolonization in dietetic practice and health care</p> <p>Eleven students share a 3-minute presentation on their practicum plans for the fall</p>	<p>Dr. Kimberly Anderson</p> <p>Formative assessment will be provided via peer and instructor rubric</p>
4/Oct3	<p>Starting a nutrition business</p> <p>Twelve students share a 3-minute presentation on their practicum plans for the fall</p>	<p>Alexis Williams, M.A.N. RD</p> <p>Formative assessment will be provided via peer and instructor rubric</p>
5/Oct10	<p>Holiday</p>	<p>Ensure that at least one mid placement meeting has occurred or date has been set</p>
6/Oct17	<p>Nutrition Support Case 1 and Case 2</p>	<p>Feedback via the assignment rubric</p>
7/Oct24	<p>Nutrition Support Case 3 and Case 4</p>	<p>See week 6</p>

Week#/ DATE	Topics	Assigned Readings & Guest Speakers
8/Oct31	Nutrition Support Case 5 Group Think -Share reflection- Framework: Cognitive apprenticeship model	See week 6 Stalmeijer, R.E. , Dolmans, D.H.J., Wolfhagen, I.H. A. P. , and Scherpbier, A.J.J.A. 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
9/Nov7	Work on business pitches	
10/Nov14	Business idea pitches (~10 mins each) Group Think -Share reflection- Framework: Dreyfus model of skill acquisition & From novice to expert	Formative assessment will be provided via the personal oral presentation rubric created in week 1 plus the assignment rubric Brenner, P. Using the Dreyfus model of skill acquisition to describe and interpret skill acquisition and clinical judgment in nursing practice and education. Bulletin of Science, Technology & Society. 2004 Jun;24(3):188-99. Brenner, P. From novice to expert. Am J Nurs. 1982 Mar;82(3):402-7
11/Nov21	Summative Reflective Presentation on Practicum Experiences to date	Assignment rubric
12/Nov28	Summative Reflective Presentation on Practicum Experiences to date	Assignment rubric
13/Dec 5	CDO and nutrition workshops	TBA

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Completion of Gantt chart and documents	1,5	Sept 30	5
Medication and Nutrition Quizzes	4,5	Each week	7
Nutrition Support:			
Webinar	2,4	Oct 14, 21 &28	18
Workshop		Oct 17, 24 & 31	

Assessment	LOs Addressed	Due Date	% of Final
Formative Critical Reflection Journal	1,5	Nov 4	0
Nutrition Business concept presentation	3,4	Nov 14	10
Summative Reflective Presentation	1,5	Nov 21 & Nov 28	10
*Completion of the practicum	1,5	Dec 16	50
Total:			100%

***The practicum portion of the course must be passed to receive credit for the course.**

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar.

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campusess/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campusess/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Appendix A:

Listing of Performance Indicators (PI's) from Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>) that can be met by completing assignments and activities in this graduate course:

Performance Indicators (PI) that can be met by this course: How PI can be met in this curriculum:	Performance Indicators (PI) that can be met by this course: How PI can be met in this curriculum:
1.01.1; 1.02.1 1.03.1; 1.03.2; 1.03.3 2.03.1; 2.03.2; 2.03.3; 2.04.7	Activity Overview Oral Presentation and Orientation checklist
1.04.1; 1.05.1; 1.06.1; 1.06.3; 1.06.4; 1.07.4; 1.08.1 1.09.1; 1.09.2; 1.10.1; 1.10.2; 1.10.3; 1.10.4; 1.11.3 2.01.3; 2.01.4; 2.02.1; 2.02.2; 2.02.3; 2.02.4; 2.02.5 2.05.4; 2.05.5; 2.06.1	Medication and Nutrition Interaction Quizzes
1.05.1; 1.05.2; 1.05.3 1.08.1; 1.09.1; 1.09.3 2.02.4; 2.02.5	Gantt Chart
2.01.2; 2.01.3; 2.01.4 2.02.1; 2.02.2; 2.02.3; 2.02.4; 2.02.5 2.03.1; 2.03.2; 2.03.3 2.05.1; *2.05.2; 2.05.3; 2.05.4; 2.05.5; 2.05.6; 2.05.7 3.01.4; 3.01.8; 3.01.13; 3.01.14 3.02.2; 3.02.6; 3.02.7	Nutrition Support Clinical webinars and workshop [*only if pre-workshop survey is done and acted upon]
2.02.1; 2.02.2; 2.02.3; 2.02.4; 2.02.5 2.03.1; 2.03.2; 2.03.3 5.01.1; 5.01.2; 5.01.5; 5.01.6; 5.01.10	Nutrition business concept presentation
1.04.1; 1.05.1; 1.05.2 2.02.1; 2.02.2; 2.02.3; 2.02.4; 2.02.5 2.03.1; 2.03.2; 2.03.3	Practicum Presentation

Appendix B: Learning Resources

Course No. FRAN6710					
1	Book Title Nutrition and Diagnosis-Related Care	Author: Sylvia Escott-Stump MA RD LDN			
	ISBN 145119532X or 978-1451195323	Publisher Wolters Kluwer	Cp. Ed. : 8 th	Cover Soft X Hard	Required X Recommended Strongly Rec.
Comments: 2019-20 cohort says... Buy 4/16 Skip 6/16 Not Looked for 6/16					

Course No. FRAN6710					
2	Book Title Surviving Your Placement in Health and Social Care: A Student Handbook	Author Joan Healey, Margaret Spencer			
	ISBN 9780335222599	Publisher McGraw Hill	Cp. Ed. 1 V.	Cover Soft X Hard	Required X Recommended Strongly Rec.
Comments: 2019-20 cohort says... Buy: 8/16 Skip: 8/16 Not Looked for: 0/16					

Course No. FRAN6710					
3	Book Title Food-Medication Interactions Handbook	Author Zaneta M. Pronsky, MS, RD, LDN, FADA			
	ISBN 0971089663 --> 18th 0971089671 --> 19th	Publisher FOOD MEDICATION INTERACTIONS	Cp. Ed. 18 or 19 th Edition V.	Cover Soft X Hard	Required Recommended X Strongly Rec.
Comments: 2019-20 cohort says... Buy 2 /16 Skip 6/16 Not Looked for:8 /16					

Course No. FRAN6710					
4	Book Title Nutrition Counseling and Education Skill Development or	Author Kathleen D. Bauer (Author), Doreen Liou (Author), Carol A. Sokolik (Author) -OR-			

Nutrition Counseling and Education Skills: A Guide for Professionals		Judith Beto (Author), Betsy Holli (Author)		
ISBN 1305252489 or 978-1305252486	Publisher Wadsworth Cengage OR	Cp. Ed. 3 V.	Cover Soft X Hard	Required Recommended X Strongly Rec.
1496339142 or 978-1496339140	Wolters Kluwer	7 th ed		Required Recommended Strongly Rec. X
Comments: 2019-20 cohort says... Buy:0 /16 Skip: 9 /16 Not Looked for:7 /16				

Course No. FRAN6710				
5	Book Title Clinical Case Studies for the Nutrition Care Process	Author <i>Elizabeth Zorzanello Emery</i>		
ISBN ISBN10: 0763761842 ISBN13: 978-0763761844	Publisher Jones and Bartlett Learning	Cp. Ed. V.	Cover Soft Hard	Required Recommended X Strongly Rec.
Comments 2019-20 cohort says... Buy 9/16 Skip 6/16 Not Looked for:0 /16				

Course No. FRAN6710				
6	Book Title Nutrition Counseling skills for the nutrition care process	Author <i>Linda Snetselaar</i>		
ISBN 0763729604 or 978-0763729608	Publisher Jones and Barlett	Cp. Ed. 4 V.	Cover Soft X Hard	Required Recommended X Strongly Rec.
Comments 2019-20 cohort says... Buy 3 /16 Skip 7/16 Not Looked for:6 /16				

Course No. FRAN6710				
7	Book Title Nutrition Therapy and Pathophysiology,	Author <i>Nelms/Sucher/Lacey/Long Roth</i>		

ISBN ISBN10: 1305111966 ISBN13: 978-1305111967		Publisher Nelson	Cp. Ed. 2nd V.	Cover Hard	Required Recommended X Strongly Rec.
Comments 2019-20 cohort says... Buy 10/16 Skip 1/16 Not Looked for :5 /16					

Additional Resources:

- **Clinical Nutrition Professional Resource Handbook - Sunnybrook Health Sciences**
(<https://sunnybrook.ca/content/?page=clinical-nutrition-resource-handbook>)
- Laboratory Assessment of Nutritional Status: Bridging Theory and Practice. Author: Mary Litchford. 2011. Available on Google books and Amazon.
- Diabetes Canada- 2018 Clinical Practice Guidelines: <http://guidelines.diabetes.ca>
- Quick Medical Terminology: A Self-Teaching Guide. Steiner SS. Wiley, 2011
- Diet and Nutrition in Critical Care. R. Rajendram, V.R. Preedy & V.B. Patel. Available via the U of G Library
- Nutritional Management of Cancer Treatment Effects. N.B. Kumar. Available via the U of G Library
- Handbook of Nutrition and Pregnancy. C. J. Lammi-Keefe, S. C. Couch & E. H. Philipson. Available via the U of G Library
- Handbook of Clinical Nutrition and Aging. C. W. Bales, J. L. Locher & E. Saltzman. Available via the U of G Library
- Nutrition in Kidney Disease. L. D. Byham-Gray, J. D. Burrowes & G.M. Chertow. Available via the U of G Library

Appendix C: Roles and Responsibilities of Parties in Practicum

Summary:

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 Information:

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 planned start date.
3. Coordinate the selection and acceptance process to match students with agencies; ideally 4 to 6 weeks prior to planned 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 reflections at the end of the semester. Incorporate students' suggestions for topics for other seminars as time permits.
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 Master 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, if uploaded by the student.
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 (Classic MAN students)– 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 by classic MAN students:

Develop draft practicum plan in the form of a 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.

MAN-GRH Students will receive their draft rotation schedules from the GRH Dietetic Education Lead (GRH-DEL) before the start of the program and updates as soon as they become available.

Participate in Practicum and Seminar Activities

1. Classic MAN students: Complete the 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. For the MAN-GRH students, the GRH DEL will complete the Orientation Checklist. The MAN-GRH students will present on their rotation experiences to date at the seminar.
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 or GRH-DEL. 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/ rotation preceptor to discuss progress on the practicum plan, once a week if feasible. Meet with practicum coordinator or GRH-DEL as needed.
6. Classic MAN students: 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. For MAN-GRH students, mid-rotation check-ins will be planned with the GRH-DEL.
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/ rotation 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/ rotation 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 a reflective end of term assignment on completing the practicum plan, including results of the plans.
7. Document the ICDEP Performance Indicators 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 Record.
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 client's/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 assignment 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/ rotation preceptor, documenting completion of activities.
3. Review the evaluation forms completed for the practicum and the level of achievement with the placement/rotation 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 and upload to OneDrive file folder.
6. Submit Student Evaluation of Practicum and other graduate courses via a survey 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 planned start date.
2. Interview student(s) about the practicum if desired, ideally 4 to 6 weeks prior to the planned 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

MAN-GRH students upon completion of orientation to rotation area with support from GRH-DEL.

Classic MAN students 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, 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. For classic MAN students, 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. For MAN-GRH students, the GRH-DEL will support the mid-rotation discussion meeting.
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 Gantt chart with the student in a confidential environment. Assess the level of achievement for each area underassessment on the MAN Competency Record spreadsheet. Submit completed evaluation document by email to MANAdmin@uoguelph.ca.
2. Forward the completed Practicum Evaluation Form to the practicum coordinator as requested. This may be done by email (MANAdmin@uoguelph.ca).