



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRAN\*6720 Practicum in Applied Human Nutrition II

## COURSE OUTLINE – WINTER 2023

### 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 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"), to develop and perform dietetic competencies (internship experience). In a weekly 3-hour seminar, students discuss and reflect on theory, dietetic practice and research issues.

For winter 2023, the practicum can start the week of January 3 and continues through the week of April 8. The University winter break is from **February 20-24. The use of the winter break for gaining practicum experiences is flexible depending on timetable of the organization and the development of competencies.** The practicum start date is flexible depending on the timetables of the student and the host organization. Students who have not obtained performance indicators (PIs) associated with selection and recruitment are asked to participate in the program interview and selection process in February.

#### 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 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 student will gain practical experience and achieve competencies through practicum experiences and increase their theoretical and applied 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:** 11:30AM- 2:20PM  
**Location:** MACS 331 and On-line via Zoom

### **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):**

### **6. LEARNING OUTCOMES**

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

- 1. Demonstrate and document attainment of entry level competencies**
  - a. Prepare at least 3 Learning Performance Plans that document increasing complex and/ independent practice/ work at practicum. Interrelate the tasks of the activity plans to the entry level competencies
  - b. Appraise their level of competency attainment on a modified Benner scale
- 2. Participate in a simulation of client treatment burden**
  - a. Follow the dietary modifications and self-management behaviours of an assigned condition
  - b. Reflect on the challenges of integrating the recommended treatments into your lifestyle
  - c. Create a fact sheet to support the education of your peers on treatment burden
- 3. Apply critical reflection methods to practicum and academic experiences**

- a. Frame practicum and academic experiences in using experiential learning models and theories.
  - b. Analyze the level of success of SMART objects set at the end of last term
  - c. Identify two learning goals and outline a learning plan composed of at least one SMART objective to meet the learning goal for the next term.
4. Develop a marketing plan for the nutrition related product or service created with peers in fall
- a. Research the target market for the nutrition business
  - b. Demonstrate alignment of the business' product or service with the needs of the target market
  - c. Develop the marketing plan for the business and associated objectives

## 7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers
<b>1</b> <b>Jan 9</b> <b>P</b>	Welcome and review of course outline and assignments Review of frameworks / models	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. 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
<b>2</b> <b>Jan 16</b> <b>V</b>	Research Portfolio-check in @ 12pm Questions from assignment review Professional Development Reflection- 20 mins	Laura Forbes
<b>3</b> <b>Jan 23</b> <b>P</b>	Marketing a small business JESSIE-LANGS	Jessie Kennedy, John F. Wood Centre for Business and Student Enterprise
<b>4</b> <b>Jan 30</b> <b>V</b>	Treatment Burden assignment background Kristen Garland	Guest: Kristen Garland, MAN, RD, Executive Director, Primary Care Dietitians' Association:
<b>5</b> <b>Feb 6</b> <b>P</b>	Work session for Treatment burden	
<b>6</b> <b>Feb 13</b> <b>V</b>	Student presentations: Simulation of Treatment burden (4)  Professional Development Reflection- 20 mins	

Week	Topics	Assigned Readings & Guest Speakers
<b>7</b> <b>Feb 20</b>	<i>Winter Break-MAN Interviews. If you still need PI's related to recruitment contact Amy to participate in the interview process</i>	
<b>8</b> <b>Feb 27</b> <b>V</b>	Student presentations: Simulation of Treatment burden (4)	
<b>9</b> <b>Mar 6</b> <b>P</b>	Student presentations: Simulation of Treatment burden (3) (Early start)	
<b>10</b> <b>Mar 13</b> <b>P</b>	Working time: Marketing Plan  Professional Development Reflection- 20 mins	
<b>11</b> <b>Mar 20</b> <b>V</b>	Nutrition Business: Marketing pitch (5)	
<b>12</b> <b>Mar 27</b> <b>P</b>	Reflective Presentation (11)	
<b>13</b> <b>Apr 3</b> <b>V</b>	Reflective Presentation (12)	

**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	1	Jan 27	5
Simulation of treatment burden	2	Feb 13, Feb 27 & Mar 6	20
Nutrition business proposal:		Jan 20	3
• Group contract initial copy	4	Feb 17 & Mar 24	2
• Tasks and availability update & final		Mar 20	10
Target marketing plan presentation			
Reflective presentation	3	Apr 11	10

Assessment	LOs Addressed	Due Date	% of Final
*Completion of the Practicum		~Feb 10, Mar 7, Mar 24	
Learning performance plans (1, 2 and 3)	1		50
Mid placement meeting-classic MAN		Feb 14-Mar 3	
<b>Total:</b>			<b>100%</b>

**\*The practicum portion of the course must be passed in order 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.

### 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. The practicum portion of the course must be passed in order to earn credit for the course.

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 practicum requires cooperation by all three parties involved: the student, the organization and the University. Details of each party's role in the practicum are outlined in Appendix C. 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.

#### **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 Master of Applied Nutrition Advisory Committee for resolution. Refer to the Graduate Calendar Academic Regulations, Academic Standings, Student Progress Report.

#### **Incomplete Activity Plans/Project Tasks**

In the case that a student is having difficulty in completing the activities according to the practicum Gantt chart 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, Academic Standings, Student Progress Report.

#### **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

### **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](http://www.uoguelph.ca/sas)

#### **Academic misconduct:**

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

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.



For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

### **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-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/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:
1.05.1; 1.05.2; 1.05.3; 1.08.1; 1.09.1 2.02.4; 2.02.5	Gantt Chart
2.02.1; 2.02.2; 2.02.3; 2.02.4; 2.02.5	Nutrition business-Target Market Plan

Performance Indicators (PI) that can be met by this course:	How PI can be met in this curriculum:
2.03.1; 2.03.2; 2.03.3 5.01.1; 5.01.2; 5.01.3; 5.01.6; 5.01.10 5.02.1; 5.02.2; 5.02.3; 5.02.5	
1.07.3; 1.07.4; 1.12.1 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 2.05.4; 2.05.5; 2.05.7 3.01.3; 3.01.7 3.02.4*; 3.02.8	Treatment burden simulation *3.02.4-depends on nature of condition simulated
1.04.1; 1.05.1; 1.05.2; 1.09.1; 1.09.3 2.02.1; 2.02.2; 2.02.3; 2.02.4; 2.02.5 2.03.1; 2.03.2;	Reflective Presentation

## Appendix B: Learning Resources

Book Title <b>Nutrition and Diagnosis-Related Care</b>		Author: <a href="#">Sylvia Escott-Stump MA RD LDN</a>		
ISBN 145119532X or 978-1451195323	Publisher Wolters Kluwer	Cp. Ed. : 8 <sup>th</sup>	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				

Book Title <b>Surviving Your Placement in Health and Social Care: A Student Handbook</b>		Author <a href="#">Joan Healey</a> , <a href="#">Margaret Spencer</a>		
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				

Book Title <b>Food-Medication Interactions Handbook</b>		Author <a href="#">Zaneta M. Pronskey, MS, RD, LDN, FADA</a>		

ISBN 0971089663 --> 18th 0971089671 ---> 19th	Publisher <b>FOOD MEDICATION INTERACTIONS</b>	Cp. Ed. <b>18 or 19 th Edition</b> V.	Cover Soft Hard	X Recommended Strongly Rec.
Comments: 2019-20 cohort says... Buy 2 /16 Skip 6/16 Not Looked for:8 /16				

Book Title Nutrition Counseling and Education Skill Development or Nutrition Counseling and Education Skills: A Guide for Professionals		Author <a href="#">Kathleen D. Bauer</a> (Author), <a href="#">Doreen Liou</a> (Author), <a href="#">Carol A. Sokolik</a> (Author) -OR- Judith Beto (Author), Betsy Holli (Author)		
ISBN 1305252489 or 978-1305252486	Publisher Wadsworth Cengage OR	Cp. Ed. 3 V.	Cover Soft Hard	X Required Recommended X Strongly Rec.
1496339142 or 978-1496339140 Comments: 2019- 20 cohort says... Buy:0 /16 Skip: 9 /16 Not Looked for:7 /16	Wolters Kluwer	7 <sup>th</sup> ed		Required Recommended Strongly Rec. X

Book Title <b>Clinical Case Studies for the Nutrition Care Process</b>		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				

Book Title Nutrition Counseling skills for the nutrition care process	Author <i>Linda Snetselaar</i>
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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				

Book Title <b>Nutrition Therapy and Pathophysiology,</b>		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 6<sup>th</sup> to 8<sup>th</sup> 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.

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