



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

NUTR*4850 Field Placement Nutrition Education

COURSE OUTLINE – WINTER 2023

1. CALENDAR DESCRIPTION

This course offers a supervised experience in nutrition education and a seminar. Students will apply principles of program planning, nutrition education theory and professional behaviour in a community setting. Placements may be arranged in institutional or community health settings, educational facilities, social services, or food industry. Seminar topics include professional ethics, exploring values, and issues management.

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

Pre-Requisite(s): FRHD*3400, NUTR*3090, NUTR*4070

Co-Requisites(s):

Restriction(s): NUTR*4120. Instructor consent required

2. COURSE DESCRIPTION

The course will be interactive with presentations and discussion by class members with reflections on field placement experiences as a primary feature. Students will arrange to meet with the supervisor during week 1 of classes to discuss possible activities and begin orientation. Students will spend a half-day per week for 10 weeks at the agency, working under the assigned supervisor. **During the University of Guelph Winter Break, in February students usually do not attend regular placement.** Students will also attend a seminar each week where they will present and discuss aspects about their placements and related topics.

3. TIMETABLE

Lecture: Wednesdays 02:30PM - 04:20PM

Location: ROZH 108

Final Exam: N/A

4. INSTRUCTIONAL SUPPORT

Course Instructor: Alexia Prescod

Email: aprescod@uoguelph.ca

Telephone: 519-824-4120 ext. 52611

Office: MINS 247
Office Hours: Mondays 9: 30am-11:00am and by appointment

5. LEARNING RESOURCES

Required Resource(s):

Academic Integrity at the University of Guelph (nd). Retrieved from University of Guelph Web site:<http://www.academicintegrity.uoguelph.ca/>

Centers for Disease Control and Prevention. (2009). Writing SMART objectives, from Centers for Disease Control and Prevention Web site:

<https://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf>

Centers for Disease Control and Prevention. (nd). Appendix B: Writing SMART objectives, from Centers for Disease Control and Prevention Web site:

http://www.cdc.gov/tb/programs/Evaluation/Guide/PDF/b_write_objective.pdf

Markkul Center for Applied Ethics. (2012). A framework for thinking ethically. Retrieved from Santa Clara University Web site: <http://www.scu.edu/ethics/practicing/decision/framework.html>

Sweitzer, H., Frederick & King, Mary. A. (2013). Stages of an Internship Re-visited: Facilitating Learning and Development through engagement. Journal of Human Services. 33, 56.

The Learning Commons. (2016). APA Style. Retrieved from University of Guelph Web site:

<http://guides.lib.uoguelph.ca/APA>

Additional reading will be posted on Courselink

Recommended Resource(s):

6. LEARNING OUTCOMES

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

1. Demonstrate participation in the routine work related to food, nutrition or wellness in a health, education, industry or social service agency and/or completed a specific project in such an agency
2. Apply the knowledge and skills learned from course work in the practice of education, nutrition, health or wellness promotion
3. Create a personal career plan that is informed by personal learning and skill development from the field experience

4. Participate in the discussion of various nutrition and health promotion related issues in seminar and at the project fair.
5. Demonstrate visual literacy through the creation of a placement poster

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1 Jan 11	Review course material Introduction to field placement Stages of an Internship Model (Sweitzer and King) Project management	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	<u>Placement:</u> Contact and meet with placement supervisor. Begin orientation.
2 Jan 18	Career development planning (part 1)	Guest: Jana McDonald, Career Services	<u>Complete BEFORE class:</u> Work style and work values forms from Courselink <u>Placement:</u> Work on orientation checklist and begin planning activities.
3 Jan 25	Career Development planning Career development planning (part 2)	Guest: Jana McDonald, Career Services Conference Board of Canada document- in CourseLink	<u>Complete BEFORE class:</u> Functional skills document <u>Placement:</u> Work on activities.
4 Feb 1	Creating a work plan (Learning Contract) and Writing objectives	<u>Reading:</u> CDC documents (listed above)	<u>In class:</u> Work on SMART objective exercise (see Courselink) <u>Placement:</u> Work on activities.
5 Feb 8	Professional Ethics	<u>Reading:</u> Markkul Center for Applied Ethics-framework	Ethical case studies in class <u>Placement:</u> Work on activities
6 Feb 15	Career Pathway Presentations	Guest speakers: 2:30: Emily Scott, BASc-AHN grad and student teacher 3:00: Lisa Moscatelli, AHN,MSc, Salesforce 3:30: Lindzie O'Reilly, MAN, RD at Student Wellness	<u>Before class:</u> develop questions for guests based on the presentation by Jana McDonald <u>Placement:</u> Work on activities.
7 Feb 22	BREAK		No regular placement

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
8 Mar 1	Career Pathway Presentations	Guest speakers: 2:30pm: Emily Richards, PHEC (http://www.emilyrichardscooks.ca) 3:00pm: TBA 3:30pm: TBA	<u>Before class:</u> develop questions for guests based on the presentation by Jana McDonald Placement: Work on activities
9 Mar 8	Work session for career pathway assignment		<u>Placement:</u> Proceed with activities.
10 Mar 15	How to make a placement poster	Victoria Fritz, Learning Specialist, U of G Library	Bring your laptop to class <u>Placement:</u> Proceed with activities.
11 Mar 22	Placement Poster work and review session		Practice presentation and check visibility of poster <u>Placement:</u> Proceed with activities.
12 Mar 29	Project Fair Presentations		<u>Placement:</u> Proceed with activities.
13 Apr 5	Project Fair Presentations		<u>Last week in placement.</u> Complete assigned activities. Discuss your learning contract evaluation form with supervisor for signature.

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
Orientation Checklist	1	Jan 27	10
• Completed checklist and documents			
Student/Agency Learning Contract	1,2	Feb 10	10
Personal Career Path	3	Mar 10	15
Project Fair Poster Presentation			
• Poster = 10%	4,5	Mar 22 & 29	25
• Audio poster =5%			

Assessment	LOs Addressed	Due Date	% of Final
• Poster Presentation = 10%			
Reflection Participation	1,2	Every Wed	10
Performance Appraisal of the Learning			
Contract- done by supervisor using the Placement Performance Evaluation Form	1,2	April 14	30
Total:			100%

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.

When you cannot meet course requirements:

When you find yourself unable to meet course requirements for this course or any of your other courses due to illness or compassionate reasons, please advise the program counsellor, April Nejedly in the BASc Counselling Office <basprog@uoguelph.ca>, ext. 58964). Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date in question. Appropriate documentation of your inability to meet course requirements maybe requested. The program counselor will contact all course instructors on your behalf.

If you find yourself unable to meet course requirements for this course only, please advise the course instructor in writing include name, address and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date in question, and certainly no longer than one week later. **If you cannot meet a placement requirement due to illness or compassionate reasons, please advise the course instructor and your placement supervisor via e-mail.** Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible.

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. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

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 Undergraduate 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 Undergraduate 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 [Academic Misconduct Policy](#) is outlined in the Undergraduate 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.