

NDFS 6250 SYLLABUS – CLINICAL NUTRITION EXPERIENCE

Credit Hours: NDFS 6250 – 7 credits

Course Instructors: Nikki Kendrick; Maria Givler; Lacie Peterson

Office Hours: Please schedule via email.

Course Description:

NDFS 6250 includes the supervised experiential learning (SEL) components of your clinical nutrition rotation. This course is part of the Utah State University Master of Dietetics Administration Program and meets part of the requirements for a Future Education Model (FEM) as outlined by the Accreditation Council for Education in Nutrition & Dietetics (ACEND).

Practicum Hours:

The 13-week SEL includes practice hours are completed at clinical facilities, including acute-care hospitals, long-term care facilities, outpatient clinics and wellness centers, dialysis centers, eating disorder treatment facilities, home PN/EN programs, and diabetes centers. This course is completed in conjunction with NDFS 6251 (Advanced Clinical Nutrition). As part of this experience, students will develop knowledge, skills, and abilities needed to work in the area of clinical nutrition. Tasks and activities will be completed and evaluated by preceptors and program faculty.

Objectives

After completing this course students will be able to:

- Effectively apply clinical skills and competency to provide appropriate medical nutrition therapy (MNT) and other nutrition care in a variety of medical and health care settings.
- Function as a productive member of the clinical team and as a member of an interdisciplinary team.
- Apply clinical didactic knowledge while working in various clinical areas.
- Demonstrate at least entry level proficiency of ACEND competencies outlined in Clinical Nutrition Learning Activities.

Course Materials:

Assignments and other learning materials are in the USU online management system called Canvas: <http://canvas.usu.edu>. You will login with your A# and password.

Required Texts/Resources: (All students must purchase)

- Raymond JL and Morrow K. *Krause and Mahan's Food & the Nutrition Care Process*, 15th ed. 2021. Available from www.amazon.com. Price varies for new, used, or rental (*best choice: most current edition*).
- *Electronic Nutrition Care Process Terminology (eNCPT)*. **Electronic version only**. Subscribe at <https://www.ncpro.org/>. \$25 for student members.

Optional Texts/Recommended Resources: May be helpful when studying for the RD exam:

- Mordarski B and Wolff J. *Nutrition Focused Physical Exam Pocket Guide 3rd edition*.
 - Print: <https://www.eatrightstore.org/product-type/pocket-guides/nutrition-focused-physical-exam-pocket-guide-third-edition>
 - E-book: <https://www.eatrightstore.org/product-type/ebooks/nutrition-focused-physical-exam-pocket-guide-3rd-edition>.
 - \$25 AND members for e-book or print versions

- Nutrition Care Manual & Pediatric Nutrition Care Manual (online diet manual). Annual subscription. View website for details and to order. <http://www.nutritioncaremanual.org>. Student: \$75 for each. Use **promotional code: MSTU17** to get the discounted student price.

- Charney P and Malone A. *Pocket Guide to Nutrition Assessment*. 4th edition.
 - Print: <https://www.eatrightstore.org/product-type/pocket-guides/academy-of-nutrition-and-dietetics-pocket-guide-to-nutrition-assessment-fourth-edition>
 - E-book: <https://www.eatrightstore.org/product-type/ebooks/pocket-guide-to-nutrition-assessment-4th-ed-ebook>
 - \$27 AND members for e-book and print versions

- AND/ADA. *Choose Your Foods: Food Lists for Diabetes*.
<https://www.eatrightstore.org/product-type/brochures-handouts/choose-your-foods-food-lists-for-diabetes>
 - \$3 AND members

UNIVERSITY POLICIES AND RESOURCES

Student Conduct Standards:

Students are expected to engage in reasonable and substantial preparation for their coursework and rotations, to follow guidelines as set forth in syllabi and program policies, and to complete all learning activities with integrity. All interactions with faculty, staff, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity.

Plagiarism:

Plagiarism includes knowingly "representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Artificial Intelligence:

Although AI has many positive and creative uses in higher education, it can also be used in dishonest and nefarious ways. We have given these tools much thought and have the following expectations for you in this course:

- We will **not** accept **any** assignments being **entirely** generated by AI tools (like ChatGPT).

- You are permitted to use ChatGPT and other AI tools to assist you in gathering information, idea generation, writing, and revising your assignments, but you are expected to cite the tool as a source.
 - You must include a disclosure statement describing which AI tool you used and how you used it. For example, *"ChatGPT was used to draft about 25 percent of this paper and to provide revision assistance. AI-produced content was edited for accuracy and style."*
- Failing to cite a direct quote or source of information can be considered an academic integrity violation - and this will include AI-generated content.
- You are expected to balance the use of any AI-generated content with your own, original content. It is critical to not rely on AI. An important outcome of this course is to strengthen your own abilities as a thinker and communicator.
- Assignments will be checked with online tools for both plagiarism and the use of chatbots.

If you are considering exploring or using AI-generated content in this course, we encourage you to be thoughtful and carefully gauge how it is used. **Ultimately, you are responsible for the content you submit, and you are responsible for showing your personal competence in these topics.** This is an exciting time as technology continues to evolve and impact your education—please be wise!

Discrimination:

USU prohibits treating anyone differently based on protected classes when it results in a negative impact to the person's employment or educational experience. Protected classes include race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity/expression, disability, or status as a protected veteran. If you feel you are being discriminated against, please talk with your faculty or contact the USU Office of Equity. <https://equity.usu.edu/>

Sexual Harassment:

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, please talk with your faculty or you may talk to or file a complaint with the Office of Equity at (435) 797-1266. USU faculty are required to report any disclosure from students who believe they are a victim of sexual harassment.

Students with Disabilities:

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities to ensure equal participation within the program." If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (435) 797-2444, preferably during the first week of the course. Any request for special consideration related to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials will be provided in alternative format upon request. <https://www.usu.edu/drc/>

Library Services

All students of an institution of higher education are entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where they are physically located in relation to the campus; where they attend class in relation to the

institution's main campus; or the modality by which they take courses. Visit <https://library.usu.edu> for a list of services or email library.help@usu.edu

Counseling and Psychological Services (CAPS)

CAPS supports student mental health development and self-reliance through short-term individual therapy, group therapy, workshops, referrals to outside long-term resources, and self-guided resources. Services are confidential and available at no cost to qualified students. For those outside of Utah, CAPS can help you in a time of crisis as well as connect you to resources close to home.

<https://aggiewellness.usu.edu/rc>

Evaluation of Student Performance

Grading Scale

A	100% to 94%	C+	< 80% to 77%
A-	< 94% to 90%	C	< 77% to 74%
B+	< 90% to 87%	C-	< 74% to 70%
B	< 87% to 84%	D+	< 70% to 67%
B-	< 84% to 80%	D	< 67% to 64%

LEARNING ACTIVITIES

1. PRE-SEL ROTATION ACTIVITIES

Contacting Preceptors

- Students are responsible for reaching out to their preceptors a minimum of two weeks before beginning the SEL rotation.
- You can email or call them on the phone, but you need to make contact with them in some way before your rotation begins.
 - If you reach out and don't hear back in a few days, reach out again and try another method of contacting them (e.g., by phone, if you emailed the first time).
- There are resources on Canvas that you can use to draft the email and handouts you can send your preceptor to help them prepare for your first day.

Student & Preceptor Meetings

To ensure you have adequate support and help throughout the MDA program, you will meet periodically with your assigned faculty through Zoom.

- There are **two** types of meetings:
 - **Student Meeting:** meet with your faculty **before** starting your CLINICAL rotation. If you are completing your rotation in multiple facilities, you only need one student meeting per rotation.
 - **Preceptor Meeting:** you, your preceptor and USU faculty. These meetings are scheduled **after** you have started your rotation.
 - Schedule the preceptor meeting during the first or second week of your rotation after you've had a chance to talk to your preceptor.
- To check your faculty's availability and schedule the meetings:

- Go to the [USU Schedule Google Doc](#).
- Select your faculty using the tabs at the bottom of the page, and
- **Follow the directions** provided online to get your meeting scheduled. **Please schedule meetings at least 24 hours in advance.**

2. WEEKLY REPORTS, PRACTICE QUESTIONS, and PROFESSIONALISM POINTS *(Comp. 6.1, 7.2)*

Weekly Reports: Students will complete a weekly report each week they are in rotation. Submit your weekly report on Canvas no later than **Sunday at 9pm**. Even if you are only in rotations for one day during the week, you will still submit a weekly report on Canvas. A new weekly report should be submitted each week. We encourage you to spend a little time reflecting on your experiences each day. Weekly reports should be approximately 400-750 words in length. Your weekly report can be in Word or PDF format. Faculty responses to your weekly report will occur in Canvas. A grade of 5 points will be entered into Canvas each week for your submitted weekly report.

Remember to submit your Clinical Statistics Report with your Weekly Report during this SEL rotation.

- **Practice Questions:** As part of the program, we want to continue to expose you to nutrition topics through weekly RD Exam Practice Questions. You will find that there is one for every week of your rotation. If your rotation is extended for some reason, there are a few bonus questions too!
- **Professionalism Points:** Program faculty will award points for your professionalism and conduct throughout this rotation. At the end of your rotation the program faculty will update the score out of 100 points to reflect the Professionalism Points rubric. Your Professionalism Points will account for the following aspects, and each is worth 20 points.
 1. Weekly reports are submitted on time throughout the rotation, and preceptor/student meetings are scheduled as required.
 2. Good communication is maintained throughout the rotation in the form of emails, phone calls, preceptor/student meetings, etc.
 3. Assignments are complete and submitted throughout the rotation without excessive returns for correction, indicating the student read the assignment instructions and followed them as closely as possible. If revisions are required, the student reads faculty feedback and applies it to resubmissions.
 4. All assignments, modules, quizzes, and practice exam are submitted within the established deadline of 1 week following the last day in the rotation.
 5. Professional conduct in all other aspects is maintained throughout the rotation.

3. CLINICAL TASK SHEET *(Comp 1.12, 2.4)*

To ensure you are exposed to the many different aspects of clinical nutrition, you will complete a task list throughout the rotation.

- Review the Clinical Task Sheet found on Canvas or the website PRIOR to starting your rotation. Make sure you know which tasks need to be completed and the facility where you will complete them. Discuss the Clinical Task Sheet with your preceptor during the first or second week.
- As you complete each task, circle the location where it was completed, list the date it was completed, and have the person that witnessed you performing the activity initial the sheet.
 - Many of the tasks can only be completed in certain locations (as labeled on the sheet).
 - The witness **does not** need to be your clinical preceptor; rather, it may be another health professional or staff member that you are working with on that particular task.

- Some of the tasks correspond with other assignments/activities that you will do, so always check your task sheet so you don't miss an opportunity.
- Every task on the task sheet must be completed. If you are having trouble getting something completed, contact your faculty **prior to** the end of your clinical rotations.
- Scan a copy of your Clinical Task Sheet, save it as a PDF, and submit it via Canvas when you are finished. Make sure you keep track of it. This would be hard to redo—so DON'T LOSE IT!
- Hint: Take a picture of the task sheet each time you complete a task. This can serve as a record of what you've completed if it is misplaced.

4. CLINICAL STATISTICS REPORT

(Comp 2.2, 2.3, 2.4)

The Clinical Statistics Report is designed to help you keep track of your experiences while in your clinical rotations. It will also help us to ensure that you are adequately prepared to work in a clinical setting and a variety of disease states.

- Review the Clinical Statistics Report (Excel sheet) found on Canvas.
- Tabs at the bottom of the Excel form describe the type of statistics reports that are available so you can select the one that works best for your clinical rotations.
- In **Table 1A**, keep track of each time you do (or work with your preceptor doing) a nutrition assessment (NA) and/or education (Ed) on a patient with each of the listed diagnoses.
 - Table One A is organized by clinical areas and diagnoses. During your clinical rotations you are expected to get exposure to each clinical area. You need to complete a nutrition assessment and education in each clinical area. You do not need to complete a nutrition assessment or education for each diagnosis.
- In **Table 1B**, keep track of each time you work with a patient of a listed ethnicity or use a translator service to interact with a patient or client.
- In **Table 2**, keep track of the number of times you do each of the items listed on a **daily** basis.
 - Record your experiences in the correctly labeled section (e.g. long-term care in the long-term care section).
 - Further explanation and details (the terminology key) are found at the bottom of the report.
- Notice the tables will calculate the totals—just plug in the numbers. This must be typed!
- **Submit the file** on Canvas **each week** during your clinical rotation with your **weekly report**. This will allow your faculty to track your progress and assist you in obtaining additional experience if needed.
- At the end of the clinical rotation, save the file as a PDF and submit via Canvas.

5. IPC SKILLS SHEET

(Comp 1.6, 1.7)

- Review and complete the IPC Skills Sheet found on Canvas.
- Talk with at least one of your IPC preceptors addressing the questions found on the Skills Sheet.
- Summarize your answers. Keep answers brief! Submit a PDF copy via Canvas.

6. OPC SKILLS SHEET

(Comp 1.7)

- Review and complete the OPC Skills Sheet found on Canvas.
- Talk with at least one of your OPC preceptors addressing the questions found on the Skills Sheet.
- Summarize your answers. Keep answers brief! Submit a PDF copy via Canvas.

7. INTERVIEW EVALUATION

(Comp 2.2)

After you have observed your preceptor interviewing patients and interviewed a few patients on your own, select a patient to interview for this evaluation. Interviewing patients and receiving feedback will help you develop clinical reasoning and hone your ability to prioritize nutrition assessment information. Submit the completed evaluation on Canvas.

8. EDUCATION EVALUATIONS

(Comp 1.11, 2.3, 2.4)

Effective patient interviews ensure that you obtain the relevant information needed for a complete and thorough nutrition assessment of your patients. Likewise, an effective educator is able to impart knowledge or instruct a patient on specific concepts or skills they need to make lifestyle changes. During your inpatient rotations you will practice these skills.

▪ 8.1 and 8.2 Patient Education

- After observing the dietitian 2-3 times, select a patient needing education, and teach that patient and/or family on the appropriate education topic.
 - It is assumed you will have already done a thorough assessment and interview of the patient so you know what type of education would be appropriate.
- Complete and have two (2) IPC educations evaluated; use the **Education Evaluation**.
- List the type of education you provided at the top of the evaluation.
- Scan and save the evaluations as a PDF and submit via Canvas in the appropriate assignment:
 - 8.1 Diabetes Education Evaluation – IPC #1 (must be diabetes education)
 - 8.2 Education Evaluation – IPC #2

9. NCP DOCUMENTATION & EVALUATION

(Comp 1.10, 1.11, 1.13, 2.3, 2.4, 6.1)

Practice using the Nutrition Care Process on a variety of patients. Detailed instructions are provided in Canvas.

- Document on **two** patients during your clinical rotations:
 - **NCP 9.1**—this note must be on a patient in a critical care setting, receiving nutrition support, or a patient with a renal disease.
 - **NCP 9.2**— this note must be from your outpatient clinical rotation.
- Your notes should follow the ADIME paragraph format.
 - Do not use the Practice Case Study template.
 - **DO NOT submit a note printed or copied from your facility's electronic charting system.** This is to prevent any type of patient-identifying, protected health information from accidentally being left on the note.
 - If you submit a note printed from your facility's charting system, the assignment will be returned, and you will need to resubmit the appropriate documents.
- Have your preceptor evaluate each note using the **NCP Documentation Evaluation**.
 - Not all preceptors will be familiar with the NCP. They only need to evaluate you on the areas they feel comfortable with.
- Type up your note in a separate document without any patient identifying information and save. Scan a copy of each evaluation from your preceptor and don't forget to sign the evaluation, too.
- Submit all PDF files via Canvas.

10. NUTRITION-FOCUSED PHYSICAL EXAM EVALUATION

(Comp 2.3)

In addition to being able to ask questions and gather useful information from a patient, the nutrition-focused physical exam (NFPE) is a tool to ensure the nutrition assessment is complete. The use of the NFPE has increased over the last decade as the Academy of Nutrition and Dietetics has worked to standardize the process and provide instruction to students and practicing professionals. Your preceptor may not complete physical exams on every patient, so you might have to spend some time teaching them what you've learned. As you are determining your patient load each day, discuss the patients that will be good candidates for the NFPE with your preceptor. You may also find it helpful to practice your NFPE skills on family, friends, and your preceptor until you feel confident to try your skills on a patient.

- Have your preceptor evaluate your exam skills using the **NFPE Evaluation**.
- Scan a copy of the evaluation from your preceptor and submit as a PDF via Canvas.

11. COUNSELING EVALUATION

(Comp 1.11, 2.3, 2.4, 6.1, 7.1)

Counseling goes beyond education and is a supportive process characterized by a collaborative relationship between the counselor and the client to facilitate behavior change in the client. Effective counseling requires specific skills/techniques as well as on-going practice. You will have the opportunity to practice these counseling skills/techniques while working with clients in your outpatient rotation. Observe a dietitian counseling clients 3-4 times. Discuss the different counseling skills and techniques the dietitian uses and how or why they work.

- With the help of your preceptor choose one (1) client to counsel on your own. Your preceptor may still assist, if needed. Have your preceptor evaluate you using the **Counseling Evaluation**.
- List the topic of the counseling you provided at the top of the evaluation.
- Scan and save the evaluation as a PDF and submit via Canvas.

12. NUTRITION CASE STUDY PRESENTATION

(Comp 1.1, 1.5, 1.11, 2.2, 2.3, 2.4, 6.1, 6.3, 7.1, 7.2)

Prepare and present a clinical patient case study to your professional colleagues during your inpatient rotation.

- See the **Nutrition Case Study** Outline (Canvas/website) for guidelines on this assignment.
- Submit a PDF copy of the presentation slides and completed evaluation via Canvas.

13. CLINICAL STAFF RELIEF REFLECTION

(Comp 1.7, 2.3, 2.4, 6.1, 6.3, 7.1, 7.2)

The culmination of the inpatient clinical rotation is a two (2) week staff relief experience. Staff relief is your opportunity to practice nearly independently as the RDN by taking over all clinical responsibilities of one of the dietitians. While doing staff relief, the dietitian/preceptor will still be available if you have questions or run into problems and will continue to co-sign all documentation. You and your preceptor should discuss protocols for staff relief, including how to handle consults, orders, and other tasks.

- Schedule your clinical staff relief, preferably the last two weeks of the inpatient rotation.
- Work with your preceptor to determine which floors or areas you will cover during this time.
- Depending on the size of the facility it may be the whole hospital or just one area, but it should be equivalent to a typical dietitian's workload.
- Complete approximately two weeks or eighty (80) hours of staff relief, functioning as the dietitian.

Complete the **Clinical Staff Relief Reflection Worksheet**, save as a PDF, and submit via Canvas.

14. PRECEPTOR EVALUATION

Complete a preceptor evaluation for your preceptor at each site. If you are at a site with multiple preceptors, compile all of your feedback in one evaluation. You are not required to share your feedback with preceptors but may if you would like to. Scan and submit on Canvas at the end of each experience.

15. MID-POINT EVALUATION

The Mid-Point Evaluation is completed during your inpatient rotation. For students completing an 8-week rotation, this is done by the end of week 4. For students completing a 10-week rotation, this should be done by the end of week 5. The mid-point evaluation is an opportunity for you and your preceptor to discuss your progress, goals for the remainder of the rotation, and any concerns.

16. CLINICAL SEL FINAL EVALUATION

(Comp 1.1, 1.5, 1.6, 1.7, 1.10, 1.11, 1.12, 1.13, 2.2, 2.3, 2.4, 6.1, 6.3, 7.1, 7.2)

You will receive a final evaluation from your preceptor at each facility where you train. Sign the evaluation after reviewing with your preceptor and sign. Scan and submit the signed copy to Canvas.

17. DAILY HOUR LOG & VERIFICATION FORM

Maintain a daily record of your activities and the amount of time you complete in your rotation.

- Tabs at the bottom of the Excel form describe the type of hour logs that are available so you can select the one that works best for the breakdown of your rotations.
- Track your hours daily. This will help you keep track of hours that need to be made up and ensure that you accrue the required number of hours for this SEL rotation.
- Remember **ONLY** supervised experiential learning hours should be counted and recorded:
 - **Supervised experiential learning** is defined as hours spent in activities in work environments under the guidance and oversight of a qualified practitioner designated as a preceptor.
 - Learning activities performed by students that are NOT typically performed as part of the preceptor's work responsibilities, such as writing papers, completing a study guide or other homework should NOT be counted towards fulfilling hours.
- If you have questions or concerns, please contact your faculty.
- Once completed, show the log to your preceptor and have them sign the separate **Daily Hour Log Verification Page** to verify the information is accurate. You will also sign the verification page to verify the time you have recorded is accurate.
- Submit PDF copies of the **Daily Hour Log(s)** and the **Daily Hour Log Verification Page** via Canvas.
- If you are doing your rotation in more than one facility, you can submit individual logs for each facility or wait and submit the full log after finishing at all facilities.

18. COURSE EVALUATION

Once you have completed the Clinical SEL, please take a few minutes to complete the online course evaluation.

The following ACEND competencies will be covered in this course:

1.1 Applies an understanding of environmental molecular factors (e.g., genes, proteins, metabolites) and food in the development and management of disease.

- 1.5 Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health and disease.
- 1.6 Applies knowledge of social, psychological and environmental aspects of eating and food.
- 1.7 Integrates the principles of cultural competence within own practice and when directing services.
- 1.10 Applies knowledge of math and statistics.
- 1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.
- 1.12 Demonstrates knowledge of and is able to manage food preparation techniques.
- 1.13 Demonstrates computer skills and uses nutrition informatics in the decision-making process.
- 2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations.
- 2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.
- 2.4 Implements or coordinates nutritional interventions for individuals, groups or populations.
- 6.1 Incorporates critical thinking skills in practice.
- 6.3 Applies current research and evidence-informed practice to services.
- 7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services.
- 7.2 Uses effective communication, collaboration and advocacy skills.