

NDFS 6050 SYLLABUS – COMMUNITY NUTRITION EXPERIENCE

Credit Hours: NDFS 6050 – 3 credits

Course Instructors: Lacie Peterson; Nikki Kendrick; Maria Givler

Course Teaching Assistants: TBD

Office Hours: Please schedule via email.

Course Description:

NDFS 6050 includes the supervised experiential learning (SEL) components of your community 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 and Dietetics (ACEND).

Practicum Hours:

The 4-week SEL includes practice hours completed at WIC facilities (minimum of 1 week), Head Start, food banks, and other comparable public health agencies. This course is completed in conjunction with NDFS 6051 (Advanced Community Nutrition). As part of this experience, students will develop the knowledge, skills, and abilities needed to work in the area of community nutrition. Tasks and activities will be completed and evaluated by preceptors and program faculty.

Objectives:

After completing this course, the student will be able to:

- Develop nutrition education materials tailored to individuals and community-based populations.
- Practice the Nutrition Care Process in different populations and settings
- Identify and apply education and counseling principles to a diverse audience
- Demonstrate at least entry-level proficiency in ACEND competencies outlined in this course

Course Materials:

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

Required Texts/Resources: (*All students must have access to a community textbook.*)

- Boyle MA and Holben DH. *Community Nutrition in Action: An Entrepreneurial Approach*, 8th ed. 2022. Available from www.amazon.com. Prices vary for new, used, or rental (best choice: most current edition).
OR
Nnakwe, NE. *Community Nutrition: Planning Health Promotion and Disease Prevention*, 3rd ed. Available from www.amazon.com. Prices vary 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/pub/sm.cfm>; \$25 for student members

Optional Texts/Recommended Resources which may be useful when studying for the RD Exam:

- Ellyn Satter Institute: How to Feed Children. www.ellynsatterinstitute.org FREE
- Raymond, J., Morrow, K., *Krause and Mahan's Food and the Nutrition Care Process*, 15th ed. 2021. Buy from www.Amazon.com. Prices vary for new, used, or rental (*best choice: most current edition*).
- Holli BB, Beto JA. *Nutrition Counseling and Education Skills for Dietetics Professionals*, 7th ed. 2017. Available from www.amazon.com. (best choice: most current edition).

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 on 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 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 or online <https://www.usu.edu/equity/>. 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 an 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

Mental Health

Counseling and Psychological Services (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 students outside of Utah, CAPS can help you in a time of crisis as well as connect you to resources close to home: <https://www.usu.edu/aggiewellness/mental-health>

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 and 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 COMMUNITY 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
 - **Follow the directions** provided online to get your meeting scheduled. **Please schedule meetings at least 24 hours in advance.**

2. WEEKLY REPORTS, PRACTICE QUESTIONS & 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.

- **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. COMMUNITY SKILLS SHEET

(Comp 1.7, 2.2, 2.4, 6.1)

- Review the Community Skills Sheet found on Canvas and on the website.
- Talk with your Community preceptor(s) to answer some of the questions on the documents and fill out the rest when appropriate during your community rotation.
- Only **one** Skills Sheet needs to be completed for your community rotation.
- Summarize answers on the Skills Sheet. Keep answers brief. Upload a PDF copy to Canvas.

4. NCP DOCUMENTATION & EVALUATION (WIC)

(Comp 1.11, 2.3, 2.4, 6.1)

Practice using the Nutrition Care Process.

- Document on **ONE** client while you complete your rotation at WIC.
- 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.
- Complete a thorough nutrition assessment of the patient.
- Identify the nutrition diagnosis(es) in a PES statement using NCP standardized terminology. You must have at least one nutrition diagnosis.

- Plan and implement nutrition interventions:
 - Define the nutrition prescription.
 - Identify appropriate nutrition intervention strategies prioritizing the nutrition diagnosis. Ensure that intervention strategies correspond with current evidence and practice guidelines
 - Formulate goals that are targeted to the outcomes you expect your interventions to achieve.
- Specify appropriate indicators to be monitored, measured, and/or evaluated to determine the effectiveness of interventions.
- 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.

5. COUNSELING EVALUATIONS (WIC)

(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 continued practice. You will have the opportunity to practice these counseling skills/techniques while working with clients in your WIC 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.

Complete the following items (2 submissions required for this assignment):

- With the help of your preceptor (in the background if needed), choose **TWO** (2) clients to counsel (1 infant/child, 1 pregnant/breastfeeding woman) on your own.
- Have your preceptor evaluate you using the **Counseling Evaluation**.
 - List the topic of the counseling you provided at the top of the evaluation.
 - A separate evaluation should be submitted for each counseling session.
- Scan and save each of the evaluations as a PDF and submit it on Canvas.

6. CONSUMER NUTRITION ARTICLE

(Comp 1.6, 6.1, 6.3, 7.1, 7.2)

The purpose of this assignment is to practice translating scientific, evidence-based information into a nutrition-based article intended for the general public. This assignment will require a different type of writing that has been used for most of the other written assignments, as many consumers may not understand the jargon typically used in medical or scientific literature. You will develop effective nutrition education materials and develop your skills using written and visual media with a focus on sharing nutrition-related information with the general public.

- This is not just a summary of research but an application of the research to real life. Write the article as if it were going in a newsletter or magazine and written at the *8th grade reading level* or below.
- Choose a specific nutrition-related topic. The topic could be related to popular nutrition information, program, and/or trend. Ideas may come from questions from the public, reading a book or article, an advertisement, a blog, or something you have been exposed to in your rotation.

- Identify a journal article that has been published in the **past 2 years** that you would like to use as your scientific article. This publication should be from a peer-reviewed journal.
 - Journal articles can be located using the JAND at <http://www.andjrnl.org/>. Since you are a member of AND, you will have full access to journal articles
 - You can also use Pubmed through the USU Library, found under 'recommended databases' located here: [USU Library Guide](#).
- Once you have decided on your topic and identified a journal publication, write an article that translates the research findings or science into a concise, simple-to-understand publication.
 - You are encouraged to use the program Canva (different from Canvas) to produce your article. <https://www.canva.com/> You can sign up for a free account. A visually appealing article is going to engage readers better.
 - Remember you are writing this for the **consumer**—not for other RDs or healthcare professionals.
 - The tone should be casual, positive, and written to encourage the average consumer to continue reading. Review the example provided on Canvas to help you master the writing style for this assignment.
 - Present the pros and cons of the nutrition topic. Comments should be supported by research, **but you do not need to explain or review the research in your article.**
 - Summarize your conclusions and/or recommendations for the consumer.
 - Include in-text citations (AMA) and a reference list at the end of the article.
- **Determining the reading level:**
 - Use the SMOG Readability worksheet to determine the estimated grade level for the article you have written. All articles should be written at an **8th-grade level** or below.
 - There are three PDF documents to submit for this assignment:
 - A copy of the journal article
 - the consumer article you wrote
 - and the SMOG worksheet

7. THE CHOICE IS YOURS (PICK YOUR OWN PROJECT)

(Comp 6.1, 6.3, 7.2)

Community nutrition encompasses a wide variety of topics focused on improving or maintaining the optimal health of a population or specific groups of people. The community rotations within this program provide exposure to issues and topics based on the facility where you complete this rotation. Therefore, this assignment will look different for each student. This will likely be a task or project assigned by your preceptor. You will need to provide a brief overview of the task or project that has been chosen. Describe the topic's importance for the community's health and wellness. Describe the skills you learned that could be used in future practice.

- A skills sheet is provided to facilitate the learning within this assignment. Upload a PDF copy to Canvas.

8. COMMUNITY SEL REFLECTION

(Comp 1.7, 5.1, 6.1, 7.1, 7.2)

Each community nutrition rotation is unique and your experiences during this rotation will provide you with a unique perspective. Review the questions on this worksheet prior to starting your community rotation to be aware of the questions you will need to answer and submit. As you approach the end of

the rotation(s), reflect on the experiences you had in community nutrition and the knowledge and skills you gained in this area of dietetics.

Complete the **Community Reflection Worksheet**, save it as a PDF and submit on Canvas.

EVALUATIONS AND LOGS

9. PRECEPTOR EVALUATION

Complete a preceptor evaluation for each of your preceptors at each site. If you are at a site with multiple preceptors, compile all of your feedback on 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.

10. COMMUNITY SEL FINAL EVALUATION

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

11. DAILY HOUR LOG

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.

12. COURSE EVALUATION

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

The following ACEND competencies will be covered in this course:

- 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.

- 1.11 Applies knowledge of medical terminology when communicating with individuals, groups, and other health professionals.
- 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.
- 5.1 Demonstrates leadership skills to guide practice.
- 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.