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COURSE NUMBER, TITLE:

FCS 477 Supervised Practice I: Community and Entrepreneurial Nutrition

COURSE DESCRIPTION:

Study of current nutrition problems and delivery of nutrition information and service in the community. Survey of facilities involved in giving nutrition information or nutritional care. Students interact with personnel in a variety of settings to gain an understanding of the purpose and structure of different supervised practice settings. Supervised observations are planned in food management systems, community nutrition programs, and health care facilities and agencies. Emphasis on acquiring skills necessary for delivering nutrition information and services throughout the life cycle in traditional and nontraditional settings. A wide variety of assignments are arranged by the instructor. **Supervised Practice 20 hours per week (minimum of 360 total practice hours). Prerequisite or co-requisites: Admission to the Coordinated Program, FCS 350, 355, 462. Credit hours (6).**

GENERAL COURSE OBJECTIVE:

The student will work in the different areas of community nutrition and apply classroom nutrition knowledge and skills on the job.

SPECIFIC OBJECTIVES:

The student will successfully complete and verify each of the competencies found in the “Competencies for Dietitians Supervised Practice Portfolio.”

MAJOR STUDENT ACTIVITIES:

Students are expected to study related texts and other assigned reading materials, prepare for and participate in supervised practice experiences, and complete necessary reports, presentations, and other assignments. The student will keep a journal of all supervised practice experiences. Students will participate in mandatory monthly evaluation meetings with the DSU instructor.

Communication

Students will have an active E-mail address and will check E-mail daily.

Weekly E-mail Journals & Time Records

Specific instructions will be given for the contents of the journal. Emphasis is on identifying problems and planning care to assist individuals within the community to meet nutritional needs and decrease nutrition-related health risks. Content should focus on acquisition of basic skills in the nutrition care process: interviewing and assessment; dietary analysis which includes impact of cultural, economic, and lifestyle factors on intake; planning, implementation, and evaluation of nutrition education intervention. A copy of the weekly journal shall be submitted to the program director by Sunday at midnight each week. This will include a weekly log (along with a running semester total) of hours

spent in supervised practice including the site and the preceptor. Journal entries should be reflective giving your impressions and what you have learned from the week's experiences. Remember this is not an itinerary...it should be reflective.

EVALUATION AND GRADING:

Grading Scale

A = 94-100%

B = 85-93%

C = 75-84%

D = 65-74%

F = <65%

Possible Points

Preceptor Evaluation	500
DSU Instructor Evaluation	<u>600</u>
Total	<u>1100</u>

DSU Instructor Points Include:

Weekly Journal Entries	100
Nutrition Education Events (Groc.Store, Bailey CDC, Lit.Clinic, MS in Motion)	100
Completion/written paragraphs for each competency for FCS 477	50
Attendance at 2 DSU Journal Clubs (1 Presentation)	50
Participation in all health fairs, professional meetings, class projects, & class meetings	75
Media Project (newspaper article & radio ad)	50
Written summaries of function & structure of rotations	25
Written job descriptions of each preceptor (School FS, Renal, Health Dept., Nsg. Home)	25
Completion of modules during 1 st week of each new rotation	50
Monthly meetings with DSU Instructor (by appt.)	50
Attitude/Professionalism (ranked on scale of 1-2-3-4-5 where 5=25)	25

Basis for Grading

1. Satisfactory performance (evaluation of 3 or better) must be achieved in all aspects of supervised practice rotations (evaluations given by site preceptors).
2. Completion of all assignments and projects required by the program, and any given by the preceptors at the individual sites (ex case studies, rotation modules, journals, job descriptions, rotation summaries, competency paragraphs & artifacts).
3. Every student will have comparable, but not identical, opportunities and assignments due to the variable availability of community nutrition activities. In order to take full advantage of opportunities that may arise, comparable assignments may be substituted with advance agreement of the preceptor and the program director.
4. Journals will be reviewed by the university instructor on a weekly basis. At the discretion of the student, experiences and insights from their journals may be shared with other students in weekly meetings with the instructor and other students.
5. Self-evaluation and feedback from preceptors will be discussed in individual conferences at monthly meetings with instructors. Students must make appointments & bring current competency portfolio to each monthly meeting.

6. Supervised Practice Portfolio should be kept current during the rotation. Any experiences that are not completed during this rotation should be noted and plans for completion should be made.

PRESENTATION METHODS:

Presentation methods will include lecture, discussion, rotation modules, case studies, monthly meetings and Journal Club presentations. Ninety-five per cent will be supervised practice which will include demonstration, individual instruction, group instruction, interviewing practitioners, performing tasks in the supervised practice settings and reporting on these activities.

ACADEMIC HONESTY POLICY:

Cheating and plagiarism are not to be tolerated. If it is established that a violation has occurred, the instructor will determine the penalty as outlined in their course syllabi. The usual minimum penalty for a first offense involves a grade of zero on the test, paper, or exam in question. A second offense in a subsequent semester will be reviewed for more stringent action and will usually result in suspension. Please refer to the *DSU Undergraduate Bulletin 2009-10* for more information on cheating.

ADA STATEMENT-REFERENCE TO COUNSELING CENTER FOR DISABILITIES:

Delta State University will attempt to accommodate students with disabilities. For assistance and to make arrangements for accommodations please contact Dr. Richard Houston, at the Reily Health Center, 846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

ADDITIONAL COURSE-SPECIFIC RULES, POLICIES, EXPECTATIONS:

Communications

Students will have an active E-mail address and will check E-mail daily.

Written assignments

Writing assignments should be completed using word processing with easily read fonts (12pt) and double spaced. **Students should save assignments electronically for possible use in portfolios.** Students should cite sources of information in written assignments following guidelines of the **American Medical Association** (as used in the *Journal of the American Dietetic Association*). The Division of Family & Consumer Sciences expects students to construct writings that are grammatically accurate, appropriately organized, specifically developed, correctly spelled and punctuated. All assignments and projects are to be the student's own work, unless otherwise indicated by the instructor. Collaboration will be a part of some assignments or projects in this course; however you will be informed when this is the case.

Make-up Work

Make-up work will be due within one week of the excused absence unless other arrangements are made in advance. In supervised practice courses, all work must be completed satisfactorily. Therefore, arrangements should be made to complete make-up work.

Tardy Work

Assignments turned in after the due dates are late. Points will be deducted from late assignments at a rate of 2 % per day. It is the responsibility of the student to schedule make-up assignments with the instructor for excused absences **within one week of an absence**.

Attendance Policy

Attendance to class meetings is required and expected. University policy will be followed in determining a student's eligibility to pass as related to absences (both excused and unexcused).

Meetings and regular individual conferences are very important; therefore, a student's grade is likely to be lower if he/she has absences.

Supervised practice hours must be made up before a final grade can be given for this class. CADE accreditation of the CP requires that students complete all hours.

If a student is not going to be present for a class or a supervised practice experience for any reason, the program director or the instructor and the preceptor must be notified. This is professional courtesy and failure to notify will affect evaluations.

If a student misses more than one day of supervised practice, the Program Director will be notified and a conference will be required.

Excused absences should be cleared with the instructor and/or the preceptor in advance.

Students must keep a log of their supervised practice hours that will be submitted with the weekly journal entries.

Supervised Practice

Hours will be arranged with the preceptor. Remember that you must complete both the hours and the competencies. In some cases you may need more hours to complete the required competencies.

Always check in with your preceptor before starting a new rotation to verify work schedule, directions & to remind them that you are coming. **Please call. E-mailing is only an option if the preceptor prefers this means of communication. TEXT MESSAGING IS NOT PERMITTED.**

All policies and procedures of the facility must be followed. Travel time does not count as Supervised Practice Hours.

Dress Code

Students will follow CP Dress Code in Handbook or the dress code required by the facility with ID badge and any other ID required by the facility.

Job Descriptions for Professionals

Identify the skills and responsibilities of the nutrition professionals in different settings. Also identify the education, training, and credentials required for their positions. A job description should be written for each preceptor. Job descriptions are due within one week of completion of rotations.

Summaries of the Purpose and Structure of Each Supervised Practice Setting

A written summary for each facility/rotation should include mission statements, goals and organizational charts for the agency/institution. This summary will be submitted to FCS 477 instructor. Identify nutritional needs being met through the agency/institution/program and specify educational principles used in nutrition services. Facility summaries are due within one week of completion of rotations.

SUGGESTED READING:

- Baur, Kathleen & Sokolik, Carol. (2002). *Basic Nutrition Counseling*. Belmont, CA: Wadsworth/Thomson.
- Boyle, Marie A. & Morris, Diane H.. (2006). *Nutrition in action: an entrepreneurial approach* (4th ed). Belmont, CA: West/Wadsworth.
- Curry, Katherine R.& Jaffe, Amy. (1998). *Nutrition counseling & communication skills*, Philadelphia, PA: WB Saunders.
- Endres, Jeannette, B. (1999). *Community nutrition: challenges and opportunities*. Upper Saddle River, NJ: Merrill.
- Gyls, Barbara A., & Masters, Regina M. (2005). *Medical terminology, simplified: a programmed learning approach by body systems*, (3rd ed). Philadelphia: FA Davis.
- Holli, Betsy B. & Calabrese, Richard J. (2009). *Communication and education skills for dietetics professionals*, (5th ed). Baltimore, MD: Williams & Wilkins.
- Inman-Felton, Amy, and Rops, Mickie S. (1998). *Ensuring staff competence: A guide for meeting JCAHO competence standards in all settings*. Chicago, IL: American Dietetic Association.
- Lee R.D., and Nieman, D.C. (2002). *Nutritional assessment (3rd ed)*. St Louis, MO: Mosby-Year Book, 2002.
- Mahan, L. Kathleen, and Escott-Stump, Sylvia. (2008). *Krause's food, nutrition, & diet therapy, (12th ed.)*. Philadelphia: WB Saunders.
- McSwane, David, Rue, Nancy, and Linton, Richard. (2003). *Essentials of food safety & sanitation. (3rd ed)*. Upper Saddle River, NJ: Prentice Hall.
- McWilliams, Margaret. (1993). *Nutrition for the growing years*. Redondo Beach, CA: Plycon Press.
- Pennington J.A. (1998). *Bowes & Church's food values of portions commonly used*. Philadelphia, PA: Lippincott-Raven Pub; 1998, 17th ed.
- Nnakwe, Nweze E. (2009). *Community nutrition: planning health promotion and disease prevention*. Sudbury, MA: Jones and Bartlett Publishers.
- Satter, Ellen. (2000). *Child of mine, feeding with love and good sense*. Palo Alto, CA: Bull Publishing Co.
- Satter, Ellen. (1999). *Secrets of feeding a healthy family*. Madison, WI: Kelcy Press.
- Snetselaar, Linda G. (1997) *Nutrition counseling skills for medical nutrition therapy*. Gaithersburg, MD: Aspen Publishers, Inc.

Websites: The following websites are a few of the sources that are helpful in obtaining current information and documents. More are given in the required text.

<http://www.cdc.gov/>

<http://www.ba.ars.usda.gov/research/>

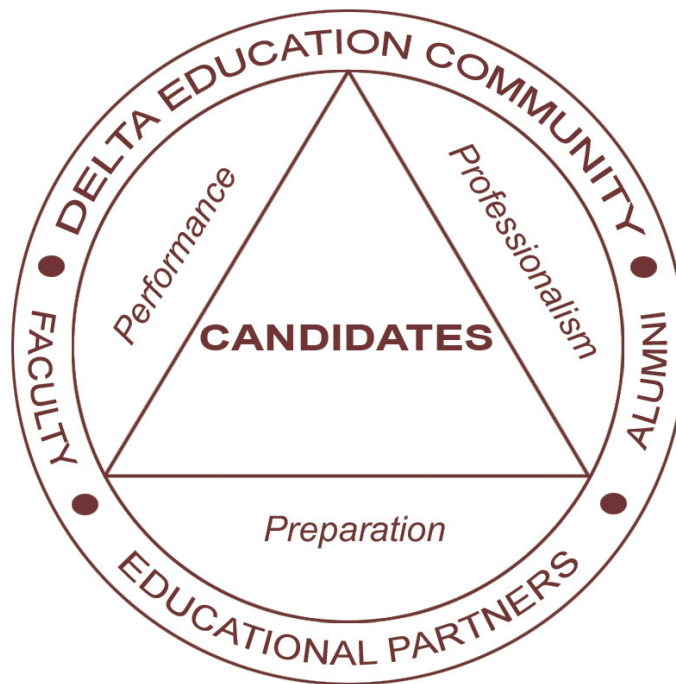
<http://www.nns.nih.gov>

<http://www.eatright.org>

<http://www.cdc.gov/eval>

Delta State University
College of Education Conceptual Framework

DELTA EDUCATION MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident teacher candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects teacher candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)