

**Delta State University
College of Education
Division of Family & Consumer Sciences
FCS 480 Senior Seminar**

Instructor: Ensley Howell, PhD, RD, LD

Office: Ewing 110

Tuesdays: 5:00 p.m. to 7:50 p.m.

Spring 2014

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COURSE SYLLABUS

Course Designation

FCS 480 Senior Seminar. A capstone course covering the application of supervised practice rotations, evidence-based practice, professional ethics, and political awareness. Case studies will be included to incorporate the study of medical terminology and pharmacology. This course will also include preparation for the professional job search, professional portfolio development, opportunities for career paths, and credentialing. A practice registration examination will be given. *Writing Intensive.*

Course Objectives:

The Student will be able to:

1. Identify personal and professional long and short-term goals
2. Analyze individual skills, interests and experiences related to specific personal and professional goals across various cultures.
3. Use current technology to develop a resume of personal, professional and educational qualifications.
4. Use current technology to compose appropriate business letters related to the job search.
5. Use current technology to research a potential employer or job.
6. Identify effective interviewing techniques.
7. Demonstrate understanding of nutrition-related side effects and food-drug interactions in a broad range of commonly used medications.
8. Demonstrate understanding of contemporary medical terminology based on a body systems approach.
9. Demonstrate preparedness for the Registration Examination for Dietitians.
10. Identify scope of practice for dietitians including standards of professional practice and code of ethics.
11. Acquire knowledge of cultural differences in order to enhance the delivery of medical services to diverse individuals.

Texts

Cohen, B.J. (2011) *Medical Terminology: An Illustrated Guide*, 6th ed. Lipponcott, Williams, & Wilkins: Baltimore, MD.

Hess, M. A. (2011). *Review of Dietetics: Manual for the Registered Dietitian Exam*. Hess & Hunt: Chicago, IL.

Web Sites

Delta State University/Career Services (<http://www.deltastate.edu/pages/752.asp>)

National Center for Cultural Competence

(<http://nccc.georgetown.edu/features/CCHPA.html>)

The Academy of Nutrition and Dietetics (eatright.org)

The Physicians' Desk Reference (PDR)

TENTATIVE SCHEDULE

Day	Date	Topic	Assignment
Tuesday	1/8/13	Introduction to Course	
Tuesday	1/15/13	Cultural Competence for Health Practitioners	Go to the National Center for Cultural Competence Web site and take the <i>Cultural Competence Health Practitioner Assessment</i> ; Submit a written summary of your results and what you learned from this assessment.
Tuesday	1/22/13	Domain I	Hess & Hunt; Inman
Tuesday	1/29/13	Domain I;	Hess & Hunt; Inman
Thursday	1/31/13	NWDDA 1-3 PM	CAPS Center – Indianola (Optional)
Tuesday	2/5/13	Domain I	Hess & Hunt; Inman
Tuesday	2/12/13	Domain II; Med Term Ch 1-3	Hess & Hunt; Inman All Class members Read Med Terminology Chapters 1-3
Tuesday	2/19/13	Domain II Med Term Ch 4-5 Med Term Case Study	Hess & Hunt; Inman Read Med Terminology Chapters 4-5
Tuesday	2/26/13	Domain III/IV Med Term Ch 6 & Case Study Med Term Ch7 & Case Study	Hess & Hunt; Inman Read Med Terminology Chapters 6-7
Friday	3/1/13	Gina Wack/Karen Lewis	Alumni Center (Required)
Tuesday	3/5/13	Domain III/IV	Hess & Hunt; Inman

		Med Term Ch 8 & Case Study	Read Med Terminology Chapter 8
Tuesday	3/12/13	SPRING BREAK-NO CLASS	
Tuesday	3/19/13	Domain III/IV MedTerm Ch 9 & Case Study Med Term Ch 10 & Case Study	Hess & Hunt; Inman Read Med Terminology Ch 9 & 10 Submit Resume, Cover Letter, and Professional References on Blackboard.
Th. & Fri	3/21-22	Miss Dietetic Association	Oxford, MS (Optional)
Tuesday	3/26/13	AND Professional Portfolio AND Professional Ethics Prof Ethics Case Studies Med Term Ch 11& CS Med Term Ch12 & CS	Read Med Terminology Chapters 11-12
Tuesday	4/2/13	Med Term Ch 13 & CS Med Term Ch14 & CS Med Term Ch 15 Med Term Ch 15 CS	Read Med Terminology Chapters 13-15
Tuesday	4/9/13	Med Term Ch 16 -18 &	Read Med Terminology Chapters 16-18
Tuesday	4/16/13	MedTerm Ch 19 -19 Flash Cards to Review for Exam	Read Med Terminology Chapters 19-21
Tuesday	4/23/13	RD Exam (Final Exam)	
Friday	4/26/13	Gina Wack/Karen Lewis	Auditorium (Required)
Tuesday	4/30/13	NWDDA 1-3 pm	CAPS Center – Indianola (Optional)
Tuesday	4/30/13	Preparation for the Professional Job Search	Celebrate Our Hard Work!

Tentative Grade

<u>Assignments</u>	<u>Points</u>
Cultural Competence Assessment	100
Resume	100
Cover Letter, References	100
Medical Terminology	100
Tests – Domains I-IV	400
Practice RD Exam	150
Class Discussion/Participation	<u>50</u>
Total Possible Points	1000

Detailed information on these assignments will be given later. Final grades will be calculated based on an accumulation of points. To determine a percentage grade, divide

the number of points earned by 1000 or total number of points possible if that is different. This percentage grade will be converted to a letter grade using the university scale.

University Grading Scale

A	94-100
B	84-93
C	75-83
D	65-74
F	below 65

Attendance Policy

- Class attendance is required and expected. Students will be expected to be on time and remain for the entire class period. University policy will be followed as related to absences (total of both excused and unexcused absences).
- Excused absences should be cleared with the instructor in advance whenever possible; however they will still be counted as absences.
- Absences will reduce the potential points for class participation and the maximum grade that a student can receive for the course. One cannot participate in a class if he/she is absent.

General Information

- **Labs or group work cannot be made up.**
- The student is responsible for obtaining all make-up work, handouts and/or notes missed.
- All students must have a Blackboard ID and check the website regularly.
- Assignments are due at the beginning of the class period on the due date. Assignments due on Blackboard will only be accepted through Blackboard; students having trouble accessing Blackboard may find help through the help desk 24 hour number and are responsible for doing so.
- Communication outside of class will be done through Blackboard or by e-mail. It is the responsibility of the student to check e-mail and Blackboard regularly.
- Cell phones and pagers must be turned off during class. If an emergency call is expected, special arrangements can be made with the instructor at the beginning of the class. Students who use their phone for texting or talking will lose class participation points and will be asked to either leave their phones at home or with the instructor in the future.
- Students may, at any time ask to see their class average. It will be the student's responsibility to ask. All assignment grades will be posted on the Blackboard website.

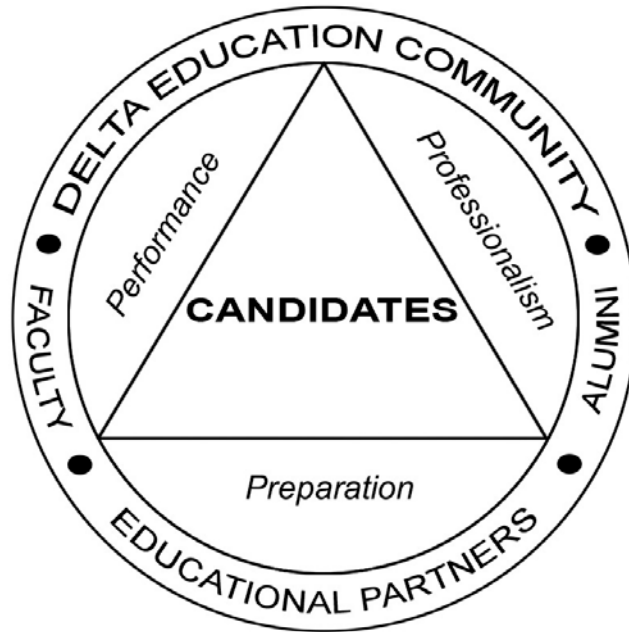
Reference List

- Bell, A., & Smith, D. (2004). *Building your network through communication*. Upper Saddle River, NJ: Prentice Hall.
- Bell, A., & Smith, D. (2004). *Interviewing for success*. Upper Saddle River, NJ: Prentice Hall.

- Bell, A & Smith, D. (2004). *Speaking effectively*. Upper Saddle River, NJ: Prentice Hall.
- Inman, J. (2011). *Inman's Review of Dietetics 2012*. New England Center for Nutrition Education, Inc.: Stoughton, MA.
- Kador, J. (2002). *201 best questions to ask on your interview*. New York, New York: McGraw-Hill.
- Michelozzi, B. (2000). *Coming alive from nine to five* (6th edition). Mountain View, CA: Mayfield Publishing Company.
- Orton, D., Freelin, T., Jacobs, F., & Wingo, R.R. (2003) *Building professionals: creating a successful portfolio*. Upper Saddle River, NJ: Prentice Hall.
- Robbins, C. R. (2002). *The job searcher's handbook* (2nd edition). Upper Saddle River, NJ: Prentice Hall.
- Sukiennik, D., Bendat, W. & Raufman, L. (2004). *The career fitness program* (7th edition). Upper Saddle River, NJ: Prentice Hall.

**Delta State University
College of Education
Conceptual Framework**

DELTA P³ MODEL



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