



PubH 6995 Community Nutrition Practicum Summer 2019

Credits: 8 credits 392 hours (July 4th off. Any other Holiday- time needs to be made up)
Meetings: Spring select dates.
Summer online: June 10 to August 16. Final Presentation: To be determined.
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Office Hours: By appointment only

I. Course Description

This course will provide didactic and experiential learning opportunities in a variety of public health/community nutrition areas, which may include nutrition assessment, program planning, program delivery, program management and evaluation. Students will complete at least 40 hours of experiential learning each week, for a total of 10 weeks, guided by an on-site preceptor. Weekly online course content which supports the experiential learning is required. At the end of the course, students will present a summary of lessons learned to an audience composed of fellow students and incoming students.

II. Course Prerequisites

Must be a student in the Public Health Nutrition Program who has completed at least 2 semesters of public health nutrition coursework.

III. Pre-Course Activities- Spring 2019

Students are required to participate in skill development activities during Spring semester, 2019, which will be evaluated and graded. A portion of the summer grade for this course will come from activities completed in spring.

Grading Spring Work: (100 points)

2 summaries, 10 points each	20 points
2 recordings, 20 points each	40 points
4 peer reviews, 5 points each	20 points
Platform selection/ rationale	10 points
Attendance / Participation	10 points

Summer Course 2019

III. Course Goals and Objectives

Overall Goal: Gain knowledge and skills in planning, implementation, evaluation, monitoring and administration of public health / community nutrition programs and services.

Supervised Practice Learning and Professional Development Objectives:

1. Demonstrate professional attributes in all areas of practice. (CRDN 2.10).
2. Demonstrate active participation, teamwork and contributions in group settings. (CRDN 2.3).
3. Demonstrate professional writing skills in preparing professional communications. (CRDN 2.2).
4. Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management. (CRDN 3.7).

Activities:

Students and preceptors will discuss potential activities. The student will list up to 5 activities on the electronic contract.

Responsibilities of the Student prior to starting the Field Experience

- Contact the primary preceptor to discuss:
 - Scheduling of the experience.
 - Activities to complete during the experience (after discussing with preceptor).
 - Draft a School of Public health electronic contract for the field experience.
 - The contract site is: <https://publichealth.ahc.umn.edu/sphfieldexp>
 - Follow Field Experience Guidelines found on in your CMP companion guidebook.
 - In the spaces for Objectives and Activities, enter those listed on this syllabus or those that best fit your rotation.
 - Once the contract is drafted it will be reviewed and signed by the Program Director, the preceptor and the major coordinator.
 - When all parties have signed, the student will receive a permission number (from the major coordinator) to enroll in the field experience.
- The student cannot start the field experience until the contract is signed and the student has registered for this course (PubH 6995).

Responsibilities of the Student at Field Experience site and during the rotation

- Adhere to policies outlined in the Public Health Nutrition Student Guidebook.
- Adhere to the Academy of Nutrition & Dietetics Code of Ethics for the Profession of Dietetics.
- Adhere to policies of the supervised practice setting.
- Make sure that objectives and activities planned for this field experience are being met. If an objective and activity needs modification, discuss the change with the preceptor.
- Document time spent at the facility using the CMP log of hours.
- Let the program director know if there are problems with the rotation as soon as these are encountered. If the problem cannot be resolved, the student might be reassigned to another site.

Responsibilities of the Supervised Practice Preceptor

- Review learning objectives and evaluation forms.
- Agree on a mutually convenient schedule for the student to complete supervised practice hours.
- Agree on a set of activities the student will complete during the course of the rotation, which align with the goals and objectives of the experience.
- Sign an online contract that the student drafts, outlining the activities that will be completed, as well as start and end dates of the experience.
- Provide an orientation to the facility:
 - philosophy of department and facility
 - policies and procedures
 - tour of the facility
 - introduction to other staff/volunteers
- Provide opportunities for the student to complete agreed upon activities during the rotation.
- Instruct and demonstrate new skills to student and allow student to practice new skills.
- Provide ongoing feedback to student regarding performance.
- Inform Program Director of any problems or concerns.
- Complete a mid-rotation evaluation of the student's professional behavior.
- Complete an electronic evaluation of the rotation at the end of the experience.
- Sign the students' competency check list at the end of the experience, after assuring its accuracy.

Supervised Practice Evaluations to be Completed by the Preceptor

Evaluation 1: Mid Rotation Evaluation

At the midpoint of the rotation, please complete an electronic evaluation of the student's professional behavior. The link is: https://umn.qualtrics.com/jfe/form/SV_6YA2CFmaISKDTHD

Evaluation 2: Coordinated Masters Program evaluation:

- Before the end of the rotation the student needs to send the preceptor the list of Competencies completed for the preceptor to rate the student's performance.

- The student and preceptor meet to review, discuss and sign at the end of the rotation. The form can be electronically uploaded by the student to his/her Google Drive Folder.

Evaluation 3: School of Public Health electronic evaluation:

- The student completes the electronic, School of Public Health, field experience evaluation (the contract signed at the beginning of the rotation becomes an evaluation).
- Evaluation (and contract) site: <https://publichealth.ahc.umn.edu/sphfieldexp>
- The student emails the preceptor asking him/her to also complete his/her evaluation. The student needs to send the above link to the preceptor to facilitate the process.
- When the preceptor completes the evaluation, an electronic copy is automatically sent to the program director.
- The student cannot get a grade for the field experience unless both evaluations are completed!

IV. Methods of Instruction and Work Expectations

This course will consist of a minimum of 40 hours per week of supervised practice over a period of 10 weeks, within a public health/ community nutrition program or organization whose work encompasses health promotion / disease prevention.

During the rotation, students will also complete additional assignments:

- 1) Students will conduct a nutrition assessment of the community in which they are in.
- 2) Participate in discussion forums.
- 3) Complete a portfolio highlighting their learnings during the practicum and the community nutrition assessment.

These activities will take place outside of the supervised practice hours, although they should consult with their primary preceptor about taking time to conduct key informant interviews (related to the community nutrition assessment) as needed.

V. Course Text and Readings

None

VI. Course Outline/Weekly Schedule

The following topics should be covered at all supervised practice sites to help familiarize the student with the organization's structure and operation. Students will be asked to provide information regarding the following topics throughout the summer via postings on the class website's discussion forum.

- Review the organizational structure/ organizational chart of the facility/ organization.
- Review funding sources for the facility/organization.
- Discuss the process of recruiting and selecting new staff, including ideal candidate characteristics, interview process and selection criteria.

- Discuss the process used at the facility/organization for staff review. If possible, look at a blank employee evaluation form. Discuss frequency of formal and informal evaluations and feedback from superiors.

The following is an overview of activities that need to be completed over the next 10 weeks:

Discussions:

Students will be asked to post on the discussion forum. This will be a way for students to learn about where fellow students are at, and the activities they are involved in.

Some forums will ask you to comment on at least one OR two posts from fellow students for that particular topic.

Please draft your post in a document first, make sure there are no spelling errors and then copy and paste onto Canvas. Posts with several typographical or grammatical errors will NOT get points for submission.

Community Nutrition Assessment:

Each student will complete an assessment of the community (neighborhood, city or county) in which he/she is at for the summer practicum. Directions are found in Moodle and [in this document](#). Some of your posts on the discussion forum will be related to your assessment project. **The final paper of the Community Nutrition Assessment is due on Sunday, August 4, by 11:50 PM.**

Portfolio:

Each student will complete a portfolio highlighting activities and learnings throughout the Community Nutrition Practicum. Directions are found [in this document](#). The portfolio needs to be finished, and shared with 2 fellow students (for peer review) and the instructor, no later than **Friday, August 9, 2019, at 11:50 PM**. Peer review is due no later than **Tuesday, August 13, at 11:50 AM**.

Competencies:

You are responsible for making sure that the document with additional Competencies Completed is filled out, reviewed with the preceptor, and signed (electronically typed name is OK) by the preceptor by the end of your experience. Upload to your google drive folder.

Week 1 (Monday June 10- Sunday June 16)

Review the syllabus for this course in its entirety.

Week 2 (Monday June 17- Sunday June 23)

Discussion Forum: In the discussion forum, briefly describe your practicum and the activities you will be involved in (or are already involved in) this summer. Include:

- 1) Location (geographic- whatever is pertinent);
- 2) Name of the department;
- 3) Who your preceptor is and title;
- 4) Very brief description of activities you will be involved in. You do not need to list all of them.

Your post is due by 11:50PM on Sunday June 23rd. Note that you do NOT need to comment on posts of fellow students for this discussion, however you may do so if you wish to do so.

Week 3 (Monday June 24-Sunday June 30)

Discussion Forum: Tell us a little bit about the organization that you are in. You will need to speak with your preceptor or other staff to gather this information, unless you already have it. Your post should include:

- 1) A description of the organizational structure of the facility/organization where you are at. You may attach an organizational chart if one is available, but this is not required. The goal is for others to understand who is at the top level of management and how the leadership is distributed, as this varies from site to site. Who does your preceptor report to?
- 2) Describe the funding sources for the facility/organization. In essence, where does the money come from to do the work that this agency/organizations does?

Your post is due by 11:50PM on Sunday June 30th. Note that you do NOT need to comment on posts of fellow students for this discussion, however you may do so if you wish.

Week 4 (Monday July 1- Sunday July 7)

Discussion Forum: In the discussion forum, briefly describe the community (larger group, not the target group you will focus on) that you will use for your community nutrition assessment. Your description should be brief and it can be in the form of bullet points. It should include:

- 1) Population estimate (year)
- 2) Racial/ethnic composition
- 3) Home ownership rate
- 4) Median household income
- 5) Persons below poverty level
- 6) Language other-than-English spoken at home
- 7) High school graduate or higher percent (people 25+)
- 8) Bachelor's degree or higher percent (people 25+)

Your post is due by 11:50PM on Sunday July 7. Note that you do NOT need to comment on posts of fellow students for this discussion, however you may do so if you wish.

Week 5 (Monday July 8- Sunday July 14)

Discussion Forum: In the discussion forum, briefly describe the group, within your target community, that you selected as a focus of your community nutrition assessment. Explain why you selected this group.

Your post is due by 11:50PM on Sunday July 14. Note that you do NOT need to comment on posts of fellow students for this discussion, however you may do so if you wish.

Week 6 (Monday July 15 - Sunday July 21)

Discussion Forum: Tell us a little bit about the process of recruiting, selecting and evaluating staff at your agency. You will need to speak with your preceptor or other staff to gather this information. Your post should include:

- 1) A description of the process of recruiting and selecting new staff, including ideal candidate characteristics, interview process and selection criteria.
- 2) A description of the process used at the facility/organization for staff review. If possible, look at a blank employee evaluation form. Discuss frequency of formal and informal evaluations and feedback from superiors.

Your post is due by 11:50PM on Sunday July 21. Please comment on at least TWO fellow student's posts on this topic. These should be posted by 11:50 PM on Sunday, July 28.

Week 7 (Monday July 22 - Sunday July 28)

Discussion Forum: By now you should have made quite a bit of progress with your community nutrition assessment and should have conducted key informant interviews already, or are ready to conduct them. In the discussion forum, tell us who you have decided to conduct interviews with (or have conducted), and why you selected these individuals. If you have not yet conducted the interviews, briefly describe the type of information you hope to acquire from each during the interviews. If you already conducted the interviews, share some key findings.

Your post is due by 11:50PM on Sunday July 28. Please comment on at least TWO fellow student's posts on this topic. These should be posted by 11:50 PM on Sunday August 4.

Week 8 (Monday July 29 - Sunday August 4)

Discussion Forum: In the discussion forum describe ONE significant nutrition issue faced by the group you are focusing on in your assessment.

Your post is due by 11:50PM on Sunday August 4. Please comment on at least TWO fellow student's posts on this topic. These should be posted by 11:50 PM on Sunday, August 11.

Weeks 9 and 10 (Monday August 5 - Friday August 16)

Focus on your Community Nutrition Assessment and Portfolio.

Presentations - NOTE- this may change per your program director.

Monday, August 26, 2018- 8:30am - 5pm. WBOB.

Each student will have **15 minutes (maximum)** to present. If you exceed this time you WILL BE CUT OFF. Please rehearse your presentation ahead of time!

What to include:

- Tell the audience about your community/public health rotation in general terms.
- Highlight some of the main lessons you learned during your rotation.
- You may include a very brief description of your community nutrition assessment, but this is not required. If you want to, you can include information that is not related to your community nutrition rotation, highlighting lessons learned over the past year (as long as you also include at least a couple of slides about your community rotation).
- You may show your portfolio during your presentation, or the entire presentation can be showing your portfolio.

Watch your time! You will only have 15 minutes! Note that you have some freedom in planning your presentation, but you cannot exceed this amount of time.

If you will use Power point, you MUST have the Power Point already loaded before you speak (do this during a break or before presentations start). The clock will start ticking as soon as you get to the podium.

VII. Evaluation and Grading

Assignment	Points	% of grade
Spring 2019 assignments/ work	100	32%
Discussion Posts/ responses (3 pts. each)	39	13%
Community Nutrition Assessment	85	27%
Portfolio	45	15%
Portfolio Peer Review	20	6%
Presentation	21	7%
Total	310	100%

Grading Scale:

Letter Grade	% Points	Letter Grade	% Points
A =	93-100 %	C =	73-79.9%
A- =	90-92.9%	C- =	70-72.9 %
B+ =	88-89.9%	D+ =	68-69.9%
B =	83-87.9%	D =	60-67.9%
B- =	80-82.9%	D- =	58-59.9%
C+ =	74-79.9%	F =	<58%

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal:

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used

in the classroom. For complete information, please reference:
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment:

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota:

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: *for courses that do not involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

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