

PubH 6995

Community Nutrition Practicum - Course Syllabus

Summer 2016

Credits:	8 credits, 392 hours
Meeting Days/Time:	Online Course: June 13 - August 19, 2016 (10 weeks). Students may submit assignments earlier than June 13 if their rotation has already started. Pre-course meetings and assignments (Feb-May, 2016) Post-course mandatory presentations: Monday, August 29, 8:30am – 5:00 pm
Instructor:	Aida Miles, MMSc, RD, LD, FAND
Office Address:	330 West Bank Office Building, 1300 South Second Street, Minneapolis, MN 55454
Office Phone:	612-625-5865; cell: 651-829-0660; Fax: 612-624-9328; E-mail: miles081@umn.edu
Office Hours:	By appointment

I. Course Description

This course will provide didactic and experiential learning opportunities in community nutrition program delivery and management. 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. Practicum and 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. Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions. (CRD 3.3)

2. Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures. (CRD 2.11)
3. Demonstrate active participation, teamwork and contributions in group settings. (CRD 2.5)
4. Establish collaborative relationships with internal and external stakeholders to facilitate individual and organizational goals. (CRD 2.10)

Activities:

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

IV. Methods of Instruction and Work Expectations

Pre-course activities are required and scheduled/completed between February and May, 2016. These are outlined in a separate document.

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 2 additional assignments:

- 1) Students will conduct a nutrition assessment of the community in which they are in, and
- 2) Participate in asynchronous discussion forums.

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 weekly schedule for the supervised practice rotation will be determined by the primary preceptor and will differ for each student. Activities and projects that students are involved in will also be determined by the primary preceptor and will differ for each student.

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.

Online Course Schedule

Welcome to the Course!

During the 10 weeks of this course you will be completing a community nutrition assessment and post asynchronously to the discussion forum.

These activities are meant to enhance your learning, encourage critical thinking, help you recall important topics covered in class, and organize your accomplishments to share with others.

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

Time Sheets:

As you do during the semester, you need to submit time sheets during the summer. For your convenience, you will be submitting these via Moodle in the PubH 6995 site. Please make sure you submit them shortly after the last day of each month. At the completion of your rotation you may submit your time log unless you are still accumulating supervised practice hours or culminating experience hours. Graduating students MUST have submitted logs of hours prior to August 31, 2016.

Discussions:

Because students are starting and ending their experience at different times, the discussion forum will be used asynchronously. You will not be required to comment on fellow students' posts. If you wish to comment, however, you may. Reading other students' posts is expected, but will not be monitored or graded.

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. Some of your posts on the discussion forum will be related to your assessment project.

Competencies:

Each student is starting and ending rotations at different times. You are responsible for making sure that the document with additional Competencies Completed is filled out, reviewed with the preceptor, and signed by the preceptor by the end of your experience. The signed page is due to Aida Miles (original or scanned copy). The form with the competencies is also due electronically and should be submitted as an Assignment. Both the form with additional competencies and the competencies (Assignment) are available in Moodle.

Weeks 1 and 2

Discussion Forum: In the discussion forum, describe very briefly 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 cannot exceed 300 words. Please draft your post in a document first, make sure there are no spelling errors and then copy and paste onto Moodle.

You should post this at the end of your first week/ beginning of the second week of your rotation.

Dates will vary by student.

Weeks 2 and 3

Discussion Forum: In the discussion forum, briefly describe the community 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+)

Weeks 3 and 4

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. Please limit your post to 250 words or less.

Weeks 4 and 5

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?

Mid-rotation Evaluations: Mid-way through your rotation you need to complete a self-evaluation and your preceptor also needs to evaluate you at this time. The forms are in Moodle. Your self-evaluation needs to be submitted via Moodle. Your preceptor should email his/her evaluation directly to me at: miles081@umn.edu.

Weeks 5 and 6

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.

Please limit your post to 400 words or less.

Weeks 6 and 7

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 already conducted them), 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.

Please limit your post to 500 words or less.

Week 8

Discussion Forum: In the discussion forum describe ONE significant nutrition issue faced by the group you are focusing on in your assessment. Please limit your post to 200 words or less.

Final Weeks

Community Nutrition Assessment:

The community nutrition assessment paper is due no later than **Friday, August 19, 2016 by 11:50am** (morning!).

Additional Competencies:

Please submit the document with additional competencies (last page signed by preceptor). This is submitted electronically as an Assignment, which is posted in Moodle. The electronic copy should be submitted **Wednesday, August 24, by 11:50 PM**. The signed copy can be mailed to Aida or scanned and emailed (address is on the competencies document).

Presentations

Directions for Presentations: Monday, August 29, 8:30am – 5 pm, WBOB 364.

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:

- 1) Tell the audience about your community/public health rotation in general terms.
- 2) Highlight some of the main lessons you learned during your rotation.

- 3) 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).

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.

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. It is not best practice to get to a podium and then start loading a presentation.

VII. Evaluation and Grading

<u>Assignment</u>	<u>Points & Approx. % of Grade</u>
Flipgrid 1 & 2 Assignment (pre-course)	44 (16.9%)
Interview 1 & 2 (pre-course)	30 (11.5%)
Website/ Narrated Power Point (pre-course)	56 (21.5%)
Discussions (6 posts)	30 (11.5%)
Nutrition Assessment	80 (30.7%)
Presentation	20 (7.6%)
Total possible points	260 (100%)

Grading Scale

A =	93-100%	C- =	70-72.9%
A- =	90-92.9%	D+ =	68-69.9%
B+ =	88-89.9%	D =	60-67.9%
B =	83-87.9%	D- =	58-59.9%
C+ =	78-79.9%	F =	< 58%
C =	73-77.9%		

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

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.