

Course Syllabus

Course Instructors

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Prerequisites

Foundations of Practice I (NFS1208) is a prerequisite for this course. Completion of NFS 1209 is a requirement of the program.

Course Description

NFS1209 is part of the course series of three Foundations of Practice courses (NFS 1208, 1209, 1210). These are applied and experiential learning courses focused on fundamental aspects of nutrition and dietetics practice. In this course, students are immersed in public health, clinical, and food service practice settings where they observe and interact with interdisciplinary teams, Registered Dietitians, and with client and consumer population groups. Students will participate in day to day dietetic activities, and complete relevant assignments in each area. Students will begin to develop practice competencies in: Professional Practice; Communication and Collaboration; Nutrition Care; Population and Public Health; and Management, as outlined in the Integrated Competencies for Dietetic Education and Practice. This course gives an opportunity for students to continue with professional reflection, collegial sharing and the identification of self-directed learning needs in practice settings.

Learning Outcomes

Students will be able to:

1. Experience working in clinical, public health and food service settings.
2. Describe daily operations of select clinical, public health and food service settings.
3. Demonstrate knowledge and understanding of foundational principles within each of the practice settings.
4. Begin to develop entry level competencies for dietetic practice.
5. Identify and begin to develop an understanding of the Interprofessional roles within each setting.
6. Engage in self-reflection to assess individual learning needs in each practice setting.
7. Demonstrate integration of knowledge and experiential learning using critical thinking and reflection.

Course Format

Students will:

- complete three four-week modules (4 days/week),
- rotate through each of the following three practice settings: Clinical Dietetics, Public Health, and Food Service, and
- complete their module either individually or in pairs.

Prior to, and after each module, student will participate in a consolidation week to debrief and share their experiences. This will also serve as an opportunity to orient students to their upcoming module. Students will also participate in education sessions during the consolidation weeks to further develop competency in various topics in nutrition care.

Course Materials

1. Fieldwork Responsibilities and Expectations
2. Competency Assessment and Student Performance Summary
3. Fieldwork Learning Activities
4. Practice Area Descriptions
5. Student Feedback on Preceptor

Course Assignments:

Peer learning is a key component of FOP II. Course assignments reflect this learning strategy.

A pass/fail grade is assigned for this course. In order to receive a passing grade, students must:

1. Complete all practice rotations.
2. Complete all assignments on time and to a professional standard.
3. Collaborate with peers and co-workers as required in each setting.
4. Review readings, activities and resources assigned by preceptors.
5. Complete projects assigned by preceptors.
6. Adhere to institutional policies and procedures and codes of conduct.
7. Represent the MPH program in a professional manner.

Students are encouraged to discuss concerns and questions as early in the course as possible. Due to the structure of FOP II, if unforeseen absences arise, it is critical that students speak with course instructors immediately.

More detailed assignments will be distributed in class.

Peer Learning Assignments

1. *3Rs (React, Reflect, Respond)*

A) Oral Format:

During each consolidation week, students will be divided into three groups. Each student will describe a situation, challenge or topic of interest that arose in each of the three practice rotations. Students will be provided with guiding questions, such as:

1. What was new, unexpected or inspiring and why?
2. What did you struggle with and why?
3. What will you take away?

Time will be set aside for questions and answers and peer feedback within each group.

B) Written Format:

Students will identify one of the situations, challenges or topics of interest from one practice rotation and write a reflection paper. Individually written reports will be submitted to instructors on **May 6, 2016**.

2. Fieldwork Oral Presentations

Presentations will occur during consolidation weeks.

Nutrition Care

Working in assigned pairs, students will present a nutrition care plan according to guidelines provided in class. The case study will be presented to students, preceptors and instructors following nutrition care practice rotation.

Population and Public Health

Students will be divided into three groups for discussion. Working in assigned pairs, students will report back on their learning activities in population and public health using the following framework:

1. Task, context and rationale.
2. Challenges, controversies and opportunities.
3. Tips for classmates.

Management

Students will be divided into three groups for discussion. Students will report back on their management projects using the following framework:

1. Task, context and rationale.
2. Challenges, controversies and opportunities.
3. Tips for classmates.

Course Schedule

NFS1209 runs from Tuesday – Friday each week.

Schedule is subject to change.

Week and Date	Day and Location	Content
Orientation to FOPII Week 1, January 12-15	Tuesday UT FG423	FOPII Orientation 9:00 – 4:30
	Wednesday UHN Ground Floor Student Service Centre	UHN Clinical Nutrition Orientation 9:00-12:00 Meet and greet byolunch 12:00-1:00 UHN Nutrition Services Orientation 1:00-4:00
	Thursday TPH 277 Victoria St. Rm 502	TPH Orientation 9:00-12:00 Meet and greet byolunch 12:00-1:00 Health equity 1:00-4:00
	Friday UT FG423	FOPII Orientation 9:00-4:30
Fieldwork Module 1 Weeks 2-5, January 19- February 12	Tuesday- Friday	Students are in practice settings: <ul style="list-style-type: none"> • Population and Public Health • Nutrition Care • Management



Week and Date	Day and Location	Content
Reading Week Week 6 February 15-19		No classes or fieldwork.
Consolidation Week for Module 1 Week 7 February 23-26	Tuesday UHN 12N Norman Urquhart Rm1276	Education Session Diabetes Type1 9:00-12:00
	UT FG423	3Rs Sharing 1:30-4:30
	Wednesday TGH EC7-316	Education Session Renal 9:00-12:00
	TGH RFE 2S-401	Fieldwork Oral Presentation Nutrition Care case studies 1:30-3:30
	Thursday TWH WW3-424	Education Session Cardiology 8:30-11:30
	UT FG423	Fieldwork Oral Presentation Population and Public Health, and Management 1:00-4:00
	Friday TWH WW3-424	Education Session Diabetes Type 2 9:00-12:00
		No class scheduled on Friday afternoon
Field Work Module 2 Weeks 8-11		Students are in practice settings: <ul style="list-style-type: none"> • Population and Public Health • Nutrition Care

Week and Date	Day and Location	Content
March 1-25		<ul style="list-style-type: none"> Management
Consolidation Week for Module 2 Week 12, March 29- April 1	Tues UT FG423	3Rs Sharing 9:00-12:00
	TGH Rm GSSC 108	Education Session Enteral Nutrition 1:00-4:00
	Wed PMH 6 th floor 702/703	Fieldwork Oral Presentation Nutrition Care case studies 10:00-12:00
	TGH GW 1-538	Education Session Parenteral Nutrition 1:00-4:00
	Thursday TWH FP6-103	Education Session Dysphagia 9:00-12:00
	TPH 277 Victoria Rm 502	Fieldwork Oral Presentation Population and Public Health, and Management 1:30-4:30
	Friday PMH 6 th floor 702/703	Education Session Oncology 9:00-12:00 No class scheduled on Friday afternoon
Fieldwork Module 3 Week 13-16 April 5-29		Students are in practice settings: <ul style="list-style-type: none"> Population and Public Health Nutrition Care Management
Consolidation Week for Module 3	Monday TWH FP6-103	Fieldwork Oral Presentation Nutrition Care case studies 9:30-11:00
Week 17 May 3-6	Tuesday TWH	Education Session Wound Care

Week and Date	Day and Location	Content
	WW3-424	9:30-12:30
	UT FG423	3Rs Sharing 1:30-4:30
	Wednesday Baycrest	Education Session Geriatric 9:00-12:00 Education Session Palliation 1:00-4:00
	Thursday TPH 277 Victoria Rm502	Education Session Infant Feeding, Child Growth and Development 9:00-12:00 Fieldwork Oral Presentation Population and Public Health, and Management 1:00-4:00
	Friday UT FG423	Wrap-up and course evaluationvaluation 9:00-10:30 9:00-10:30 Orientation to Practica 1 and 4 week independent study (May – July) 10:30 – 12:30 Orientation to Practica 1 and 4 week independent study (May – July) No class scheduled on Friday afternoon 10:30 – 12:30 No class scheduled on Friday afternoon

Course Readings:

Required Resource: Clinical Nutrition Resource Handbook. Sunnybrook Health Sciences Centre, September 2015

Readings for Nutrition Care

Standards of Practice and Professional Performance of the Academy of Nutrition and Dietetics (2013). Academy of Nutrition and Dietetics: Revised 2012 Standards of Practice in Nutrition Care and Standards of Professional Performance for Registered Dietitians. *Journal of the Academy of Nutrition and Dietetics*, 113, S29-S45.

Practice Paper of the Academy of Nutrition and Dietetics. (2013). Critical thinking skills in nutrition assessment and diagnosis. *Journal of the Academy of Nutrition and Dietetics*, 113, 1545 – 1558.

Practice Applications of the Academy of Nutrition and Dietetics (2013). Interviewing Clients and Patients: Improving the Skill of Asking Open-Ended Questions. *Journal of the Academy of Nutrition and Dietetics*, 113, 624-633

UHN Website

www.uhn.ca

UHN Strategic Plan 2016

http://www.uhn.ca/corporate/AboutUHN/AchievingOurVision/Pages/strategic_plan.aspx

Readings for Management

National Food Service Management Institute (NFSMI). (2002). Introduction to foodservice systems. In *A guide to centralized foodservice systems* (Chapter 1, pp. 1 – 18). <http://nfsmi.org/documentlibraryfiles/PDF/20080212032530.pdf>

[Dietitians of Canada, Ontario Long Term Care Action Group. \(2013\). Best practices for nutrition, food service and dining in Long Term Care Homes. A working paper.](#)

Readings for Population and Public Health

Ontario Public Health Standards

http://www.health.gov.on.ca/en/pro/programs/publichealth/oph_standards/

Core Competencies for Public Health in Canada

http://www.phac-aspc.gc.ca/php-ppsp/ccph-cesp/about_cc-apropos_ce-eng.php

Pan Canadian Task Force on Public Health Nutrition

<http://www.dietitians.ca/Dietitians-Views/Health-Care-System/Public-Health/Pan-Canadian-Task-Force-on-Public-Health-Nutrition.aspx>

TPH Website

www.toronto.ca/health

TPH Strategic Plan 2015 – 2019. A HEALTHY CITY FOR ALL

<http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=608888b7b32e9410VgnVCM10000071d60f89RCRD>

The Unequal City 2015

<http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=d9c1756d5a3ac410VgnVCM10000071d60f89RCRD>

Course Expectations:

Students are encouraged to discuss any concerns and questions with course instructor as immediately and as early in the course as possible.

PARTICIPATION, PUNCTUALITY AND ATTENDANCE EXPECTATIONS: Students are expected to be punctual, to participate fully and to attend all classes. Students are required to email instructor if unable to meet these expectations.

ASSIGNMENTS: Specified assignment deadlines must be adhered to unless prior permission has been sought and granted on medical or other compelling grounds (in which case a new due date will be specified). **Please note: the 3R written assignment will not be accepted later than the deadline date of May 6, 2016.**

All written assignments must be double spaced, 12 point font, pages numbered, and accurately referenced and formatted in appropriate academic style.

WRITING SUPPORT: Writing assistance is available to graduate students at The School of Graduate Studies, English Language and Writing Support Centre (ELWS). ELWS offers five, free types of support designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, writing intensives, and a list of additional resources for academic writing and speaking.

Refer to <http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx>

RESEARCH HELP: University of Toronto Libraries

University of Toronto Libraries provides access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, e-mail, chat, and in-person. (See Library website for more details.)

For more information on services and resources available, visit the Library website for your campus.

University of Toronto Libraries (St. George) library.utoronto.ca

University of Toronto Policies

ACADEMIC INTEGRITY STATEMENT: Academic integrity is essential to the pursuit of learning and scholarship in a university. The University treats cases of academic misconduct and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct and the processes for addressing academic offences. Plagiarism (the presentation or paraphrasing of the work of another author as if it was one's own) is a form of academic fraud with potentially serious consequences. All university policies regarding plagiarism will be upheld in this course.

Refer to the University of Toronto Academic Resources site at:
<http://www.sgs.utoronto.ca/facultyandstaff/Pages/Academic-Integrity.aspx>

Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. The instructor reserves the right to submit student papers to <http://turnitin.com/> a computer-based service which checks for originality in submitted papers.

ACCESSIBILITY: It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community.

Refer to the University of Toronto Accessibility Services at
<http://www.accessibility.utoronto.ca/>