

# Syllabus Fall 2021

## NFS 274, Community Practicum, 1-2 Credit Hour(s)

### Modality, Meeting Pattern, Location

This course is independent, on sight, with your practicum supervisor.

You are required to meet with me once a month to check-in and share your progress (once in September, once in October, and once in November). Every Tuesday from 11:30 am – 12:30 pm EST, I will host drop-in office hours in MLS 357. If you are unavailable please email me and we will select a different appointment time on a case-by-case basis.

### Time Commitment:

You are required to invest a minimum of 45 hours per credit.

### Instructor, Contact Information, Office Hours

**Professor & DNFS Practicum Coordinator: Dr. Farryl Bertmann (she/her)**

**Email:** [fbertman@uvm.edu](mailto:fbertman@uvm.edu)

**Schedule remote meeting here:** <https://calendly.com/drffarryl>

#### Contact me with issues related to:

- ACCESS accommodations
- Questions about how to apply course concepts to your lived experience, major, or career goals
- Questions about the UVM MSD Program

#### Contact me also about issues related to:

- Paperwork and forms needed for practicum (Subject line: NFS 274 Forms Question)
- Grades posted on Blackboard (Subject line: NFS 274 Grade Question)
- Practicum troubleshooting (Subject line: NFS 274 Practicum Question)

#### Class Technology: ETS Knowledge Base

Website: <https://www.uvm.edu/it/kb>

**Contact:** <https://www.uvm.edu/it/kb/submit-a-ticket/>

#### Contact ETS about issues related to:

- Technical issues related to Microsoft Teams (Channels, Polls, etc)
- Troubleshooting technology and understanding of classroom equipment
- Technical issues related to completing Blackboard (Bb) Assessments



Supporting your success is my priority; do not hesitate to schedule a meeting through email. I harvest my messages daily, but depending on the semester's ebb and flow, it could take more than 48 hours, especially on the weekend.

## Technical support for students

Students, please read this technology checklist to make sure you are ready for classes. <https://www.uvm.edu/it/kb/student-technology-resources/>

Students should contact the Helpline (802-656-2604) for support with technical issues.

## Pre-requisites

DNFS students only

## Course Description

This course will increase and refine the student's pre-professional experience in the field of nutrition and dietetics with supervised work experience combined with structured experiential learning and reflection.

## Course Learning Objectives

By the end of this course, students will be able to:

- 1.** Demonstrate scientific and evidence-based practice by the integration of scientific information and research into selected area of pre-professional practice including but not limited to health promotion and prevention of chronic disease.
- 2.** Demonstrate professional practice expectations including beliefs, values, attitudes, and behaviors found in the pre-professional dietitian level of practice.
- 3.** Support the development and delivery of information, products, and services to individuals, groups, and populations of differing ages and health statuses and in various settings using all components of the nutrition care process.
- 4.** Practice management and use of resources by the strategic application of principles of management and systems in the assistance of the provision of services under the guidance of the supervisor to individuals and organizations.

## Teaching Philosophy:

Since beginning my voyage as a university instructor in 2002, the focus of my efforts has transitioned from the lecturer in front of the class to the facilitator on the side, encouraging students to become engaged and active in their learning experience. I believe the goal of teaching is to kindle in students the passion for life learning. I hope to transform students in a way that they become conscious and aware of the world around them. I want my students to seek opportunities to broaden and expand their knowledge anywhere, in any circumstance, whether it is taking a moment to focus on breathing when faced with a challenge to reading the nutrition label on the back of a package. I feel students are best prepared for their careers if they are engaged, curious, and willing to learn.

Within the classroom itself, I find the following most important, critical thinking skills, group cooperation, experiential engagement, cognitive engagement, holistic learning, scaffolding-based writing assignments, and progressiveness. I esteem to make my classroom inclusive and a multiple intelligence environment, honoring neurodiversity. Due to adverse physiological consequences of excessive corticosteroids, it is my conscious effort to make the course calm and welcoming. I find that learning is a function of the environment. Many students who are used to a traditional lecture are at first resistant to this situation. Through cooperative and active learning strategies, students can experience course material during related activities.

Beyond the facilitator role, I believe the most critical element in successful teaching is trust. To build confidence with my students, I must be clear, pragmatic, and transparent. I aspire to create lesson plans that state the learning objective, the activities that address the objective, and evaluation that not only encompasses the objective but is a direct reflection of its intent. Trust is also built on communication. This is the physical communication I express when I arrive prepared and focused on the daily activity, verbal communication of my expectations, and encouragement of learning. Finally, the written interface should be used to build trust and confirm expectations, whether that is my syllabus, feedback on an assignment, or email responses. A classroom where student-teacher and student-student trust is well established and well-tended, is in, my opinion, the key to a successful learning experience.

## **Required Course Materials:**

Required software- MS Forms, ability to sign a PDFs, UVM Blackboard and internet access

## **Blackboard and MS Teams:**

Our appointments will be conducted in person through drop-in office hours and the final poster presentation will be conducted over Blackboard.

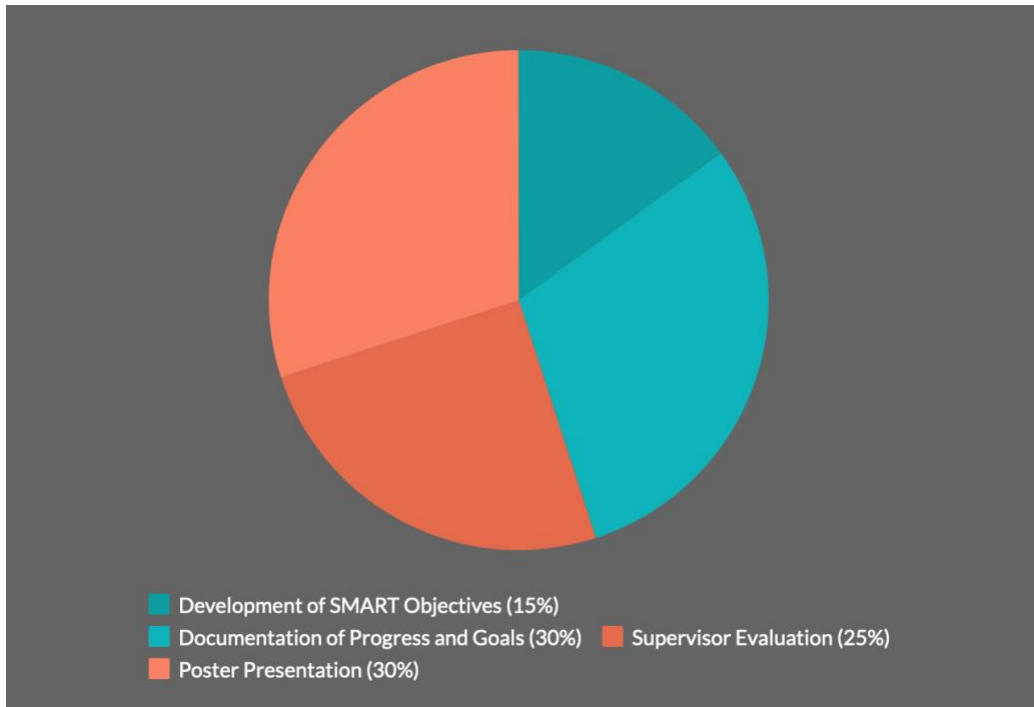
## **Attendance and illness/isolation/quarantine:**

If you need to isolate or quarantine, Student Health Services will inform our Dean's office. You should contact me to make arrangements to discuss missed work.

## **Dire Emergencies**

These emergencies must be documented and are subject to my approval. In such emergencies, the student should contact me within twenty-four hours of the scheduled assessment/due date, unless it is physically impossible for her or him to do so, in which case the student should be prepared to document that impossibility. If you cannot provide documentation and/or you miss more than two major assignments due to dire emergencies, I would strongly encourage you to withdraw from the class. I recognize that we are currently in a pandemic. I am willing to work with you if you are experiencing COVID-19 related illness or loss, you must however communicate with me in a timely manner so I can provide this support and alert college student services to pursue possible extensions.

## Grading Criteria/Policies:



The course grade is based on 4 weighted categories; Development & refinement of SMART Objectives in your Contract (15%), Documentation of Progress and Goals (30%); Supervisor Evaluation (25%); Poster Presentation (30%); please see breakdown above.

## Graded Work:

Refer to the Important Dates graphic below. Most assignments are due Fridays by 4:30 pm EST, late assignments will be deducted 10% for each 24 hours beyond the due date; 10% will be deducted starting at the moment the due date passes.

### ACEND-Required Core Knowledge (KRDN):

**KRDN 2.8:** Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

## Research and Citation Help:

For help selecting research topics, finding information, citing sources, and more, ask a librarian. Although we're working remotely, we're eager to help. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation with a librarian.

Howe Library: <https://library.uvm.edu/askhowe>

Dana Medical Library: <https://dana.uvm.edu/help/ask>

Silver Special Collections Library: <https://specialcollections.uvm.edu/help/ask>

## Course Evaluation:

Please complete an evaluation of the course at its conclusion. Course evaluations are anonymous and confidential, and that the information gained, including constructive criticisms, will be used to improve the course.

## COVID 19 Policy section:

General statement regarding potential changes during the semester:

<http://catalogue.uvm.edu/>

The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives.

## Green and Gold Promise:

The Green and Gold Promise clearly articulates the expectations that UVM has for students, faculty, and staff to remain compliant with all COVID-19 recommendations from the federal CDC, the State of Vermont, and the City of Burlington.

The Code of Student Conduct outlines policies related to violations of the Green and Gold Promise. Sanctions for violations include fines, educational sanctions, parent notification, probation, and suspension.

## Intellectual Property Statement/Prohibition on Sharing Academic Materials:

Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

## Tips for Success:

Here are a few resources for students on remote/online learning:

Checklist for success in <https://learn.uvm.edu/about/support-for-students/checklist-online-credit-courses/>

Academic support for online courses: <https://www.uvm.edu/academicsuccess/online-learning-student-resources-remote-instruction>

30-minute webinar on online learning success (Mar 2020):

[https://www.youtube.com/watch?v=Xp\\_MYsqQyvE](https://www.youtube.com/watch?v=Xp_MYsqQyvE)

Helpful resources other than the professor (e.g. Undergraduate/Graduate Writing Center, Supplemental Instruction, Learning Co-op tutors, supplemental course materials)

## Student Learning Accommodations:

In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss with their faculty the accommodations they plan to use in each course. Faculty who receive Letters of Accommodation with Disability Related Flexible accommodations will need to fill out the Disability Related Flexibility Agreement. Any questions from faculty or students on the agreement should be directed to the SAS specialist who is indicated on the letter.

### Contact SAS:

A170 Living/Learning Center;  
802-656-7753  
[access@uvm.edu](mailto:access@uvm.edu)  
[www.uvm.edu/access](http://www.uvm.edu/access)

## Important UVM Policies

### Religious Holidays:

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. <https://www.uvm.edu/registrar/religious-holidays>

### Academic Integrity:

The policy addresses plagiarism, fabrication, collusion, and cheating.  
<https://www.uvm.edu/policies/student/acadintegrity.pdf>

### Grade Appeals:

If you would like to contest a grade, please follow the procedures outlined in this policy:  
<https://www.uvm.edu/policies/student/gradeappeals.pdf>

### Grading:

For information on grading and GPA calculation, go to <https://www.uvm.edu/registrar/grades>

### Code of Student Conduct:

<http://www.uvm.edu/policies/student/studentcode.pdf>

## FERPA Rights Disclosure:

The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

<http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/>

## Promoting Health & Safety:

The University of Vermont's number one priority is to support a healthy and safe community:

**Center for Health and Wellbeing:**

<https://www.uvm.edu/health>

### Counseling & Psychiatry Services (CAPS)

Phone: (802) 656-3340

**C.A.R.E.** If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at <https://www.uvm.edu/studentaffairs>

## Alcohol and Cannabis Statement:

### Statement on Alcohol and Cannabis in the Academic Environment

As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:

Cause issues with attention, memory and concentration

Negatively impact the quality of how information is processed and ultimately stored

Affect sleep patterns, which interferes with long-term memory formation

It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.

### Discrimination, Harassment, Sexual Harassment or Sexual Misconduct

If a crime or other emergency is in progress, always call 9-1-1.

Dr. Farryl is *not* a confidential resource; I will, however, help you identify confidential resources including the Victim's Advocate

(<https://www.uvm.edu/~women/?Page=support.html&SM=capmenu.html>), CAPS

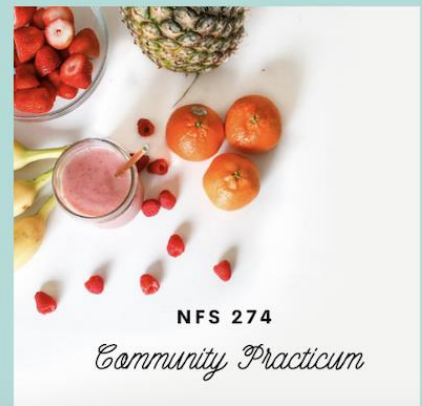
(<http://www.uvm.edu/~chwb/psych/>), and other health care providers (

<http://www.uvm.edu/~chwb/health/>) and licensed counselors who *are* confidential resources.

# important dates

DATE*	TASK
Monthly	Check-in with Dr. Farryl Monthly
Sept 10 by 4:30 pm	Identify a Practicum Site and Supervisor
Sep 24 by 4:30 pm	Complete COVID Practicum Partnership Letter - TBD
Oct 1 by 4:30 pm	Practicum Contract and Checklists
Oct 15 by 4:30 pm	SMART objectives redrafts submitted on Blackboard (Bb)
Dec 10 by 4:30 pm	Time log submitted on Bb
Dec 10 by 4:30 pm	Supervisor Evaluation - Emailed to Dr. Farryl
Dec 10 by 4:30	Submit Final Poster and Audio on Bb
Dec 17 by 4:30 pm	Comment on Peers' Posters and Audio on Bb

\*We are in a Global Pandemic, dates might change



NFS 274

*Community Practicum*