Syllabus Fall 2023
NFS 6130, Evidence-based Practice Project,
2 Credit Hours

Modality, Meeting Pattern, Location

We will meet remotely over MS Teams.
Mondays, we will meet over MS Teams during the scheduled course time; 4:30 pm - 6:00 pm EST.

Instructor, Contact Information, Office Hours

Course Instructor: Farryl Bertmann, PhD, RDN; email: fbertman@uvm.edu;
Office Hours can be scheduled using: https://calendly.com/drfarryl

Contacting Dr. Farryl

My preferred mode of communication outside of class is a meeting or email (fbertman@uvm.edu). If you would like to meet with us, please arrange an appointment (see above).

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

Admitted MSD student. Successful completion of the first year of the Master in Dietetics program.

Course Description

On site identification, review of literature for background and possible solutions, data collection and analysis, and writing and presenting the results and conclusions of a research problem. Pre/co-requisites: Successful completion of the first year of the Master in Dietetics program.

Course Learning Objectives

By the end of this course, students will be able to:
1. Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
2. Identify and research a problem or issue in the field of dietetics.
3. Collect and analysis data to inform evidence-based practice within the field of dietetics.
4. Use current information technologies to locate and apply evidence-based guidelines and protocols.
5. Apply critical thinking skills.
6. Demonstrate effective and professional oral and written communication and documentation.
7. Complete their Professional Development Portfolio for submission with their other comprehensive exam materials.

Knowledge Requirements and Learning Outcomes, KRDNs:

1.1 - Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.

1.2 - Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols.

1.3 - Apply critical thinking skills.

2.9 - Defend a position on issues impacting the nutrition and dietetics profession.

2.1 - Demonstrate effective and professional oral and written communication and documentation.

5.1 - Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

5.2 - Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.

5.3 - Practice how to self-advocate for opportunities in a variety of settings (such as asking for support, presenting an elevator pitch).

5.6 - Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

Core Competencies and Learning Outcomes, CRDNs:

1.2 - Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.

1.4 - Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.

1.5 - Incorporate critical-thinking skills in overall practice.

2.9 - Actively contribute to nutrition and dietetics professional and community organizations.

4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data.

5.3 - Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.

5.8 - Identify and articulate the value of precepting.

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.

Modality description

We will meet remotely over MS Teams.
Most Mondays, we will meet over MS Teams during the scheduled course time; 4:30 pm - 6:00 pm EST.

During our synchronous meetings, you will break off from the general MS Teams Channel into smaller MS Team Channels; I will prompt you. These small groups have been created randomly to ensure inclusion.

Required Course Materials:

Required software- MS Teams and internet access requirements

Required platforms and software:

Platforms will include MS Teams, Brightspace.

Brightspace and MS Teams:

Our course Brightspace will contain all Module materials, including the course lectures, supporting materials, and assessment. You need to purchase or rent the textbook, and you will have access to PDF readings over Brightspace.

Your small group time together will be conducted over MS Team:
https://www.uvm.edu/it/kb/article/teams/

Attendance and illness/isolation/quarantine:

Attendance in this course is required. The MS Teams attendance report will be used to calculate part of your Lecture Engagement grade.

In this class, we will work together to develop a learning community that is inclusive and respectful. As a learning community we will seek to encourage and appreciate expressions of different ideas, opinions, and beliefs in the spirit of Our Common Ground. Meaningful and

constructive dialogue is encouraged in this class. This requires mutual respect, willingness to listen, and open-mindedness to opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. Conduct that substantially or repeatedly disrupts the ability of faculty and instructors to teach and the ability of students to engage may result in my asking a student to temporarily leave the classroom. See Code of Student Conduct.

UVM expects students, faculty, and staff to remain compliant with all COVID-19 recommendations and measures in place for UVM, the State of Vermont, and the City of Burlington.

Attendance and illness:

If a student will not be able to attend in-person classes for qualifying health reasons, Student Health Services (SHS) will send a notification to the appropriate student services office or designated staff member informing them of this along with the dates the student is unable to attend. The SHS notification will specify whether the request for flexibility is only around in-person class attendance or includes additional flexibility for assignments and tests because the student is too ill to participate. Students are responsible for working with their faculty to make up class content and work they miss due to a documented illness.

If you are following isolate or quarantine guidelines and you need additional deadline flexibility, you or your medical provider should 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 pursuit possible extensions.

Grading Criteria/Policies:

Specifications Grading (Specs Grading)

Objectives	Final Grade	Bundle
By the end of this course, students will be able to: Knowledge Requirements and Learning Outcomes, KRDNs: 1.1 - Demonstrate how to locate, interpret, evaluate and use professional literature to	**Pass**	• Attend 9 classes • Identify your Capstone Mentor • Submit Documentation that you have met at least 1 time with a UVM Reference Librarian, 2 times with the Graduate Writing Center, and 3 times with your Capstone Mentor

make ethical, evidence-based practice decisions. 1.2 - Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols. 1.3 - Apply critical thinking skills. 2.9 - Defend a position on issues impacting the nutrition and dietetics profession. 2.1 - Demonstrate effective and professional oral and written communication and documentation. 5.1 - Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement. 5.2 - Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals. 5.3 - Practice how to self-advocate for opportunities in a variety of settings (such as asking for support, presenting an elevator pitch). 5.6 - Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others. Core Competencies and Learning Outcomes, CRDNs: 1.2 - Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice. 1.4 - Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies. 1.5 - Incorporate critical-thinking skills in overall practice. 2.9 - Actively contribute to nutrition and dietetics professional and community organizations. 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data.		• Complete and submit Capstone pre-proposal • Submit CITI Certification • Complete Capstone Project Outline • Complete a Peer-review of classmate's Capstone • Submit a Full Draft of your Capstone with at least 80% of the Capstone written

5.3 - Prepare a plan for professional development according to Commission on Dietetic Registration guidelines. 5.8 - Identify and articulate the value of precepting.		

Graded Work:

No Late Assignments
All assignments are due at the time requested, no late submissions, no exceptions other than dire emergencies.

Specs Grading
All materials in the bundles will be graded as pass/fail. The bar will be set at 80% or higher at the graduate level. Students will be presented with a table describing criteria and satisfactory at the time assignments are made available.

Tokens
Students will be given three tokens for the semester. Tokens can be redeemed to: excuse attendance including arriving or leaving 15 minutes late/early; revision to meet Specs; submitting assignment up to 1 week after it is due.

Small Group Sessions:

Teams Meetings and your video background.

Please make sure your meeting background is professional. If you have a background that does not resemble a professional setting, you should use the blur background function on Teams.

Lived Name and Pronoun Information:

The UVM Directory includes fields for indicating your lived name and your pronouns. Lived names (preferred names, names in use) are names that an individual wants to be known by in the University community. Entering your pronouns is strongly encouraged to help create a more inclusive and respectful campus community. To update your information, login to the UVM Directory. A preview box will allow you to see how this information will appear in other systems used on campus such as Microsoft Teams and Brightspace.
More information about how to make changes to your lived name and pronouns is available in the Knowledge Base.

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.

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.

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:

Course-specific study/preparation tips
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
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
www.uvm.edu/access

Important UVM Policies

Academic Integrity:

The Academic Integrity policy addresses plagiarism, fabrication, collusion, and cheating.

Code of Student Conduct:

UVM's Code of Student Conduct outlines conduct expectations as well as students' rights and responsibilities.

FERPA Rights Disclosure:

The purpose of UVM's FERPA Rights Disclosure 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.

Final Exam Policy:

The University final exam policy outlines expectations during final exams and explains timing and process of examination period.

Grade Appeals:

If you would like to contest a grade, please follow the procedures outlined in this policy.

Grading:

This link offers information on grading and GPA calculation.

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. The complete policy is here.

Promoting Health & Safety:

The University of Vermont's number one priority is to support a healthy and safe community:
Center for Health and Wellbeing
Counseling & Psychiatry Services (CAPS) Direct Phone Line: (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 C.A.R.E. Team website.

Statement on weight inclusivity:

This course will take a weight-inclusive approach with the intention of improving access to health care that is *non*-stigmatizing. This approach is built on scientific evidence that individuals can maintain a healthy body and achieve a state of well-being independent of their weight. This approach moves away from blaming the individual for being unable to lose weight. It allows for a decrease in weight stigma and body shaming, while increasing focus on overall improvement in psychological well-being and social determinants of health. In this course, a weight-inclusive approach will be applied to all facets of dietetics & nutrition practice, including interventions, training, counseling, and education. This approach is consistent with CALS commitment to Diversity, Equity, and Inclusion.

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.

Our *NFS 6130 Travelogue Fall 23* contains our weekly Topics, Readings and Project details.