

Syllabus Spring 2023

NFS 311, Supervised Practice I, 4 Credit Hours

Modality, Meeting Pattern, Location

We will meet remotely over MS Teams.

Meeting sequence on Mondays:

Asynchronous: 10:00 am – 11:45 am est;

Synchronous meeting: 11:45 am – 1:30 pm est;

One-on-one student meetings from 10:00 am – 11:30 am est (look for individual invitation.)

Small group, team meetings: 1:30 pm – 2:00 pm est

Please plan to hold Mondays from 10 am – 2 pm est for this course!

Instructor, Contact Information, Office Hours

Course Instructor: Farryl Bertmann, PhD, RDN; email: fbertman@uvm.edu;

Drop in Office Hours: Tuesdays from 2:30-3:30 in my office;

Virtual Office Hours can be scheduled using: <https://calendly.com/drarryl>

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

Course Description

Through lecture, discussion, presentations, and practical experience, students develop competencies in clinical dietetics, community nutrition, and food service management.



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. (KRDN 1.1)
2. Use current information technologies to locate and apply evidence-based guidelines and protocols.(KRDN 1.2)
3. Apply critical thinking skills. (KRDN 1.3)
4. Demonstrate effective and professional oral and written communication and documentation. (KRDN 2.1)
5. Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe inter-professional relationships in various practice settings. (KRDN 2.2)
6. Assess the impact of a public policy position on nutrition and dietetics practice. (KRDN 2.3)
7. Demonstrate an understanding of cultural competence/sensitivity. (KRDN 2.6)
8. Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession. (KRDN 2.7)
9. Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions. (KRDN 3.1)
10. Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups. (KRDN 3.3)
11. Explain the processes involved in delivering quality food and nutrition services. (KRDN 3.4)

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.

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Required Course Materials:

Required software- MS Teams and internet access requirements

-Health Equity: A Solutions-Focused Approach - K. Bryant Smalley

-Review of Dietetics: Manual for the Registration Examination for Dietitians 2022-2024 Edition - Mary Abbott Hess

-You Just Need to Lose Weight: And 19 Other Myths About Fat People. Beacon Press; 2023. - Aubrey Gordon

Blackboard and MS Teams:

Our course Blackboard 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 Blackboard.

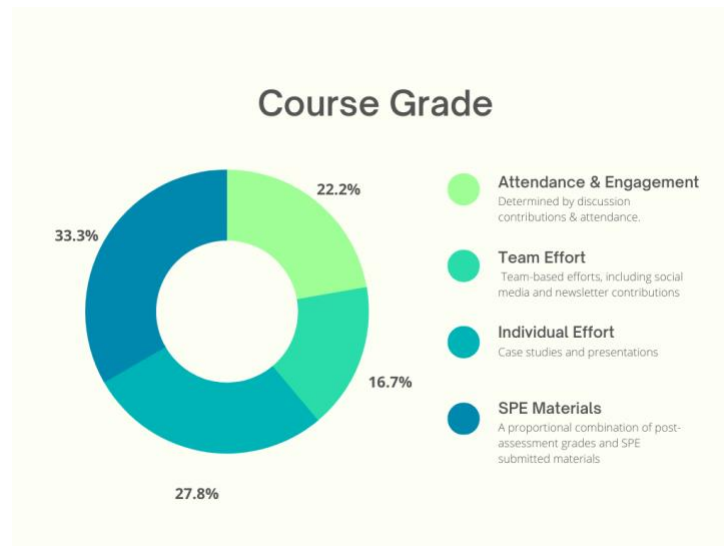
Attendance and illness/isolation/quarantine:

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 pursue possible extensions.

Grading Criteria/Policies:



The course grade is based on four weighted categories; Attendance & Engagement (22.2%), Individual Effort (27.8%), Team Effort (16.7%), SPE Materials (33.3%).

The following are the grade cut-offs. Please note, grades are not rounded up at the end of the semester.

A+: > 98.0%	A: 93.0-97.9%	A-: 92.9-90.0%
B+: 89.9-88.0%	B: 87.9-83.0%	B-: 82.9-80.0%
C+: 79.9-78.0%	C: 77.9-73.0%	C-: 72.9-70.0%
D+: 69.9-68.0%	D: 67.9-63.0%	D-: 62.9-60.0%
F: < 60.0%		

Graded Work:

No Late Assignments

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

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.

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:

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

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>

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.

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 and the TA *are not* a confidential resource; we 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 311 Travelogue Spring 23* contains our weekly Topics, Readings and Assignment details.