

Class Meeting Time: 9:00 a.m. – 1:00 p.m. (unless otherwise noted)

Classroom Location: 125 Marsh Life Science

Date	Week	Topic	Who	Details
January 14	1	<ul style="list-style-type: none"> • Wrap-up of SPE orientation • Critical thinking through written reflection: <ul style="list-style-type: none"> ○ Review BB posts and comments ○ Weekly BB reflection facilitated discussion format ○ How do pre-/post-rotation reflections differ from weekly BB reflection? • Clinical Practice: Kcal count + case scenario (using CHO/ADA exchange lists) 		
January 21		No class; Martin Luther King day		
January 28	2	<ul style="list-style-type: none"> • Professional practice: Receiving Feedback • FSM: draft of sensory evaluation scoring sheet (for UVMMC taste testing on 02.05.18) • Effective Nutrition Education (Contento, Ch 1) • BB: Julie • Nutrition counseling: Molly Kellogg (MK) #1 (Intro/Engaging the Client) 	Guest speaker: Victoria Seaver, MS, RDN (MSD '14)	9:00 – 10:00 a.m.
February 04	3	<p>Field trip</p> <ul style="list-style-type: none"> • FSM: Medical Nutrition Supplement Tasting (+ Product Evaluation/Testing) • BB: Natalie • Nutrition Education: The Basics (Contento, Ch 2) • Nutrition counseling: MK #2 (Open-ended Questions) 	Guest speaker: Real Pothier, RD	8:00 – 9:30 a.m. UVMMC, McClure 601A (Confirmed)

		<ul style="list-style-type: none"> • In-class assignment: Diabetes Case Study • <i>Fueling Fitness: Topic selection (see due dates attached to this assignment)</i> • Individual meetings with Amy 		<p><i>Due dates/timeline pending</i></p> <p>1:30 – 3:30 p.m.</p>
Feb 11	4	<ul style="list-style-type: none"> • Sustainable food systems: Hunger, food access & food security. Part I: VFB • BB: Sarah • Nutrition counseling: MK #3 (Affirming) • FSM: Systems approach... (Gregoire, Ch 1) 	Vermont Foodbank (Barre, VT)	<p>Arrive at VFB by 8:50 a.m.; 9:00 a.m. – 12:00 noon volunteerism followed by short class meeting until 1:00 p.m. Bring your lunch!</p>
Feb 18		<p>NO CLASS (Holiday) <i>(BB: on-line; Anna)</i></p>		<p>BB discussion will occur entirely on BB; timeline TBD</p>
Feb 25	5	<ul style="list-style-type: none"> • Nutrition counseling: MK #4 (Reflecting) • Nutrition education: Facilitating Motivation, Ability, & Support for Behavioral Change (Contento, Ch 3) • FSM: Managing Quality (Gregoire, Ch 2) • BB: Ruth • Diet history, DASH assignment (step #1) 		
March 04	6	<ul style="list-style-type: none"> • Professional writing: • Nutrition counseling: MK #5 (Summarizing) • Nutrition education: Increasing Awareness... Theory of Planned Behavior (Contento, Ch 4) • Prep for VAND meeting (networking tips & professionalism) 	<p>Guest speaker: Jean Harvey, PhD, RDN</p>	<p>9:00 – 10:00 a.m.</p>

		<ul style="list-style-type: none"> • Exploratory rotations: guidelines & timeline • FSM: The Menu (Gregoire, Ch 3) • Older adult nutrition & physiological changes; menu planning • BB: Ashleigh • Diet history, DASH assignment (step #2) 		1:30 – 3:30 p.m.
March 11		NO CLASS (Spring Break)		
Mar 18		VAND Spring Meeting: Day-long conference (connect with 3 new RDNs) <i>(BB: on-line; Julie)</i>		<ul style="list-style-type: none"> • All 1st year students provide volunteer assistance • UVM Alumni House
Mar 25	7	<ul style="list-style-type: none"> • Clinical practice: renal nutrition/dietetics • BB: Natalie • Nutrition counseling: MK #6 (Behavior Change & Resistance to Change) • Nutrition education: Facilitating Ability to Change Behavior... Social Cognitive Theory (Contento, Ch 5) • Diet history, DASH assignment: debrief • Cultural competency: Person 1st Practice 	Guest speaker: Cydney Wolf, MS, RD	10:00 a.m. – 12:00 noon
April 01	8	<p>On-line class meeting (experimental)</p> <ul style="list-style-type: none"> • Sustainable food systems: Hunger, food access & food security. Part II: Shopping experience at Dollar Store & Walmart • Older adult nutrition & aging: continuum of independence & care; protein & sarcopenia • Nutrition counseling: MK #7 		

		<p>security (shopping assignment). 60' for two presentations</p> <ul style="list-style-type: none"> • Nutrition Assessment: amputee • BB: Ruth • Older adult nutrition & aging: rehab/nursing home setting. Pressure Ulcers/Management. <p>• Individual meetings with Amy</p>		1:30 – 3:30 p.m.
Apr 22	11	<p>Field trip: <i>Sustainable food systems: Farm tour</i> (Bridport)</p> <ul style="list-style-type: none"> • BB: Ashleigh (<i>on-line</i>) 		Details to follow
Apr 29	12	<p><i>Last class meeting!</i></p> <ul style="list-style-type: none"> • Nutrition counseling: MK wrap-up • Nutrition education: Exploring Determinants of Intervention... (Contento, Ch 8) • BB: Julie • FSM: Meals, Satisfaction & Accountability (Gregoire, Ch. 15)) • Rotation expectations: May & June (BB reflections, PDP deadlines, etc.) • Summer “assignments” • August MSD Meet & Greet event: Recruit 2 volunteers to take leadership role 	<p>Guest speakers: <i>Start class meeting in CW Conf Room</i></p>	11:00 a.m. – 12:00 noon
May 04		Vermont Foodbank Hunger Conference		Killington Grand Resort Hotel
May 13		Individual meetings with Amy		10:00 a.m. – 12:00 noon

June 24		Tentative: Individual meetings with Amy		10:00 a.m. – 12:00 noon
August 07		Contact preceptor for 1 st rotation (fall semester) by COB		
August 13		Fall semester of SPE begins		
August 25		Meet and greet incoming class	TBD	Hold the afternoon/early evening

Relevant ACEND KRDN statements for NFS 311

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

KRDN 1.2: Use current information technologies to locate and apply evidence-based guidelines and protocols.

KRDN 1.3: Apply critical thinking skills.

KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation.

KRDN 2.2: 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 2.3: Assess the impact of a public policy position on nutrition and dietetics practice.

KRDN 2.6: Demonstrate an understanding of cultural competence/sensitivity.

KRDN 2.7: 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 3.1: Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.

KRDN 3.3: Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.

KRDN 3.4: Explain the processes involved in delivering quality food and nutrition services.

Textbooks & Reference Materials (for NFS 311/312 & SPE)

Required

- Pocket Guide to Nutrition Assessment. 3rd edition. Charney P, Malone, AM. (2015).
- Krause’s Food and the Nutrition Care Process. 14th edition. Mahan LK, Escott-Stump S, Raymond JL. Saunders Elsevier (2017) St Louis, MO. **OR** some other current MNT textbook.
- Community Nutrition in Action: An Entrepreneurial Approach. 7th edition. Boyle MA. Wadsworth, Cengage Learning. (2017). *N.B. Possibly optional; need access to the textbook. Slightly older edition acceptable.*
- Nutrition Education: Linking Research, Theory and Practice. 3rd edition. Contento IR. Jones and Bartlett Publishers, Inc. (2016).
- Foodservice Organizations: A Managerial and Systems Approach. Gregoire MB. 8th edition. Pearson Education, Inc. (2013).
- Clinical Case Studies for the Nutrition Care Process. Emery EZ. Jones & Bartlett Publishers, Inc. (2012).

Fueling Fitness Blog Posts (2019 timeline):

Everyone has posts ready by the same deadline; batch sent to Marcia Bristow

	Skim copies of popular publication (e.g. Nutrition Action Healthletter); select a topic
	Draft due to Amy: goal, objectives, rationale for the topic selection, outline of content
	Amy feedback to students (goal, objectives, outline); discuss in class
	Revisions due to Amy: goal, objectives, outline + draft title
	Draft of blog posting reviewed with/by Grad Writing Center (offer 2 dates)
	Revised draft to peer reviewers: e-copy
	Completed Peer Review feedback form to original author including printed marked-up copy of original blog post. If you prefer to complete this electronically, use track changes function on the word version. The scoring rubric will be posted on BB – that may also be completed electronically (in that case provide a hard copy to author).
	Revisions to 2 nd draft
	Final copy due to Amy (printed copy). Final copy of revised blog posting to Amy plus marked-up hard copy with peer review edits and scoring sheet. You may also
	Final copy returned; additional edits.
	Publisher copy ready for Marcia Bristow. Email blog posting to Marcia & Amy.
PRN	** Publisher-ready copy subject to edits and feedback from Marcia Bristow **

Peer Reviewers. You will give your 1st (draft) copy to the following student for their review & feedback:

- Julie →
- Natalie →
- Sarah →
- Anna →
- Ruth →
- Ashleigh →

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**Each week (or on a regular basis):**

- Rotation Reflection (BB postings): Student led/facilitated discussion of key themes from BB reflections posted the previous week.
- Skills & Drills (30’): In-class problem solving related to clinical, food service/management, community practice.
- Nutrition counseling: Real play. Next steps after establishing rapport. 24-hour recall.
- Kcal count using sample menu
- 24-hour recall: “real play”
- Journal Article Discussion (15’): Ongoing review of peer-reviewed literature with brief in-class discussion.

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BlackBoard Discussion Facilitator (*beginning Monday, 28 January*)

- 1) Julie
- 2) Natalie
- 3) Sarah
- 4) Anna
- 5) Ruth
- 6) Ashleigh

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**The Spectrum Quarterly Newsletter (Healthy Aging DPG). Professional writing (short article: 400 – 600 words).**

*Note: this writing assignment spans both NFS 311 & NFS 312.*

|     |                                                                                                            |
|-----|------------------------------------------------------------------------------------------------------------|
|     | <b><i>Spring 2019 (NFS 311).<br/>Timeline may need revision pending input from The Spectrum Editor</i></b> |
| TBD | Select topic from list distributed provided by <i>The Spectrum</i> editor                                  |
| TBD | Approval of topic                                                                                          |



|     |                                                                                                                                              |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------|
|     | <b>Fall 2019 (NFS 312)</b>                                                                                                                   |
| TBD | Draft goal and objectives; due to Amy                                                                                                        |
| TBD | Outline of topic/content due to Amy (draft main message & supporting concepts)                                                               |
| TBD | Feedback from Amy                                                                                                                            |
| TBD | 1 <sup>st</sup> draft to peer reviewers: (e-copy or hard copy; eventually it must be printed or provide feedback via track changes function) |
| TBD | Marked-up hard copy due back to original author                                                                                              |
| TBD | Final hard copy of revised article to Amy + marked-up hard copies with peer review edits                                                     |
| TBD | Amy returns hard copy of final article to original author                                                                                    |
|     | Original author makes FINAL edits                                                                                                            |
| TBD | Article ready for HA DPG Editorial Committee review; e-copy sent to Amy + HA DPG                                                             |
| TBD | Final publishing edits: due dates/deadlines determined by HA DPG                                                                             |

**Peer reviewers**

- Julie →
- Natalie →
- Sarah →
- Anna →
- Ruth →
- Ashleigh →

**Fall 2019 (NFS 312)**

- Nutrition education: begin planning HP/DP intervention; review Contento to date (Chapters 01-08); start with Chapter 09: Objectives
- Older Adult Nutrition & Aging:  
Clinical Case Study: Osteoporosis
- Clinical Case Study #7: Childhood Obesity
- HP/DP Community Intervention (mock-up)
- FSM: Decision-making & Communication (Gregoire, Ch 11)
- FSM: Food Production (Ch 6)
- Nutrition education: Building Community Capacity (Boyle)
- Qualitative research writing?

**Additional content areas**

- Cultural competency: Generations in the work place.  
[http://assets.aarp.org/www.aarp.org/articles/money/employers/leading\\_multigenerational\\_workforce.pdf](http://assets.aarp.org/www.aarp.org/articles/money/employers/leading_multigenerational_workforce.pdf)
- Time management
- Professional Practice: Preparing In-Service Education
- Neutropenic diets
- Pressure ulcer protocol
- Oncology

**9-stage community readiness model**

<http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/community-readiness/main>

Section 9. Community Readiness. Possibly work through this.

**Before summer Twitter:**

Helm J, Jones RM. Practice Paper of the Academy of Nutrition and Dietetics: Social media and the dietetics practitioner: opportunities, challenges, and best practices. *J Acad Nutr Diet.* 2016;1825-1835.

[http://www.eatrightpro.org/~media/eatrightpro\\_files/practice/position\\_and\\_practice\\_papers/practice\\_papers/socialmediapracticepaper.ashx](http://www.eatrightpro.org/~media/eatrightpro_files/practice/position_and_practice_papers/practice_papers/socialmediapracticepaper.ashx)

**Grading/SCORING MATRIX**

| Assignment                                                                      | Points Possible | Points Earned |
|---------------------------------------------------------------------------------|-----------------|---------------|
| Attendance & participation: 10 points/week X 12                                 | 120             |               |
| Weekly BB reflection: 5 points X 22 weeks                                       | 110             |               |
| BB Facilitated discussion: 10 points each X 2 or 3                              | 20 - 30         |               |
| Older Adult Menu Plan (3 days)                                                  | 15              |               |
| Draft legislation (writing a bill)                                              | 15              |               |
| Case Studies: diabetes in older man; cultural competence; CHF; etc. 15 pts each | 45 - 60         |               |
| Food Access project (oral presentation)                                         | 15              |               |
| Fueling Fitness Blog                                                            | 20              |               |
| MSD SPE PDP variable depending on # of rotations each semester                  | TBD             |               |

|               |    |  |
|---------------|----|--|
| Discretionary | 20 |  |
|               |    |  |
| <b>Total</b>  |    |  |

SPE PDP packets: These are scored on a ( $\surd$ ,  $\surd+$ ,  $\surd-$ ) system. The major portion of the PDP grade is based on the pre- and post-rotation reflections.

**MSD PDP scoring:**

- Pre-rotation reflection: 16 points*
- Post-rotation reflection: 21 points*