

FN 400 Professional Issues in Dietetics

Course Description: 2 cr. Didactic Program in dietetics (DPD) prepares students for dietetic internship where they apply principles and theories to nutrition care of individuals and groups and develop skills for life-long professional learning. Prerequisite: Senior Status

Class Schedule: Tuesdays 12:00-1:50 p.m., CCC 114

Required Reading:

Postings on D2L course site. Stay up to date with current news. You can access news online at: www.nytimes.com, www.cnn.com, and www.msnbc.com .

Recommended:

Bolles, RN. What Color is Your Parachute? 2012: A Practical Manual for Job-Hunters and Career-Changers. Berkeley, CA: Ten Speed Press, 2010.

Instructor: Mrs. Deborah Tang, MS, RD, CD

CPS 238A

346-2749

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If you need to meet, please arrange an appointment with the instructor in person or via email.

Objectives:

1. Evaluate career alternatives and articulate career goals.
2. Update a professional resume.
3. Design a professional electronic portfolio.
4. Complete an application for a dietetic internship program.
5. Identify the professional and legal framework which guides dietetic practice.
6. Evaluate the ethical considerations of personal and professional life.
7. Apply the political and legislative process to dietetics-related issues.

Accreditation Council for Education in Nutrition and Dietetics (ACEND): Foundation Knowledge and Skills for the Didactic Program

Students will have knowledge of:

- Outcomes-based research
- Quality improvement methods
- Marketing theory and techniques
- Ethics of care

Students will demonstrate the ability to:

- Locate, interpret, evaluate and use professional literature
- Demonstrate effective and professional oral and written communication skills

- Use current information technologies
- Explain and advocate for a public policy position relating to the field of nutrition and dietetics
- Develop an electronic portfolio

Student Responsibilities for Successful Coursework:

Attendance: Students should plan to attend all classes and are responsible for all information presented in class. Notify the instructor in person, by telephone or email if an absence is anticipated. Class begins promptly at the scheduled times.

Written work: Unless otherwise specified, please use the following formatting: 1” margins, 12 point font. All work should reflect your best effort with appropriate professional language, correct grammar and punctuation. Late assignments will not receive full points even if done well. For each day an assignment is late, a 10% deduction will apply.

In-class activities: A student must notify the instructor, if he/she will be absent. Without prior notification, class activities cannot be made up and the student will receive a zero. If you have any concerns about meeting the requirements of this course, please see me.

Academic Integrity: Please refer to the statements on Academic Standards as outlined by the Office of Student Rights and Responsibilities. You can read the full text of Chapter 14 on “Student Academic Standards & Disciplinary Procedures” at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

Desire To Learn (D2L): This class uses Desire2Learn, UWSP’s Online Learning Management System. Your course syllabus, assignment worksheets, course materials, and grades will be found here. Please Log into D2L regularly for updates and new postings.

Course Evaluation:

Journal club

Presentation 15 points

Summary & analysis 15 points

Class participation 40 points

Internship sites comparison 30 points

Resume:

Hardcopy 30 points

Workshop & meeting 20 points

Policy discussion 30 points

Eportfolio mock interview

Interview 40 points

Eportfolio 60 points

Internship application 100 points

Total

380 points

Tentative Grading Scale:

| Grade | Percentage | Grade | Percentage |
|-------|------------|-------|------------|
| A | 94-100% | C+ | 77-79.99 |
| A- | 90-93.99 | C | 73-76.99 |
| B+ | 87-89.99 | C- | 70-72.99 |
| B | 83-86.99 | D+ | 67-69.99 |
| B- | 80-82.99 | D | 60-66.99 |
| | | F | <60 |

Journal Club Presentation (15 points)

At the beginning of most classes, 1-2 students will lead a journal review of a primary research article related to nutrition. The article must be from a peer-reviewed journal and published within the past 12 months.

If the article is in electronic format, the presenter must locate the article and email it in PDF format to the instructor by Friday at noon of the previous week before the presentation date. If the article is only available in print, the presenter will need to make copies and distribute it during class the previous week.

Some suggested journals:

- American Journal of Public Health
- The American Journal of Clinical Nutrition
- Journal of the American Dietetic Association*
- Journal of Nutrition Education and Behavior

*Instructor has access to electronic format for distribution. The presenter will need to email the following information - volume, number, date, title, and pages of the article.

Guidelines for Journal Review:

- Choose a topic that excites you.
- Provide a brief summary of what was done, how they did it, and the results.
- What was the study question? Provide brief background if necessary.
- Explain the methods used to answer the question.
- Discuss the major results as reported by the author(s). Were the results statistically significant?
- The conclusions drawn and implications made by the author(s). Are there conflicting views?
- Strengths and limitations of the study.
- What would be your overall take home message?
- Assume everyone has read the article. Your presentation should take about 10 minutes.

Journal Summary & Analysis (15 points)

Include a brief summary; provide an overview, describe the methods, results, and conclusions. This part should be brief since you will be discussing this in journal club. The analysis should be more detailed and demonstrate synthesis of the information presented in the study (i.e., strengths and limitations, how the information or findings may apply in practice, questionable assumptions, your own conclusions about the findings, future implications, etc.) The length of the summary should not be more than 2 pages. **Please submit in D2L dropbox by 11 am on the day of your presentation.**

Internship Sites Comparison Assignment (30 points)

Develop a framework (variables) for comparing internship sites. A table or chart works best for quick comparisons. You must consider cost of the program and cost of living as two of the comparison variables. Access the information for **3** programs from **each** emphasis area from the Applicant Guide to Supervised Practice Experience (the ADA website has these listed under internships. Go to www.eatright.org , click on Careers →Accredited Education Programs →Dietetic Internships).

Read about each program from the program website and describe how the three programs compare on points of interest to you. Briefly explain the one site you would consider. Complete this for each of the three emphasis areas in internships: Clinical focus, Community focus, and Food service management focus.

Resume Workshops and Appointment with Mike Pagel

Fall semester Resume Workshops have been scheduled for students on the following days and times:

| <u>Dates</u> | <u>Time</u> | <u>Location</u> |
|--------------------------------------|-------------|--|
| Monday, September 19 th | 7-9 PM | All sessions are in Room 122, Trainer Natural Resources Building |
| Thursday, September 22 nd | 3-5 PM | |
| Monday, October 3 rd | 7-9 PM | |
| Tuesday, October 4 th | 7-9 PM | |

You must attend one of these sessions (if you have not attended one in the past 2 years) and then make an appointment with Mike Pagel at Career Services to review your resume. Set up your appointment with Mike within the first 2 weeks of the semester as slots usually fill several weeks in advance. You do not need to wait until you have attended the resume workshop to set up your appointment.

FN 400 Tentative Course Outline – Fall 2011

| Week | Date | Topics | Resources | Assignment |
|--|---------|--|--|--|
| 1 | Sept 8 | Introduction Professional development What is your sound bite? Journal club framework | www.eatright.org www.sne.org | |
| 2 | Sept 15 | Careers in dietetics and nutrition Your personality profile Plan B | | Journal club Myers Briggs personality profile |
| 3 | Sept 22 | The what, when, why and how of e-portfolios Reflections | D2L postings | Journal club Develop framework for comparing internship sites. |
| 4 | Sept 29 | Dietetic internships Verification Statement | ADA website Parachute: Chapters 8, 9, 13 | Journal Club |
| 5 | Oct 6 | E-portfolios Q&A Internship applications | | Journal Club Internship comparisons due in D2L drop box |
| 6 | Oct 13 | Strengths and weaknesses (SWOT) Internship letter of application The 1 st draft | | Journal Club |
| 7 | Oct 20 | Writing the 1 st draft | | Journal Club |
| 8 | Oct 27 | The job search Resumes and cover letters The interview | Parachute: chapters 1, 2, 4, 5 | Journal Club Resumes, signed by Mike Pagel due hardcopy |
| 9 | Nov 3 | Interviewing Skills | Parachute: chapters 6, 7 | Journal Club |
| 10 | Nov 10 | Professional & legal framework Standards of practice Code of ethics | | Journal Club Internship packets due hardcopy |
| 11 | Nov 17 | Political & legislative process Public policy development Current issues | | Journal Club |
| 12 | Nov 24 | Thanksgiving – No class | | |
| 13 | Dec 1 | Professional Development Portfolio The RD exam DTR Exam Eligibility | | Journal Club |
| 14 | Dec 8 | Mock interviews with E-portfolios | | Professional E-portfolio due |
| 15 | Dec 15 | Mock interviews with E-portfolios | | |
| Mock interviews with E-portfolios: Friday, December 16th: 2:45 – 4:45 PM | | | | |