Instructor: Darla O’Dwyer, PhD, RDN, LD  
Office: HMS 101 E  
Office Phone: (936) 468-2439  
Email: dodwyer@sfasu.edu  
Communication Expectations: Emails and phone calls will be responded to within 24-48 hours, Monday-Friday. The preferred method of communication is through email.

Prerequisites: Admission to SFASU Dietetic Internship program.
Co-requisites: HMS 531 P051
Course Fee: $60

I. Course Description:
Student participation in specific topics related to the field of nutrition and case study dissemination obtained from supervised practice in clinical and community experiences.

There are critical assignments related to accountability and accreditation in this course, see program learning outcomes.

Students in this course receive extensive course content information either in-class or via online content modules equivalent to 100 minutes per week for 15 weeks and major presentations. Students in the course will engage in a variety of assignments that can include, but are not limited to, significant course readings, in-class or online discussions, case study application and presentations. For every hour a student spends engaging with the course content, they spend at least 2 hours completing associated activities and assessments.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The learning outcomes for this course are based on the James I. Perkins College of Education mission and core values, and the eligibility requirements and accreditation standards as established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) Competencies/Learning Outcome for Dietetic Internship Programs. The complete listing of the standards associated with program learning outcomes, student learning outcomes, assignments and assessments are located on the Perkin’s College of Education Website.

<table>
<thead>
<tr>
<th>COE Mission</th>
<th>Relation to learning experiences in HMS 531</th>
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<tbody>
<tr>
<td>The Mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.</td>
<td>Supervised practice will afford dietetic interns the opportunity to develop these characteristics as professionals-in-training by observing and modeling behaviors of the preceptors.</td>
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<table>
<thead>
<tr>
<th>COE Core Values</th>
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<tr>
<td><strong>Academic excellence through critical, reflective and creative thinking</strong></td>
<td>Academic assignments linked to specific supervised practice experiences will require dietetic interns to use the Academy of Nutrition and Dietetics Evidence Analysis Library or similar resources for critical review of outcome-based dietetics practice.</td>
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<tr>
<td><strong>Collaboration and shared decision making</strong></td>
<td>Dietetic interns will participate as team members in providing medical nutrition therapy, the development and delivery of community nutrition interventions and management of foodservice operations.</td>
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</tbody>
</table>
**Openness to new ideas, culturally diverse people and to innovation and change**

Supervised practice will expose dietetic interns to diverse populations and varied methods for the delivery of dietetic services.

**Integrity, responsibility, diligence and ethical behavior**

Dietetic interns will have reviewed and will actively abide by the Code of Ethics for Registered Dietitians and the Standards of Professional Practice for Dietetics Professionals as published by the Academy of Nutrition and Dietetics.

**Service that enriches the community**

Participation in the delivery of dietetic services and interventions will allow dietetic interns to enhance health care delivery to the communities of East Texas.

### Program Learning Outcome

#### Student Learning Outcomes

| CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature | Interns will utilize the nutrition care process (NCP), utilize published research for evidence-based practice material, and present a case study assignment |
| CRDN 1.4 Evaluate emerging research for application in dietetics practice | Interns will present a case study and hot topic assignment that includes emerging research in dietetics practice. |
| CRDN 1.4 Evaluate emerging research for application in dietetics practice | Interns will utilize the nutrition care process, utilize research for evidence-based practice material, complete case study assignments, review research articles relevant to medical nutrition therapy. |
| CRDN 1.6 Incorporate critical-thinking skills in overall practice. | Interns will utilize the nutrition care process and utilize research to make informed decisions |
| CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics | During supervised practice rotations, dietetic interns will have demonstrated satisfactory professional dispositions including adherence to the Academy of Nutrition and Dietetics Code of Ethics for Registered Dietitians and displayed a commitment to the Standards of Dietetic Practice and Professional Performance. |
| CRDN 2.2 Demonstrate professional writing skills in preparing professional communications | Interns will develop case study, hot topic presentation and a blog post on nutrition in health and disease |
| CRDN 2.12 Perform self-assessment, develop goals and objectives (Spring only) | Interns will participate in the professional development process by reflection, self-assessment, leaning plan development, implementation of the learning strategies and final evaluation of the learning achievements obtained during supervised practice. |
| CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings | Interns will submit a case study based on the nutrition care process and model ADIME format |
| CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats | Interns will develop and present a case study, hot topic presentation and a blog post on nutrition in health and disease |
| CRDN 3.4 Design, implement and evaluate presentations to a target audience | Interns will develop and present a case study, hot topic presentation and a blog post on nutrition in health and disease |
CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends. Interns will choose a current topic and write a blog to be published on the HMS FND website

CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve, and disseminate information and data. Interns will develop and present a case study, hot topic presentation and a blog post on nutrition in health and disease.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Academic Assignments

While you are in the following rotations below, you will be required to complete the following case study assignment as part of your practicum for HMS 531 P050. For this seminar course, the instructor will pick one rotation site from the following and schedule you to present the case study to the rest of the course. If applicable, you will choose the case study you would like to present. Some sites require 1-3 case studies. You will upload your presentation to Livetext:/Watermark.

CASE STUDIES: DO NOT PHOTOCOY ANY CLIENT INFORMATION! You will be assigned to present one case study from the following sites:
1. Hospital Rotation: One case study every three weeks – each one should focus on a different disorder/problem.
2. WIC Rotation: One involving an expectant or breastfeeding mom and one involving an infant or child.
3. Clinics (Outpatient clinics, Dialysis, other medical sites): Pick two sites

Requirements: (see specific case study instructions in the module in D2L Brightspace "Case Study Template")

Use the ADIME form provided (see D2L Brightspace for specifics) to collect assessment data and the International Dietetics & Nutrition Terminology Reference Manual to complete the Nutrition Diagnosis (PES statement), Nutrition Intervention, Monitoring and Evaluation segments. Remember that there must be appropriate assessment data to support the nutrition diagnosis, the intervention must address the diagnosis, the monitoring and evaluation must measure the effectiveness of the intervention. You do not have to turn this form in, just use it for data collection purposes and to organize your thoughts.

Evidence-based guidelines: For each case study you must review and document at least four sources that applies evidence-based guidelines or systematic reviews (ADA EAL, Cochrane Database of Systematic Reviews or the U.S. DHHS Agency for Healthcare Research and Quality, National Guideline Clearinghouse, NIH, or other government websites) dealing with the content of your case study and the appropriate nutrition intervention for the case. Use APA format to site the references in-text and in the reference list.

Professional Research Literature: For each case study you must review and document two peer-reviewed research articles that relate to the nutrition intervention/plan for the case. Provide the complete citation (in-text and in reference list) in APA format, a brief summary of the research and discuss how this article relates to the case. Remember that these articles should focus on nutrition assessment, intervention or monitoring/evaluation – NOT drugs or procedures!

Case Study Presentation Guidelines

Please include the following information in your case study presentation. You will need to have a thorough understanding of all concepts and be able to answer questions thoroughly. In addition to content, you will be graded on your presentation skills. See specific assessment rubric in Livetext/Watermark and D2L/Brightspace.

1. Introductory Information on Patient
   a. Date of Admission
   b. Admitting Diagnosis
   c. Gender, age, race
   d. Past Medical History
   e. Social History
   f. Diet History
2. For the disease(s), include a discussion of the:
a. Pathophysiology  
b. Affected lab values  
c. Medications used, if any  
d. Medical nutrition therapy  

3. List of patient’s major on-going nutrition problem(s) and any underlying diseases.  
a. Give immediate background on present nutrition problem (include recent weight change, diet history, etc.)  
b. Relate underlying or predisposing factors (may be social, financial, or medical in nature…e.g. alcoholism, homeless, feeding problems, etc.)  

4. Nutrition Assessment  
a. Physical exam (anthropometrics, clinical findings)  
b. Laboratory tests/values  
c. Food-Drug interactions  

5. Nutritional Requirements  
a. Kcal  
b. Protein  
c. Fluid  
d. Other nutrients (as appropriate for patients’ condition)  

6. Nutrition Diagnosis/PES Statement  
7. Nutrition Intervention  
8. Nutrition Monitoring and Evaluation  
9. Thorough discussion of the two research articles and how they apply to your interventions  

Reminders:  
- You will present your two supporting research articles along with the case study.  
- Your presentation should be between 30-45 minutes.  
- Please use PowerPoint for the presentation. You are also encouraged to use short videos, illustrations, etc. to make the presentation interesting.

Hot Topics Presentations  
You will be responsible for identifying an emerging hot topic, selecting two research papers on your selected hot topic (please upload these articles along with your presentation in Livetext/Watermark), summarizing the research articles and informally presenting it to class. You will be assigned to a specific class day for your hot topic presentation. For the paper: 1) you will indicate the hot topic, where you found the subject for the hot topic (verbally from a patient, in the news, in a magazine, etc.); 2) You will summarize the two research papers that are relevant to the hot topic; 3) indicate why it might be in the news, receiving considerable research attention, or of importance to health; 4) whether the topic has scientific integrity or support and what the implications might be and 5) lead a class discussion relating to the hot topic over these points. You will upload the paper and presentation to Livetext/Watermark. See rubric in D2L for the assessment scoring guide.

Case study and Hot Topic Presentations will be due on the week that is assigned according to the course calendar. Failure to present on the date that is assigned may result in a grade of 0. The professor should be notified of extenuating circumstances that may prevent you from presenting the case study or hot topic presentation PRIOR to the due date. Only valid excuses will be accepted. It is expected that your presentation skills will be improved from the fall semester. Assessment instruments and specific instructions can be found in D2L.

The blog post must be completed in its entirety on the due date. The professor should be notified of extenuating circumstances that may prevent you from turning in the blog post on time, PRIOR to the due date. Only valid excuses will be accepted. Failure to turn in the blog post on time may result in a grade of 0. The purpose of the blog post is to teach you how to convey technical nutrition information to the public in an engaging manner. You will choose a specific topic that will interest a target population. You will need to turn in an outline earlier in the semester for approval. Your blog will be published on the SFA FND webpage. You must make a grade of 90% or better. If you do not achieve this score, the blog assignment will be returned to you with corrections. See course outline for due dates. Assessment instruments and specific instructions can be found in D2L.
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Points (per assignment/activity)**</th>
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<tbody>
<tr>
<td>Presentation of case study (s) (as assigned throughout the semester)-you will upload your case study in Livetext/Watermark (CRDN 1.2, 1.6)*</td>
<td>100 (33% of grade)</td>
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<tr>
<td>Hot Topic Assignment (CRDN 1.4)*</td>
<td>100 (33% of grade)</td>
</tr>
<tr>
<td>Blog Post (CRDN 2.2, 3.3, 3.4, 3.8, 4.4)*</td>
<td>100 (33% of grade)</td>
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<tr>
<td>**Total</td>
<td>300</td>
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*Indicates an assignment or document that will be uploaded to LiveText/Watermark. Failure to submit an assignment to Livetext/Watermark will result in failing the course.

**Assessment scoring guides are in D2L or Livetext/Watermark

Grades will be based on the percentage as follows:

- A = 90 – 100%
- B = 80 – 89%
- F = Less than 80%

V. Tentative Course Outline/Calendar:
Presentation times are based on the supervised practice schedule. Supervised-practice rotations will follow individualized schedules. If you have problems or conflicts with the schedule, please contact me. Do not contact a preceptor about your schedule without the permission of the DI Director.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Monday</td>
<td>1/20</td>
<td>MLK Holiday</td>
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<tr>
<td>Week 2</td>
<td>Monday</td>
<td>1/27</td>
<td>Course Introduction/Review of Syllabus</td>
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<td>Student review of first few weeks of supervised practice in January</td>
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<tr>
<td>Week 3</td>
<td>Monday</td>
<td>2/3</td>
<td>Professor Led Topic</td>
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<tr>
<td>Week 4</td>
<td>Monday</td>
<td>2/10</td>
<td>Erin Thompson Bariatric Nutrition or professor led topic</td>
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<tr>
<td>Week 5</td>
<td>Monday</td>
<td>2/17</td>
<td>Case Study Presentation: SooYoung Lackey</td>
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<td></td>
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<td>Hot Topic: Coral Bunch Bassinger</td>
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<tr>
<td>Week 6</td>
<td>Monday</td>
<td>2/24</td>
<td>Case Study Presentation: Karlee Wright</td>
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<td></td>
<td></td>
<td>Hot Topic: Madison Wyatt</td>
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<td>Week 7</td>
<td>Monday</td>
<td>3/2</td>
<td>Case Study Presentation: Megan Kneller</td>
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<td></td>
<td>Hot Topic: Melinda Cloudy</td>
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<td>Week 8</td>
<td>Monday</td>
<td>3/9</td>
<td>Spring Break</td>
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<tr>
<td>Week 9</td>
<td>Monday</td>
<td>3/16</td>
<td><strong>Blog Post Outline Due</strong></td>
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<td>Case Study Presentation: Heidi Paul</td>
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<td></td>
<td>Hot Topic: Jessie Gibson</td>
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<td>Week 10</td>
<td>Monday</td>
<td>3/23</td>
<td>Case Study Presentation: Cristal Hernandez</td>
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<td>Hot Topic: SooYoung Lackey</td>
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<tr>
<td>Week 11</td>
<td>Monday</td>
<td>3/30</td>
<td>Case Study Presentation: Coral Bunch Bassinger</td>
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<td>Hot Topic: Karlee Wright</td>
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<td>Week 12</td>
<td>Monday</td>
<td>4/6</td>
<td>Case Study Presentation: Madison Wyatt</td>
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<td></td>
<td>Hot Topic: Megan Kneller</td>
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<tr>
<td>Week 13</td>
<td>Monday</td>
<td>4/13</td>
<td><strong>Blog Post Due</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Case Study Presentation: Melinda Cloudy</td>
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</tbody>
</table>
| Week 14 | Monday | 4/20 | Case Study Presentation: Jessie Gibson  
Hot Topic: Cristal Hernandez |
| Week 15 | Monday | 4/27 | Corrections to Blog Post Due, Professional Development Portfolio |
| Week 16 | Monday | 5/4  | Surveys and other paperwork  
Note: for final exams week, class time will be 8-10:30 a.m. |

*Syllabus and schedule subject to change.

**Attendance** is expected at all class periods. Being absent from the class will result in missed content. Please notify the professor in writing if you are unable to attend a class period. Missing more than one class period without a valid excuse will result in a 5% reduction in your grade for each class missed. You are responsible for obtaining content missed from another student.

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**

1. Inman Review of Dietetics Manual for the Registered Dietitian Exam  
2. EatRight Prep

**Recommended reference texts from undergraduate courses:**

2. The Science of Nutrition (Authors: Thompson, Manore, & Vaughn)  
3. Nutrition Therapy and Pathophysiology (Nelms, Sucher & Long)  
4. Basic Nutrition Counseling Skill Development (Bauer & Sokolik)  
5. Community Nutrition in Action 4e. (Boyle & Holben)  
6. Understanding Food: Principles and Preparation (Brown)  
7. Foodservice Organizations (Gregoire & Spears).

Dietetic interns should utilize all professional resources and professional literature as needed to enhance the learning experiences in supervised practice rotations and successful completion of the linked academic assignments. These include but are not limited to professional journals and websites, recent textbooks on clinical nutrition, community nutrition, counseling, food science and foodservice management.

**Required: LiveText/Watermark Statement:**

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**VII. Course Evaluations:** Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;  
2. Instruction evaluation purposes; and  
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the Perkins College of Education, the course evaluation process has been simplified and is completed.
electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Students with Disabilities: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1: Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty: Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals: A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5 - At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will
not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**IX. Other Relevant Course Information:** All other policies as printed in the handbook for students and other official publications of the University shall be followed in this class.

**Attire:** Modest, comfortable dress is expected for regular classes. For the seminars, professional dress is required. Common professional dress ERRORS TO AVOID for presentations include: denim clothing, tennis shoes, flip-flops, sleeveless clothing, tight-form-fitting clothing, bare midriffs, underwear that shows, low-rise pants which reveal naval abdomen or lower hips area, and low-cut tops which reveal the male chest or female cleavage.

**Other policies:** All other policies as printed in the handbook for students and other official publications of the University shall be followed in this class.