Instructor: Darla O’Dwyer, PhD, RDN, LD  
Office: HMS N 101 E  
Office Phone: (936) 468-2439  
Email: dodwyer@sfasu.edu  

Course Time & Location: Monday 9:00 – 10:40 am, HMS N 102  
Office Hours: Monday 1:30-2:30 pm, T 9:00-12:00 am, F 9:00-10:00 am  
Course Credits: 2

Communication Expectations: Emails and phone calls will be responded to within 24-48 hours, Monday-Friday. The preferred method of communication is through my SFA email.

Prerequisites: Admission to SFASU Dietetic Internship program.  
Co-requisites: NUTR 5431

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 1500 minutes/term for a full semester course. 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/](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 NUTR 5231</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>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.</em></td>
<td>Supervised practice will afford dietetic interns the opportunity to develop these characteristics as professionals-in-training by observing and modeling the behaviors of the preceptors.</td>
</tr>
<tr>
<td><strong>COE Core Values</strong></td>
<td></td>
</tr>
<tr>
<td><em>Academic excellence through critical, reflective and creative thinking</em></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>
</tr>
<tr>
<td><em>Collaboration and shared decision making</em></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>
</tr>
</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

<table>
<thead>
<tr>
<th>CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature</th>
<th>Interns will utilize the nutrition care process (NCP), utilize published research for evidence-based practice material, and present a case study assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 1.4 Evaluate emerging research for application in dietetics practice</td>
<td>Interns will present a case study and hot topic assignment that includes emerging research in dietetics practice.</td>
</tr>
<tr>
<td>CRDN 1.6 Incorporate critical-thinking skills in overall practice.</td>
<td>Interns will utilize the nutrition care process and utilize research to make informed decisions.</td>
</tr>
<tr>
<td>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</td>
<td>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.</td>
</tr>
<tr>
<td>CRDN 2.2 Demonstrate professional writing skills in preparing professional communications</td>
<td>Interns will develop case study and hot topic presentations on nutrition in health and disease.</td>
</tr>
<tr>
<td>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</td>
<td>Interns will submit a case study based on the nutrition care process and model ADIME format.</td>
</tr>
<tr>
<td>CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats</td>
<td>Interns will develop case study and hot topic presentations on nutrition in health and disease.</td>
</tr>
<tr>
<td>CRDN 3.4 Design, implement and evaluate presentations to a target audience</td>
<td>Interns will develop case study and hot topic presentations on nutrition in health and disease.</td>
</tr>
<tr>
<td>CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends.</td>
<td>Interns will choose a current topic and write a blog to be published on the HMS FND website.</td>
</tr>
<tr>
<td>CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve, and disseminate information and data</td>
<td>Interns will develop case study and hot topic presentations on nutrition in health and disease.</td>
</tr>
</tbody>
</table>

### 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 NUTR 5431. 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 class. 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 Study Assignments:** DUE TO HIPAA, DO NOT PHOTOCOPY ANY CLIENT INFORMATION! You will be required to present one of these during NUTR 5231 Seminar. The following case studies are required:
1. Hospital Rotation: One case study every three weeks – each one should focus on a different disorder/problem.
2. WIC Rotation: One involving an infant or child.
3. Clinics (Diabetes, Dr. Evans, Dialysis, Long Term Care): Pick two sites

Specific instructions are posted in D2L.

It is intended that you work with your preceptor to choose an interesting case study where the dietitian has an impact on the patient's care. You will need to spend time collecting assessment data at your rotation. The preceptors understand that this is a requirement of your internship program. You will use 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. I have provided former intern examples in Brightspace/D2L.

You will use evidence-based guidelines for your case study content and interventions. For each case study, you must review and document at least four sources that apply 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 and your Medical Nutrition Therapy textbook) dealing with the pathophysiology of your case study and the appropriate nutrition intervention for the case. 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 a brief summary of the research (use in-text citations) 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! If full-text articles are not available, then request an interlibrary loan.

You will have a reference page at the end of your paper using APA format. Use these websites to help you with the APA reference style: Purdue Online Writing Lab and Columbia College APA Citation Guide. More specific instructions and a case study grading rubric can be found in Brightspace/D2L.

**Case Study Presentation Guidelines**

Please include the following information in your case study presentation. For the presentation, you will only be graded on your presentation skills, creativity, body language, etc. since the content has already been graded as part of your case study requirement. You will update your content based on the feedback before presenting. You will need to have a thorough understanding of all concepts and be able to answer questions thoroughly. See specific assessment rubric in D2L/Brightspace.

Content required for the presentation:
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 pathophysiology
3. Provide all aspects of the nutrition care process
4. Provide a brief discussion of the two research studies and how they applied to your intervention

Reminders:
- Your presentation should be about 30 with 5-10 minutes for questions/discussion.
• 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 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 presentation: 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 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 it 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 before 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.

**IV. Evaluation and Assessments (Grading):**

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Points (per assignment/activity)**</th>
</tr>
</thead>
<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, 1.4, 1.6, 2.1, 2.2, 3.1, 3.3, 3.4)*</td>
<td>100 (50% of grade)</td>
</tr>
<tr>
<td>Hot Topic Assignment - you will upload your presentation in Livetext/Watermark (CRDN 1.4, 3.3, 3.4)*</td>
<td>100 (50% of grade)</td>
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<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

*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>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Monday</td>
<td>8/23</td>
<td>Review of Syllabus</td>
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<td></td>
<td></td>
<td>Review supervised practice experiences</td>
</tr>
<tr>
<td>Week 2</td>
<td>Monday</td>
<td>8/30</td>
<td>Professor Led Topic</td>
</tr>
<tr>
<td>Week 3</td>
<td>Monday</td>
<td>9/6</td>
<td>Professor Led Topic</td>
</tr>
<tr>
<td>Week 4</td>
<td>Monday</td>
<td>9/13</td>
<td>Professor Led Topic</td>
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<tr>
<td>Week 5</td>
<td>Monday</td>
<td>9/20</td>
<td>Professor Led Topic</td>
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<tr>
<td>Week 6</td>
<td>Monday</td>
<td>9/27</td>
<td>Professor Led Topic</td>
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<tr>
<td>Week 7</td>
<td>Monday</td>
<td>10/4</td>
<td>Case Study Presentation: Emma Baker</td>
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<td></td>
<td></td>
<td></td>
<td>Hot Topic: Katrina Thomas</td>
</tr>
<tr>
<td>Week 8</td>
<td>Monday</td>
<td>10/11</td>
<td>Case Study Presentation: Paige Pierce</td>
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<td></td>
<td>Hot Topic: Charlye Peterson</td>
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<tr>
<td>Week 9</td>
<td>Monday</td>
<td>10/18</td>
<td>Case Study Presentation: Michelle McDaniels</td>
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<td></td>
<td>Hot Topic: Regan Hawkins</td>
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<tr>
<td>Week 10</td>
<td>Monday</td>
<td>10/25</td>
<td>Case Study Presentation: Katrina Thomas</td>
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<td></td>
<td></td>
<td>Hot Topic: Emma Baker</td>
</tr>
<tr>
<td>Week 11</td>
<td>Monday</td>
<td>11/1</td>
<td>Case Study Presentation: Charlye Peterson</td>
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<td></td>
<td>Hot Topic: Heather Rodgers</td>
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<tr>
<td>Week 12</td>
<td>Monday</td>
<td>11/8</td>
<td>Case Study Presentation: Regan Hawkins</td>
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<td></td>
<td></td>
<td>Hot Topic: Paige Pierce</td>
</tr>
<tr>
<td>Week 13</td>
<td>Monday</td>
<td>11/15</td>
<td>Case Study Presentation: Heather Rodgers</td>
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<td></td>
<td></td>
<td>Hot Topic: Michelle McDaniels</td>
</tr>
<tr>
<td>Week 14</td>
<td>Monday</td>
<td>11/22</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Week 15</td>
<td>Monday</td>
<td>11/29</td>
<td>Professor Led Topic</td>
</tr>
<tr>
<td>Week 16</td>
<td>Monday</td>
<td>12/6</td>
<td>Professor Led Topic</td>
</tr>
</tbody>
</table>

*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 (Spring)

**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 of how to do this via email. If you forward your SFA e-mail 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 is expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, the 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.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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: Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapons; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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:** Policies related to the dietetic internship are in the dietetic internship handbook. The handbook is posted in Brightspace and can be found on the website: [http://www.sfasu.edu/hms/1356.asp](http://www.sfasu.edu/hms/1356.asp). All other policies as printed in the handbook for students and other official publications of the University shall be followed in this class.