I. Course Description: Historical, philosophical, ethical, and legal basis of dietetics practice. Beginning integration of normal and clinical nutrition, community nutrition, foods, and foodservice management into dietetics practice.

Contact Hours: Students in this course receive extensive course content information either in-class or via online content modules equivalent to 2375 contact minutes (40 hours). Students in the course will engage in a variety of assignments that can include, but are not limited to, significant course readings, course content exams, in-class or online discussions, supervised practice experience and case study application. For every hour a student spends engaging with the course content, they spend at least 2 hours completing associated activities and assessments.

There are critical assignments related to accountability and accreditation in this course.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

<table>
<thead>
<tr>
<th>COE Mission</th>
<th>Relation to learning experiences in NUTR 5311</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development in an interconnected global society.</td>
<td>This course will promote competence and intellectual development through the use of current research and the Academy of Nutrition and Dietetics Code of Ethics.</td>
</tr>
<tr>
<td>COE Core Values</td>
<td></td>
</tr>
<tr>
<td>Academic excellence through critical, reflective and creative thinking lifelong learning</td>
<td>Critical thinking will be developed when reviewing current research and recommendations for the prevention and treatment of disease states that can be modified by appropriate dietary intervention.</td>
</tr>
<tr>
<td>Lifelong learning</td>
<td>Students will learn to embrace lifelong learning since effective dietetic interventions depend on, and changes are based on current research.</td>
</tr>
<tr>
<td>Collaboration and shared decision-making</td>
<td>Students will participate in group discussions in selected classes.</td>
</tr>
<tr>
<td>Openness to new ideas and to innovation and change</td>
<td>Effective dietetic interventions depend on, and changes are based on current research. Students will learn to be innovative in their approach to dietetic treatment based on current research.</td>
</tr>
<tr>
<td>Integrity, responsibility, diligence, and ethical behavior</td>
<td>Students will be required to conduct themselves in compliance with the Code of Ethics for the Profession of Dietetics.</td>
</tr>
<tr>
<td>Service that enriches the community</td>
<td>Advanced knowledge will enhance the potential of students to provide appropriate dietetic services to the community.</td>
</tr>
</tbody>
</table>
Program Learning Outcomes
Based on the Accreditation Council for Education in Nutrition and Dietetics (ACEND) Competencies/Learning Outcomes for Dietetic Internship Programs.

Student Learning Outcomes

CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.

CRDN 1.2 Recommendations for dietetic interventions will be evaluated against evidence-based guidelines and current scientific literature in the nutrition support case study.

CRDN 1.5 Incorporate critical thinking skills in overall practice

CRDN 1.5 Students will complete a clinical case study utilizing the nutrition care process

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 Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.

CRDN 2.1 Students will apply the Code of Ethics to sample case study scenarios and interpret the appropriate application of HIPAA

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications

CRDN 2.2 Students will produce a professional oral presentation on clinical nutrition

CRDN 4.4 Apply current nutrition informatics to develop, manage, and disseminate information and data

CRDN 4.4 Use of the internet, PowerPoint, and on-line teaching tools will be essential in the presentation related to clinical dietetics

CRDN 5.5 Demonstrate the ability to resolve conflict.

CRDN 5.5 Students will role-play with each other scenarios on how to resolve conflict

Upon successful completion of the course the student will:
1. Explain the difference between didactic knowledge and skills vs. supervised practice competency-based education.
2. Demonstrate the nutrition care process in clinical dietetics.
3. Identify activities that meet the core competencies for the Supervised Practice that must be completed satisfactorily in order to fulfill the learning requirements of the Accreditation Council for Education in Nutrition and Dietetics.
4. Demonstrate the ability to apply the Code of Ethics for the Profession of Dietetics as established by the Academy of Nutrition and Dietetics to sample case study scenarios.
5. Interpret the appropriate application of the Health Insurance Portability and Accountability (HIPPA) Act of 1996 to sample case study scenarios.
6. Distinguish between Dietetic Registration, and state licensure, and identify legal standards for the practice of dietetics.
7. Describe the integration of normal and clinical nutrition and food science principles into dietetics practice.
8. Demonstrate the basic didactic knowledge needed to enter the supervised practice component of dietetics education.
9. Describe infection control measures needed in supervised practice settings.

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

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCP case study questions</td>
<td>30 (6% of grade)</td>
</tr>
<tr>
<td>Case Study (CRDN 1.2, 1.5) Students will complete a case study (Dropbox)</td>
<td>100 (21% of grade)</td>
</tr>
<tr>
<td>Student Presentation (CRDN 2.2, 4.4) Students will give a presentation on clinical dietetics (Discussions)</td>
<td>30 (6% of grade)</td>
</tr>
<tr>
<td>Ethics Case Study Assignment (CRDN 2.1) Students will complete assigned questions related to ethics in dietetics (Dropbox).</td>
<td>30 (6% of grade)</td>
</tr>
<tr>
<td>SOP/SOPP Application (CRDN 2.1) Students will complete a quiz and apply the SOP/SOPP to a case scenario</td>
<td>20 (4% of grade)</td>
</tr>
</tbody>
</table>
Conflict resolution reflection (CRDN 5.5) Students will write a reflection on conflict resolution strategies (Competency) | 30 (6% of grade)  
---|---  
Food Science Exam - Students will complete a proctored exam over the content covered in the Inman Review. | 100 (21% of grade)  
ePortfolio – students will start the ePortfolio WIX website (upload link in Dropbox) | 30 (6% of grade)  
Clinical Exam - Students will complete a proctored exam over the content covered in the Inman Review. | 100 (21% of grade)  
Submission of the following documents: [no points; must be submitted to pass course]  
A. SFA DI Handbook Policy Acknowledgement (Dropbox)  
B. Pre-paperwork Calendar  
C. Required documents from DI Document Checklist (to DI Director)  
D. Nutrition Care Process Tutorial Certificate (Dropbox)  
E. Learning Plan  
F. Infection Control Training WHO Certificates (Dropbox)  
TOTAL | 470

IV. Evaluation and Assessments (Grading):  
A = 423-470 points  
B = 376 – 422 points  
F = Less than 376 points
## Tentative Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK ONE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M July 8</td>
<td>Introduction to Course/Review of Syllabus</td>
<td></td>
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<tr>
<td></td>
<td>Review Supervised Practice Schedule</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Pre-paperwork required by facilities</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Review Competencies</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>SFA DI Handbook</td>
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<tr>
<td></td>
<td>Introduction to the Profession of Nutrition &amp; Dietetics</td>
<td></td>
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<tr>
<td></td>
<td>Review Competency Software Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W July 10</td>
<td>Set up supervised practice calendar</td>
<td>In Dropbox: Calendar Acknowledgement</td>
<td>Sunday, July 14 by 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>Review ePortfolio Instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th July 11</td>
<td>Develop ePortfolio</td>
<td>In Dropbox: link to ePortfolio</td>
<td>Sunday, July 14 by 11:59 p.m.</td>
</tr>
<tr>
<td><strong>WEEK TWO</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>M July 15</td>
<td>Professionalism in communication (email communication),</td>
<td></td>
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<tr>
<td></td>
<td>Review DI assignments (for this course and for supervised practice)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T July 16</td>
<td>The Nutrition Care Process Tutorial (may need your Academy login to access this)</td>
<td>In Dropbox: NCP online certificate of completion</td>
<td>Sunday, July 21 by 11:59 p.m.</td>
</tr>
<tr>
<td>W July 17</td>
<td>Madison Horne, former dietetic intern. Tips on Succeeding in Supervised Practice, Q&amp;A session with Madi</td>
<td>In Dropbox: Ethics Case Study</td>
<td>Sunday, July 28 by 11:59 p.m.</td>
</tr>
<tr>
<td>Th July 18</td>
<td>Nutrition care process case study questions</td>
<td>In Dropbox: NCP case study questions assignment</td>
<td>Sunday, July 21 by 11:59 p.m.</td>
</tr>
<tr>
<td><strong>WEEK THREE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M July 22</td>
<td>ACEND Competencies and how to meet them (you will use this to complete your learning plan assignment)</td>
<td>In Dropbox: Learning plan assignment</td>
<td>Sunday, July 28 by 11:59 p.m.</td>
</tr>
<tr>
<td>T July 23</td>
<td>Academy Code of Ethics</td>
<td>In Dropbox: Ethics Case Study</td>
<td>Sunday, July 28 by 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>Scope of Practice (SOP), Standards of Practice and Standards of</td>
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<tr>
<td></td>
<td>Professional Performance (SOPP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W July 24</td>
<td>Scope of Practice (SOP), Standards of Practice and Standards of</td>
<td>In Quizzes: Check your understanding: SOP/SOPP</td>
<td>Sunday, July 28 by 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>Professional Performance (SOPP) cont.</td>
<td>In Discussions: Applying SOP/SOPP</td>
<td></td>
</tr>
<tr>
<td>Th July 25</td>
<td>Online: WHO Infection control training modules, Presentation</td>
<td>In Dropbox: Upload the WHO Certificates</td>
<td>Sunday, July 28 by 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>Sign-up</td>
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</tbody>
</table>
Assignments will be due according to the above schedule. Failure to turn in an assignment in Dropbox or Competency may result in a grade of 0 or in pass/fail assignments, an F for the course. The professor should be notified of extenuating circumstances that may prevent you from completing the assignments/quizzes on time PRIOR to the due date. Only valid excuses will be accepted. Assessment instruments can be found in D2L Dropbox. Failure to submit assignments related to ACEND competencies will result in a 0 for the competency, which will impact your grade in the course and issuance of your verification statement.

Exams will be taken during the week assigned. Questions on the exams will consist of multiple choice and/or, true/false. In the event that you miss an exam, you will need to schedule a make-up exam. Make-up exams are allowed for SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL AND PROPER DOCUMENTATION. Missing the exam without a valid excuse will result in a grade of 0 and will significantly impact your grade.

VI. Required:

Course Modality: This course is a hybrid and will be offered through Zoom Livestream and online. All SFA students have Zoom Pro accounts through the university. Please do not log in to a Zoom meeting through Google or Facebook. These are the instructions on how to log into Zoom with your SFA credentials: [https://help.sfasu.edu/TDClient/2027/Portal/KB/ArticleDet?ID=103509](https://help.sfasu.edu/TDClient/2027/Portal/KB/ArticleDet?ID=103509)

Note: It is expected that you have your video enabled during all of the Livestream Zoom meetings.

Competency: This course uses the Competency data management system created specifically for ACEND accredited programs to collect critical assessments associated with ACEND competencies. Students will receive an email notification to create a password once the DI Director assigns them to the course using the email students provided.

Required Readings
1. Inman Review: You can find this at the following webpage: [http://www.inmanassoc.com/form_page.htm](http://www.inmanassoc.com/form_page.htm)
   You will be tested on the material from the review manual in NUTR 5311. Former students recommend Inman
Review hands down. It is expensive, but it will help you pass the RD exam. The Inman Review comes with CD's—that way you can listen to it while driving to your sites! You will use this book throughout the entire DI program.

2. International Dietetics and Nutrition Terminology (IDNT) Reference Manual. This is now called the eNCPT Reference Manual. If you already have a hard copy of this manual from your MNT classes, then that is fine. If you need to purchase a copy, you can get either a hardcopy or e-subscription on the Academy Website: https://www.ncpro.org/. You will need this book throughout the entire DI program.

Reference Texts
1. Nutrition and Diagnosis-Related Care (Escott-Stump) Ninth Ed, ISBN 9780880910576. This book was recommended by a nutrition support preceptor. It is a quick reference that provides “need to know,” condition-specific, evidence-based medical nutrition therapy information for more than 360 diseases and disorders in a unique monograph-style format that makes information easy to find. As one RD put it on an Amazon review “THE BEST RESOURCE FOR A RD! This is the MNT Bible. Would have been so great during the internship. Use it frequently in acute care hospitals.” You will bring this manual with you during your clinical rotations.


3. Gaby, Alan R. (2017). Nutritional Medicine, 2nd ed. Fritz Perlberg Publishing. Website: https://doctorgaby.com/ This book is used by Naturopathic Schools and is written to healthcare professionals in order for them to use nutritional therapy as an alternative or adjunct to conventional medicine. It is quite expensive at $195 but there is a student discount. You can go to his website and download sample chapters to see what the book is about. I have this book and use it in my private practice regularly.

Recommended reference texts from undergraduate courses:
1. Nutrition Therapy and Pathophysiology (Nelms, Sucher & Long)
2. Basic Nutrition Counseling Skill Development (Bauer & Sokolik)
3. Community Nutrition in Action (Boyle & Holben)
4. Understanding Food: Principles and Preparation (Brown)
5. Foodservice Organizations (Gregoire & Spears).

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:

Institutional Absences
Institutional Absences (HOP 04-110) An may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and
communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For Keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

*Utilization of AI (Artificial Intelligence) is not allowed on assignment submissions unless directed by the instructor. Students could face Academic Integrity (4.1) policy issues resulting in a 0 on the assignment and/or additional penalties set forth by university guidelines.*

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. Please see HOP policy 04-109 Final Course Grade Appeals by Students for the grade appeal process.

**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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

Other important course-related policies:
Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

IX. Resources:

On-campus Resources
The Dean of Students Office (Rusk Building, 3rd floor lobby), www.sfasu.edu/deanofstudents, 936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202, https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
936.468.1041

The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching

Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741

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