COORDINATED PROGRAM IN DIETETICS
NUTR 465 Engagement Rotation (3 credits)
Spring 2013

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Credit Hours: 3 credits on Super-senior level.

Course Objectives: The purpose of NUTR 46500 is to provide you with an opportunity to experience a field of dietetics that you are most interested in. You will develop competencies outlined in the Learning Outcomes form.

Course Description: Experience based on the intern’s choice of field or location. Interns may choose rotation sites within the US or internationally, using preceptors’ sites that have agreed to host a Purdue Intern. Professional performance at the site and graded assignments are staple components of the course. For meeting times and times scheduled at the sites, refer to the class schedule.

Course Evaluation: During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and your instructor(s). To this end, Purdue has transitioned to online course evaluations. On Monday of the fifteenth week of classes, you will receive an official email from evaluation administrators with a link to the online evaluation site. You will have two weeks to complete this evaluation. Your participation in this evaluation is an integral part of this course. Your feedback is vital to improving education at Purdue University. We strongly urge you to participate in the evaluation system.

Prerequisites: Acceptance into the CPD program.

Pre-Existing Knowledge
Students are expected to consult materials from previous courses and instructions such as:
- Counseling: counseling techniques and behavior change theories - NUTR 436
- Diet and Disease, NUTR 520
- Completed NUTR 426, NUTR 443, and NUTR 465

Course Requirements
1. Performance: Students enrolled in this class are expected to complete the tasks assigned by their preceptor or course instructor in a professional manner, especially punctually and accuracy. Students will receive performance evaluations based on their performance at the supervised practice site from the preceptor and from the course instructor.
2. **Completion of supervised hours:** Students are responsible for completing the scheduled number of hours at the supervised practice site. If a student fails to meet those hours, he/she will fail this class, may not continue with the remaining CPD course/s, and will not receive a signed verification statement, which mandatory for admittance to the Registered Dietitian Exam.

**Preceptor’ Expectations of the Interns**
1. Become a valued member of the team at the rotation site.
2. Be on time and ready to prioritize the activities for the day. Be prepared to start work at scheduled time.
3. Be sure to let the preceptor know if you can’t complete your assigned tasks for a given day. This should be done early in the afternoon so priorities can be identified.

**Grounds for Immediate Dismissal from the Rotation Site**
To protect the health and well-being of individuals, Interns whose professional performance and/or patient/client/customer interaction endangers or has negative effects on the CPD-Preceptor relationship or the mental and/or physical health of a patient/client/customer, are required to immediately leave the rotation site. Interns who are required to leave the rotation site will be notified in writing of the time, date and place of a remedial meeting with the Intern, the Internship Directors and the Preceptor of the rotation site. The Intern will be provided with a written statement of remediation issues and corrective actions to be taken (see “Non-Compliance/Performance Form” attached). Interns may resume their rotation and associated duties after the meeting described above subject to any conditions stated on the Non-Compliance/Performance Form. Subsequent performance by the Intern which does not satisfactorily correct the remediation issues or endangers the mental and/or physical health of a patient/client/customer will result the dismissal from the rotation site and a failing grade in the course.

**Instructions for Evaluations**
1. The Learning Outcomes Evaluation Form (CP evaluations NUTR465, attached) will be completed by the student, then discussed with the preceptor, signed by both, and faxed or emailed to the instructor. The original form will be filed in the Professional Portfolio.
2. The Performance Evaluation Form (attached) will be completed by the preceptor and directly submitted to the Program Director via email (kranz@purdue.edu) or fax (765-494-0674).

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>5</td>
</tr>
<tr>
<td>Exercise #1: Rotation objectives</td>
<td>5</td>
</tr>
<tr>
<td>(PowerPoint slides)</td>
<td></td>
</tr>
<tr>
<td>Exercise #2: Oral presentation</td>
<td>10</td>
</tr>
<tr>
<td>or rotation project</td>
<td></td>
</tr>
<tr>
<td>Exercise #3: Rotation preceptor thank</td>
<td>5</td>
</tr>
<tr>
<td>you letter</td>
<td></td>
</tr>
<tr>
<td>Experience (Learning Outcome Evaluation)</td>
<td>50</td>
</tr>
<tr>
<td>Rotation primary project</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

A=90-100%, B=80-89%, C=70-79%
### 2013 Tentative Schedule (subject to change)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activity</th>
<th>Due</th>
<th>Room</th>
<th>Supervised Hours (class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1-4/5</td>
<td>Engagement Rotation, at site</td>
<td>Exercise #1</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>4/8-4/12</td>
<td>Engagement Rotation, at site</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>4/15-4/19</td>
<td>Engagement Rotation, at site</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>4/22-4/26</td>
<td>Engagement Rotation, at site</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>4/29-5/3</td>
<td>Engagement Rotation, at site</td>
<td>Exercise #3</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>5/6-5/7</td>
<td>CPD wrap-up</td>
<td>Exercise #2</td>
<td>TBA</td>
<td>(16)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rotation primary project Portfolios Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/8-5/9</td>
<td>Inman Course</td>
<td>TBA</td>
<td></td>
<td>200 (16)</td>
</tr>
</tbody>
</table>

Flex time: optional days to reserve solely to make up for required activities while regularly scheduled to be at the preceptor site. Interns who do not require flex time are off on those days, for example, if the preceptor site observes a holiday on a national holiday, the student may either make up for that day later in the semester or make arrangements with the preceptor to complete the 8 hours on other days. All arrangements for make-up time are subject to preceptor and student negotiation, unless the preceptor prefers the course instructor to make those arrangements. Please use the Schedule Deviation Form.
Rotation Portfolio (5 pts):
The portfolio is considered a summary of the professional accomplishments; it is the official documentation of the student’s activities and performances:
1. Purchase large binder and index dividers.
2. The front cover or first page of the binder needs to include the rotation name, supervised practice site, date and your name.
3. Label dividers with competency number on Learning Outcome form. Group competency numbers together on divider the same way the competencies are grouped on Learning Outcome form.
4. Type out competency, experience, and evaluation strategy on title pages.
5. Keep your portfolio up-to-date and bring with you to your evaluation meetings and to the consolidation week.

Portfolio Assessment of Grade (universal structure of grading)

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present at each in-class meeting – mandatory on-campus classes (1)</td>
<td></td>
</tr>
<tr>
<td>Index dividers are in place and labeled per instructions (1)</td>
<td></td>
</tr>
<tr>
<td>Materials Organized and Neatly Arranged (1)</td>
<td></td>
</tr>
<tr>
<td>Content Prepared in Advance and Kept Current (1)</td>
<td></td>
</tr>
<tr>
<td>Overall Appearance is Appealing and Professional Looking (1)</td>
<td></td>
</tr>
</tbody>
</table>

Exercise #1 Rotation Objectives (5 pts)

1. Plan your activities for the rotation with your preceptor in your first week at the site. In addition to the case studies and CPs assigned to this rotation, your preceptor might request you to complete additional tasks or projects. An appropriate project might be a performance improvement project, performance evaluation etc. and is of benefit to the rotation site/agency. Develop the objectives for the rotation together with your preceptor to meet the CPs, the class requirements, and potentially the site/agency’s current needs.

Document your objectives, activities, and outcomes in your portfolio:
Submit Objectives:
1. Identify 3 areas of interest associated with nutrition issues pertaining to your rotation site.
2. In the first week of your rotation, discuss your rotation project with your primary preceptor.
3. Using the information learned in F&N 424 for writing learning objectives, create at least 2 objectives for your rotation project with your preceptor and submit to the Instructor using PowerPoint slides:
   1. List your name, your rotation site, and the date on the first slide
   2. Summarize your rotation site’s nutrition goals.
   3. List the objectives of your rotation.
   4. Briefly describe your planned activities and how they related to your objectives and how they contribute to the site’s mission.
   5. Submit the report via blackboard on or before 5 pm of the Friday of the 1st week at the rotation site.
Exercise #2 Oral presentation of rotation project (10 pts)

Exercise #3 Professional Communication: Thank you Letter (5 pts)
1. Use accepted business correspondence format for a thank you letter to your preceptor. In the body of your letter, personalize the thank you and be specific in complimenting your preceptor, i.e. refer to some specific elements of the rotation experience.
2. If you know the individual well that you are corresponding with, you may use the person’s first name in the salutation. However, in business correspondence, this is used judiciously. If you have enclosures in correspondence this is noted at the bottom of the letter, two (2) spaces after your closing.
3. Using page set up, set margins as follows: top 2.0”, bottom 0.9”, left 1.0”, right 1.0”. Use 12 point font (your letter will be printed on department letterhead)
4. Submit your letter as an e-mail attachment to Debbie Klinger (Dklinger@purdue.edu) on or before 5 pm, Friday May 3rd, 2013.

Additional tips on writing an effective thank-you. (Adapted from: Wilbers, S. Writing effective thank-you letters can be difficult. Minneapolis Star Tribune. Minneapolis, MN, 1998. Available at: http://www.wilbers.com/Thanks.htm)
1. Begin with a thank you. A straightforward “Thank you very much for…” or “I am writing to express my sincere appreciation for…” works. Refer specifically to what the reader has done for you. The key to making your reader feel genuinely appreciated is to go beyond generalities and offer specific detail.
2. Conclude with “Thanks again” and a goodwill message. Repeat your appreciation for your reader’s contribution, and stress the importance of your relationship. When you are employed this is your opportunity to say, in effect, “I appreciate your talents, and I value your contribution to our program.”

RECOMMENDED LETTER FORMAT:
DATE (when written)
PRECEPTOR’S NAME
PRECEPTOR’S TITLE
PRECEPTOR’S ADDRESS
Dear Mr./Mrs./Ms./ Dr. (Last Name):

Content of letter (indent or block)
Sincerely,

(Your name)
Intern, Purdue Coordinated Program in Dietetics

Experience (50 pts)
The performance of the student at the rotation site is evaluated using the method of first self-evaluating (student completes the evaluation sheet for him/herself) of the Learning Outcome Evaluation (see attached) followed by discussion with the preceptor to obtain evaluations from him/her. Learning Outcome Evaluations must be completed at least twice during the rotation
(one mid-rotation, one final evaluation) and as needed to document progress towards reaching
the rotation's learning outcomes. Preceptors also evaluate the student's professional performance
(soft skills) using the Performance Evaluation Form. Students with incomplete learning
outcomes or lack of improvement of performance will receive low grades and may have to repeat
the rotation to improve their grades and pass the course. A grace period of up to two weeks to
rectify performance issues may be arranged for between the instructor and the preceptor.

**Policies:** This course will be taught in compliance with Purdue University Policies stated in
University Regulations (http://www.purdue.edu/univregs/).

**Course Communication:** Course related information will be shared with students enrolled in
the course via Blackboard and email. This includes any unforeseen changes in schedule and
posting of grades. If you need to contact the instructor directly, please use the above contact
information and not Blackboard. If you would like to discuss issues associated with your
placement, independent of any graded work, please email the Program Manager, Dinah Dalder at
Dalder@purdue.edu . If would like to set up an appointment, please send an email with at least
three times that you would be available to meet and I will respond to confirm the time and
meeting location.

**Students with disabilities:** Purdue University is required to respond to the needs of the students
with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with
Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student
with a disability to fully access and participate in the programs, services, and activities at Purdue
University.

It is the student's responsibility to notify the Disability Resource Center of an
impairment/condition that may require accommodations and/or classroom modifications.

If you are eligible for academic accommodations because you have a documented disability that
will impact your work in this class, please schedule an appointment with your instructor as soon
as possible to discuss your needs.

**Academic Dishonesty:** Purdue prohibits "dishonesty in connection with any University activity.
Cheating, plagiarism, or knowingly furnishing false information to the University are examples
of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University
Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their
diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs,
plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover,
knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in
itself dishonest." [University Senate Document 72-18, December 15, 1972]

The instructors of this course expect, and will enforce, a strict policy of academic honesty.
Students who engage in cheating, plagiarism (from books, articles, the Internet, etc.),
representing another student's work as one's own, knowingly furnishing false information to the instructor or university, or other forms of academic dishonesty, will receive appropriate disciplinary action and/or a failing grade in this course. For more information about Academic Integrity please read “Academic Integrity: A Guide for Students.”
(http://www.purdue.edu/ODOS/osrr/integrity.htm)

**Campus Emergency:** In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. If possible I will post information regarding any changes on Blackboard. If you need to contact me directly, use the above contact information.

According to a memorandum by the Provost Office (August 11, 2009), special care has to be taken to minimize the effect of Pandemic Influenza A (H1N1). In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructor via email or phone.

Attachments:
Learning Outcomes Evaluation Form
Performance Evaluation Form
Schedule Deviation Form
Non-compliance Form