

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Agriculture Date 01/26/2006
Department/Division offering course Nutrition and Food Science
2. Changes proposed:
(a) Present prefix & number NFS 818 Proposed prefix & number NFS 518
(b) Present Title Evaluation of Dietetics Practice
New Title Evaluation of Dietetic Issues and Leadership
(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
Eval Dietetics Issues & Ldr
(d) Present credits: 2 Proposed credits: 2
(e) Current lecture: laboratory ratio 2:0 Proposed: 2:0
(f) Effective Date of Change: (Semester & Year) Spring 2008
3. To be Cross-listed as: NA Prefix and Number Signature: Department Chair
4. Proposed change in Bulletin description:
(a) Present description (including prerequisite(s):
Evaluation of supervised practices in dietetics. Includes the development of attitudes and values for the professional Dietitian. Presentation of case studies developed during supervised practices in the field. Presentation and discussion of current journal Literature related to professional practice. Lecture, one hour; clinical, three hours per week. Prereq: Admission to Coordinated Program/AP4
(b) New description:
Course provides opportunities for the development of competencies, attitudes and values expected of the entry level professional. Lectures, presentation of individual case studies and research projects are conducted. Opportunities are provided for transfer of theory to practice, interpretation of research, discussion of professional literature and application of leadership and communication skills in addressing issues of professional dietetic practice. This web enhanced didactic course is taught via distance learning coupled with on campus sessions.
(c) Prerequisite(s) for course as changed: Admission to the Coordinated Program or Dietetic Internship
5. What has prompted this proposal?
Students in the Dietetics program need the course to provide current professional information on leadership and issues in dietetics practice. This course was ranked among the top five best practices programs and the content has become an integral part of the professional foundation. It applies to entry level dietitians who became registered dietitians before 2006 and those who will become registered dietitians in the future. In addition, the profession is exploring the Masters degree for all entry level dietitians. Converting this capstone course from a field course will help to prepare dietitians with the appropriate level of subject matter.
6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
See attachment.
7. What other departments could be affected by the proposed change?
none
8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
9. Will changing this course change the degree requirements in one or more programs? Yes No
If yes, please attach an explanation of the change.*

University Of Kentucky
Department Of Nutrition and Food Science
NFS 518 – Evaluation of Dietetics Issues and Leadership

Course Description

Course provides opportunities for the development of competencies, attitudes and values expected of the entry level professional. Formal presentation of individual case studies and research projects are a course focus. Opportunities are provided for transfer of theory to practice, interpretation of research, discussion of professional literature and application of leadership and communication skills in addressing issues of professional dietetic practice. Course is taught as a block course using distant education technology coupled with on campus classes. Four hours per week, two credit hours.

General Description

Evaluation of supervised practices in dietetics. Includes the development of attitudes and values for the professional dietitian. Formal presentation of case studies developed based on current practices in the field. Presentation and discussion of current journal literature related to professional practice. This course addresses issues related to the forty-seven core competencies required by dietitians for practice in the field. In addition emphasis areas related to Medical Nutrition Therapy, Management of Food Service Systems, Community Nutrition, Business/Consulting, Human Resource Issues and Outcomes Research.

Course Objective

Course content meets and exceeds components required by the accrediting standards of the American Association of Family and Consumer Sciences and the Commission on Accreditation for Dietetics Education Programs.

Course Outcomes

After participating in the learning experiences associated with this course, the student will be able to:

- Evaluate and develop competence in professional performance
- Develop/enhance effective communication skills through experiences in interpersonal communication group discussions, electronic exchange, and formal presentation.
- Acquire leadership qualities/characteristics congruent with values and apply to self-development and life long learning plans for dietetics education and practice.
- Conduct research and evaluate and disseminate nutrition, food and dietetic research findings.
- Discuss the issues and trends of the profession using the STEEP approach.
- Apply marketing principles to communication of dietetics information.
- Advance the dietetics profession through participation in professional commitment arenas, development of professional literature and futuristic planning.
- Integrate the management of financial systems, physical resources and material resources into dietetics research and practice

Readings

Readings will be posted under the Assignments button and on the external links throughout the course. You will have selected articles from *Journal of the American Dietetic Association (JADA)*, *Journal of Nutrition Education*, *AMA*, *Journal of Nutrition*, and *Journal of Public Health*, other relevant journals, and selected articles from electronic journals/periodicals.

Student Responsibilities

- Students are expected to abide by the policies in the current edition of Student Rights and Responsibilities.
- Attendance/participation is required.
- Academic dishonesty will be treated as per University policy.
- In case of excused absences and/or hardship, reports of other professional seminars may be substituted with the approval of the instructor.
- All submissions must be electronic, word processed and grammatically correct.
- Ethics, professional demeanor, courtesy, and respect for individual dignity will guide attitudes and actions.
- Ask for clarification and assistance. Let me know how I can help you optimize this experience.

Academic Dishonesty

Plagiarism and cheating are addressed in the current edition of Student Rights and Responsibilities, section 6.3.0.

From Part II of the University of Kentucky Student Rights and Responsibilities

Further information can be found at <http://www.uky.edu/StudentAffairs/Code/>.

[Click here to specifically view policies related to plagiarism and cheating.](#)

6.3.1 PLAGIARISM

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Note the consequences of plagiarism in Senate Rules 6.4.3. The rules for an appeal are also available.



6.3.2 CHEATING

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.



Course Outline:

Learning Activities Related to Course Outcomes

Course Outcome	Learning Activities
1. Evaluate and develop competence in professional performance.	<ul style="list-style-type: none"> • Observe and interact with professionals In a work site. • Self assess competence and actively learn to perform as expected of a professional. • Engage in execution of work or research related tasks with supervision as assigned.
2. Develop enhance/communication skills.	<ul style="list-style-type: none"> • Observe and interact with professional in a work site. <p>Self assess competence and actively learn to perform as expected by advisors and supervisors.</p>
3. Identify qualities associated with leadership that are congruent with your values.	<ul style="list-style-type: none"> • Assess self-readiness for leadership roles. Develop a progressive list of skill sets you have and a second list of skills you need to develop. • Use active learning models in on-line discussions. • Identify a scenario that you have observed where the leadership skills were a part of the problem or a part of the solution. <p>Share/report your analysis of this scenario on the discussion page.</p>
4. Conduct, evaluate and disseminate research findings.	<ul style="list-style-type: none"> • Participate in educational opportunities both formal and informal. • In consultation with preceptor/advisor and faculty, select a research idea important to dietetics. Follow the research proposal outline for outcomes research. Conduct, evaluate and disseminate findings of your research.
5. Discuss the issues and trends of the profession using the STEEP approach.	<ul style="list-style-type: none"> • Be your own futurist. Using the 2000-2006 JADA and other related journals, analyze the contents for the major issues and trends you see emerging. Compose an abstract of the central points and use this as a basis of interpersonal or group discussion. • Report your assessment of these discussion/interactions on the listserv.
6. Apply marketing principles to communication of dietetics information.	<ul style="list-style-type: none"> • Identify and arrange to talk with the primary marketing personal at your work site. Review examples of work they are most proud to share. • Share the best practices via the discussion board . • Explore all possibilities for presenting messages especially electronic and non-traditional.
7. Advance the profession through participation in professional commitment arenas, development of professional literature and futuristic planning.	<ul style="list-style-type: none"> • Attend two meetings of the Bluegrass Dietetic Association, KDA or other professional meetings and report on presentations. • Participate in national Nutrition Month activities, present a poster or research paper.
8. Integrate the management of financial systems, physical resources and material resources into dietetics research and practice	<ul style="list-style-type: none"> • Discuss reimbursement and provider • Participate in planning and decision making for facilitating the organization of financial systems, design and use of space in a dietetics work facility based on data presented in facility reports and professional practice literature. <i>Today's Dietitian</i> is a useful source for such information.

Summary of Assignments

You will submit five assignments for evaluation. Look under the Assignments button in the left-hand menu for more details about these assignments.

1. Reports of Participation in Dietetics Meetings
2. Research Study
3. Leadership of Discussion Forum
4. Journal Review and Trendspotting
5. Problem Identification and Resolution

Assignment One: Reports of Participation in Dietetics Meetings

Reports of participation in two dietetics meetings at the district or state levels are due two weeks following the meeting. Copies of reports must also be included in the end of course notebook/portfolio. Use the format below:

Format:

Word processed, double spaced, maximum of 4 pages, 12 point font, and a minimum margin of 1.5 inches on all sides.

On the top of the first page, include:

Your Name

Meeting/Presentation Date and Location

Name and Credentials of Presenter(s)

Report of a dietetic association program presentation must include the following:

1. Delineate and Communicate Major Concepts
2. Summarize Supporting Ideas
3. Analyze the Learning Quotient for Self and add Personal Comments
4. Describe with references how current research in the profession or new practices are integrated in the content.

Assignment Two: Research Project

Using the format provided in this section, identify a research idea/topic important in the practice of dietetics. In consultation with your advisors and faculty, design and implement a research study. Outcomes research studies are recommended.

In addition to the research project, graduate students will prepare a review paper that observes academic expectations for research reviews. The graduate student's research project must be submitted as a poster presentation for peer review to the Kentucky Dietetic Association(KDA) Annual FNCE. Accepted posters must be presented at the FNCE.

Each student will present a professional presentation for peers and invited guests at the on campus class discussions. It is recommended that you incorporate use of the power point software and use it correctly during your presentation. Also, you will prepare an abstract to be submitted for research presentation at a professional meeting.

You will be creating a PowerPoint file which may well be bigger than Blackboard allows (maximum file size 4M). Instead of bringing your PowerPoint file into Blackboard, you will need to use the locker.uky.edu server where every student is allowed to store files up to a total of 200M. Subsequently, you will create a link to this file to put in a discussion posting so that other students can view your project. [Click here to download detailed instructions](#) for using your locker. (Microsoft Word document, 24k)

Your research project must address the following criteria:

(Printer-friendly version of criteria, Microsoft Word document, 27 k)

Criteria	Description	Example
<p>1. Statement of the Problem. This must involve more than pure information gathering; it must suggest answers or conclusions to focus research activity.</p>	<p>Stated as a question or a declaration. Give direction to the research. Must lead to a definite conclusion. Show that a controversy or difference of opinion exists. Follow the statement of the problem with minor statements or questions connected to the problem. Imply a cause or effect relationship.</p>	<p>Do patients with a life threatening disorder exhibit more compliance than those with less severe disorders? Does food service promotion within five days of the event yield better participation among customers than a promotion one week prior to the event? Is a nutrition based behavior change sustained for a longer period if consumers have hands on experiences with the dietitian at changing their practices or did self-directed behavior change using a video presentation?</p>
<p>2. Hypothesis May be written in the null or negative form. Usually a prediction of the expected outcome.</p>	<p>Formulate at least one major hypothesis and maybe several smaller ones . Must establish the nature of the problem and the logic underlying the study. Give direction to the data collection. Should be reasonable, clear and consistent with the known facts and theories. Able to be tested and found true or false. Stated in the simplest terms. Should be formulated before data collection occurs to ensure an unbiased study.</p>	<p>There is no significant difference in the growth patterns of twins when one is fed a high carbohydrate diet, high protein diet and one fed a low carbohydrate, low protein diet. There will be no difference in the performance of food management employees where one group is praised for following sanitation methods and another group ignored following sanitation methods.</p>
<p>3. Significance of the Problem</p>	<p>How important is the problem to the profession, other health care professionals, clients and customers Can it be published? Is this outcomes research?</p>	<p>How can this solution influence the practice of the profession? Why should professionals in our area care about this research? Does it add to the literature? Who would find it most useful?</p>
<p>4. Definitions Assumptions Limitations Delimitations</p>	<p>a) Define all unusual terms Give operational definition to variables b) Researchers statements about what he/she believes are the facts. c) Conditions beyond the control of the researcher d) Boundaries of the study anything outside of which is of no concern to the research team.</p>	<p>Intake -oral, by vein, by tube? Healthy outcome? Haze point or smoke point? Traditional line flow Critical control point of beef stew one-on-one menu selection with a troublesome patient will help foster poster image of dietary service Administrative or ethical constraints</p>
<p>5. Review of Literature One of the steps in the research project</p>	<p>A summary of the writing of authorities on the subject. Evidence the researcher knows what has already been done; is known or not known; what was tested or not tested. May help identify useful hypotheses cite studies with opposing views Choose relevant, competent clearly reported studies</p>	<p>Look for good design and data collection methods, well thought out sampling methods and populations sampled See if variables are defined Check for faults that could have been avoided See if recommendations for future research</p>
<p>6. Analysis of Proposed Procedures</p>	<p>Outline the research plan Describe what is to be (was) done How will it be (was) done What data will be (was) needed What data collection methods will be (was) used How will the sample be (was) collected What methods will be (were) used to analyze the data</p>	<p>(none)</p>
<p>7. Analyze Data and Report Results</p>	<p>Describe statistical tools used in the analysis. Report your results</p>	<p>Use the appropriate reporting format to communicate this information. Tables and figures must illustrate quantitative results. Qualitative results may be creative but easy to follow.</p>

		Qualitative results may be creative but easy to follow.
7. Time Schedule PERT chart - program evaluation and review technique Critical path method - shows relationship between phases of a project Calculates total amount of time needed to complete a project	GANTT progress chart Used to schedule and control work, concerned with time and production, Uses symbols to indicate progress	Use to budget time and effort Divide project into manageable sections Assign deadlines and responsibilities Show sequence toward stage of completion.



Point Distribution for Final Grade

Point Distribution in NFS 818	
Item	Point Value
Research Project and poster presentation. <u>Graduate students will complete a position paper that reviews the research centered on a current topic and will submit a poster for acceptance to the Kentucky Dietetic Association FNCE annual conference</u>	150
2 Reports of dietetics meetings (50 points each)	100
Listserv sharing of worksite, community scenario of "Leadership as the Problem or Solution" (brief, concise)	100
Participation in class and list serve "Leadership" discussions	100
Be Your Own Futurist Experience, as shared on Listserv	50
Quality of Performance as discussion leader	100
Attendance, active learning, advanced learning, curiosity	50
Total Possible Points	650

Grading Scale

Undergraduates:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; E = 59% or less

Graduate Students:

A = 90-100%; B = 80-89%; C = 70-79%; E = 69% or less

Readings

Readings will be posted under the Assignments button and on the external links throughout the course. You will have selected articles from *Journal of the American Dietetic Association (JADA)*, *Journal of Nutrition Education*, *AMA*, *Journal of Nutrition*, and

Assignment Three: Leadership of Discussion Forum

Communication, analytical and conceptual skills will be evaluated as each student serves as the leader for electronic discussions on assigned issues and topics. Each student will lead/direct two virtual discussions and participate in discussions led by peers. Each student selects one article from a professional journal related to the subject matter of a rotation and one article related to leadership/creativity/teamwork/maximizing resources. *All students read all articles.* When each student is the discussion leader, the following format is to be observed:

a) The discussion leader reads, abstracts and posts the major concepts and poses thought provoking questions (2-4) via the NFS 518 list serve by 12:00 noon of the Monday scheduled. (When leading the dietetics focused forum using an article from JADA since 2004, also choose an article from another professional journal which will provide further insight on the topic. Therefore, the leader will be reading two articles on the topic--one from JADA and one from another journal selected by the leader. Class peers will only be reading the JADA article. The leader is expected to be the best informed on the topic and most able to provide leadership in the discussion. Leaders must post the citation information at least one week prior to week assigned and this information must be posted in these two places: send full citation information to the digital drop box. This procedure allows your peers to locate the chosen article. A specific journal article can be discussed only one time, therefore, if more than one person submits the same article title, the first submission will be given that article.

1. JADA Discussion leaders may choose any article related to one of the following areas as noted on the www.eatright.org website:

"Explore the profession's commitment to helping people enjoy healthy lives." See five critical health areas facing Americans:

1. Obesity and overweight, with a focus on children
2. Healthy Aging
3. Safe, sustainable and nutritious food supply
4. Nutrigenetics, nutrigenomics, and nanotechnology
5. Integrative medicine, including supplements and alternative medicine.

2. Leaders for the discussion on topics from the electronic resource FastCompany.com will be responsible for reading only the one article being read by everyone in the class.

Your 518 professor has selected the topics from the archives of Fastcompany and will distribute copies to you at our first meeting. You will be responsible for posting the

citation information which allows your peers to locate and read your article. Post the full citation information at least one week in advance of your assigned week.

b) All students must read and respond to the questions by 12:00 noon on Friday of the same week. Therefore, each student will have two articles to respond to each week--one

will be from a JADA article and one from FastCompany.com. Refer to the posted schedule in this section.

c) Leaders summarize the responses of all students and posts this summary on by noon the following Monday. Leaders are responsible for their topic from noon one Monday until Noon the following Monday.

d) Several Professors will be involved as a panel in this course and may comment at different points.

e) Demonstrate excellence in analytical, conceptual and communication skills. Be succinct, accurate and thought provoking as you lead and respond.

f) Participation will be monitored. Include hard copies of the discussions you lead and submit these in your notebook for NFS 518.

g) Observe Netiquette rules at all time. Netiquette rules are included in the Blackboard tutorial section on www.uky.edu/blackboard at UK home page

Assignment Four: Journal Review and Trendspotting

Be Your Own Futurist using the STEEP Approach (Sociological, Technology, Economic, Environment and Political influences shaping the future), review professional journals to identify data driven trends and issues; prepare a written report including abstracts from journal articles which support your analysis. Once you have conducted this environmental scan, arrange for conversations -formal or informal, to share your ideas. Report the outcomes of this discussion in your report and also post on-line. An example of previous work will be posted at the beginning of class.

Assignment Five: Problem Identification and Resolution

Identify a problem at your worksite or any other facility. Analyze the situation with regard to the "leadership" styles/practices which are part of the problem and/or solution. Write a descriptive analytical essay including your evaluation from the viewpoint of an independent consultant. Support your essay with references from the literature on leadership. Submit to NFS 518 list serve and invite discussion from peers and professors. Submit a hard copy at end of course in portfolio notebook.

- Remember to honor confidentiality.
- Describe the scenario in a professional manner.
- Identify the issues then determine how the attitudes, perspectives and characteristics of the players influence the issues. Determine the role of leadership in the outcomes of this issue.
- Objectivity is essential.
- Examine how the situation with which you are faced connects to the readings you have done on the theories and research on leadership.