

NSC 395B- Earning the RDN Credential: Exploring and Planning for Supervised Practice Programs | Online

COURSE DESCRIPTION

The purpose of this non-credit course is to provide students with the knowledge, tools and competencies to investigate accredited supervised practice pathways in dietetics. Course topics include types of programs, the process of earning the RDN credential, common program eligibility and application requirements, the DICAS common application and match process, best practices to communicate about personal strengths and assets and what to expect if accepted into a program and alternative options if not accepted into a program. Students will evaluate the feasibility and desirability of different program options; investigate, compare and contrast programs of interest; create detailed action plans and timelines to meet eligibility criteria and specific application requirements; review the DICAS application requirements; prepare answers to the DICAS Personal statement prompts; prepare to communicate with program directors, coordinators, faculty and professionals during the internship preparation process and beyond. Course skill-building includes adeptness at applying a systematic approach to researching dietetics programs and creating detailed plans for competitive application to supervised practice programs and communicating professionally during the application process. Upon completing this course students will possess a detailed workbook which includes program comparison tables, first drafts of personal statement responses, sample communication templates for dietetics program directors, faculty and other key professionals, and action plans for meeting eligibility and application requirements in advance of the application cycle. Students who complete this course will have a comprehensive understanding of what is expected during the application process for supervised practice programs and a plan to be a competitive applicant. **This experience is equivalent to a 1-unit course; expect to participate in class and class-related work for ~3 hours/week.**

COURSE MEETING TIME

This is an asynchronous course and can be completed at your own pace. (Also plan for optional synchronous peer-led activities)

COURSE PREREQUISITES: NSC 396A-Survey of Careers; this course should be completed before NSC 495A-Dietetic Internship Prep. We recommend that Dietetics students take this course within 3 -4 terms before graduation.

HOW LEARNING HAPPENS IN THIS COURSE

This is a non-credit experience, designed to be equivalent to a 1-unit course. That means you should expect to spend up to 3 hours on this course each week in order to achieve the student learning outcomes in a 16 week period, but you can adjust your pace as desired. We will deliver a variety of content to help you learn course concepts. A combination of mini-lectures, readings, and videos will be assigned to each topic/module. Course content for each module is provided in D2L under the "Content" tab. After clicking into the module on the left side of the screen, you will click the link that says "(Topic Name) Lesson Plan" to see all the required content for that module, broken down by week. I will assess your learning using quizzes, assignments and discussions. My goal as your instructor is to facilitate your learning by guiding you through personal exploration of your own interests, strengths and goals. Together, we will also explore many unique career pathways that a nutrition degree can lead into.

INSTRUCTOR

Jessica Zepeda, RDN

Preferred Pronouns: She/her

Academic Advisor

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Read more about Jessica here: <https://nutrition.cals.arizona.edu/person/jessica-zepeda-rdn>

Ashlee Linares-Gaffer, MS, RDN

Preferred Pronouns: She/her

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Read more about Ashlee here: <https://nutrition.cals.arizona.edu/person/ashlee-linares-gaffer-ms-rdn>

OFFICE HOURS

We (Jessica and Ashlee) enjoy connecting with students in online courses for scheduled phone calls or Zoom meetings. As an online student, you may feel disconnected at times from campus and your instructors; this is no different for the instructors since we do not get to see you live in class each week. We do not have set office hours each week due to the vast range of time zones that you all reside. If you would like to connect to discuss the course or just take a moment to get to know each other, please email the instructors and provide a handful of days and times that you are available. From there we can schedule a time to connect.

COMMUNICATION & RESPONSE TIME

How to reach instructors: The preferred method of communication will always be e-mail. We are in and out of the office frequently and phone is not the appropriate method for first communication. A phone call can be happily scheduled for a time that works for all parties.

Response Time: Students who e-mail Monday - Thursday can ordinarily expect a response within 24-48 hours. Students who e-mail after 4 PM on Friday or over the weekend can ordinarily expect a response before the end of the day on the following Monday.

How instructors will reach you: The D2L course homepage will be a primary site for communication between the instructors and students. Instructors will also email you individually when necessary, and will email the class with important announcements. You are responsible for checking the D2L homepage and your email for announcements several times each week.

Student Response Time: Instructors expect a response from students within 48-72 hours if they have emailed you individually with questions regarding your classwork.

TEXTS

All readings and content will be provided in the course site and will be free of charge.

What you will learn in this course...

COURSE OBJECTIVES

In this course we will:

1. Describe the different types of Supervised Practice Programs in Dietetics.
2. Examine factors which influence feasibility of pursuing different types of Supervised Practice Programs in Dietetics such as cost, location, length, and other program factors.
3. Investigate Supervised Practice Programs in Dietetics and compare and contrast them on the basis of cost, location, length, specialty and other distinguishing factors.
4. Formulate an action plan to prepare for applying to Supervised Practice Programs in Dietetics.
5. Draft communications to Supervised Practice Program Directors to make personal introductions and ask clarifying questions about the programs.

EXPECTED LEARNING OUTCOMES (#=Class Outcome, letters=Module Outcome)

By the end of this course, you will be able to...	Examples of things you will do in the course...
1. Differentiate between the types of internships available (Distance, Combined programs, FEM).	a. Identify distinguishing characteristics of the design and eligibility requirements for different supervised practice pathways in dietetics. b. Recognize the defining features of supervised practice programs which include a graduate degree including eligibility and admissions requirements, program design, length and cost. c. Recognize the defining features of Distance supervised practice programs and the key responsibilities for the student applicant, including eligibility and admissions requirements, program design, and advanced planning.
2. Identify specific Supervised Practice Programs in Dietetics that are feasible and desirable to pursue, based on personal criteria (such as cost, location, length, or others established by the student).	a. Identify personal and professional goals as they relate to a career in dietetics. b. Create a comparison of Supervised Practice Programs in Dietetics based on different factors such as cost, location, length, eligibility and application requirements for at least three programs of interest. c. Determine at least three supervised practice programs that are feasible and desirable for the applicant to pursue.
3. Self-Assess competitiveness for Supervised Practice Programs in Dietetics based on eligibility requirements and Supervised Practice Program applicant scoring tools.	a. Set SMART Goals for personal and professional development in order to increase competitiveness for supervised practice programs.

<p>4. Formulate an itemized action plan to meet program eligibility requirements in advance of applications, including individuals to request letters of recommendation from.</p>	<p>a. Identify actionable steps necessary to prepare in advance to meet application requirements for supervised practice programs in dietetics, including graduate dietetics programs.</p> <p>b. Create professional written communications to dietetics professionals and program directors using approaches for self-promotion and effective inquiry.</p>
<p>5. Develop a mentoring relationship with an academic advisor, faculty member and/or dietetics professional, to provide guidance on the dietetic internship exploration and planning process.</p>	<p>a. Collaborate with an advisor, faculty member or dietetics professional to solicit feedback on goals, action plans, and the planning process for supervised practice programs.</p> <p>b. Build and map a professional network of dietetics and academic professionals.</p>
<p><i>The following Didactic Program in Dietetics Competencies are demonstrated in this course:</i></p> <p>KRON 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.</p> <p>KRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.</p> <p>KRDN 5.3 Practice how to self-advocate for opportunities in a variety of settings (such as asking for needed support, presenting an elevator pitch).</p>	

What you will do in this course...

Assignments (Dietetics Development Portfolio) See D2L Assignment Dropbox for assignment instructions and rubrics. Assignments will be submitted to their D2L Assignment drop box. Make sure that your completed documents have been saved as one of the following type files: .doc, .docx, PDF. Other formats cannot be opened and will be considered late.

- Assignment 1 - SMART Goals Worksheet: Assessing Personal and Professional Goals and Values
- Assignment 2 - Supervised Practice Program Map and Graduate School Check
- Assignment 3 - Program Feasibility Self-Assessment and Starting your Search: Program type, location, cost, distance
- Assignment 4 - Update Resume and Experience Log
- Assignment 5 - Self-Assessment of Program Interests (specialty areas, rotations, length of time, etc.) and Continuing your Search
- Assignment 6 - List of Eligibility SWOT Analysis and Continuing your Search
- Assignment 7 - Application Timeline and Materials Action Planning and Personal Development Task List
- Assignment 8 - Elevator pitch and Email crafting your "ask"
- Assignment 9 - Networking tree - Identify LOR opportunities
- Assignment 10 - Final Project - Class Reflection and Supervised Practice Program Action Plan

Discussions See D2L for more information about Discussion assignments. All Discussions will require replying to peers with meaningful feedback.

- Discussion 1: Introduce Yourself
- Discussion 2: What's in a Personal Statement?

Class Survey (No stress, this is not a quiz!)

- Survey 1: Pre-Class Survey
- Survey 2: Mid-point Survey
- Survey 3: Class-Exit Survey

Other important information...

ACCESSIBILITY & ACCOMMODATIONS STATEMENT

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

CLASS ATTENDANCE AND PARTICIPATION POLICY

This is a non-credit course and can be completed at your own pace. Participation is optional but highly recommended for all dietetics students. All course content will be delivered fully online, and the _____ will host optional meetings to provide peer support while you plan for your dietetics future. Attendance at meetings will add value to your experience in the course but attendance is not required.

ONLINE BEHAVIOR

It is expected that students will communicate with each other and the instructor professionally and respectfully.

STUDENT CODE OF ACADEMIC INTEGRITY

This is a non-credit course and no work is formally reviewed for a grade. You are encouraged to utilize course materials to facilitate your own learning and planning, but concepts such as plagiarism and cheating do not apply in this class since all work is completely independent and ungraded.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Providing student email addresses to a third party is not permitted. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of electronic resources provided by The University of Arizona. This conduct may also constitute copyright infringement. UA Code of Academic Integrity: <https://deanofstudents.arizona.edu/student-rights-responsibilities/academic-integrity>

UA NONDISCRIMINATION AND ANTI-HARASSMENT POLICY

The University is committed to creating and maintaining an environment free of discrimination. Please see the UA non-discrimination and anti-harassment policy for information on protection provided to students: <https://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

NAME AND PRONOUN USAGE

The Instructor, preceptor(s), TA and students will use names and pronouns of students as requested. The roster will be updated to accommodate students who modify their names and/or pronouns after course registration. For information on how to update your name within the University of Arizona systems, please visit:

<http://lgbtq.arizona.edu/use-chosen-or-preferred-names>

<http://help.d2l.arizona.edu/faq/how-do-i-change-how-my-name-displayed-d2l>

<https://www.registrar.arizona.edu/personal-information/students-change-contactpersonal-information>

CONFIDENTIALITY OF STUDENT RECORDS

This course conforms to the University's policy pertaining to the confidentiality of student records as represented at

<http://www.registrar.arizona.edu/ferpa/default.htm>

TECHNICAL REQUIREMENTS

In order to meet the requirements for this course you must have access to regular use of a computer, reliable internet, webcam and microphone. You must also utilize a word processing program which allows you to generate .doc and .ppt. These are most commonly generated using Microsoft Word and PowerPoint. All University of Arizona students are eligible for free access to necessary software utilized in this course:

<https://uabookstores.arizona.edu/technology/campuslicensing/default.asp>

TECHNICAL ASSISTANCE

Any questions or issues pertaining to D2L functionality should be directed to the D2L support team. Answers to many questions can be found here:

<http://help.d2l.arizona.edu/student/student-home>

The link above also includes an option to "Request help" from the D2L team.

ADDITIONAL RESOURCES FOR STUDENTS

UA Academic policies and procedures are available at:

<https://catalog.arizona.edu/undergraduate-programs>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

CLASS SCHEDULE

All assignments in this course are due on Tuesdays at 11:59 PM Tucson, AZ time. Late work is accepted.

	WEEK	TOPICS	ASSIGNMENTS	DUE
Module 1: Overview of Supervised Practice Programs in Dietetics	1 8/22-8/28	Process of Becoming an RDN ; 2024 Graduate Degree Req.;Graduate School Options in Dietetics	Survey 1: Pre-Class Survey Discussion 1: Introduce Yourself (Post 1)	Tuesday 8/30
	2 8/29-9/4	Types of Supervised Practice Programs (DI, ISPP)	Assignment 1 - SMART Goals Worksheet: Assessing Personal and Professional Goals and Values	Tuesday 9/6
	3 9/5-9/11	Review supervised practice programs (MS/DI, FEM, Coordinated)	Discussion 1: Introduce Yourself (Post 2) <i>Monday 9/5- LABOR DAY</i>	Tuesday 9/13
	4 9/12-9/18	Distance Programs and International Experiences	Assignment 2 - Supervised Practice Program Map and Graduate School Check	Tuesday 9/20

	5 9/19-9/25	Weighing the Options: Comparing, Contrasting and Selecting the Best Program Type(s) for You	Assignment 3 - Program Feasibility Self-Assessment and Starting your Search: Program type, location, cost, distance	Tuesday 9/27
Module 2: Refining Your Search and Investigating Programs	6 9/26-10/2	Starting Your Search: Exploring Feasibility of Program Types and Options	Discussion 2: What's in a Personal Statement? (Post 1)	Tuesday 10/4
	7 10/3-10/9	Becoming "Competitive": Diversity in Dietetics, Asset-Based Approaches and Valuing What You Bring to the Table	Assignment 4 - Update Resume and Experience Log	Tuesday 10/11
	8 10/10-10/16	Focusing your search: Investigating and comparing individual programs	Survey 2: Mid-point Survey Discussion 2: What's in a Personal Statement? (Post 2)	Tuesday 10/18
	9 10/17-10/23	Refining Your Search: Modifiable and Non-Modifiable Eligibility Criteria; Common activities and examples of demonstrating eligibility and competitiveness in dietetics	Assignment 5- Self-Assessment of Program Interests (specialty areas, rotations, length of time, etc.) and Continuing your Search	Tuesday 10/25
	10 10/24-10/30	Exploration guidance and Program Q&A: Program details and eligibility	Assignment 6 - List of Eligibility SWOT Analysis and Continuing your Search	Tuesday 11/1
Module 3: Becoming a Prepared and Competitive Applicant	11 10/31-11/6	Looking Ahead at Applications: GRE, research interests, Letters of Rec, pre-requisites, costs of applying;	Assignment 7 - Application Timeline and Materials Action Planning and Personal Development Task List	Tuesday 11/8
	12 11/7-11/13	Exploration guidance and Program Q&A: Application Requirements	<i>Friday 11/11- Veterans Day</i>	Tuesday 11/15
	13 11/14-11/20	"Crafting your Ask"- Communicating about your strengths and personal identities (translates into personal statement, resume, interview)	Assignment 8 - Elevator pitch and Email crafting your "ask"	Tuesday 11/22
	14 11/21-11/27	Mentors and Letters of Recommendation (e-mentors, professionals, advisors, faculty)	Assignment 9 - Networking tree - Identify LOR opportunities <i>Thursday & Friday 11/24-11/27- Thanksgiving Break</i>	Tuesday 11/29

	15 11/28-12/4	Communicating with program directors and faculty, and other professionals (professionalism)	Assignment 10 - Final Project - Class Reflection and Supervised Practice Program Action Plan	Tuesday 12/6
FINAL WRAP- UP	16 12/5-12/11	I didn't match: Now what? NDTR, experience, scramble, ISPP, PSM/master's	Survey 3: Class-Exit Survey <i>Wednesday 12/7-Last Day of Class</i>	Tuesday 12/7