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# Syllabus

**HNSC 4362/4364: Nutrition Option Practicum/Food  
Industry Option Practicum (6.0 Cr. Hr.)**

Fall 2025-Winter 2026

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## COURSE DETAILS

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**Course Title & Number:** HNSC 4362/4364: Nutrition Option Practicum/Nutrition Option Practicum

**Number of Credit Hours:** 6.0

**Class Times & Days of Week:** Not applicable

**Location for classes/labs/tutorials:** Not applicable

**Pre-Requisites:** Students must be registered in their final year of the Human Nutritional Sciences program. Completion of HNSC 2000 (C) and pre- or co-requisite HNSC 3220. Application required. May not be held with HNSC 4120, HNSC 4122.

**Course Permission:** Application required. **Enrolment limited. Application deadline July 1.** Application package include Appendix I and the information described in that document. Information must be send to the Student Services ([aginfo@umanitoba.ca](mailto:aginfo@umanitoba.ca)) and Head of Department, Dr. Rosell ([FHNSDEPARTMENTHEAD@umanitoba.ca](mailto:FHNSDEPARTMENTHEAD@umanitoba.ca)).

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## Instructor Contact Information

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<b>Instructor's Name &amp; Preferred Form of Address:</b>	Dr. Cristina M. Rosell You can address me as Professor Rosell
<b>Office Location:</b>	Richardson Center for Food Technology and Research
<b>Office Hours or Availability:</b>	Please send me an email to set-up a virtual or in-person meeting.
<b>Email:</b>	<a href="mailto:Cristina.rosell@umanitoba.ca">Cristina.rosell@umanitoba.ca</a> Emails will be returned within 48 hrs (weekdays only). Please put "HNSC 4120" in the subject line and use professional language. <i>Note:</i> All email communication must conform to the Student Email Policy at <a href="https://umanitoba.ca/registrar/student-email-policy">https://umanitoba.ca/registrar/student-email-policy</a>

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## Course Description

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Supervised application to work on a project in a community-based nutrition program, research, commercial or government settings or health care facility, where concepts learned in the classroom can be applied to practical problems and projects. Requirements include a minimum of 200 hours of work with the internship placement. Students are required to spend a minimum of 200 hours in their placement, generally averaging 8 hours per week over the regular session academic year.

HNSC 4362/HNSC 4364 is an independent study course. While Dr. Rosell is the course coordinator, each student will be assigned a direct non-academic supervisor for the specific, day-to-day activities undertaken by the student, including the finalization of the specific assignments.

### **Course Goals**

1. To provide senior students the opportunity to apply their knowledge and skills in a professional environment.
2. To enable the student to learn in a self-directed manner while under the supervision of an experienced professional.
3. To provide students with the experience to deliver professional service to both clients and employers.
4. To provide opportunity for students to verbally communicate their main results in either a PowerPoint presentation or a poster presentation.

### **Course Learning Outcomes**

1. Apply critical thinking to transpose knowledge gained in previous courses to situations where professionals have to produce results that benefit people and agencies.
2. Identify and improve skills necessary to carry out professional work, including technical, ethical, organizational, and professional practice aspects.
3. Demonstrate self-directed learning and the ability to support colleagues in their learning.

#### Food Industry-Specific:

4. Describe the typical work structure, management style, and activities of the food industry relevant to the practicum area (e.g., food quality assurance, food product development, food service management, etc.).

#### Nutrition-Specific:

5. Describe the typical work structure, management style, and activities of nutrition-related work relevant to the practicum area (e.g., community nutrition, population health promotion, research, food provision, media relations, etc.).

The Undergraduate Dietetics program is designed to meet the Integrated Competencies for Dietetic Education and Practice (ICDEP). ICDEP provides outcome-based standards for entry-to-practice dietetic education and entry-level dietetic practice. Outcome-based standards focus on abilities possessed as a result of learning. The ability to perform a task to a specified standard, and in a way that is observable to others, is typically called a Practice Competency (PC). Performance Indicators (PIs) describe abilities that are intended to be demonstrated within the program (i.e., pre-practice). Below is a list of PIs that will be assessed throughout this course.

PRACTICE COMPETENCIES	PERFORMANCE INDICATORS	Course Learning Outcomes (CLOs)
<b>1. FOOD AND NUTRITION EXPERTISE: Dietitians integrate their food and nutrition expertise to support the health of individuals, communities and populations</b>		

<b>1.01 Apply understanding of food composition and food science</b>	a. Demonstrate understanding of physical and chemical properties of food	4*
	b. Demonstrate understanding of food preparation, processing and preservation	4*
	c. Demonstrate understanding of the role of ingredients and their interaction in food preparation	4*
	d. Demonstrate understanding of the sensory evaluation of food	4*
	e. Demonstrate understanding of microbes in food	4*
	f. Identify sources of micronutrients and macronutrients in food	4*
	g. Identify sources of non-nutrient functional components in food	4*
<b>1.02 Apply understanding of food environments</b>	a. Demonstrate knowledge of government policy in regulating food products in Canada	4*, 5*
	b. Demonstrate understanding of factors affecting food systems in Canada	4*, 5*
	c. Demonstrate awareness of Indigenous values and ways of knowing related to food environments	4*, 5*
	d. Demonstrate understanding of factors affecting food security of Canadians	4*, 5*
	e. Demonstrate understanding of factors affecting food safety	4*, 5*
	f. Demonstrate understanding of sustainable food systems	4*, 5*
<b>1.03 Apply understanding of human nutrition and metabolism</b>	a. Demonstrate understanding of the role of nutrients and other food components	4*, 5*
<b>1.04 Apply understanding of dietary requirements and guidelines</b>	a. Demonstrate understanding of dietary requirements across the lifespan, in health and disease	5*
	b. Demonstrate understanding of factors affecting energy balance in determining dietary requirements	5*
	c. Demonstrate understanding of current nutrition recommendations and dietary guidelines	4*, 5*
	d. Demonstrate understanding of how deficiencies and toxicities of nutrients affect health	5*
	e. Demonstrate understanding of the role of dietary supplements	4*, 5*
<b>1.05 Apply understanding of dietary practices</b>	a. Demonstrate understanding of behavioural theories relevant to food choice and eating	4*, 5*
	b. Demonstrate understanding of social aspects of food choice and eating	4*, 5*
	c. Demonstrate understanding of psychological aspects of food choice and eating	4*, 5*
	d. Demonstrate understanding of the impact of financial resources on food choice and eating	4*, 5*

	e. Demonstrate awareness of the role of Indigenous traditional / country foods in dietary practices	4*, 5*
	f. Demonstrate awareness of the role of religion and culture in dietary practices	4*, 5*
	g. Demonstrate knowledge of trends in food consumption	4*, 5*
<b>1.07 Integrate population health promotion principles and practices</b>	a. Demonstrate understanding of determinants of health, health equity, and social justice	5*
	b. Demonstrate knowledge of frameworks for population and public health	5*
	c. Demonstrate understanding of capacity development strategies related to community food and nutrition issues	5*
	d. Demonstrate understanding of health promotion concepts and approaches	5*
<b>1.08 Integrate quantity food provision principles and practices</b>	a. Demonstrate understanding of food provision strategies that foster health in individuals, communities and population	5*
	b. Demonstrate understanding of strategies that support sustainable food provision	5*
	c. Demonstrate knowledge of approaches to food marketing	4*, 5*
<b>2. PROFESSIONALISM AND ETHICS: Dietitians use professional, ethical and client-centred approaches, to practice with integrity and accountability</b>		
<b>2.02 Act ethically and with integrity</b>	a. Treat others with respect	2
	b. Act in a manner that engenders trust	2
	c. Act in accordance with ethical principles	2
	e. Act in a manner that upholds the reputation of the profession	2
	f. Maintain professional boundaries	2
<b>2.03 Practice in a manner that promotes cultural safety</b>	a. Act with sensitivity and humility with regard to diverse cultural groups	2
	e. Act with awareness of how one's own biases, beliefs, behaviours, power and privilege may affect others	2
<b>2.04 Employ a client-centered approach</b>	c. Identify client perspectives, needs and assets	1
	e. Maintain client confidentiality and privacy	2
<b>2.06 Ensure appropriate and secure documentation</b>	b. Maintain security and confidentiality of records	2
<b>2.08 Manage time and workload</b>	b. Meet deadlines	2
<b>2.10 Engage in reflective practice</b>	a. Demonstrate knowledge of principles of reflective practice	1, 2
	c. Develop goals and seek resources to improve practice	2, 3
<b>2.11 Practice within limits of current personal level of professional knowledge and skills</b>	a. Articulate individual level of professional knowledge and skills	1, 2, 3
	b. Identify situations which are beyond personal capacity	2, 3

<b>3. COMMUNICATION AND COLLABORATION: Dietitians communicate effectively and collaborate with others to achieve practice goals</b>		
<b>3.02 Use effective written communication skills</b>	a. Write in a manner responsive to audience	2
	b. Write clearly and in an organized fashion	2
<b>3.03 Use effective oral communication skills</b>	a. Speak in a manner responsive to audience	2
	b. Speak clearly and in an organized fashion	2
<b>3.04 Use effective electronic communication skills</b>	a. Demonstrate knowledge of electronic communication applications	2
	b. Use electronic communication relevant to context	2
<b>3.05 Use effective interpersonal skills</b>	a. Employ principles of active listening	2
	b. Use and interpret non-verbal communication	2
	c. Act with empathy	2
	d. Establish rapport	2
	e. Employ principles of negotiation and conflict management	2
	f. Seek and respond to feedback	2
	g. Provide constructive feedback to others	3
<b>3.06 Engage in teamwork</b>	a. Demonstrate knowledge of principles of teamwork and collaboration	2, 3
	b. Contribute effectively to teamwork	2, 3
<b>3.07 Participate in collaborative practice</b>	c. Participate in discussions with team members	3
	e. Draw upon the expertise of others	3
<b>4. MANAGEMENT AND LEADERSHIP: Dietitians use management skills and provide leadership to advance health, through food and nutrition</b>		
<b>4.01 Manage programs and projects</b>	a. Demonstrate understanding of management principles	2, 4*
	b. Contribute to strategic and operational planning	1, 2, 4*
	c. Contribute to human resource management	4*
	d. Contribute to financial management	4*
	e. Contribute to physical resource management	4*
<b>4.02 Assess and enhance approaches to practice</b>	a. Assess a practice situation	2
	b. Interpret and consolidate evidence to establish a course of action	2
	c. Plan the implementation of change	2
	d. Plan the evaluation of change	2
<b>4.05 Advocate for ongoing improvement of nutritional health and care</b>	a. Identify opportunities for advocacy	5*
	b. Identify strategies for effective advocacy	5*
<b>4.08 Foster development of food skills in others</b>	a. Demonstrate understanding of factors that impact client ability to safely plan, access, select, store and prepare food that meets their needs	5*
	e. Identify strategies to assist in the development of food skills	5*
	f. Critically appraise food messaging and marketing	5*

	g. Interpret food label	4*, 5*
	h. Demonstrate food preparation techniques	4*, 5*
	i. Engage with client in building food skills	5*
<b>6. POPULATION HEALTH PROMOTION: Dietitians assess food and nutrition needs with communities / populations, and collaborate in planning to promote health</b>		
<b>6.01 Assess food- and nutrition related situation of communities and populations</b>	a. Identify types and sources of information required to assess food and nutrition-related situation of communities and populations	5*
	c. Access relevant assessment information	5*
	f. Interpret information related to the determinants of health and health equity	5*
	g. Interpret information related to food systems and dietary practices	5*
<b>6.02 Determine food- and nutrition related issues of communities and populations</b>	a. Integrate assessment findings to identify food and nutrition-related assets, resources and needs	5*
<b>6.03 Develop food- and nutrition related community / population health plan</b>	a. Contribute to development of goals and objectives	5*
	b. Identify strategies to meet goals and objectives	5*
	c. Identify required resources and supports	5*
	d. Contribute to identification of evaluation strategies	5*
<b>6.04 Implement food- and nutrition-related community / population health plan</b>	a. Participate in implementation activities	5*
<b>6.05 Monitor and evaluate food- and nutrition-related community / population health plan</b>	a. Contribute to monitoring implementation activities	5*
	b. Contribute to evaluation activities	5*
	c. Propose adjustments to increase effectiveness or meet modified goals and objectives	5*
<b>7. FOOD PROVISION: Dietitians manage and consult on quantity food provision to support health</b>		
<b>7.01 Determine food provision requirements of a group / organization</b>	a. Identify types and sources of information required to assess food provision needs	5*
	b. Access relevant information	5*
	c. Interpret situational factors that impact food provision	5*
	d. Assess food provision requirements	5*
	e. Integrate findings to determine food provision priorities	5*
<b>7.02 Plan food provision</b>	a. Participate in development of goals and objectives	4*, 5*
	b. Identify strategies to meet goals and objectives	4*, 5*
	c. Identify required resources and supports	4*, 5*
	d. Participate in identification of evaluation strategies	4*, 5*
<b>7.03 Manage food provision</b>	a. Identify facility layout and equipment requirements for food production	4*

	b. Participate in purchasing, receiving, storage, inventory control and disposal of food	4*
	c. Develop and standardize recipes	4*, 5*
	d. Participate in menu planning	4*, 5*
	e. Participate in management of food production and distribution procedures	4*
	f. Participate in maintaining safety, and quality control	4*
<b>7.04 Monitor and evaluate food provision</b>	a. Participate in monitoring food provision activities	4*, 5*
	b. Contribute to evaluation of food provision activities	4*, 5*
	c. Propose adjustments to food provision to increase effectiveness or meet modified goals and objectives	4*, 5*

\*Dependent upon the nature of the placement.

## Using Copyrighted Material

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and university guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed. For more information, see the University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact [um\\_copyright@umanitoba.ca](mailto:um_copyright@umanitoba.ca).

## Course Technology

It is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner. All assignments will be submitted through UM Learn. You can access UM Learn from the University of Manitoba homepage: [www.umanitoba.ca](http://www.umanitoba.ca). For login assistance, visit the [UM Learn Resources Page](#) or contact **IST Service Desk** at [servicedesk@umanitoba.ca](mailto:servicedesk@umanitoba.ca) or (204) 474-8600. Please run a system check at (<https://universityofmanitoba.desire2learn.com/d2l/systemCheck>) to verify that your system is configured properly.

## Expectations: I Expect You To

### Class Communication:

You are required to obtain and use your University of Manitoba email account for all communication between yourself and the university. All communication must comply with the Electronic Communication with Student Policy:  
[http://umanitoba.ca/admin/governance/governing\\_documents/community/electronic\\_communication\\_with\\_students\\_policy.html](http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html).

The student will assume the role of a self-directed learner, demonstrating initiative, and responsibility for her/his own learning and professional development. The student must be proactive and seek out the necessary tools (i.e., journal articles, books, appropriate personnel) to complete the assigned activities

The student will apply theoretical knowledge and actively participate in the learning activities outlined in the manual. These are designed to encourage the learner to focus on the specific areas.



The student is expected to use extra time to participate in additional activities to gain new knowledge and skills and to deepen understanding of each setting. This may involve taking advantage of unique experiences/opportunities provided by the professional mentor and/or be of particular interest to the intern.

In order to provide maximum exposure to hands on activities in the work setting, the student is required to contribute personal time to the completion of written assignments.

### **Expectations: You Can Expect Me To**

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- To provide a placement for you to conduct your practicum.
- To be available for booking appointments and answering questions by email.
- To return graded assignments to students within 2-3 weeks from the date of submission. You will be able to access your grades and feedback on UM Learn.

### **Assignment Descriptions**

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Goals and Objectives (Appendix II): Write a paragraph summarizing the resources that you bring to your practicum experience. Write a personal goal and your objectives for what you will learn during this course and provide a checklist for evaluating each objective.

Mid report with activities: Complete all activities indicated in your checklist for the Goals and Objectives assignment. The supervisor whom you are working under must sign and date the completed activity.

Reflexion of activities: The purpose is to allow students to reflect on the activities of the practicum, and integrate these experiences with knowledge acquired through university/college classes and work experiences. Reflective journals should include a variety of the following: thoughts, observations, speculation, doubt, ideation, questioning, self-awareness, problem solving, and emoting from the student to the course instructor. The journal should be approximately 2-3 typed pages (double-spaced). This is not for review by the supervisor.

Final Report: The following format should be used:

- *Part One*: Description and final results of major project completed during the practicum.
- *Part Two*: An evaluation of the overall experience including such topics as strength and weaknesses of the practicum, special skill building experiences such as team building, scheduling, relationships, communications, and leadership. Provide recommendations for future students and suggestions for faculty when approving this site.
- *Part Three*: Provide a summary of the exit interview conducted by the supervisor at the sponsoring site.

Presentation: You will be required to give a 10-15 minute presentation describing the sponsoring site, the main project completed at the site, and an overview of competencies learned during the placement.

Supervisor Evaluation (Appendix III): The evaluation by the supervisor will be based on your meeting of deadlines, performance in the practicum, contribution of original ideas, enthusiasm, and attitude. This evaluation should not deter you from asking questions of the supervisor or instructor.

### **Assignment Feedback**

Grades will be returned in a timely manner and no later than 7 days post submission.

### **Assignment Extension and Late Submission Policy**

Assignment extensions will only be granted for medical reasons unless prior, advanced arrangements have been discussed. Assignments received after the due date will be subject to a 5% per day penalty.

### **Course Evaluation Methods**

The marks for this course will be based on a combination of written and oral assignments, coupled with a supervisor evaluation.

Due Date:	Assessment Tool	Value of Final Grade
Oct. 20, 2025 – 11:59 pm	Goals and Objectives (Appendix II)	10%
Dec. 15, 2025 – 11:59 pm	Mid report with activities	10%
Mar. 1, 2026 - 11:59 pm	Reflection of activities	10%
Apr. 18, 2026 - 11:59 pm	Oral presentation	20%
Apr. 22, 2026 – 11:59 pm	Final Report	30%
Apr. 26, 2026	Supervisor evaluation	20%

### **Grading**

Letter Grade	Percentage out of 100	Grade Point Range	Final Grade Point
A+	90-100	4.25-4.5	4.5
A	80-89	3.75-4.24	4.0
B+	76-79	3.25-3.74	3.5
B	70-75	2.75-3.24	3.0
C+	65-69	2.25-2.74	2.5
C	60-64	2.0-2.24	2.0
D	50-59	Less than 2.0	1.0
F	Less than 50		0

## Voluntary Withdrawal

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Please check the University schedule.

Students who did not drop the course by the deadline would be assigned a final grade. The withdrawal courses will be recorded on official transcript. Please refer to the [Registrar's Office](#) web page for more information. I am willing to discuss your progress and strategies for improvement prior the withdrawal date.

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## UNIVERSITY SUPPORT OFFICES & POLICIES

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### Schedule "A"

**Section (a):** A list of academic supports available to Students, such as the Academic Learning Centre, Libraries, and other supports as may be appropriate

#### Writing and Learning Support

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor's feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: <http://umanitoba.ca/student/academiclearning/>

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 205 Tier Building.

#### University of Manitoba Libraries (UML)

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the

following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage: [www.umanitoba.ca/libraries](http://www.umanitoba.ca/libraries).

**Section (b):** Statement regarding mental health that includes referral information

**For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.**

**Student Counselling Centre**

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. *Student Counselling Centre:* <http://umanitoba.ca/student/counselling/index.html>

474 University Centre or S207 Medical Services  
(204) 474-8592

**Student Support Case Management**

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

*Student Support Intake Assistant* <http://umanitoba.ca/student/case-manager/index.html>

520 University Centre  
(204) 474-7423

**University Health Service**

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

*University Health Service* <http://umanitoba.ca/student/health/>

104 University Centre, Fort Garry Campus  
(204) 474-8411 (Business hours or after hours/urgent calls)

**Health and Wellness**

Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

*Health and Wellness Educator* <http://umanitoba.ca/student/health-wellness/welcome-about.html>  
[britt.harvey@umanitoba.ca](mailto:britt.harvey@umanitoba.ca)

**Live Well @ UofM**

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:

<http://umanitoba.ca/student/livewell/index.html>

**Section (c):** Notice with respect to copyright

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit <http://umanitoba.ca/copyright> for more information.

**Section (d):** Statement directing the student to University and Unit policies, procedures, and supplemental information available on-line

### **Your rights and responsibilities**

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The [Academic Calendar](http://umanitoba.ca/student/records/academiccalendar.html) <http://umanitoba.ca/student/records/academiccalendar.html> is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form <http://umanitoba.ca/registrar/>
- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support <http://umanitoba.ca/academicintegrity/> View the **Student Academic Misconduct** procedure for more information.
- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected conduct yourself in an appropriate respectful manner. Policies governing behavior include the:

### **Respectful Work and Learning Environment**

[http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)

**Student**

**Discipline**

[http://umanitoba.ca/admin/governance/governing\\_documents/students/student\\_discipline.html](http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html) and,

**Violent**

**or**

**Threatening**

**Behaviour**

[http://umanitoba.ca/admin/governance/governing\\_documents/community/669.html](http://umanitoba.ca/admin/governance/governing_documents/community/669.html)

- If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Assault** policy may be found at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)  
 More information and resources can be found by reviewing the Sexual Assault site  
<http://umanitoba.ca/student/sexual-assault/>
- For information about rights and responsibilities regarding **Intellectual Property** view the policy at:  
[https://umanitoba.ca/admin/governance/governing\\_documents/community/235.html](https://umanitoba.ca/admin/governance/governing_documents/community/235.html)

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site  
<http://umanitoba.ca/faculties/>

Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations <http://umanitoba.ca/academic-advisors/>

### **Student Advocacy**

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy/>

520 University Centre; 204 474 7423; [student\\_advocacy@umanitoba.ca](mailto:student_advocacy@umanitoba.ca)

## APPENDIX I

To be submitted to the Head of Department, Dr. Rosell ([FHNSDEPARTMENTHEAD@umanitoba.ca](mailto:FHNSDEPARTMENTHEAD@umanitoba.ca)).

### Application Form Guidelines

Student/Trainee:

Date:

Student's Telephone:

e-mail:

Expression of interest in (select those that applies to you):

**Community or Population Health Promotion**

**Research**

**Food Provision**

**Media Relations (e.g., social media/blog posts)**

**Food Product Development**

**Food Quality Assurance**

**Food Service Management**

PLEASE NOTE: There are NO clinical dietetics types of placements (i.e. counselling clients) as this goes outside of the scope of the course.

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Students must submit the following:

1. Practicum application form (It is the Appendix I)
2. Current resumé
3. Reference letters from two individuals. One should be a University faculty member and the other an individual who can comment on your work or volunteer experiences.
4. GPA (cumulative): \_\_\_\_\_ GPA (Last 30 credit hours): \_\_\_\_\_
5. Describe your reasons for taking this practicum course.

## APPENDIX II

### Goals and Objectives Assignment

**Purpose:**

- 1) to assess the resources from which you will draw for your practicum placement.
- 2) to plan your personal objectives for the year in your placement.

**Resources:** Write a paragraph summarizing the resources that you bring to your practicum experience. These can include personal skills, abilities, resources of others in your social network, tools and facilities at the practicum site, etc.

**Personal goals and objectives:** Write a personal goal and your objectives for what you will learn during this course and provide a checklist for evaluating each objective. Based on your assessment of personal resources and the practicum projects, state your overall goal for this course and formulate objectives that will guide your learning. Thinking about what you would like to learn/do during your practicum experience and how you will accomplish this will help you write your personal goals and objectives. These objectives should help you and your supervisor to assess your progress during the year. Generally, a few well-chosen objectives which have behavioural components work best to measure progress.

A goal is a desired end point. Your objectives need to be designed to meet your goal. Objectives state the changes you expect to occur as a result of your work at the agency. Since these are personal objectives, the changes refer to your own knowledge and/or abilities, situations and/or status. Note that these are different than project objectives.

Good objectives are SMART (specific, measurable, achievable, realistic and indicate the timing of the accomplishment). Your objectives should include criteria that indicate when you have succeeded.

**Length:** 2-3 pages, typed, double-spaced.



## EXAMPLE FOR GOALS AND OBJECTIVES ASSIGNMENT

**Resources:** My strengths include...

I would like to learn the following from the practicum experience:

- 1.
- 2.

**Goals:** My goal for this course is to gain practical experience by applying what I have learned at University to real life situations and develop my communication skills. I wish to observe how sexual health promotion programming is implemented in a professional setting.

**Personal learning objectives:** By the end of my practicum experience I will:

Objective 1: Be able to develop effective sexual health promotion resources in a written format

Objective 2: Deliver effective sexual health promotion education sessions.

**Evaluation checklist:**

**Objective 1: To develop sexual health promotion resources in a written format.**

Activity	Complete	Incomplete	Date/Initial of Supervisor	Comments
I will find and visit 10 community resources on sexual health prior to Nov 1.				
I will review 5 approved sexual health websites prior to Nov 1.				
I will talk to 4 high school counselors from the revising committee about plans for the sexual health pamphlet after collecting the above information and before Jan 7.				
I will prepare a draft, distribute it and request feedback from the revising committee by Jan 30.				
I will field test the revised handout with 3 sets of adolescents by Feb 21.				
I will ask 2 public health nurses to test the handout with 2 sets of adolescents by Feb 21.				
I will make the recommended changes to the handout according to the feedback from everyone by Mar 15.				

I will ask another 2 public health nurses to field test the revised handout on 2 sets of adolescents by Mar 30.				
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**Objective 2: Deliver effective sexual health promotion education sessions.**

Activity	Complete	Incomplete	Date/Initial of Supervisor	Comments
I will observe my supervisor deliver 4 workshops in the first term.				
I will note at least 5 techniques she uses that increase her effectiveness.				
I will develop a one-hour lesson for school counselors by Dec 1, by: <ul style="list-style-type: none"> <li>- checking on information needs of counselors</li> <li>- researching the topic until I am comfortable with the material</li> <li>- editing information to meet the needs of counselors</li> <li>- creating a Powerpoint presentation and script</li> <li>- including 2 interactive activities in the lesson plan</li> <li>- practicing in front of the mirror three times</li> <li>- practicing in front of my family and friends (and if possible, counselors)</li> <li>- developing an evaluation questionnaire.</li> </ul>				
I will participate in the delivery of three workshops for school teachers by Mar 30, by:				

<ul style="list-style-type: none"> <li>- presenting a one-hour lesson plan</li> <li>- engaging the audience in discussing the topic</li> <li>- responding to questions and concerns of the group and researching any questions That I could not answer</li> <li>- requesting feedback from participants and my supervisor</li> <li>- incorporating suggested changes into subsequent sessions</li> <li>- achieving a participant approval rating of a minim of 80% on the last presentation</li> <li>- the participants will evaluate each session and I will also evaluate the learning of the participants after each session. I will list 3 tasks that I would do differently.</li> </ul>				
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## APPENDIX III

### Performance Evaluation Form

Rate objectively on the basis of current performance compared with actual job requirements. The supervisor is encouraged to use the comment section after each item. If any item is rated either "Consistently Exceeds Standards" or "Does Not Meet Standards", it must be explained.

#### Rating Scale

1. *Does Not Meet Standards:* Does not meet established objective; does not demonstrate the knowledge, skills, and abilities required for the total job; counseling and improvement must take place.
2. *Occasionally Meets Standards:* Achieves some of the established objectives; demonstrates minimal skills and abilities required for the total job; possess some knowledge of the major aspects of the total job; requires close supervision. Individual may be on a development plan or may be new to the job.
3. *Meets Standards:* Achieves the established objectives; demonstrates the skills and abilities required for the job; possesses knowledge of the major aspects of the total job; requires expected level of supervision to complete job responsibilities and tasks are generally completed on time and accurately.
4. *Occasionally Exceeds Standards:* Achieves and occasionally exceeds the established objectives; demonstrates the skills and abilities required for the job and occasionally exceeds job requirements; possesses solid knowledge of the major aspects of the total job; rarely requires assistance or direction and consistently completes work timely and accurately.
5. *Consistently Exceeds Standards:* Consistently exceeds all established objectives and develops more than the skills and abilities required for the job; possesses superior knowledge of the major aspects of the total job; is a resource that may be called upon to work on difficult and important projects even outside of current responsibilities.

1. JOB KNOWLEDGE: The work related information an individual must know and understand to accomplish assigned responsibilities. Including the knowledge of the techniques, skills, processes, equipment, procedures, and materials.

#### Circle One

1	2	3	4	5
Definite lack of knowledge. Very little understanding of job duties. Makes little effort to learn. Needs considerable instructions. Lacks knowledge to perform work properly.	Insufficient knowledge of some phases of the job. Knows only routine aspects of the job. Minimum knowledge for doing job.	Job knowledge is through enough to perform most job procedures with only minimal supervision, but relies on others for special knowledge of some aspects of job.	Complete knowledge of job procedures. Is capable of handling all phases of own work. Is able to recognize unusual situations and recommend action.	Exceptionally thorough. Detailed knowledge and understanding of all phases of work. Requires very little direction. Extremely capable. May also handle properly non-routine, unusual, or problem cases without direction.

Comments:

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2. QUALITY OF WORK: The accuracy, completeness, and neatness of work that is produced by the student.

**Circle One**

1	2	3	4	5
Poor quality of work. Continually makes errors, requires excessive checking and rework.	Occasionally meets minimum requirements of the job. Somewhat careless. Inclined to make mistakes. Work barely acceptable.	Meets minimum acceptable requirements of accuracy and neatness. Work is generally complete and accurate. A careful worker.	Frequently exceeds minimum acceptable requirements of accuracy and neatness. Very few errors; carried out instructions well; needs little supervision.	Work is consistently of exceptionally high quality. Errors rare. Consistent high degree of accuracy and neatness. Work can be relied upon. Seldom needs supervision.

Comments:

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3. WORK OUTPUT: The actual work output of the student in comparison with others in the work group.

**Circle one**

1	2	3	4	5
Output inadequate to retain job without improvement. Rarely achieves required output. Slow worker. Does very little work; wastes time.	Does somewhat less than expected. Works rather slowly. Needs encouraging and urging. Occasionally meets minimum standards of job. Falls behind schedule frequently.	Normally meets most job standards. Works at a steady constant speed. Occasionally exceeds job standards during peak periods. Keeps work up to schedule.	Works fast. Often exceeds requirements. Regularly produces more than required amounts of work. Maintains a high rate of production.	Exceptional speed and volume of output. Consistently exceeds requirements. Usually fast worker and does more than expected.

Comments:

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4. PUNCTUALITY AND ATTENDANCE: Faithfulness in conforming to regular work hours and meeting the company's attendance requirements.

**Circle One**

1	2	3	4	5
Often absent or tardy. Does not Report absence or tardiness in advance. Very undependable. Upsets schedules and morale. Often absent without good excuse. Poor attendance obstructs adequate performance of job. Improvement needed to retain job.	Erratic in attendance and punctuality. Seldom reports absence or tardiness in advance. Tardiness and/or absenteeism hinder acceptable performance of job and needs improvement.	Occasionally absent or tardy. Usually reports absence or tardiness in advance. Average absenteeism record.	Attendance record good. Rarely late. Reports absence or tardiness in advance. Very dependable.	Excellent attendance record. Always at work on time. Very dependable. Never late.

Comments:

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5. INITIATIVE: The ability to plan work and go ahead with a job without being told every detail and the ability to make constructive suggestions.

**Circle One**

1	2	3	4	5
Must be told or shown what to do. Adaptable only to routine duties. Never volunteers to undertake work. Requires	Requires urging to either start or finish assignments. Often waits unnecessarily for directions. Believes in just	Does regular work without waiting for directions. Reacts well to guidance. Performs on time	Sees what needs to be done and proceeds with a minimum of help. Makes occasional suggestions. Works	Unusual drive and initiative. Assumes maximum responsibility. Seeks and sets for himself/herself additional tasks.

constant prodding to do work.	getting by. Has very little drive.	with normal supervision.	well when given responsibility.	Definitely a self-starter.
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Comments:

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6. ORAL COMMUNICATION SKILLS: The ability to explain items in a clear, concise manner either in person or via telephone.

**Circle One**

1	2	3	4	5
Ideas not presented effectively. Is easily distracted while communicating. Uses poor grammar. Ideas not easily understood. Questions are illogical.	Can communicate well at times. Occasionally uses poor grammar. Ideas are presented well some of the time.	Normally explains ideas in a clear, concise manner. Normally uses good grammar. Presents ideas well, easy to comprehend the thought.	Explains ideas in well thought-out manner; always concise and to the point. Always uses good grammar. Is at ease presenting thoughts.	Clearly an unusual ability to present ideas in a concise, easily understood fashion. Uses excellent grammar.

Comments:

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7. ACCEPTANCE OF RESPONSIBILITY: Willingness to take on new tasks. Can define priorities and structure work accordingly. Follows up to make sure tasks are accomplished. Able to integrate new ideas with current procedures.

**Circle one**

1	2	3	4	5
Ideas not presented effectively. Is easily distracted while communicating. Uses poor grammar. Ideas not easily understood. Questions are illogical.	Can communicate well at times. Occasionally uses poor grammar. Ideas are presented well some of the time.	Normally explains ideas in a clear, concise manner. Normally uses good grammar. Presents ideas well, easy to comprehend the thought.	Explains ideas in well thought-out manner; always concise and to the point. Always uses good grammar. Is at ease presenting thoughts.	Clearly an unusual ability to present ideas in a concise, easily understood fashion. Uses excellent grammar.

Comments:

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8. **TIMELINESS OF WORK:** The ability to complete assigned work on time and meet established deadlines. Advises supervisor when problems arise. Judges time allocation and requirements.

**Circle One**

1	2	3	4	5
Does not complete assigned work on time. Almost always misses deadlines. Never advises supervisor regarding a potential problem.	Occasionally completes assignments on time, but misses too many deadlines. Sometimes fails to advise supervisor regarding problem areas. Needs help in allocating time.	Completes most assignments on time. Rarely misses established deadlines. Advises supervisor about potential problem areas. Uses checkpoints to stay within time allocations.	Always completes assignments on time. Always advises supervisor regarding problem areas. Judges time allocation very well.	Exceptional ability to complete tasks before deadlines with accuracy. Always advises supervisor regarding problems and offers solutions. Superior ability to manage time and maintain accuracy.

Comments:

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9. **STABILITY:** Can work under pressure and still accomplish tasks. Evidence of composure in meeting unusually heavy workloads and short deadlines. Ability to deal maturely with disappointment, frustration, etc. Able to adapt to change.

**Circle One**

1	2	3	4	5
Cannot work under stress or pressure. Loses composure often. Finds it very difficult to deal with disappointment or frustration. Cannot adapt to change.	Occasionally lets pressure affect the task. Sometimes finds adapting to change difficult. Occasionally shows frustrations, disappointment.	Works under pressure and still gets tasks completed most of the time. Keeps composure while workloads are heavy. Deals well with disappointments. Adapts to change.	Never lets pressure interfere with meeting short deadlines, goals. Always maintains composure. Always adapts well and assists others.	Exceptional ability to work under Pressure. Never misses deadlines. Superior ability to maintain composure during peak periods. Helps others deal with frustrations and disappointments.



				Exhibits leadership potential.
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Comments:

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10. COOPERATION: Ability to get along with other employees. Can work as a “team” member. Can obtain cooperation from others. Willing to put in extra time and effort.

**Circle One**

1	2	3	4	5
Cannot get along with other employees. Makes peers feel uncomfortable. Not willing to work as team member. Not willing to put forth any extra effort to complete the task.	Occasionally has problems getting along with peers. Does not always try to cooperate or put in extra effort. Sometimes makes peers feel uncomfortable. Occasionally rejects team approach.	Gets along well with other employees. Good team worker. Give and receives cooperation from others. Relates well to peers and superiors.	Always gets along with everyone. Very good team worker. Always willing to put in extra effort and time to get the job done.	Exceptional ability working with peers and superiors to get job done. Team worker and leader. Continually goes “above and beyond” to finish task or work with others. Always sets example for others.

Comments:

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**Total Points = \_\_\_\_\_/50 = \_\_\_\_\_ Overall Performance Rating**