

FDNT 653 Leadership for Nutrition Professionals-NC/DE-2018-10-12

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***IF DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

Third Step:

<p>(E) Cross Listed*</p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels,</i></p> <p><i>such as undergraduate and graduate,</i></p> <p><i>masters and doctoral, etc.</i></p>	<p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<p>(F) Variable Credit*</p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p>(G) Variable Title*</p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p>(H) Number of Credits*</p>	<p>Class Hours per Week:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
<p>(I) Repeatable Course*</p> <p>This is for courses that can be</p> <p>Repeated multiple times e.g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="text-align: center;">Number of Credits that May be Repeated:</p> <p style="text-align: center;">Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Prerequisite(s)</p>	<p>By department permission</p>
<p>(K) Co-requisite(s)</p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>

<p>(L) Additional Information</p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p>distance-education</p>															
<p>(M) Recommended Class Size</p>	<p>NO</p> <p>Number (Enter Zero if No):0</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Accreditation body standards/recommendations</p> <p>Explain (required):</p>															
<p>(N) Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Provides a theoretical analysis of leadership theory, organizational management concepts, consulting strategies, and ethics as it relates to both the novice, and advanced food and nutrition professional.</p>															
<p>(O) Student Learning Outcomes* (SLO)</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Measured</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course. Hit Tab to add additional lines</i></p> <p>Note that the text box in the table expands</p> <table border="1" data-bbox="345 1066 1484 1486"> <thead> <tr> <th data-bbox="345 1066 435 1142">SLO #</th> <th data-bbox="435 1066 946 1142">Outcome</th> <th data-bbox="946 1066 1484 1142">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="345 1142 435 1213">1</td> <td data-bbox="435 1142 946 1213">Apply leadership theories and frameworks to food and nutrition practice.</td> <td data-bbox="946 1142 1484 1213">Students will apply leadership theories and frameworks to case scenarios.</td> </tr> <tr> <td data-bbox="345 1213 435 1304">2</td> <td data-bbox="435 1213 946 1304">Analyze the role of the food and nutrition professional within interprofessional teamwork.</td> <td data-bbox="946 1213 1484 1304">Students will write an analytical paper on the role of the food and nutrition professional within interprofessional teamwork.</td> </tr> <tr> <td data-bbox="345 1304 435 1394">3</td> <td data-bbox="435 1304 946 1394">Develop conflict-resolution strategies to address ethical and functional issues facing the food and nutrition profession.</td> <td data-bbox="946 1304 1484 1394">Students will present a conflict-resolution strategy specific to a known issue in their sector of practice.</td> </tr> <tr> <td data-bbox="345 1394 435 1486">4</td> <td data-bbox="435 1394 946 1486">Critique effects of leadership response to change within the nutrition sector.</td> <td data-bbox="946 1394 1484 1486">Students will write a paper critiquing the effects of leadership response to change choosing one area of the nutrition sector.</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Apply leadership theories and frameworks to food and nutrition practice.	Students will apply leadership theories and frameworks to case scenarios.	2	Analyze the role of the food and nutrition professional within interprofessional teamwork.	Students will write an analytical paper on the role of the food and nutrition professional within interprofessional teamwork.	3	Develop conflict-resolution strategies to address ethical and functional issues facing the food and nutrition profession.	Students will present a conflict-resolution strategy specific to a known issue in their sector of practice.	4	Critique effects of leadership response to change within the nutrition sector.	Students will write a paper critiquing the effects of leadership response to change choosing one area of the nutrition sector.
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(P) Brief Course Outline*

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

1. Common Leadership Theories and Frameworks within Food and Nutrition Practice
 - a. Dimensions of Leadership
 - i. Examining skills and characteristics
 - b. Collaborative Leadership
 - c. Transformational Leadership
 - d. Participative Management
 - e. Action-centered leadership
 - f. Catalytic Leadership
 - g. Other – as new or revised theories or frameworks become relevant.
2. Role of the Nutrition Professional within the Interprofessional Team
 - a. Historic to current role of the practicing nutrition professional
 - b. Emotional Intelligence (EI)
 - i. What is it?
 - ii. Evaluating EI: Self
 - iii. Evaluating EI: Interprofessional Team members
 - c. Using a team approach for the Patient/client-centered care model
 - i. Team Success metrics and qualitative approaches
3. Conflict-resolution Strategies for Food and Nutrition Leaders
 - a. Common conflict sources
 - b. Good v. bad conflict and effects on interprofessional teamwork
 - c. Strategies for conflict-resolution
 - i. Constructive conflict management
 - ii. Applying emotional intelligence to conflict-resolution
 - iii. Navigating laws, policies, and rules from the organizational- to federal-level.
 - d. Ethical considerations in conflict-resolution
 - i. Code of Ethics for the Food and Nutrition Profession
 - ii. Other – as required of professionals with additional backgrounds
4. Adaptive Leadership for Navigating Internal and External Changes affecting the Nutrition Professional
 - a. Framing Change using Adaptive Leadership
 - i. Uti (a2hip)TJ ET BT /F2 /Fntej E59j ET BT /F2Tools/S 180.4Td Nutrition Leaders
 - b.
 - c.
5.
 - a.
 - i.
 - ii.
 - iii.
 - iv.
 - b.

<p>(R) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course provides graduate students with a foundation in leadership theory and framework commonly used in the nutrition sector. Both the dietetics and nutrition program accreditation body, ACEND, and many past presidents from the largest food and nutrition professional organization, the Academy for Nutrition and Dietetics, cites programs need to prepare students for leadership roles through skill development, including emotional intelligence and conflict-resolution skills (ACEND Accreditation Standards, 2018; McCollum, 2014; Escott-Stump, 2011). These skills, along with incorporating professional ethical considerations and managing to lead through change are required to effectively collaborate with fellow food and nutrition peers, interprofessional healthcare team members, and internal and external stakeholders (McCollum, 2014). Nutrition leaders are required for driving healthcare changes, aiding in treatment and prevention of nutrition-related disease, and advocating for healthier and more affordable food access on local, national, and global platforms (Food and Agriculture Organization of the United Nations, 2014). Increasing knowledge of leadership theories/frameworks and skills, then applying them to practice, will prepare the future nutrition professional for such leadership roles.</p> <p>Refo86 0.78039 0.81569 rg 47.63 744 m 99.45 7v leadership roles.</p>
	<p>1.</p>

1.

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<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>How outcome is assessed using Distance Education Technologies</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Case scenarios will be submitted using a dropbox tool, and in-class discussion taking place using a discussion tool.</td> </tr> <tr> <td>2</td> <td>Analytical papers will be submitted using a dropbox tool.</td> </tr> <tr> <td>3</td> <td>Presentations will take place using interactive technology and a discussion tool.</td> </tr> <tr> <td>4</td> <td>Critiques will be submitted using a dropbox tool, and a discussion tool.</td> </tr> </tbody> </table>	Course SLO #	How outcome is assessed using Distance Education Technologies	1	Case scenarios will be submitted using a dropbox tool, and in-class discussion taking place using a discussion tool.	2	Analytical papers will be submitted using a dropbox tool.	3	Presentations will take place using interactive technology and a discussion tool.	4	Critiques will be submitted using a dropbox tool, and a discussion tool.
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<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<p>The instructor will provide feedback through written assignments as well as guide discussions. The instructor will also be accessible</p>										
	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪ 										

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	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p>File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>