**Required SEL Sites – MS Professional Nutrition Practice**

**Advanced Nutrition Therapy – 487.5 hours**

HFN 594 and 596 are supervised experiential learning (SEL) courses, with HFN 594 completed in an acute care clinical setting and HFN 596 completed in a non-acute care clinical setting. They share syllabus information in regards to assignments and performance indicators addressed over the two courses, and will have the same Stony Brook faculty instructor but different site preceptors. As acute and non-acute care clinical sites are determined, students need flexibility to complete each assignment and demonstrate associated performance indicators in the most appropriate of the two sites.

This course will provide practical, professional experience to perform nutritional assessments, including the NFPE of patients with simple to complex medical conditions. Included in this course is development of skills to meet competencies related to the nutrition care process with nutrition diagnosis, nutrition therapy implementation including counseling and monitoring/evaluation of the impact of nutrition interventions. Assignments will enhance the learning process.

Students work with Stony Brook faculty and their on-site preceptors to plan which assignments and summative evaluations will be completed in each of these two courses. This will determine in which course performance indicators will be tracked, although it is recognized that there will likely be overlap. Students are required to select at least 2 unique sites for their Nutrition Therapy rotation. This course will integrate and apply concepts and skills from didactic coursework in the Nutrition Therapy unit.

* **Site 1**: Students must rotate at least 262.5 hours at a Joint Commission or other nationally accredited acute care facility. Large or small community hospitals are examples of sites for Site 1.
* **Site 2**: Examples include long term care facility, outpatient health care center, bariatric center, diabetes center, dialysis center and/or an eating disorder center. Multiple sites can be used for Site 2 but each site must have a minimum of 75 hours per site.

**Food Service Systems & Management – 150 hours**

This SEL will take place in a hospital, long term care and/or assisted care facility that prepares therapeutic diets. In addition, these facilities may operate cafeterias open to the public and employees, and provide for catered functions. During this 150-hour experience you will become knowledgeable about the basics of quantity food production, such as menu planning, procurement, quantity food production, safety and sanitation, food distribution, and personnel management. It is expected you will apply your knowledge and experience to the production of therapeutic diets. This course will integrate and apply concepts and skills from didactic coursework in the Food Service Systems & Management unit.

**Community Nutrition & Public Health – 150 hours**

The Community Nutrition & Public Health SEL is 150 hours. Examples of acceptable SEL sites include work on community nutrition projects related to gardens, food insecurity, childhood health and obesity as well as WIC and other community agencies (cooperative extension, food bank, department of health, senior centers, reservations, group housing agency, wellness center, corporate, school). This course will integrate and apply concepts and skills from didactic coursework in the Community Nutrition & Public Health unit.

**Research and Quality Improvement – 62.5 hours (Course is taught virtually by Stony Brook Faculty)**

This course first explores the differences between quality assurance and research activities. Students are then engaged in the process of conducting a robust quality assurance program as well as in a discussion of differences in a potential research project on the same topic. During this time students will work on a group quality assurance project on a clinical topic. This will include identification of the problem, project design, baseline data collection, data analysis and development of conclusions. Each student will prepare a capstone summary PowerPoint presentation and deliver to a group of students and faculty. This course will integrate and apply concepts and skills from didactic coursework in the Research and Quality Improvement unit.