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**FNH 381**

**PROFESSIONAL DIETETIC PRACTICE II**

**Reflective Self Evaluation Assignment**

**STUDENT:** Laurel burton **DATE:** may 24th

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| **INTRODUCTION** | |
| **PURPOSE**  To provide an opportunity for students and the course instructor to reflect on student performance in relation to the stated learning outcomes of the course.  FNH 381 has high emphasis on self responsibility and self reflection. This assignment puts responsibility on each student to evaluate their own performance in the course and identify and make plans to address additional learning needs.  **RELATIONSHIP TO INTERNSHIP MODULES AND FORMS**  This document has been designed to parallel the forms used during internship, in order to expose students to internship performance evaluation criteria and procedures. | **STUDENT INSTRUCTIONS**   1. Using the template on the following pages, prepare a concise point  form report to reflect upon your performance in relation to  the stated course learning outcomes. 2. Assignment is due **Sunday, May 24, 2015 at midnight**. Produce a brief blog entry on your professional practice course blog and upload the document.   **INSTRUCTOR RESPONSIBILITIES**   1. Review student self evaluation. 2. Complete Instructor assessment column (student performance ratings, comments). 3. Share final version of document with student. 4. Follow up with student re any significant gaps in performance. |

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| **STUDENT PERFORMANCE CRITERIA AND ASSESSMENT GUIDE** | | | |
| **NOTE: The information on this page is adapted from the performance criteria and assessment guide used throughout the internship year.**  **Performance Criteria**  These criteria, to be referred to when assessing student performance, are adapted from the [*ICDEP*](http://www.pdep.ca/files/Final_ICDEP_April_2013_(1).pdf) entry-to-practice proficiency definition. | | | |
| **Evaluation Parameter** | **Performance Criteria** | | |
| **Quality of work** | * When presented with routine situations, performs relevant competencies in a manner consistent with generally accepted standards in the profession (for safe, effective, ethical practice) | | |
| **Productivity** | * Prioritizes professional activities and meets deadlines * Meets learning activity expectations | | |
| **Insight** | * Selects and performs competencies in an insightful manner * Anticipates what outcome to expect in a given situation, and responds appropriately * Recognizes unusual, difficult to resolve and complex situations that may be beyond his/her capacity, and takes appropriate steps to address them (e.g., consultation, supervision/mentorship, reviewing research literature, referral) | | |
| **Independence** | * In earlier stages of learning (or when in unfamiliar or complex practice environments), works in close consultation with advisors/instructors, taking on independent roles whenever appropriate * In later stages of learning, works more independently, requiring general supervision only | | |
| **Performance Criteria Assessment Guide**  **Note:**   * Ratings of 2 and 3 meet program requirements for successful completion * Given that you are still learning, minor performance gaps (related to quality of work, productivity, insight and/or independence) can be expected as you work towards performance improvement | | | |
| **1** | | **2** | **3** |
| DOES NOT MEET criteria, MAJOR performance gaps | | MEETS criteria,  MINOR performance gaps | MEETS criteria, NO IDENTIFIED performance gaps |

| **COURSE LEARNING OUTCOMES SELF EVALUATION** | | | | |
| --- | --- | --- | --- | --- |
| 1. **Demonstrate knowledge of:** | | | | |
| * 1. principles of effective nutrition communication | * 1. dietitian roles in varied clinical and community work environments | | * 1. skills and attributes needed for dietetic practice | |
| **Assessment of Student Performance (see Performance Criteria, p. 2)** **STUDENT Self-Assessment**  **Reflections:**   * ***What?*** **Describe what you learned and how.** * ***So What?*** **Interpret why this is significant.** * ***Now What?*  Discuss how will you will address knowledge gaps and continue to build your knowledge from here.** | | **INSTRUCTOR Assessment**  ***Comments:*** | | |
| 1. **Apply nutrition counselling principles with a generally healthy volunteer, including:** | | | | |
| * 1. concepts involved in the nutrition counselling process (including session planning, rapport building, assessment, summarizing and advising); and | * 1. techniques for effective counselling (including active listening, use of open ended questions, affirmation, empathy, rapport-building, negotiation, and rolling with resistance) | | |  |
| **Assessment of Student Performance (see Performance Criteria, p. 2)** **STUDENT Self-Assessment**  **Reflections:**   * ***What?*** **Describe what you learned and how.** * ***So What?*** **Interpret why this is significant.** * ***Now What?*  Discuss how will you will address knowledge gaps and continue to build your knowledge from here.** | | **INSTRUCTOR Assessment**  ***Comments:*** | | |
| 1. **Prepare a consumer focused article using principles of effective writing including:** | | | | |
| * 1. write clearly and concisely, in a manner responsive to the needs of readers;   2. write in an organized and logical fashion; | * 1. provide accurate and relevant information; and   2. edit for style, spelling and grammar. | |  | |
| **Assessment of Student Performance (see Performance Criteria, p. 2)** **STUDENT Self-Assessment**  **Reflections:**   * ***What?*** **Describe what you learned and how.** * ***So What?*** **Interpret why this is significant.** * ***Now What?*  Discuss how will you will address knowledge gaps and continue to build your knowledge from here.** | | **INSTRUCTOR Assessment**  ***Comments:*** | | |
| 1. **Contribute to the learning of others:** | | | | |
| * 1. Collaborate with partner(s) to plan, deliver, and evaluate education sessions for two target audiences (elementary students, fellow classmates). | * 1. Utilize key concepts in education session planning, including:      + assess the prior knowledge and learning needs of others      + select and implement appropriate educational strategies | | * + - select and/or develop learning resources     - establish and assess learning outcomes | |
| **Assessment of Student Performance (see Performance Criteria, p. 2)** **STUDENT Self-Assessment**  **Reflections:**   * ***What?*** **Describe what you learned and how.** * ***So What?*** **Interpret why this is significant.** * ***Now What?*  Discuss how will you will address knowledge gaps and continue to build your knowledge from here.** | | **INSTRUCTOR Assessment**  ***Comments:*** | | |
| 1. **Consistently demonstrate ICDEP professional practice, communication, and collaboration competencies, including:** | | | | |
| * 1. practice within limits of individual level of professional knowledge and skills;   2. address professional development needs   3. use a systematic approach to decision making;   4. maintain a client-centered focus; | * 1. manage time and workload effectively;   2. select appropriate communication approaches;   3. use effective written communication skills;   4. use effective oral communication skills; | | * 1. use effective interpersonal skills;   2. contribute to the learning of others;   3. contribute productively to teamwork and collaborative processes; and,   4. others as applicable. | |
| **Assessment of Student Performance (see Performance Criteria, p. 2)** **STUDENT Self-Assessment**  **Reflections:**   * ***What?*** **Describe what you learned and how.** * ***So What?*** **Interpret why this is significant.** * ***Now What?*  Discuss how will you will address knowledge gaps and continue to build your knowledge from here.** | | **INSTRUCTOR Assessment**  ***Comments:*** | | |
| 1. **General comments related to your learning experience with this course format (optional):** | | | | |
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| | **ASSESSMENT OF SUCCESSFUL COMPLETION OF COURSE** | | | --- | --- | | To pass the course, students must:   1. attend all scheduled classes (please arrange personal appointments and activities so you can be in class (or available for course-related activities); if you are seriously ill or have a similarly significant reason for being absent, contact course instructor); 2. be punctual (it is unprofessional and disruptive to arrive late); 3. actively participate in course activities; 4. contribute in an equitable manner to assigned group work; 5. complete all assignments to a professional standard (stated criteria met); and, 6. demonstrate professional behaviour at all times, in accordance with [Policy 1.15](http://dieteticsinternship.landfood.ubc.ca/dietetics_internship_docs/02%20-Policies%20and%20Procedures%20/1.15%20Professional%20Behaviour%20Dec%206%2011.pdf) and the document, [*Required Skills and Abilities for Students in the UBC Dietetics Major*](http://dietetics.landfood.ubc.ca/files/2013/03/Required-Skills-and-Abilities-for-the-UBC-Dietetics-Major-July-6-11.pdf))   **In your opinion, have the requirements of the course been met?** | | | **STUDENT Self-Assessment**  ***Comments:*** | **Instructor Assessment**  ***Issues Requiring Follow up:***    ***Comments:***    **Date:**        **Course Instructor:** | | | | | |