



FNH 380
Professional Dietetic Practice I

Self Assessment and Learning Plan 2014

Date: October 31, 2014

Student Name: Amanda Ellis

Reviewing Partner: Frankie Reinbolt

A. Self Assessment

In preparing your self assessment, refer to the document, [*Integrated Competencies for Dietetic Education and Practice*](#). The Dietetics Major is planned around these requirements, as all students need to meet them at program completion in order to qualify to enter the dietetics profession.

The competency document consists of **practice competencies** (knowledge, skills and behaviour expected of entry to practice professionals) and **performance indicators** (indicators of competency attainment that can be demonstrated in the national entry to practice exam (CDRE) or the academic or internship component of an academic program). For the purpose of your self assessment, focus on performance indicators relevant to the educational program (academic or practicum column), rather than the competencies themselves (which are broad and unlikely to be useful for to SMART goal setting).

The competency requirements are comprehensive, and it is advisable to begin working towards them at program entry. Fortunately, dietetics students enter the program with many strengths related to competency attainment. While various gaps are to be expected at this early stage of training, you should be able to identify some that are feasible to address during your first year in the program.

Self Assessment
Professional Practice Key strengths (max 3): <ol style="list-style-type: none">1. Demonstrate knowledge of principles for managing time and work load2. Self asses to identify learning needs3. Take responsibility for decisions and actions Key Gaps that could be feasibly worked on in the current academic year (max 2): <ol style="list-style-type: none">1. Integrate learning into practice2. Source, critically appraise and interpret literature relevant to a research question
Communication and Collaboration Key strengths (max 3): <ol style="list-style-type: none">1. Edit written material for style, content and grammar2. Write in organized and logical fashion3. Demonstrate empathy Key Gaps that could be feasibly worked on in the current academic year (max 2): <ol style="list-style-type: none">1. Identify opportunities for and barriers to communication relevant to practice setting2. Demonstrate knowledge of the impact of tone of voice and body language on the communication process
Nutrition Care Key strengths (max 3): <ol style="list-style-type: none">1. Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others

Self Assessment 2. Identify the roles of team members in supporting the implementation of a care plan Key Gaps that could be feasibly worked on in the current academic year (max 2): 1. Provide nutrition education and counseling 2. Demonstrate knowledge of ways to obtain and interpret nutrition focused physical observation data
Population and Public Health Key strengths (max 3): 1. Demonstrate knowledge of sources and methods to obtain information relating to determinants of health Key Gaps that could be feasibly worked on in the current academic year (max 2): 1. Identify goals and objectives for population health related to food and nutrition 2. Demonstrate knowledge of types and sources of information to assess food and nutrition related issues of groups, communities, and populations
Management Key strengths (max 3): 1. Demonstrate knowledge of ways to define goals and objectives for programs and projects 2. Demonstrate knowledge of approaches to marketing food services Key Gaps that could be feasibly worked on in the current academic year (max 2): 1. Demonstrate knowledge of organizational planning of development activities 2. Demonstrate knowledge of sources of nutritional, cultural, physical and other demographic client information

B. Learning Plan for the 13-14 Academic Year

To create your learning plan for the **13-14** academic year, establish **TWO SMART** (specific, measurable, attainable, realistic and timely) goals. Choose goals that you know you will work on, as you will be asked to report on outcomes in **FNH 381** in May **2015**.

In establishing your SMART goals, you may choose approaches that you feel will enhance your knowledge and skills related to the competencies. Common approaches used by students in past years, include:

- Pursue volunteer or employment activities related to specific competency areas
- Pursue strategies to enhance applied experiences related to concepts learned in courses
- Undertake self study to learn more about specific competency areas
- Interview dietitians in various areas of practice to learn more about their approaches to specific aspects of the competencies
- Interview students in upper years of the program and/or new graduates to enhance your knowledge about how they have worked towards competency attainment

Note that carefully prepared goals can contribute to your development related to multiple competencies.

SMART Goals	Target Date (no later than April 2014)	Competencies Involved <input checked="" type="checkbox"/>				
		Professional Practice	Communication and Collaboration	Nutrition Care	Population and Public Health	Management
1. Undertake self-study to learn more about the nutrition care, population and public health and management areas pertaining	April, 2014	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

to the competencies. I will do this by spending time perusing further study into areas of nutrition care, population and public health and management.						
2. Peruse strategies to enhance applied experiences related to concepts learned in courses. For example attend more inter-professional and Dietetics related education opportunities.	April 2014	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>