**­­­­**

**FNH 480**

**PROFESSIONAL DIETETIC PRACTICE III**

**Reflective Self Evaluation Assignment**

**STUDENT:** Amanda ellis **DATE:** May 20, 2016

|  |
| --- |
| **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 480 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 additional learning needs and goals.**RELATIONSHIP TO INTERNSHIP MODULES AND FORMS**This document has been designed to parallel the forms used during internship, to expose students to internship performance evaluation procedures. | **STUDENT INSTRUCTIONS**1. Using the Performance Assessment Criteria and Assessment Guide on page 2, self assess your performance in relation to the course learning outcomes, by completing the assessment and reflection fields in the pages that follow. Concise, point form reflections are appropriate.
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. NOTE:This is the blog you have used for past professional practice courses – it is NOT the internship blog, which is used to introduce yourself to preceptors, nor is it the FNH 480 topic blog you have used throughout this course.

**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 identified gaps in student performance.
 |

|  |
| --- |
| **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_%281%29.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 essential knowledge related to preparation for:**
 |
| * 1. internship
 | * 1. internship research
 | * 1. application of skills in practice settings
 |
| **Assessment of Student Performance (see Performance Criteria, p. 2)****STUDENT Self-Assessment** **Reflections:*** ***What?*** **Describe what you learned and how.**
* a) Throughout FNH 480 I have gained a plethora of information and insight into the format, and what can be expected next year in internship. I have learned about the format of the internship, as well as what to expect from both the class presentations about the internship layout, as well as presentations from current interns about their experiences. From these presentations I have learned the format of internship, as well as an appreciation for what I can expect for the upcoming year. I have gained an appreciation that although internship is a challenging year, it is a great learning experience with a good support network to help students succeed.
* b) The presentation from Tamar was instrumental to my learning of the internship research project. From this session, I gained an appreciation for what to expect through out the year-long research module. I learned that the research module continues throughout the year, and that we are responsible for ccompleting a research project from the point of research proposal and research ethics review, all the way through to study completion and write up. I also learned where I can access the related forms, gained a greater understanding of what each of the forms are for, and what is expected of the students.
* c) The application of skills in a practice setting is an area that has not been explored to a great extent during our education. I feel that the 15 minute counselling session that we completed in this class was a good learning experience to the application of our skills in a practice setting. Although this session was completed with classmates, the fact that we had to complete a session in 15 minutes was one of the first experiences we have had to prepare us to what it will be like to counsel a patient in a hospital or other such settings where we will not have a full hour to complete a counselling session.
* ***So What?*** **Interpret why this is significant.**
* a) Learning about the format internship as well as the experience of current interns is important to give us an understanding of what to expect, as well as help give us an idea of how to prepare for the year. Having an opportunity to hear from current interns is significant as it gives us a chance to hear what we might expect in internship. This is useful as it helps decrease the anxiety about internship, as well as helps us make arrangements in other aspects of our lives, such as part time jobs, to ensure that they are compatable with internship. Learning about the format of the internship is also useful to help decrease anxiety, prepare effectively before the start of internship and arrange our lives accordingly.
* b)Learning about the research project at this point was important to give us an understanding of what we can expect from te research module. This experience was important as it introduced us to the different projects done in the past, as well as familiarized us with the forms and expectations of the project. Having this presentation prior to the break is important as it helps guide us to the forms that we can review in the summer so we come to the start of the internship more prepared for the process. If this presentation had been done at the beginning of the internship year, it would not given us the time to review the forms and gain a full appreciation and prepare effectively for the research project.
* c) Having the skills to complete a counselling session in a short period is very important, especially in clinical settings where the time with each oatuent will be limited. By taking part in the 15 minute counselling session in class, we were able to gain an appreciation for how to pace a session to ensure all of the key points are reached in the short period of time. Although this is by no means enough experience to be proficient in this skill, the exposure was important to give us an appreciation for the process, and to highlight the need to build on these skills throughout internship.
* ***Now What?*  Discuss how will you will address knowledge gaps and continue to build your knowledge from here.**

I feel that I have no learning gaps in regards to the internship research process, but I do feel that I still have a knowledge gap in regars to preparing for internship, as well as the application of skills in a practice setting. In regards to addressing my knowledge gaps about what is expected from internship, I will address this by thoroughly going over all of the forms available on the dietetics website prior to the start of internship, as well as pay close attention during the introduction week to internship to help close this gap. In regards to my current gap of applying skills in a practice setting, I will address this thrgouhout internship, where I plan to take any possible oportnities to improve my skills in areas such as patient counselling. By taking all possible oportunities I hope to build my skills in this area and close the knowledge gaps.  | **INSTRUCTOR Assessment** ***Comments:****
 |
| 1. **In collaboration and consultation with appropriate others, develop, compile and deliver educational content related to course themes, including:**
 |
| * 1. conduct an educational needs assessment;
	2. develop an educational plan;
 | * 1. develop educational media;
	2. develop and/or compile learning resources;
 | * 1. create, deliver, and evaluate an engaging educational session for peers.
 |
| **Assessment of Student Performance (see Performance Criteria, p. 2)****STUDENT Self-Assessment** **Reflections:*** ***What?*** **Describe what you learned and how.**
* a) By completing an educational needs assessment, I learned the importance of this tool to planning a relevant and effective education session. Prior to the class feedback session, we had a rough plan that we thought would address the needs of the class. After the feedback session, we were provided with valuable feedback that informed us that although we were on the right track, there were areas, such as opportunities for hands on practice answering client questions that was lacking in our initial version. Following the needs assessment, we were able to refocus our presentation to better meet the needs and desires of the class.
* b)I gained further experience making an educational plan through the planning of our group presentation which focused on effective approaches to addressing client questions. In this learning experience, we had to take the feed back we received from the needs assessment, and incorporate it to complete an educational plan for our session. From this experience I learned the importance of being flexible to change the content of a presentation to better fit the needs and desires of the audience. I also learned the importance of using such a form to plan a session to ensure that it stays on track, and addresses all of the needs of the audience.
* c) I learned about how to create interesting educational media through creating an infographic with my group, that provides a framework for addressing difficult client questions. This project taught me that there are multiple ways to convey information beyond the traditional means of lectures and PowerPoints.
* d) FNH 480 was very useful in advancing my learning of how to develop, as well as compile learning resources. I was able to further my experience creating learning resources by creating an infographic that presented a framework for helping students address difficult client questions. I was able to learn about the compilation of learning resources through the editing of the "Nutrition Counselling" Wiki page as well as adding resources to this page.
* e) This course furtherd my experience in creating and delivering an interesting educational session on addressing difficult client questions with the rest of my group. This activity furthered our experience in the planning, delivery and evalutation of a education session.
* ***So What?*** **Interpret why this is significant.**
* a)Conducting an educational needs assessment was important as is demonstrated the importance of audience feedback to creating an interesting, useful, and relevant education session. Without conducting a needs assessment we would have gone forward with our education plan in its original form. Although it did address some of the needs identified by the class, without having the feedback, a number of needs would have gone un-addressed, and our session would not have been as useful or relevant to the classes needs. By completing the assessment we were able to identify exactly what the class was hoping to get from the presentation, and were able to tailor it to meet their needs.
* b) Completing an educational plan is important to both keep the session on track throughout the planning process, ensure no important information is missed, and to ensure that all of the point identified in the needs assessment. Without a concise education plan, the session coud easily get off topic, fail to address key information, or not account for needs identified in the needs assessment.
* c) Creating educational media was an important learning experience as it gave us exposure to creating different ways to convey information that are more interesting and interactive then typical forms of imformation delivery such as lectures or PowerPoints. This experience was significant as it demonstrated both the importance of having alternate means of educational material, as well as allowed us to experiment with different ways to create educational material.
* d) Learning to both create and compile resources is very important as a dietitian, due to the fact that a main part of our jobs will be to provide resources to clients. Learning to create resources is important because as dietitians, there will likely be points where we will be asked to create educational resources related to a given topic, or our areas of expertise. Being able to compile resources is also important as a dietitian, because this is a skill that will be needed on a regular bases as we will be expected to compile resources for clients in our future practices.
* e) Going through the process designing, implementing and evaluating an educational session is important as it is a skill that is needed as a dietitian. Because of the educational roles dietitians often take will require us to be comfortable preparing and presenting learning sessions. Because of this being a potential role many of us will face in the future, having practice such as that in the preparation of our education sessions, is important to expanding our skill bases.
* ***Now What?*  Discuss how will you will address knowledge gaps and continue to build your knowledge from here.**
* Athough I do not feel that there are any glaring knowledge gaps for me in this area due to the large number of presentations we complete throughout university, this is an area in which I plan to continue my personal growth. I plan on increasing my experience in planning educational sessions from the needs assesment through to the stage of evaluation, as well and creating educational media by taking opportunities to do so in both internship and in my future practice. In my future practice, I hope to develop my own resources to give to clients. Creating such resources and facilitating education sessions will help me to continue to develop my skills in this area.
 | **INSTRUCTOR Assessment** ***Comments:****
 |
| 1. **Further develop nutrition counselling skills acquired in FNH 381:**
 |
| * 1. establish performance goals in preparation for a client counselling session;
 | * 1. conduct a full client assessment and counselling session, applying:
		+ concepts involved in the nutrition counselling process (including session planning, rapport building, assessment, summarizing and advising), and
		+ effective counselling techniques (e.g., active listening, use of open ended questions, affirmation, empathy, rapport-building, negotiation, and rolling with resistance; and
 | * 1. reflect upon personal performance in relation to goals, identifying further areas for development
 |
| **Assessment of Student Performance (see Performance Criteria, p. 2)****STUDENT Self-Assessment** **Reflections:*** ***What?*** **Describe what you learned and how.**
* a) Prior to completing the counselling session, I was able to set both goals for my client, as well as goals for myself to grow as a result of this experience. In regards to setting client goals, I learned that it is important to set goals that are both concise and acheivable. I was able toacheive this taking the information from the client profile as well as through correspondents with her, and applying it to come up with two goals to focus on throughout the session. In regard to setting my own personal goals, I reflected back on the feedback I received from last years counselling session, and used this to set goals to try and include a variety of both open and closed ended questions, and to convey the information I had to share in a more concise manor.
* b) By completing the counselling session with my client, I was able to both incorperate concepts of the nutrition counselling process, and use effective counselling techniques. I was able to achieve this by incorporating a rapport building portion at the beginning of my session, as well as a nutrtion assesment portion (including a 24 hour recall) from which I took the information and developed an action plan to address her goals. The session ended with an overview of what we covered as well as a time to address any questions. I was able to incorporate effective counselling techniques by using relflective listening, open body language and both open and closed ended questions
* c)In regards to reflecting on personal growth and identifying areas for further development, after my councelling session I wrote out the goals I had for myself prior to completing the session and reflected back to see if I felt that they had been achieved. I also looked back through the video recording to see where I feel that I can improve. Such areas I identified for improvement include reaffirming the positives things that the client is currently doing, as well as using less nutrtion related jargon. I then wrote down these areas as future goals to achieve in future counselling sessions.
* ***So What?*** **Interpret why this is significant.**
* a) The importance of establishing performance goals prior to starting a counselling session was shown in this counselling session. The development of both personal goals and client goals was pivitol to the success of the session. Without such goals, there would have been a lack of structure and focus in the session which could have likely resulted in the session not addressing what the client had hoped. Without setting personal goals, I could have likely made similar mistakes to those that I have made in the past, and as a result would not have imroved as much as I had hoped.
* b)Using both the proper nutrition counselling process, as well as effective counselling tecniques is very important to optomize on the time with the client. Without the use of such techniqies it is very easy to have the session go off track and not achieve the desired goals. By incoperating techniques such as setting out a road map at the beginning of the session, building a rapport with the client, and using reflective listening and motivational interviewing, it gives the session a defined purpose and also allows the client to feel comfortable. Having the client feel comfortable will increase the liklihood that they will provide honest information and be more receptive to the advice given to them.
* c) Personal reflection is instrumental to growing as a clinician. By reflecting on your own performance, it allows you to identify the areas that you feel you did well, as well as the areas where there may be room for improvement. By identifying your strengths, it will help ensure that you continue to use them, while identifying your weaknesses allows for personal growth and better futire performance. Without personal reflection strengths may go un-identified and thus not used in the future, while weaknesses may go unaddressed, and thus hinder personal growth and future performance.
* ***Now What?*  Discuss how will you will address knowledge gaps and continue to build your knowledge from here.**
* Upon completion of this counselling session there were two notable knowledge and practice gaps including the use of nutritional jargon in the counselling session, as well as not conveying to the client enough what a good job they were already doing. I plan on addressing these gaps by practicing with friends and family in mock counselling sessions prior to internship, and having them point out areas that they feel I could improve. In addition, I plan to continue to build my skills and comfort level counselling patients throughout internship, by partaking in any oportunity given to me to counsel, as well as continuing my practice of personal reflection to continue to build on my strengths, and address my weaknesses.
 | **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.**
* a) The counselling session I completed during this course taught me the importance of practicing within the limits of a individual and professional knowledge and skills. My client had multiple allergies and other conditions. Due to this, there were a couple of points in the session that she asked questions pertaining to the medical context of her conditions. These moments gave me experience to having questions that were beyond my scope as a dietetics student, and gave me the opportunity to redirect the session back to areas that I was able to address.
* b,c,d)I feel that addressing professional development needs, using a systematic approach to decision making, and maintainig a client centered focus was all included in the counselling session with my client. Through this session I was able to address an important professional development need of increasing my comfort in counselling a patient. Having another expereince to counsel a patient helped me further develop this skill. Using a systematic approach to completing a counselling session is useful to help ensure that all desired points are touched on in the session as well as to help keep the session on track. By using both a framework, and a systematic approach to deciding what information to include in the session prior to starting my counselling session, I was well prepared for the session and was able to keep the session on track. The importance of keeping the session client centered was also demonstrated to me in this counselling session. By making the clients needs and desires at the centre of both the planning phase of the session as well as during the session I learned that this was infact very effective to meeting all of the clients needs, making them feel as though their desires were understood, and increased their satisfaction with the session.
* e)I have learned managing time and workload effectively throughout my university career the past five years, as well as through taking FNH 480. The importance of this skill was shown to me again while taking FNH 480, as I had to efffectively manage group meetings, attending class, and completing assignments with working part time, and commuting each day from Maple Ridge. All together, this has again shown me the importance of effective time management skills.
* f)Completing my counselling session this semester has demonstrated the importance of selecting the correct language to effectively convey the desired information to the client. This was shown to me during my counselling session where my client asked a question regarding different types of fat. While answering this question I had to ensure to use language that she would understand, rather than the scientific terms used often in lectures and articles.
* g,h) The importance of using both effective oral and written communication skills was further demonstrated to me through both completing my counselling session and complting our presentation, and helping to create the infographic on Effective Approaches to Addressing Client Questions. As mentioned in "g" and "h", the importance of effective oral communication is important to ensure the understanding of both my client and students, and thus contributed to both the counselling session and presentation being effective. The importance of effective written communication skills was shown while creating our infographic.
* i)The importance of effective interpersonal skills have been taught to me throughout my education in the dietetics program, as well as in FNH 480 during my counselling session. The importance of effective interpersonal skills was again shown to me during my counselling session. This experience taught me that being able to understand a persons body language, questions and demeanor are instrumental to effectively leading the session and to maintain a client center focus to constantly adjust your approach as a counsellor to best address the clients needs. Overall, this experience taught me that effective interpersonal skills are instrumental to a counselling session being successful.
* j) Creating and presenting our group session wan an experience that have taught me the importance of contributing to the learning of others.Through the planning and delivery of our session, I learned how to take the feedback of fellow students from the needs assessment and apply it to the creation and delivery of our presentation to effectively contrubute to the learning of our classmates.
* k)The importance of contributing evectively in a teamwork environment and collaborative process was demonstrated to me in this course through the creation of our education session, as well as through the creation of our media resource, and through the revision of the wiki. All of these activities further demonstrated the importance of effective teamwork to working cohesively as a group and completing projects effectively and on time.
* ***So What?*** **Interpret why this is significant.**
* a) Being exposed to questions outside of the scope of my role as a dietetics student was useful because this is a scenario that I will face in my career as a dietitian. Having the opportunity to recognize my limitations, as well as address questions that are outside of my scope, was a great learning experience that gave me an opportunity to experience and cope with such situations prior to starting internship.
* b,c,d) Addressing professional development, using a systematic approach to decision making, and maintaining a client cetered focus, are all key to being a successful dietitian. To be a successful dietitian and lifelong learner, it is important to actively seek out oportunities for facilitate your professional development. By seeking out such opportunities, it will keep you up to date with advancements in the field of nutrition and aid in continual personal growth, increasing your effectiveness as a dietitian. Using a systematic decision making process is important to both keeping counselling sessions focused, consistent, and effective. By having a systematic approach to searching for resources, as well as delivering the information to collegues and clients will aid in more effective use of time, and greater consistency in the information and delivery method to both collegues, as well as clients in counselling sessions. Keeping a client centered focus is very important for both building rapport with a client, addressing their needs, as well as inreasing the liklihood of the session being successful. By maintaining a client centered perspective, this will build better relationships with clients, help gain their trust and increase the liklihood of sessions being successful. Together, all of these are important for making a successful dietitian.
* e) Effective management of time and workload is an essential skill as a dietitian. Being able to effectively manage time and workload is important because as a dietitian, especially those working in a clinical setting, often have large case loads, so being able to effectively manage time is essential to ensure superior patient care. Effective time and Workload management skills are also important to help maintain a healthy work/ life balance.
* f) Being able to use appropriate communication means is incredibly important as a dietitian to ensure that you are able to effectively convey information to both clients and/ or collegues. Being able to convey a piece of information in away that will be understood by another person is key to ensure that both the information is effectively conveyed, as well as ensuring that clients especially feel comfortable, and do not feel as though they are being talked down to. Thus having the ability to adapt you communication skills to suite the audience is key to being an effective dietitian.\
* g,h) Effective oral communication skills are important as a dietitian to ensure effective communication with both clients and collegues. Such skills are important to enable both effective communication as well as allowing for meaningful relationships to be made with both clients and collegues. Effective written communication skills are also important to being an effective dietitian. This skill is relevant to all areas of dietetics practice as good written communication skills are needed to communicate effectively through chart notes in a clinical setting, as well as communicating effectively in other areas such as written resources and publications. Because written communication is important in all areas of dietetics practice, being proficient in this area is essential to being an effective dietitian.
* i) Effective interpersonal skills are a very important trait for dietitians to have. Because the nature of the profession is that you will be dealing with many different clients, with different needs, condtitions and personalities, it is important to have effective interpersonal are key to developing good relationships with both clients and collegues. Having this skill is important to make clients feel comfortable, and to guage how the client is feeling allowing you to adjust your approach to ensure that a session is successful. This skill is also essential to building effective relationships with collegues to facilitate a comfortable, and productive work environment to ensure superior patient care.
* j)Contributing to the learning of others is an important skill to have as a dietitian. In a career such as that of a dietitian which is a collaberative environment, contributing to the learning of others, as well as learning from others is important to facilitate your own professional growth as well as contribute to that of others. This skill is also important to effectively contribute to the learning of the patients you are counselling. Therefore having the skills to effectively teach others is important to being an effective dietitian to aid in both the professional growth of collegues, as well as to educate clients.
* k)Working effectively in a team and other such collaborative settings is a very important skill as a dietitian. Due to the nature of the profession which involves working effectively in a inter-professional team, having effective teamwork and collaberative skills is incredibly important as dietitian. Being able to contribute in a team setting, as well as take into consideration others perspectives are important to completing a given project or providing superior care to patients. An inability to work effectively in such a setting could result in a less positive outcome than may have resulted if there had been effective collaboration between group members.
* ***Now What?*  Discuss how will you will address knowledge gaps and continue to build your knowledge from here.**
* One gap I have identified is addressing professional development needs and practicing within the limits of individual and professional knowledge. Although I feel that I have been able to work towards closing these gaps throughout my education through activities such as the counselling sessions in FNH 381 and 480, as well as through the numerous lectures, I still feel that this is an area that I can improve in. To address this gap, I plan on actively participating in rounds during clinical rotations to address my professional development, ask questions to preceptors if one comes up, and take all possibly opportunities to counsel patients to help close the gap of practicing in the limits of individual and professional knowledge.
* A second gap I noted was maintaining a client centered focus. Although I have gained experience keeping a client centered focus during the counselling sessions in FNH 381, and 480 this is an area I have limited experience in and is a gap I hope to address through internship and into my career. To address this, I plan on taking all opportunities to counsel patients through internship, as well as into my career to help ensure that I am effective at maintaining a client centered focus.
* One last area for improvement I have noted is improving my interpersonal skills in a professional setting. Although I feel as though I have strong interpersonal skills, I feel as though I can further develop these skills in a professional setting. I plan on addressing this gap in the same manner mentioned for the previous gap, by taking all possible opportunities in internship to counsel patients and further develop my interpersonal skills.
 | **INSTRUCTOR Assessment** ***Comments:****
 |
| 1. **General comments related to your learning experience with this course format (optional):**
 |
| * Overall I found this course to be a great learning experience.
 |
| **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 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))
6. meet deadlines for pre-internship requirements:
	* + Criminal Records Check (CRC) Report of New Offences
		+ Immunizations
		+ Student Accident Insurance
		+ Bullying and Harassment Module

**In your opinion, have the requirements of the course been met?** |
| **STUDENT Self-Assessment*****Comments:**** Yes, I feel that I have met the requirements of the course. I have completed all of the required activities, punctually attended all classes, participated in class discussions, and have met the deadlines for all of the pre-internship requirements. Considering these facts, I feel that I have met all of the requirements of the course.
 | **INSTRUCTOR Assessment** ***Issues Requiring Follow up:****

***Comments:****

**Date:**      **Course Instructor:**       |