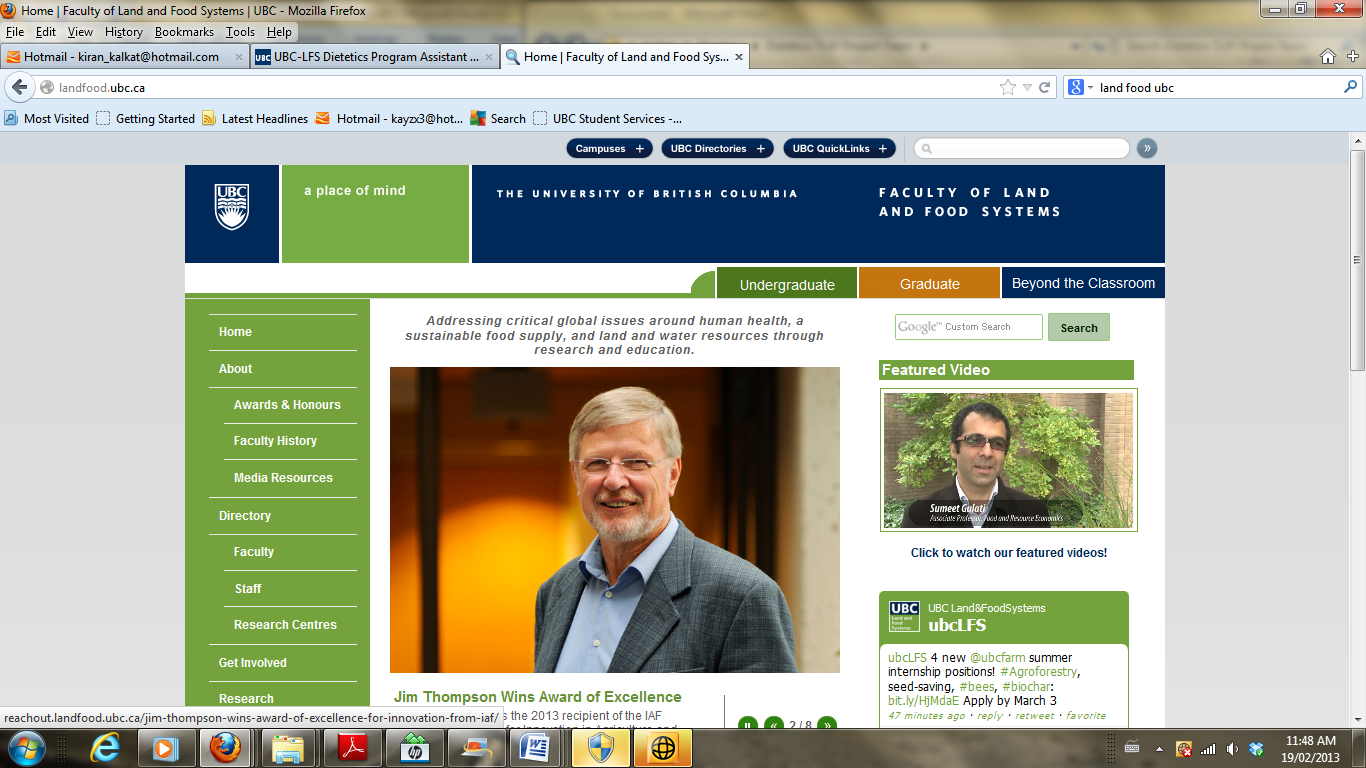
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**FNH 380**

**Professional Dietetic Practice I**

**Self-Assessment and Learning Plan Form**

**Date:** November 20, 2015

**Student Name:** Amanda Hunter

**Instructions:**

1. Familiarize yourself with the full [ICDEP document](http://www.pdep.ca/files/Final_ICDEP_April_2013.pdf), as a guide to entry to practice requirements for dietitians in Canada. Key components of the document to review:
   1. background information (purpose, definitions and structure, and framework);
   2. the Competency-Indicator Grid (which presents the entry to practice competencies, as well as related performance indicators to be assessed in the academic component of a program, internship component of a program and/or national entry to practice examination); and
   3. the Foundational Knowledge Specifications (summary of the broad knowledge base that is necessary to prepare candidates to achieve the practice competencies – used as a guide to curriculum development in academic institutions)
2. Familiarize yourself with the Self-Assessment Grid below, which is an abbreviated version of the Competency-Indicator Grid for your use in performing your self-assessment. It includes:
   1. practice competency categories per the full document (dark grey background);
   2. practice competencies per the full document (light grey background); and
   3. academic performance indicators (white background; this is an abbreviated listing of indicators, including only the ones to be demonstrated in the academic component of the program prior to internship entry).
3. Complete your self-assessment, as follows:
   1. Carry out your review in week 1 or 2 of November (this timing allows you to include much of your term one learning in your assessment).
   2. Review each academic performance indicator. If you have NOT yet experienced any learning related to this indicator, leave the Self-Assessment column blank.
   3. If you HAVE experienced learning related to a performance indicator, indicate the source of the exposure (e.g., course, employment role, volunteer role) and use the Explanatory Notes column to briefly clarify the exposure. See examples below (hypothetical student entry is in red). You are welcome to note more than one form of exposure as applicable (e.g., a course plus a volunteer role, or two courses).
   4. NOTE: As you have just entered the program, it is expected that your assessment will identify various gaps in ICDEP coverage. However, you may be surprised to see that you have already made progress towards some of the requirements, and there are others that you can work on in the near future. You will revisit your assessment in FNH 381 and 480. You are expected to meet all requirements prior to the start of internship.

**Self-Assessment Examples**

|  |  |  |
| --- | --- | --- |
| **1.03** **Practice according to organizational requirements.** | | |
| *Demonstrate knowledge of the role and common features of job descriptions.* | Employment (Sodexo 2014-present) | In role as supervisor, am required to be aware of the role and features of job descriptions. |

|  |  |  |
| --- | --- | --- |
| **2.02** **Use effective written communication skills.** | | |
| *Edit written material for style, spelling and grammar.* | Course: ENGL 112 | Essay assignment |
| *Write in an organized and logical fashion.* | Course: ENGL 112 | Essay assignment |

|  |  |  |
| --- | --- | --- |
| **3.01** **Assess nutrition related risks and needs.** | | |
| *Identify signs and symptoms of nutrient deficiencies or excesses.* | Course: FNH 250 | Lectures, exam | |

1. **Self-Assessment Grid**

| **Practice Competencies** | **Performance Indicators** | **Self-Assessment** | | |
| --- | --- | --- | --- | --- |
| **Source of Learning**  **(e.g., Course, Employment, Volunteer)** | | **Explanatory Notes** |
| 1. **Professional Practice**   ***Demonstrate professionalism*** | | | | |
| **1.01 Comply with federal and provincial/territorial requirements relevant to dietetic practice.** | | | | |
| **a** | *Demonstrate knowledge of federal legislation, regulations and policies applicable to practice.* | Course: FNH 380 | | Tutorials |
| **b** | *Recognize non-compliance with federal legislation, regulations and policies.* | Course: FNH 380 | | Tutorials |
| **c** | *Demonstrate knowledge of provincial/ territorial legislation, regulations, and policies applicable to practice.* | Course: FNH 380 | | Tutorials |
| **d** | *Recognize non-compliance with provincial/territorial legislation, regulations, and policies.* | Course: FNH 380 | | Tutorials |
| 1.02 **Comply with regulatory requirements relevant to dietetic practice**. | | | | |
| **a** | *Demonstrate knowledge of bylaws and regulations relevant to practice.* | Course: FNH 380 | | Tutorials |
| **b** | *Recognize non-compliance with bylaws and regulations.* |  | |  |
| **c** | *Demonstrate knowledge of regulatory scope of practice, standards of practice and codes of ethics.* | Course: FNH 380 | | Tutorials |
| **d** | *Recognize non-compliance with regulatory scope of practice, standards of practice and code of ethics.* |  | |  |
| **g** | *Demonstrate knowledge of principles of confidentiality and privacy.* | Course: FNH 380 | | Tutorials |
| **h** | *Demonstrate knowledge of common scenarios on non-compliance with confidentiality and privacy requirements.* | Course: FNH 380 | | Tutorials |
| **j** | *Demonstrate knowledge of principles of informed consent.* | Course: FNH 398 | | TCPS2 Research Ethics tutorial |
| **k** | *Demonstrate knowledge of methods to obtain informed consent.* | Course: FNH 398 | | TCPS2 Research Ethics tutorial |
| **m** | *Demonstrate knowledge of the element of professional boundaries.* |  | |  |
| **n** | *Recognize non-compliance with professional boundaries.* |  | |  |
| **1.03** **Practice according to organizational requirements.** | | | | |
| **a** | *Demonstrate knowledge of the role and common features of job descriptions.* | Course: FNH 380  Employment: all jobs | Guest Speakers  In any professional capacity, I am always required to show my understanding of my role and the associated responsibility descriptions by carrying out those tasks required of me | |
| **1.04** **Practice within limits of individual level of professional knowledge and skills.** | | | | |
| **a** | *Demonstrate knowledge of principles of reflective practice.* | Course: FNH 380 | Tutorials | |
| **b** | *Reflect upon and articulate individual level of professional knowledge and skills.* | Course: FNH 380 | Self-Assessment Exercise | |
| **1.05 Address professional development needs.** | | | | |
| **a** | *Demonstrate knowledge of principles of self-assessment and learning plan development.* | Course: FNH 380 | Self-Assessment Exercise | |
| **1.06** **Use systematic approach to decision making.** | | | | |
| **a** | *Demonstrate knowledge of the role of ethics, evidence, contextual factors and client perspectives in decision making.* |  |  | |
| **b** | *Demonstrate knowledge of ethical principles for decision making.* |  |  | |
| **c** | *Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision making.* |  |  | |
| **d** | *Demonstrate knowledge of contextual factors that may influence decision making.* |  |  | |
| **e** | *Obtain and interpret evidence.* |  |  | |
| **1.07** **Maintain a client-centred focus.** | | | | |
| **a** | *Demonstrate knowledge of the legal and moral basis for respecting individual rights, dignity and uniqueness.* | Course: FNH 380 | TCPS2 Research Ethics Tutorial | |
| **1.08** **Manage time and workload effectively.** | | | | |
| **a** | *Demonstrate knowledge of strategies for prioritizing professional activities.* | Employment | Various job roles, especially ones where supervision and direction were minimal | |
| **1.09** **Use technologies to support practice.** | | | | |
| **a** | *Demonstrate knowledge of communication technologies relevant to practice, and their appropriate uses.* | Course: FNH 380; Volunteer | | Dietetics Blog assignment; Volunteer work with Kamloops Food Policy Council (social media) |
| **b** | *Use technology to communicate.* |  | |  |
| **c** | *Demonstrate knowledge of technologies to seek and manage information relevant to practice, and their appropriate uses.* | Course: FNH 477, among others | | Research projects requiring strong focus on critical analysis of research |
| **d** | *Use technology to seek and manage information.* | Course: FNH 477, among others | | Research projects requiring strong focus on critical analysis of research |
| **e** | *Demonstrate knowledge of technological applications used in common practice settings.* | Various courses | | Introduction to PEN |
| **1.10** **Ensure appropriate and secure documentation.** | | | | |
| **a** | *Demonstrate knowledge of documentation principles.* |  | |  |
| **c** | *Demonstrate knowledge of principles of security and access.* | Employment | | In positions with food banks and homeless shelters, have been exposed to confidentiality practices |
| **f** | *Demonstrate knowledge of legal requirements for record keeping.* |  | |  |
| **1.11** **Assess and enhance approaches to dietetic practice.** | | | | |
| **a** | *Demonstrate knowledge of the role of evidence, self-reflection, and consultation in assessing effectiveness of approaches to practice.* | Course: FNH 380  Course: FNH 380 | | Tutorials (Self-reflection)  Self-Assessment Exercise |
| **b** | *Demonstrate knowledge of sources of evidence to assess effectiveness of approaches to practice.* |  | |  |
| **d** | *Recognize the importance of new knowledge to support or enhance practice.* | Course: FNH 380 | | Instructor Tutorial; Guest speakers |
| **e** | *Seek new knowledge that may support or enhance practice.* | Various Courses; Employment; Volunteer work | | Learning wherever possible |
| **1.12** **Contribute to advocacy efforts related to nutrition and health,** | | | | |
| **a** | *Demonstrate knowledge of principles of advocacy.* | Course: FNH 380 | | Guest Speaker: Sonya |
| **b** | *Identify common advocacy opportunities and activities in dietetic practice.* | Course: FNH 380 | | Guest Speaker: Sonya |
| **1.13** **Participate in practice based research.** | | | | |
| **a** | *Demonstrate knowledge of research and evaluation principles.* | Course: IHHS 408, FNH 477 | | Community based research projects; focus on practice based research in nutrition topics in 477 |
| 1. **Communication and collaboration**   ***Communicate effectively and practice collaboratively.*** | | | | |
| **2.01** **Select appropriate communication approaches.** | | | | |
| **a** | *Demonstrate knowledge of common opportunities for and barriers to communication.* |  | |  |
| **c** | *Demonstrate knowledge of common communication techniques, and their appropriate uses.* | Course: FNH 380, COMM 280, IHHS 408  Volunteer: KFPC | | Assignments involving  Managing social media and email communications for Food Policy Council |
| **e** | *Demonstrate knowledge of medical and dietetics-related terminology.* |  | |  |
| **2.02** **Use effective written communication skills.** | | | | |
| **a** | *Demonstrate knowledge of ways to determine written communication needs of the reader.* |  | |  |
| **b** | *Demonstrate knowledge of the elements of effective written material.* | Course: ENG (1st year); LFS and FNH courses Volunteer work | | Any persuasive essay or research paper assignment Grant-writing work for Food Policy Council |
| **c** | *Edit written material for style, spelling and grammar.* | Course: ENG (1st year); LFS and FNH courses Volunteer work | | Any persuasive essay or research paper assignment Grant-writing work for Food Policy Council |
| **d** | *Write clearly and concisely, in a manner responsive to the needs of the reader(s).* | Course: ENG (1st year); LFS and FNH courses Volunteer work | | Any persuasive essay or research paper assignment Grant-writing work for Food Policy Council |
| **e** | *Write in an organized and logical fashion.* | Course: ENG (1st year); LFS and FNH courses Volunteer work | | Any persuasive essay or research paper assignment Grant-writing work for Food Policy Council |
| **f** | *Provide accurate and relevant information in written material.* | Course: ENG (1st year); LFS and FNH courses Volunteer work | | Any persuasive essay or research paper assignment Grant-writing work for Food Policy Council |
| **g** | *Ensure that written material facilitates communication.* | Course: ENG (1st year); LFS and FNH courses Volunteer work | | Any persuasive essay or research paper assignment Grant-writing work for Food Policy Council |
| **2.03** **Use effective oral communication skills.** | | | | |
| **a** | *Demonstrate knowledge of elements of effective oral communication.* | Course: AGSC 200, LFS 250, FNH 415, FNH 380, FNH 451, IHHS 408  Volunteer: Coaching experience  Employment: Facilitating cooking classes, running group kitchens | | All project presentations  Directing athletes through training exercises  Directing volunteers and staff in safely carrying out tasks to create a meal |
| **b** | *Speak clearly and concisely, in a manner responsive to the needs of the listener(s).* | Course: AGSC 200, LFS 250, FNH 415, FNH 380, FNH 451, IHHS 408  Volunteer: Coaching experience  Employment: Facilitating cooking classes, running group kitchens | | All project presentations  Directing athletes through training exercises  Directing volunteers and staff in safely carrying out tasks to create a meal |
| **c** | *Demonstrate knowledge of the impact of tone of voice and body language on the communication process.* | Course: AGSC 200, LFS 250, FNH 415, FNH 380, FNH 451, IHHS 408  Volunteer: Coaching experience  Employment: Facilitating cooking classes, running group kitchens | | All project presentations  Directing athletes through training exercises  Directing volunteers and staff in safely carrying out tasks to create a meal |
| **d** | *Use appropriate tone of voice and body language.* | Course: AGSC 200, LFS 250, FNH 415, FNH 380, FNH 451  Volunteer: Coaching experience, Katimavik workshops  Employment: Facilitating cooking classes, running group kitchens | | All project presentations  Directing athletes through training exercises, teaching about nutrition and other skills  Directing volunteers and staff in safely carrying out tasks to create a meal |
| **e** | *Recognize and respond appropriately to non verbal communication.* | Employment: Kamloops Food Bank, DAMS  Volunteer: Katimavik  Courses: IHHS 408 | | As program leader there are often things that people struggle with but don’t know how to bring up, or aren’t prepared to communicate, but they are important to pick up on.  High tension situations and striving to understand the needs of those with very different backgrounds from mine, especially in my second language.  Living in an aboriginal community and striving to understand the complex factors at play in cultural and community customs. |
| **2.04** **Use effective interpersonal skills.** | | | | |
| **a** | *Demonstrate knowledge of principles to active listening.* |  | |  |
| **b** | *Utilize active listening.* | Employment: Customer service jobs, Kamloops Food Bank, DAMS | | Having clients come to me with complex problems - needing to understand what their most important needs are and how I’m involved. |
| **c** | *Demonstrate knowledge of ways to engage in respectful communication.* | Course: IHHS 408 | | Pre-course tutorial on integrating into the community and cultural sensitivity |
| **d** | *Communicate in a respectful manner.* | Courses: LFS 250, 350, FNH 415, 380, 471, 490, IHHS 408, among others  Employment: all jobs  Volunteer: Katimavik, helping with cooking classes, coaching experience | | Group project work can sometimes incite tense situations that need to be dealt with respectfully and productively. (Especially in LFS 350 and IHHS field course – interactions with community members and group members)  Navigating difficult conversations with co-workers, employers, and clients  Providing public/community service – requires respectful communication with group members and community members/ ‘bosses’ |
| **e** | *Demonstrate knowledge of ways to communicate empathically.* |  | |  |
| **f** | *Demonstrate empathy.* | Employment: Kamloops Food Bank, DAMS  Course: IHHS 408, LFS 350  Volunteer: Katimavik | | When providing support for those in need while enforcing regulations requires learning to show empathy in various types of situations.  When working on projects with and for people with different backgrounds requires demonstrating empathy by striving to understand their needs and relating to my experiences.  When helping out in schools and child care required showing empathy |
| **g** | *Demonstrate knowledge of ways to establish rapport in communication.* |  | |  |
| **h** | *Establish rapport.* | Employment: all customer service jobs, COBS brand ambassador, Kamloops Public Produce Project, Food Bank, DAMS | | Some aspects of establishing rapport required for sales; some required for providing support to clients |
| **i** | *Demonstrate knowledge of counselling principles.* |  | |  |
| **j** | *Apply counselling principles.* |  | |  |
| **k** | *Demonstrate knowledge of principles of negotiation and conflict management.* |  | |  |
| **l** | *Apply principles of negotiation and conflict management.* | Courses: LFS 250, 350, FNH 415, 380, 471, 490, IHHS 408, among others | | Group work – dealing with disagreements |
| **m** | *Demonstrate knowledge of effective ways to give and receive feedback.* | Employment: DAMS | | As coordinator of the program, I need to find effective ways to give feedback to volunteers and staff of the program. |
| **n** | *Seek, respond to and provide feedback.* | Employment: DAMS | | As coordinator of the program, I need to give feedback to volunteers and staff of the program. |
| **2.05** **Contribute to the learning of others.** | | | | |
| **a** | *Recognize common opportunities in practice to contribute to the learning of others.* | Course: FNH 380  Employment: Cooking classes, DAMS | | When sharing relevant personal stories with classmates when discussing aspects of practice  When sharing nutrition knowledge with clients if I can see that it’s something that may benefit them. |
| **b** | *Demonstrate knowledge of ways to assess the prior knowledge and learning needs of others.* | Course: FNH 415  Employment: DAMS | | Start a presentation with a discussion on prior knowledge and understanding  In hiring volunteers, I assess their previous experience by talking with them and requesting information about their passions and experiences. |
| **d** | *Demonstrate knowledge of common educational strategies relevant to practice, and their appropriate uses.* | Employment: Cooking classes | | Instructing a group re: cooking skills and nutrition knowledge |
| **f** | *Demonstrate knowledge of common learning resources, and their appropriate use in practice.* | Course: FNH 380 | | Guest speakers, class discussion of PEN and other resources |
| **h** | *Demonstrate knowledge of ways to develop learning resources.* | Volunteer: KFPC | | Development of public displays about the organization’s community activities |
| **j** | *Demonstrate knowledge of ways to establish and assess learning outcomes.* | Course: FNH 415 | | When putting together a presentation on a topic that is not very familiar; needed to prioritize important parts of the topic to keep efficiency and not overwhelm the audience |
| **l** | *Demonstrate knowledge of ways to develop and deliver effective group educational sessions.* | Course: FNH 380, 415  Employment: Cooking classes | | Education Session Assignments  When putting together a lesson plan including recipe for each week of a cooking class |
| **2.06** **Contribute productively to teamwork and collaborative processes.** | | | | |
| **a** | *Demonstrate knowledge of common scenarios where dietetics knowledge is a key element in health care delivery.* | Course: FNH 380 | | Guest speakers, tutorials |
| **b** | *Demonstrate knowledge of ways to effectively contribute dietetics knowledge in collaborative practice.* | Interprofessional Health Activities | | When working with interprofessional groups, it has been a good opportunity to share dietetics knowledge to further achievement of the group’s goals. |
| **d** | *Demonstrate knowledge of common scenarios where the expertise of other health care providers is a key element in dietetic practice.* | Interprofessional Health Activities  Course: IHHS 408 | | When working in interprofessional groups, I have experienced the value of varied perspectives  Worked with social work, medicine, and nursing students to aid in improving community health resources. |
| **e** | *Identify ways to draw upon the expertise of others.* | Course: IHHS 408  Employment: DAMS | | Worked with social work, medicine, and nursing students to aid in improving community health resources.  When stepping into role as program coordinator, the DTES community was new to me and I drew upon the expertise of my employer and co-workers. |
| **h** | *Demonstrate knowledge of principles of teamwork and collaboration.* | Course: IHHS 408 | | Worked with social work, medicine, and nursing students to aid in improving community health resources. |
| **i** | *Facilitate interactions and discussions among team members.* | Course: FNH 477 | | Course structure required each student to take turns facilitating group discussion about health topics and our research on them. |
| 1. **Nutrition Care**   ***Provide services to meet the nutrition-care needs of individuals.*** | | | | |
| **3.01** **Assess nutrition related risks and needs.** | | | | |
| **a** | *Demonstrate knowledge of principles for selection and use of common nutrition risk screening strategies.* | Course: FNH 370 | |  |
| **c** | *Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment.* | Course: FNH 370 | | Lecture |
| **e** | *Demonstrate knowledge of methods to obtain perspective of client, family and/or relevant others.* |  | |  |
| **g** | *Demonstrate knowledge of principles for obtaining and interpreting a medical history.* |  | |  |
| **h** | *Identify principles for selection of relevant medical information.* |  | |  |
| **j** | *Demonstrate knowledge of ways to obtain and interpret demographic, psycho-social and health behaviour history.* |  | |  |
| **k** | *Demonstrate knowledge of principles for selection of relevant demographic, psycho-social and health behaviour history.* |  | |  |
| **m** | *Demonstrate knowledge of principles for obtaining and interpreting food and nutrient intake data.* | Courses: FNH 250, 370 | | Self-administered diet analysis in 250; gained understanding of tools in 370 |
| **o** | *Demonstrate knowledge of principles to identify food and nutrition related learning needs of clients.* | Volunteer; Personal research | | When asked by a family friend to help with dietary advice, I looked into intake surveys and learned a lot through my research. |
| **q** | *Demonstrate knowledge of principles for obtaining and interpreting anthropometric data.* | Course: FNH 370 | |  |
| **s** | *Demonstrate knowledge of ways to obtain and interpret biochemical and medical test/procedure data.* |  | |  |
| **t** | *Demonstrate knowledge of principles to identify relevant biochemical and medical test/procedure data.* |  | |  |
| **v** | *Demonstrate knowledge of ways to obtain and interpret information from mealtime/feeding observations.* | Course: FNH 471 | | ‘Nutrition over the lifespan’ covered certain aspects of this topic. |
| **x** | *Identify signs and symptoms of nutrient deficiencies or excesses.* | Course: FNH 351 | | Covered deficiencies and excesses for each nutrient discussed. |
| **y** | *Demonstrate knowledge of ways to obtain and interpret nutrition-focused physical observation data.* |  | |  |
| **aa** | *Identify signs and symptoms of dysphagia.* | Course: FNH 471 | | ‘Nutrition over the lifespan’ covered signs and symptoms of dysphagia. |
| **bb** | Demonstrate knowledge of principles for swallowing assessment. |  | |  |
| **dd** | *Demonstrate knowledge of selection and use of methods used to determine energy, protein, fluid, macronutrient, micronutrient, electrolyte and trace element requirements.* | Course: FNH 250, 350, 490 | | Calculation/determination methods for different populations life stages and lifestyles (ie athletes) |
| **ee** | *Perform calculations to determine nutritional requirements.* | Course: FNH 471 | | ‘Nutrition over the lifespan’ course covered nutritional requirement calculations for different life stages. |
| **gg** | *Identify methods to integrate assessment findings and identify nutrition problems.* |  | |  |
| **hh** | *Integrate assessment findings to identify nutrition problem(s).* |  | |  |
| **3.02 Develop nutrition care plans.** | | | | |
| **a** | *Demonstrate knowledge of principles for prioritization of nutrition care goals based on risk and available resources.* |  | |  |
| **c** | *Demonstrate knowledge of ways to identify and select appropriate nutrition interventions.* |  | |  |
| **e** | *Demonstrate knowledge of ways to identify and select appropriate textural and therapeutic diet modifications.* | Employment: Royal Inland Hospital | | In my work as a Food Service Worker in the hospital I had to have an understanding of the therapeutic diets available there. |
| **g** | *Demonstrate knowledge of principles for development and modification of meal plans.* |  | |  |
| **i** | *Demonstrate knowledge of principles for supplement selection and use.* |  | |  |
| **k** | *Demonstrate knowledge of principles of enteral nutrition.* |  | |  |
| **l** | *Demonstrate knowledge of methods for designing enteral feeding regimens.* |  | |  |
| **m** | *Calculate enteral nutrition regimen requirements.* |  | |  |
| **n** | *Design enteral feeding regimens.* |  | |  |
| **o** | *Demonstrate knowledge of principles of parenteral nutrition.* |  | |  |
| **p** | *Demonstrate knowledge of methods for designing parenteral feeding regimens.* |  | |  |
| **q** | *Calculate parenteral nutrition regimen requirements.* |  | |  |
| **r** | *Design parenteral feeding regimens.* |  | |  |
| **s** | *Demonstrate knowledge of principles for development of a client support plan.* |  | |  |
| **u** | *Demonstrate knowledge of principles for development of a client education plan.* |  | |  |
| **w** | *Demonstrate knowledge of strategies for monitoring and assessment of nutrition care plan outcomes.* |  | |  |
| **3.03** **Manage implementation of nutrition care plans.** | | | | |
| **a** | *Identify ways to implement nutrition interventions.* |  | |  |
| **c** | *Identify roles of team members in supporting the implementation of a care plan.* | Interprofessional Health Activities | |  |
| **d** | *Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others.* |  | |  |
| **3.04** **Evaluate and modify nutrition care plans as appropriate.** | | | | |
| **c** | *Identify necessary changes to nutrition care plans.* |  | |  |
| 1. **Population and Public Health**   ***Promote the nutrition health of groups, communities, and populations.*** | | | | |
| **4.01** **Assess food and nutrition related issues of groups, communities, and populations.** | | | | |
| **a** | *Demonstrate knowledge of types and sources of information to assess food and nutrition-related issues of groups, communities and populations.* | Course: FNH 355 | | Discussion of assessing nutrition-related issues for international communities |
| **c** | *Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information.* | Volunteer: KFPC | | In working with Kamloops Food Policy Council I gained understanding of this. |
| **e** | *Demonstrate knowledge of sources of and methods to obtain food and nutrition surveillance, monitoring and intake data.* | Course: FNH 355 | | Discussion of assessing nutrition-related issues for international communities |
| **g** | *Demonstrate knowledge of sources of and methods to obtain health status data.* |  | |  |
| **i** | *Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health.* | Course: PSYC 314, IHHS 408 | | Discussion of social and other determinants of health |
| **k** | *Demonstrate knowledge of sources of and methods to obtain information related to food systems and food practices.* | LFS 250 | |  |
| **m** | *Demonstrate knowledge of common group, community and population assets and resources.* | Volunteer: KFPC  Employment: DAMS | | Involvement with Food Policy Council  Working in DTES community and gaining understanding of resources and support available. |
| **o** | *Demonstrate knowledge of methods to integrate assessment data to establish priorities for health promotion related to food and nutrition.* |  | |  |
| **4.02** **Develop population health plan.** | | | | |
| **a** | *Demonstrate knowledge of ways to establish appropriate goals and objectives for health promotion plans.* |  | |  |
| **c** | *Demonstrate knowledge of principles to establish strategies and action plans to meet health promotion goals and objectives.* |  | |  |
| **f** | *Demonstrate knowledge of common monitoring approaches related to health promotion.* |  | |  |
| **4.03** **Implement population health plan.** | | | | |
| **a** | *Demonstrate knowledge of common ways to coordinate and deliver health promotion activities.* |  | |  |
| **4.04** **Evaluate and modify population health plan as appropriate.** | | | | |
| **a** | *Demonstrate knowledge of common processes and outcomes used to evaluate the effectiveness of health promotion activities.* |  | |  |
| 1. **Management**   ***Manage programs, projects and services related to dietetics.*** | | | | |
| **5.01** **Assess strengths and needs of programs and services related to dietetics.** | | | | |
| **a** | *Demonstrate knowledge of strategic planning principles.* |  | |  |
| **c** | *Demonstrate knowledge of common assessment strategies and information sources.* |  | |  |
| **e** | *Demonstrate knowledge of ways to identify and obtain relevant information from key stakeholders.* |  | |  |
| **g** | *Demonstrate knowledge of common ways to report budgetary and financial management information.* | Course: FNH 415 | | Food Truck Assignment |
| **i** | *Demonstrate knowledge of sources of standards and compliance data.* |  | |  |
| **k** | *Demonstrate knowledge of sources of nutritional, cultural, physical and other demographic client information.* | Course: FNH 370 | | Nutrition assessment course |
| **m** | *Demonstrate knowledge of sources of stakeholder satisfaction information.* |  | |  |
| **o** | *Demonstrate knowledge of common ways to report human resources management information.* | Course: FNH 415 | | Lecture |
| **q** | *Demonstrate knowledge of sources of technical/ equipment resource information.* |  | |  |
| **s** | *Demonstrate knowledge of principles to integrate assessment findings to determine effectiveness in achieving goals and objectives.* |  | |  |
| **5.02** **Manage programs and projects.** | | | | |
| **a** | *Demonstrate knowledge of ways to define common goals and objectives for programs and projects.* | Employment: KFPC, DAMS | | As program coordinator for Public Produce and the Meal Program, I am tasked with identifying key priorities for the programs. |
| **d** | *Demonstrate knowledge of typical components of an action plan for a program or project.* | Employment: KFPC | | When providing my input into the Food Security Action Plan |
| **f** | *Demonstrate knowledge of ways to establish a program or project budget.* | Employment: DAMS, cooking classes  Volunteer: KFPC | | Responsible for establishing the budgets for these programs, given a set amount of funding.  Responsible for coming up with a hypothetical project budget when applying for grant funding. |
| **h** | *Demonstrate knowledge of common responsibilities of a program or project coordinator.* | Employment: Food Bank, cooking classes, DAMS, KFPC | | Worked as program/project coordinator for all of these jobs. |
| **k** | *Demonstrate knowledge of common information needs and orientation strategies for staff and volunteers.* | Employment: DAMS | | Tasked with hiring volunteers and introducing them to the program, and outlining their roles and responsibilities. |
| **m** | *Demonstrate knowledge of common training and education needs of staff and volunteers.* | Employment: DAMS | | Tasked with hiring volunteers and introducing them to the program, and outlining their roles and responsibilities. |
| **o** | *Demonstrate knowledge of common staff recruitment activities.* |  | |  |
| **q** | *Demonstrate knowledge of common staff development and performance management activities.* |  | |  |
| **s** | *Demonstrate knowledge of common organizational planning and development activities.* |  | |  |
| **u** | *Demonstrate knowledge of common methods used to monitor expenditures and equipment and material usage.* | Course: FNH 415 | | Education sessions |
| **5.03 Manage food services.** | | | | |
| **a** | *Demonstrate knowledge of ways to determine food service needs of a client group.* |  | |  |
| **c** | *Demonstrate knowledge of the range of human resource, financial, technical and equipment needs that must commonly be addressed in the provision of food services.* | Course: FNH 415 | | Education sessions |
| **e** | *Demonstrate knowledge of menu development and modification principles.* | Course: FNH 415 | | Menu Planning Assignment |
| **g** | *Demonstrate knowledge of common processes for purchasing, receiving, storage, inventory control and disposal activities in food services.* | Course: FNH 415 | | Education sessions |
| **i** | *Demonstrate knowledge of common food production and distribution procedures in food services.* | Course: FNH 415 | | Education sessions |
| **m** | *Demonstrate knowledge of common approaches to marketing food services.* | Course: FNH 415 | | Menu Planning and Food Truck Business Planning Assignments |

1. **Learning Plan for the 15-16 Academic Year**

To create your learning plan, 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 **2016**.

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 2016) | **Competency Performance Indicators Impacted**  **(list number and letter)** | | | | |
| **Professional  Practice** | **Communication and Collaboration** | **Nutrition Care** | **Population and Public Health** | **Management** |
| 1. Spend at least 25 hours reviewing my own materials and those from classmates from previous nutrition courses (FNH 350, 398, 370); seek to refresh concepts and gain new knowledge relevant to next year’s classes. | Jan-April 2016 | 1.11 a,b,d,e | 2.06b, e, i | 3.01 a,c,m |  |  |
| 1. Interview or work under a dietitian who works to develop nutrition care plans for individuals or populations; learn more about the steps of this process and which key stakeholders are involved with the process. | April 2016 |  | 2.06e |  | 4.01 g,o; 4.02; 4.03; 4.04 | 5.01 a,c |

**Reviewing Partner:** Carly

**Partner comments and recommendations:**

* recommended FNH 370, 355 as a source of experience in nutrition interventions
  + possibly look at extra courses suggested within the FNH 370 curriculum
* recommended FoodSafe as a source of experience/knowledge in food services management
* set more specific goals for the reviewing of course material, eg. A certain number of hours per week, or pick more specific areas from each course to review first (prioritize key areas)
* be more specific about the areas of dietetics you would like to shadow/work in