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**FNH 380**

**PROFESSIONAL DIETETIC PRACTICE I**

**Reflective Self Evaluation Assignment**

**STUDENT:** Amanda Hunter **DATE:** nov 29, 2015

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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 380 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 the program’s approach to intern evaluation. | **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 **on Friday December 4, 2015 at midnight**. Upload your reflections document to the Experiences section of your professional practice course blog.   **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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| **PERFORMANCE ASSESSMENT GUIDE** | |
| This is adapted from documents used during internship. In internship, a 3 point evaluation scale is used as it is here, but performance descriptions are aligned to the internship context (versus a classroom-based course context).   * **Ratings of 2 and 3 meet requirements for successful course completion.** * A rating of 1 does not meet the requirements for successful course completion. Should a rating of 1 be given, the situation will be assessed on a case-by-case basis by the course instructor. Students may need to do remedial work in order to pass the course.   **Performance Criteria**  Performance criteria are adapted from the [*ICDEP*](http://www.pdep.ca/files/Final_ICDEP_April_2013_(1).pdf) entry-to-practice proficiency definition.  Choose the rating that is MOST representative of student performance. | |
| **Rating Level** | **DESCRIPTION** |
| **1** | * Does not achieve the learning outcome (major gaps in performance) * Misses established deadlines * Does not participate actively in course activities * Does not contribute in an equitable manner to assigned group work * Work is not prepared to a professional standard * Reflections suggest a lack of insight into performance strengths and weaknesses * Frequently requires explicit direction from instructor * Behaviour is significantly out of alignment with [*Dietetics Major Policy 1.15 Professional Behaviour*](https://dieteticsinternship.landfood.ubc.ca/dietetics_internship_docs/02%20-Policies%20and%20Procedures%20/), and requirements outlined in 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)) |
| **2** | * Achieves the learning outcome (minor gaps in performance) * Almost always meets established deadlines * Participates in course activities, but could participate more actively * Usually contributes in an equitable manner to assigned group work * Work is usually prepared to a professional standard (on occasion there are minor gaps) * Reflections suggest some insight into performance strengths and weaknesses * Occasionally requires explicit direction from instructor * There are minor gaps in alignment of behaviour with *[Dietetics Major Policy 1.15 Professional Behaviour](https://dieteticsinternship.landfood.ubc.ca/dietetics_internship_docs/02%20-Policies%20and%20Procedures%20/)*, and requirements outlined in 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)) |
| **3** | * Achieves the stated learning outcome (no identified gaps in performance) * Consistently meets established deadlines * Consistently participates actively in course activities * Consistently contributes in an equitable manner to assigned group work * Consistently prepares work to a professional standard * Reflections suggest excellent insight into performance strengths and weaknesses * Achieves requirements without requiring explicit direction from instructor * Consistently demonstrates appropriate professional conduct – behaviour is in alignment with *[Dietetics Major Policy 1.15 Professional Behaviour](https://dieteticsinternship.landfood.ubc.ca/dietetics_internship_docs/02%20-Policies%20and%20Procedures%20/)*, and requirements outlined in 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)). |

| **COURSE LEARNING OUTCOMES SELF EVALUATION** | | | | |
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| 1. **Describe key features of the UBC Dietetics Major, including:** | | | | |
| * 1. its program structure | * 1. its alignment with the Integrated Competencies for Dietetic Education and Practice (ICDEP) | | * 1. student requirements | |
| **Assessment of Student Performance (see Performance Criteria, p. 2)** **STUDENT Self-Assessment**    **If rating is below 3, explain rationale:**      **Reflections:**   * ***What?*** **Briefly describe what you learned and how.** * Through Karol's explanations in lecture as well as student-led and guest lectures, I have learned more specifically what to expect with regards to future professional practice courses, the internship, and the registration exam. * Through lectures and assignments, I have gained a better understanding of the skills and knowledge that I am expected to have by the time I am finished the program, as well as my own progress in regards to these expectations. * ***So What?*** **Interpret why this is significant.** * This knowledge is very important for shaping my learning and goals over the next few years; I can use it to prioritize opportunities to help build skills and knowledge that I am lacking. * ***Now What?*  Discuss how will you will address knowledge/skill/attitude gaps and continue to build your knowledge from here.** * I have established two SMART goals for addressing my skills and knowledge gaps. * I will continue to be more aware in everyday life of how experiences outside of school are helping to build skills that will apply in my career as a dietitian. | | **INSTRUCTOR Assessment**  ***Comments:*** | | |
| 1. **Describe key aspects of dietetic practice in Canada, including:** | | | | |
| * 1. dietitian roles and practice settings;   2. its positioning within the Canadian health care system;   3. federal and provincial / territorial requirements, including regulatory requirements; | * 1. ethical conduct and decision-making;   2. client-centred approaches;   3. reflective practice;   4. professional development; | | | * 1. time and workload management; and   2. use of advocacy. |
| **Assessment of Student Performance (see Performance Criteria, p. 2)** **STUDENT Self-Assessment**  **If rating is below 3, explain rationale:**      **Reflections:**   * ***What?*** **Briefly describe what you learned and how.** * I learned about the layout of the Canadian and BC Health Care system from a student lecture * I learned about professional development opportunities from Karol and from Sonya's guest lecture about Dietitians of Canada * I learned the specifics of provincial and regulatory requirements from Chi's guest lecture * I learned various ways to engage in reflective practice from a student lecture * I learned about the many roles dietitians can take in the health care system from various guest lectures * I learned about the importance of advocacy and ways to advocate for the profession from various lectures * ***So What?*** **Interpret why this is significant.** * I have a better understanding of dietitians' role and significance in the health care system. * I had the opportunity to consider the opportunities and challenges that come with the various roles of dietitians. * I can apply concrete skills to guide myself in reflective practice as I learn. * ***Now What?*  Discuss how will you will address knowledge/skill/attitude gaps and continue to build your knowledge from here.** * I plan to be involved in more professional development opportunities in order to connect with other dietitians and maximize my time as a student. * I have established goals for reflective learning which I will continue to apply to my schedule. * I will take the opportunities available to me to advocate for the profession where possible, and encourage other classmates to do the same. | | **INSTRUCTOR Assessment**  ***Comments:*** | | |
| 1. **Describe key concepts in interprofessional collaboration, including:** | | | | |
| * 1. interprofessional communication;   2. patient / client / family /community-centred care; | * 1. interprofessional role clarification, including the role of the dietitian;   2. team functioning; | | * 1. collaborative leadership; and   2. interprofessional conflict resolution. | |
| **Assessment of Student Performance (see Performance Criteria, p. 2)** **STUDENT Self-Assessment**  **If rating is below 3, explain rationale:**      **Reflections:**   * ***What?*** **Briefly describe what you learned and how.** * I learned about the roles and ethical guidelines of other professions and how dietitians can most effectively work with them * I gained further experience with team functioning and collaborative leadership when putting together an educational session with classmates * I have learned concrete ways to practise patient/client/family/community-centred care through interprofessional health workshops * I explored one or two conflict resolution situations in interprofessional health workshops * ***So What?*** **Interpret why this is significant.** * My skills in team functioning, interprofessional communication, collaborative leadership, and conflict resolution will help to build my ability to work effectively as a dietitian in various settings and with a team * ***Now What?*  Discuss how will you will address knowledge/skill/attitude gaps and continue to build your knowledge from here.** * I will continue to register for interprofessional health modules where possible * I will seek opportunities to learn about practicing dietitians' experiences with interprofessional teams and how they have dealth with conflict resolution | | **INSTRUCTOR Assessment**  ***Comments:*** | | |
| 1. **Apply communication and collaboration skills to professional development:** | | | | |
| * 1. utilize a blog to share a professional profile, key accomplishments, and reflections;   2. self-assess progress towards ICDEP attainment and prepare a related learning plan; | * 1. engage with health and human services program students in UBC interprofessional learning activities; | | * 1. plan, deliver and participate in in-class tutorials on an ICDEP-related professional practice topics; and,   2. utilize networking and peer review to refine approaches to professional work. | |
| **Assessment of Student Performance (see Performance Criteria, p. 2)** **STUDENT Self-Assessment**  **If rating is below 3, explain rationale:**   * I would like to have more opportunities for networking and peer review to enhance my approaches to professional work. I feel that I have some room for growth in this area. * I also feel as though my understanding and knowledge of the ICDEP document is not quite as thorough as I would like it to be.   **Reflections:**   * ***What?*** **Briefly describe what you learned and how.** * I learned more about my progress and gaps related to the ICDEP and created a plan to address further learning. * I learned about creating and editing a blog for communicating about my experiences in this class. * I learned about dietitians' and other health professionals' roles in the health care system and connected with health care students in various other disciplines * ***So What?*** **Interpret why this is significant.** * I have a better understanding of how my training overlaps and intersects with other health professionals. * I have a better understanding of where I am on the 'path' to preparedness for practice and what I can do to further my learning. * ***Now What?*  Discuss how will you will address knowledge/skill/attitude gaps and continue to build your knowledge from here.** * I can utilize my connections with students in other health care disciplines in order to work more effectively toward client-centred care and efficient, effective collaboration in the work place. * I will seek out networking opportunities where possible. * I will review the ICDEP prior to FNH 381 in May in order to bring a more rounded understanding of the expectations to that course. | | **INSTRUCTOR Assessment**  ***Comments:*** | | |
| 1. **Consistently demonstrate professional practice, communication and collaboration competencies including:** | | | | |
| * 1. use a systematic approach to decision making;   2. maintain a client-centred focus;   3. manage time and workload effectively;   4. use technologies appropriately to achieve teaching and learning goals; | * 1. ensure appropriate and secure documentation;   2. use effective written communication skills;   3. use effective oral communication skills; | | * 1. use effective interpersonal skills;   2. contribute to the learning of others; and   3. contribute productively to teamwork and collaborative processes. | |
| **Assessment of Student Performance (see Performance Criteria, p. 2)** **STUDENT Self-Assessment**  **If rating is below 3, explain rationale:**      **Reflections:**   * ***What?*** **Briefly describe what you learned and how.** * I was provided with a concrete ethical and client-centred decision-making framework in the interprofessional health ethics workshop * I was introduced to and had the opportunity to use relevant technologies for research in Sonya's lecture * I was introduced to and had the opportunity to use relevant technologies for communication through the blog assignment * I honed my skills in interpersonal communication, oral communication, contributing to the learning of others, and teamwork and collaborative processes by putting together an education session with classmates * I improved my written communication skills by keeping a blog and by contacting Registered Dietitians for participation in our education session * I practised effective time and workload management by meeting assignment deadlines * ***So What?*** **Interpret why this is significant.** * All of the various communication skills that I have built in this class will help me to work more effectively in health care teams in the future and in sharing nutrition knowledge with clients * The ethical decision-making framework will aid in making future difficult decisions * ***Now What?*  Discuss how will you will address knowledge/skill/attitude gaps and continue to build your knowledge from here.** * I feel that there is gap here in my experience with ensuring appropriate and secure documentation; I will seek opportunities in the future for gaining experience in this area. | | **INSTRUCTOR Assessment**  ***Comments:*** | | |
| 1. **General comments related to your learning experience in this course (optional):** | | | | |
| * I felt that the low-pressure, no-judgement atmosphere of the classroom really helped to create a positive learning environment for the semester. * I feel that I am much more aware of what to expect for future career responsibilities, as well as what will be expected of me as a dietitian * I have really valued the opportunity to connect with both current school colleagues as well as practicing dietitians | | | | |
| | **ASSESSMENT OF SUCCESSFUL COMPLETION OF COURSE** | | | --- | --- | | To pass the course, students must:   1. attend all scheduled classes (in the event of a seriously illness or similarly significant reason for being absent, course instructor was contacted/consulted); 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:** | | | | | |