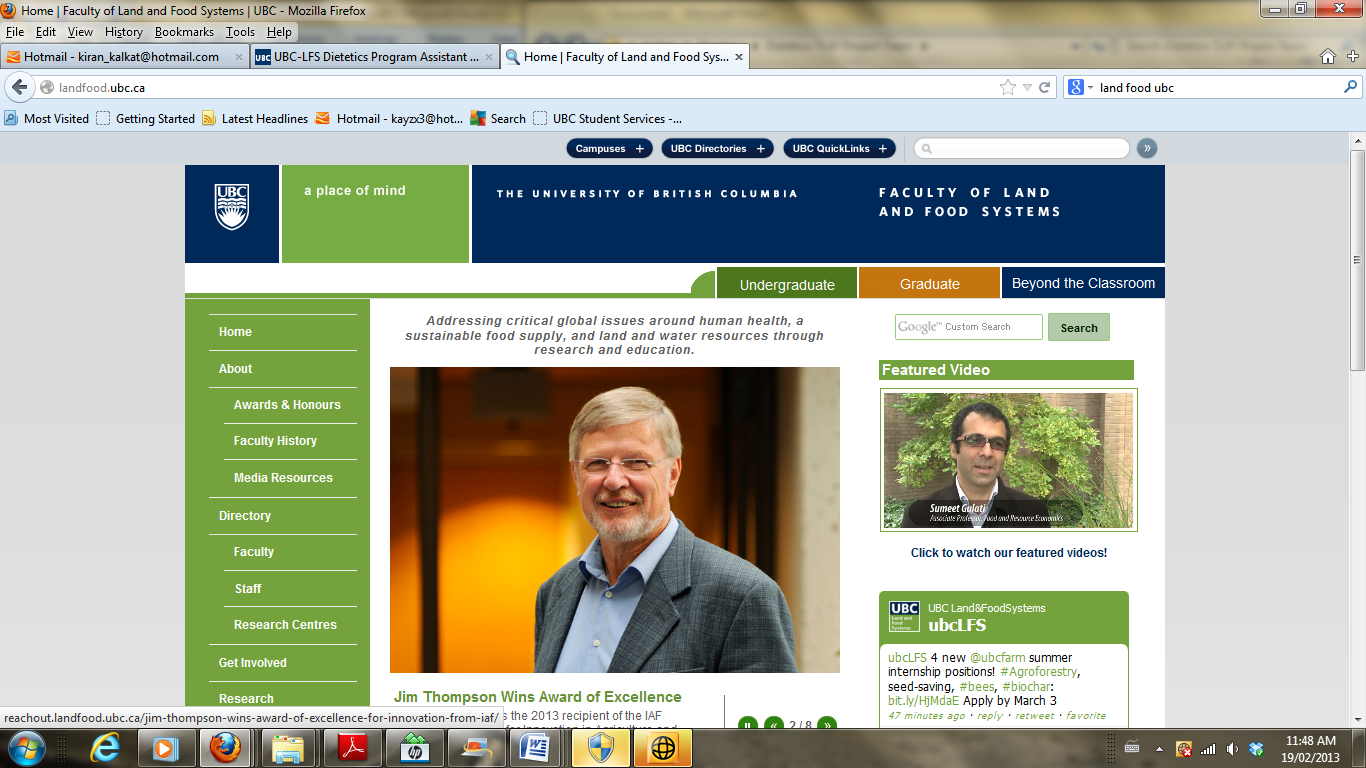
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**FNH 380, 381, 480**

**ICDEP Self-Assessment Form**

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| --- | --- |
| **REQUIRED INFORMATION** | **ENTER INFORMATION BELOW** |
| **Date:** | November 20, 2018 |
| **Student Name:** | Fariba Rajabi |
| **Course (FNH 380, 381 or 480):** | FNH 380 |

**Instructions:**

1. Create an initial version of this document during FNH 380, and updated versions for each of FNH 381 and 480 (per course-specific assignment documents). **NOTE: In completing the documents, use a different font colour for each course so you can visualize your progress in attaining the performance indicators as you progress through the program**
2. 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.
3. Familiarize yourself with the Self-Assessment Grid below, which is an abbreviated version of the full ICDEP Competency-Indicator grid, which focuses only on the performance indicators to be attained during the academic component of the program.
4. Complete your self-assessment, as follows:
   1. Review each academic performance indicator. If you have NOT yet experienced any learning related to this indicator, leave the Self-Assessment column blank.
   2. 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).

1. **Self-Assessment Grid**

| **Practice Competencies** | **Performance Indicators** | **Self-Assessment** | |
| --- | --- | --- | --- |
| **Source of Learning**  **(e.g., Course, Employment,  Volunteer, Personal)** | **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.* | 1. FNH 380 2. Self acquired knowledge | 1. Chi Cejalvo Presentation 2. CDBC and Dietitians of Canada online resources |
| **b** | *Recognize non-compliance with federal legislation, regulations and policies.* |  |  |
| **c** | *Demonstrate knowledge of provincial/ territorial legislation, regulations, and policies applicable to practice.* | 1. FNH 380 | 1. Introductory information |
| **d** | *Recognize non-compliance with provincial/territorial legislation, regulations, and policies.* | 1. FNH 380 | 1. Introductory Information |
| 1.02 **Comply with regulatory requirements relevant to dietetic practice**. | | | |
| **a** | *Demonstrate knowledge of bylaws and regulations relevant to practice.* | 1. FNH 380 | 1. Introduction by Chi Cejalvo |
| **b** | *Recognize non-compliance with bylaws and regulations.* | 1. FNH 380 | 1. Introduction by Chi Cejalvo; student let presentation |
| **c** | *Demonstrate knowledge of regulatory scope of practice, standards of practice and codes of ethics.* | 1. FNH 380 | 1. Student let presentation |
| **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.* | 1. FNH 380 | 1. Chi Cejalvo presentation |
| **h** | *Demonstrate knowledge of common scenarios on non-compliance with confidentiality and privacy requirements.* |  |  |
| **j** | *Demonstrate knowledge of principles of informed consent.* | 1. FNH 380 |  |
| **k** | *Demonstrate knowledge of methods to obtain informed consent.* |  |  |
| **m** | *Demonstrate knowledge of the element of professional boundaries.* | 1. FNH 380 | 1. Introduction to professional boundaries |
| **n** | *Recognize non-compliance with professional boundaries.* | 1. FNH 380 | 2. Introductory knowledge |
| **1.03** **Practice according to organizational requirements.** | | | |
| **a** | *Demonstrate knowledge of the role and common features of job descriptions.* | 1. Food Service Employment 2. Job shadowing Cristel Moubarak 3. 5 Informational Interviews 4. Work | 1. Worked with other staff to complete orders and kitchen duties 2. Knowledge of food service manager, leading the team 3. I learned about the different dietitians working in counselling (Angela Bearnie), private, Loblaw’s (Jessica Wong), food service (Christel Moubarak), and administration (Chi Celajvo) 4. Nuba and Truffles Fine Foods job description 5. Nutrifoodie Kids summer camp leader |
| **1.04** **Practice within limits of individual level of professional knowledge and skills.** | | | |
| **a** | *Demonstrate knowledge of principles of reflective practice.* | 1. Dietetics Application 2. FNH 380 Blogs | 1. Exercised reflective practice in my second time application 2. Practice reflective writing |
| **b** | *Reflect upon and articulate individual level of professional knowledge and skills.* | 1. FNH 380 blogs | 1. Following what? So what? Now what? Style |
| **1.05 Address professional development needs.** | | | |
| **a** | *Demonstrate knowledge of principles of self-assessment and learning plan development.* | 1. Volunteer 2. ICDEP | 1. Nutrifoodie feedback and evaluation 2. Intoduction |
| **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.* | 1. Volunteer 2. Culinary | 1. Mahak hospital, Ridgeview fruit program 2. Food safety practices versus company financial goals |
| **b** | *Demonstrate knowledge of ethical principles for decision making.* | 1. IPE workshop | 2. Introduction to ethical decision making |
| **c** | *Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision making.* | 1. Work | 2. Unsafe practices at the premise |
| **d** | *Demonstrate knowledge of contextual factors that may influence decision making.* | 1. Work | 1. Truffles Fine Foods |
| **e** | *Obtain and interpret evidence.* | 1. Work | 1. Truffles Fine Foods |
| **1.07** **Maintain a client-centred focus.** | | | |
| **a** | *Demonstrate knowledge of the legal and moral basis for respecting individual rights, dignity and uniqueness.* | 1. Truffles Fine Foods | 1. Sanitary Standards violated |
| **1.08** **Manage time and workload effectively.** | | | |
| **a** | *Demonstrate knowledge of strategies for prioritizing professional activities.* | 1. Work, Nuba | 1. Worked within deadlines and preauthorized daily tasks in food service |
| **1.09** **Use technologies to support practice.** | | | |
| **a** | *Demonstrate knowledge of communication technologies relevant to practice, and their appropriate uses.* | 1. Volunteer, personal | 1. Blog writing, booklet development, menu design for website |
| **b** | *Use technology to communicate.* | 1. Blog writing 2. Journal writing 3. Emails, Skype | 1. kiafardaily.com; faribarajabi.com 2. Culinary school and FNH 380 3. Communication and professional interviews |
| **c** | *Demonstrate knowledge of technologies to seek and manage information relevant to practice, and their appropriate uses.* | 1. FNH 398 | 1. Research findings, understanding, extracting information and their application |
| **d** | *Use technology to seek and manage information.* | 1. UBC library research workshop | 1. Techniques used to perform research and using PEN |
| **e** | *Demonstrate knowledge of technological applications used in common practice settings.* |  |  |
| **1.10** **Ensure appropriate and secure documentation.** | | | |
| **a** | *Demonstrate knowledge of documentation principles.* | 1. Culinary School, FNH courses | 1. Journal writing, note taking, and file managment |
| **c** | *Demonstrate knowledge of principles of security and access.* |  |  |
| **f** | *Demonstrate knowledge of legal requirements for record keeping.* | 1. Work | 1. work hours entered by the supervisor and later claimed my absence! Learned that I must punch in and out myself in appropriate document or device |
| **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.* | 1. Informational interview | 1. Jessica Wong’s approach in consulting with other professionals |
| **b** | *Demonstrate knowledge of sources of evidence to assess effectiveness of approaches to practice.* | 1. FNH 398, 370 | 1. Critical assessment of evidence and level of accuracy and reliance for decision making |
| **d** | *Recognize the importance of new knowledge to support or enhance practice.* | 1. Inherent in Dietetics program | 1. Dietetics program and practice are always evolving and we should always seek new information and knowledge. |
| **e** | *Seek new knowledge that may support or enhance practice.* | 1. Volunteer | 2. The Nutrition Handout for Children with Cancer |
| **1.12** **Contribute to advocacy efforts related to nutrition and health,** | | | |
| **a** | *Demonstrate knowledge of principles of advocacy.* | 1. FNH 380, 370, 398 | 1. Introductory information and importance of advocacy |
| **b** | *Identify common advocacy opportunities and activities in dietetic practice.* |  |  |
| **1.13** **Participate in practice based research.** | | | |
| **a** | *Demonstrate knowledge of research and evaluation principles.* | 1. FNH 398, 370, LFS 350 2. FNH directed studies | 1. Lots of hands on research experience and projects 2. Review paper on resveratrol |
| 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.* | 1. Volunteer, Work, academic courses | 1. Barriers: misunderstanding, judgment  1. Opportunities: setting common goals and visions, listening |
| **c** | *Demonstrate knowledge of common communication techniques, and their appropriate uses.* | 1. Volunteer; Toast Masters Club | 1. Communication skills such as public speaking, speech evaluation, presentation |
| **e** | *Demonstrate knowledge of medical and dietetics-related terminology.* | FNH 370, 380, 398, 350, 351 |  |
| **2.02** **Use effective written communication skills.** | | | |
| **a** | *Demonstrate knowledge of ways to determine written communication needs of the reader.* | 1. Courses: English 110; FNH 250, FNH 255? Directed Studies, 2. Volunteer | 1. Writing papers, reports and projects 2. Recipe booklet for Nutrifoodie; Handbook of Nutrition for Children with Cancer at MAHAK Hospital |
| **b** | *Demonstrate knowledge of the elements of effective written material.* | 1. Personal, Volunteer, education | 1. Blog writing, written material fabrication for public and professional use |
| **c** | *Edit written material for style, spelling and grammar.* | 1. Academic courses | 1. Editing papers and projects |
| **d** | *Write clearly and concisely, in a manner responsive to the needs of the reader(s).* | 1. Academic courses | 1. Writing for blogs; handouts and pamphlets for public use |
| **e** | *Write in an organized and logical fashion.* | 1. Academic courses |  |
| **f** | *Provide accurate and relevant information in written material.* | 1. Academic courses, volunteer |  |
| **g** | *Ensure that written material facilitates communication.* | 1. Academic and volunteer | 1. Nutrition month blogs based on DIETITIANS OF CANADA guidelines |
| **2.03** **Use effective oral communication skills.** | | | |
| **a** | *Demonstrate knowledge of elements of effective oral communication.* | 1. FNH 380, Toastmasters Club | 1. Presentations and speeches |
| **b** | *Speak clearly and concisely, in a manner responsive to the needs of the listener(s).* | 1. Toastmasters Club | 1. Learning and practicing techniques |
| **c** | *Demonstrate knowledge of the impact of tone of voice and body language on the communication process.* | 1. Toastmasters Club | 1. Learning and practicing |
| **d** | *Use appropriate tone of voice and body language.* | 1. Toastmasters Club | 1. Learning and practicing |
| **e** | *Recognize and respond appropriately to non verbal communication.* | 1. Volunteer, Toastmasters Club | 1. Nutrifoodie summer kids camp |
| **2.04** **Use effective interpersonal skills.** | | | |
| **a** | *Demonstrate knowledge of principles to active listening.* | 1. FNH 380, Volunteer, Toastmasters Club | 1. Cristel Moubarak’s managerial skills |
| **b** | *Utilize active listening.* | 1. Toastmasters Club, UBC courses and workshops | 1. Speaker evaluation, time keeper, learning |
| **c** | *Demonstrate knowledge of ways to engage in respectful communication.* | 1. IPE interprofessional professionalism 2. UBC academic courses, volunteer, work |  |
| **d** | *Communicate in a respectful manner.* | FNH 380, personal |  |
| **e** | *Demonstrate knowledge of ways to communicate empathically.* | FNH 380, personal | 1. Listening intently without judgment |
| **f** | *Demonstrate empathy.* | FNH 380, personal | 1. Learning in FNH 380 |
| **g** | *Demonstrate knowledge of ways to establish rapport in communication.* | 1. Volunteer 2. Volunteer | 1. Nutrifoodie Kids summer camp  2. Mahak Hospital |
| **h** | *Establish rapport.* | 1. FNH 380, Volunteer | 1. Connecting with peers and children |
| **i** | *Demonstrate knowledge of counselling principles.* | 1. Molly Kellogg’s Steps Into Excellence Course | 1. Steps into Excellence |
| **j** | *Apply counselling principles.* |  |  |
| **k** | *Demonstrate knowledge of principles of negotiation and conflict management.* | 1. Volunteer, Work | 1. Nutrifoodie camps, Nuba |
| **l** | *Apply principles of negotiation and conflict management.* | 1. Work | Nuba and Truffles Fine Foods: basic negotiations on small conflicts and challenges; need more skill development |
| **m** | *Demonstrate knowledge of effective ways to give and receive feedback.* | 1. Volunteer; Toastmasters | 1. Cristel Moubarak provided feedback and I provide feedback to speakers in the club |
| **n** | *Seek, respond to and provide feedback.* | 1. Volunteer, work | 1. Always asked my managers for feedback so I can improve |
| **2.05** **Contribute to the learning of others.** | | | |
| **a** | *Recognize common opportunities in practice to contribute to the learning of others.* | 1. FNH 380 |  |
| **b** | *Demonstrate knowledge of ways to assess the prior knowledge and learning needs of others.* |  |  |
| **d** | *Demonstrate knowledge of common educational strategies relevant to practice, and their appropriate uses.* | 1. FNH 380 |  |
| **f** | *Demonstrate knowledge of common learning resources, and their appropriate use in practice.* | 1. FNH courses, IPE workshops, volunteer | 1. Basic knowledge, behaviors, and practice |
| **h** | *Demonstrate knowledge of ways to develop learning resources.* | 1. Volunteer | 1. Nutrifoodie Basic knowledge of workshop development |
| **j** | *Demonstrate knowledge of ways to establish and assess learning outcomes.* |  |  |
| **l** | *Demonstrate knowledge of ways to develop and deliver effective group educational sessions.* | 1. Volunteer | 1. Culinary school cooking workshops |
| **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.* | 1. FNH 380 | 1. Starting to learn |
| **b** | *Demonstrate knowledge of ways to effectively contribute dietetics knowledge in collaborative practice.* | 1. FNH 380 and IPE | 1. Starting to learn |
| **d** | *Demonstrate knowledge of common scenarios where the expertise of other health care providers is a key element in dietetic practice.* | 1. FNH 380 | 1. Student Tutorials |
| **e** | *Identify ways to draw upon the expertise of others.* | 1. FNH 380 2. Professional interviews | 1. Student Tutorials |
| **h** | *Demonstrate knowledge of principles of teamwork and collaboration.* | 1. Volunteer, Work, UBC courses 2. Personal: Champions Martial Arts 3. Courses: FNH 380 LFS 250, LFS 350, FNH 380, FNH 370 4. UBC Interdisciplinary Professional Education 5. Volunteer and Work | 1. Teamwork workshop management, delegation, and projects 2. Exercise with a team, social activities 3. Group projects, papers and presentations 4. Interprofessional collaboration workshops with students from various health programs 5. Teamwork in kitchen, workshops and camps |
| **i** | *Facilitate interactions and discussions among team members.* | 1. Volunteering, work, FNH 380 | 1. Staying in touch through emails, face to face, discuss problems issues, progress |
| 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.* |  |  |
| **c** | *Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment.* | FNH 370 | Different types of assessment base knowledge |
| **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.* | FNH 370 | Clinical assessment introductory knowledge |
| **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.* | FNH 370 | Environmental assessment introductory knowledge |
| **k** | *Demonstrate knowledge of principles for selection of relevant demographic, psycho-social and health behavior history.* |  |  |
| **m** | *Demonstrate knowledge of principles for obtaining and interpreting food and nutrient intake data.* | FNH 370 | Dietary assessment methods introductory knowledge |
| **o** | *Demonstrate knowledge of principles to identify food and nutrition related learning needs of clients.* | FNH 370 | Case Assessment project: an introduction to the client centered practice |
| **q** | *Demonstrate knowledge of principles for obtaining and interpreting anthropometric data.* | FNH 370 | Anthropometric assessment methods introductory knowledge |
| **s** | *Demonstrate knowledge of ways to obtain and interpret biochemical and medical test/procedure data.* | FNH 370 | Introductory knowledge |
| **t** | *Demonstrate knowledge of principles to identify relevant biochemical and medical test/procedure data.* | FNH 370 | Introductory knowledge |
| **v** | *Demonstrate knowledge of ways to obtain and interpret information from mealtime/feeding observations.* | FNH 370 | Introductory knowledge |
| **x** | *Identify signs and symptoms of nutrient deficiencies or excesses.* | FNH 370 | Introductory knowledge |
| **y** | *Demonstrate knowledge of ways to obtain and interpret nutrition-focused physical observation data.* | FNH 370 | Introductory knowledge |
| **aa** | *Identify signs and symptoms of dysphagia.* | FNH 370 | Case assessment Introductory knowledge |
| **bb** | Demonstrate knowledge of principles for swallowing assessment. | FNH 370 | Introductory knowledge |
| **dd** | *Demonstrate knowledge of selection and use of methods used to determine energy, protein, fluid, macronutrient, micronutrient, electrolyte and trace element requirements.* | FNH 370 | Introductory knowledge |
| **ee** | *Perform calculations to determine nutritional requirements.* | FNH 370 | Introductory knowledge and performance |
| **gg** | *Identify methods to integrate assessment findings and identify nutrition problems.* | FNH 370 | Introductory knowledge |
| **hh** | *Integrate assessment findings to identify nutrition problem(s).* | FNH 370 | Introductory knowledge |
| **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.* |  |  |
| **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.* | 1. Volunteer | 1. Mahak hospital, job shadowing |
| **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.* |  |  |
| **c** | *Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information.* |  |  |
| **e** | *Demonstrate knowledge of sources of and methods to obtain food and nutrition surveillance, monitoring and intake data.* |  |  |
| **g** | *Demonstrate knowledge of sources of and methods to obtain health status data.* | FNH 370, 398 | Introduction |
| **i** | *Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health.* | FNH 398, 370 | Introduction |
| **k** | *Demonstrate knowledge of sources of and methods to obtain information related to food systems and food practices.* | LFS 350, FNH 370 | Introduction |
| **m** | *Demonstrate knowledge of common group, community and population assets and resources.* | FNH 370 | Introduction |
| **o** | *Demonstrate knowledge of methods to integrate assessment data to establish priorities for health promotion related to food and nutrition.* | FNH 370, 398 | Introduction |
| **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.* | 1. Volunteer 2. FNH 415 | 1. BC Fruit and Vegetable Program coordinator 2. Business Plan project |
| **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.* |  |  |
| **i** | *Demonstrate knowledge of sources of standards and compliance data.* |  |  |
| **k** | *Demonstrate knowledge of sources of nutritional, cultural, physical and other demographic client information.* |  |  |
| **m** | *Demonstrate knowledge of sources of stakeholder satisfaction information.* |  |  |
| **o** | *Demonstrate knowledge of common ways to report human resources management information.* |  |  |
| **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.* | 1. Volunteer; work | 1. Workshop orientation; job description |
| **d** | *Demonstrate knowledge of typical components of an action plan for a program or project.* | 1. Volunteer; work |  |
| **f** | *Demonstrate knowledge of ways to establish a program or project budget.* |  |  |
| **h** | *Demonstrate knowledge of common responsibilities of a program or project coordinator.* | 1. Volunteer | 1. BC Fruit an Vegetable Program |
| **k** | *Demonstrate knowledge of common information needs and orientation strategies for staff and volunteers.* | 1. Volunteer | 1. Workshops in culinary school and Nutrifoodie |
| **m** | *Demonstrate knowledge of common training and education needs of staff and volunteers.* |  |  |
| **o** | *Demonstrate knowledge of common staff recruitment activities.* | 1. Volunteer | 1. Nutrifoodie, |
| **q** | *Demonstrate knowledge of common staff development and performance management activities.* | 1. Volunteer | 1. Nutrifoodie, BC Fruit and Vegetable Program |
| **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.* |  |  |
| **5.03 Manage food services.** | | | |
| **a** | *Demonstrate knowledge of ways to determine food service needs of a client group.* | 1. Volunteer, work | 1. Nuba and Nutrifoodie |
| **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.* | 1. FNH 415; | 1. Business projects and assignments, course material |
| **e** | *Demonstrate knowledge of menu development and modification principles.* | 1. Education in culinary, volunteer, personal | 1. Developing projects for Nutrifoodie, culinary courses, and personal practice in menu design and modifications |
| **g** | *Demonstrate knowledge of common processes for purchasing, receiving, storage, and inventory control and disposal activities in food services.* | 1. Culinary 2. Volunteer 3. Work | 1. Training in food service management with hands on projects; site visits; workshops 2. BC Fruit and Vegetable Program 3. Nuba central kitchen |
| **i** | *Demonstrate knowledge of common food production and distribution procedures in food services.* | 1. Work 2. Culinary | 1. Nuba kitchen; Truffles Fine Foods 2. Education in common practices in commercial kitchens |
| **m** | *Demonstrate knowledge of common approaches to marketing food services.* | 1. FNH 415 2. Culinary School | 1. Theoretical education in this subject 2. Food Service Management Course |