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**FNH 380**

**PROFESSIONAL DIETETIC PRACTICE I**

**End of Course Self Evaluation Assignment**

**STUDENT:** 76556067 FAriba Rajabi **DATE:** NOvember 30th, 2018

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| **INTRODUCTION** | |
| **PURPOSE**  To enable you to reflect on your performance in relation to the stated learning outcomes of the course.  FNH 380 has high emphasis on self responsibility and self-reflection. You are responsible for assessing your own performance in the course and identify and make plans to address additional learning needs.  **RELATIONSHIP TO PRACTICE EDUCATION MODULES AND FORMS**  This document has been designed to parallel evaluation documents used during year 5 of the program (practice education year) to expose students to the program’s approach to student evaluation in placement settings. | **STUDENT INSTRUCTIONS**   1. Using the template on the following pages, assess your performance in relation to the stated course learning outcomes and identify areas of and strategies for further learning. 2. Assignment is due **on Sunday December 2, 2018 at midnight**. Upload your assignment document to the Experiences section of your professional practice course blog, along with a brief introductory post (a couple of sentences will suffice; no need to use standardized course blogging format, as the document itself will include your reflections).   **INSTRUCTOR RESPONSIBILITIES**   1. Review student self-evaluation. 2. Assess student performance. 3. Inform student of performance results, and follow up with student re any significant gaps in performance. |

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| **PERFORMANCE ASSESSMENT GUIDE** | | |
| This is adapted from documents used during the year 5 practice education courses. During year 5, a 3 point evaluation scale is used as it is here, but performance descriptions are aligned to the practice education context (versus a classroom-based course context).  **Performance Criteria**  Performance criteria are informed by 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 performance.  **NOTE: a rating of 2 or 3 meets requirements for successful course completion.** | |
| **Rating Level** | **DESCRIPTION** |
| **1** | * Does not achieve the learning outcomes (major gaps in performance) * Makes repeated and significant errors in judgment and 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 * Does not demonstrate communication and collaboration or professional practice competencies |
| **2** | * Achieves the learning outcomes (minor gaps in performance) * Errors in judgment are minimal, is able to identify and interpret key aspects of an issue, situation, and skill most of the time * 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 * Reflections suggest some insight into performance strengths and weaknesses * Occasionally requires explicit direction from instructor * Usually demonstrates communication and collaboration or professional practice competencies |
| **3** | * Achieves the stated learning outcomes (no identified gaps in performance) * Consistently makes good judgements, is able to identify and interpret key aspects of an issue, situation, and skill most of the time * 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 communication and collaboration or professional practice competencies |

| **COURSE LEARNING OUTCOMES SELF EVALUATION** | |
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| Image result for free graphics stop sign  **REMINDER before you start your self-evaluation:** As one of your professional obligations associated with this course, each student is responsible for recruiting a nutrition counselling client for FNH 480 students to work with in the January term (FNH 480 students will reciprocate, and recruit clients for you to work with next May).  **Make sure to save the profile form as instructed with YOUR last name and first name.**  Upload your client profile [at this link](https://ln.sync.com/dl/cbb4d3ee0/mva34y94-qccq2cj9-ate2rk6v-him5xhx3).  Thanks! | |
| 1. Describe key features of and your responsibilities as a student within the UBC Dietetics Major. | |
| ***Highlight the response you feel best reflects your performance in meeting this learning outcome:***   * Met, no areas for further learning / performance improvement identified at this time * Met, with areas for further learning / performance improvement identified to work on * Not met (significant gaps in performance)   ***Note any identified areas for further learning / performance improvement***   * I understand that as a student in the Dietetics program, I should complete all the course requirements and obtain fundamental proficiencies to graduate from the program. ICDEP is a checklist for those core entry-to-practice competencies. I should make sure I meet those requirements while in the program.   ***Describe how you will address these:***   * I will regularly check my ICDEP form and set my goals towards obtaining related experiences and learnings in all areas not met. | |
| 1. Discuss roles of dietitians in a Canadian context. | |
| ***Highlight the response you feel best reflects your performance in meeting this learning outcome:***   * Met, no areas for further learning / performance improvement identified at this time * Met, with areas for further learning / performance improvement identified to work on * Not met (significant gaps in performance)   ***Note any identified areas for further learning / performance improvement***   * I would like to further my knowledge of laws and regulations pertaining to dietitians’ practice in Canada as well as their roles in policymaking.   ***Describe how you will address these:***  -   Review resources provided in FNH 380.  -   I will check out CDBC and DC websites to learn about practice in that context.  - I regularly check What RD’s Do website to learn about traditional and non-traditional roles of dietitians in Canada. | |
| 1. Discuss and apply key concepts in interprofessional collaboration in health care. | |
| ***Highlight the response you feel best reflects your performance in meeting this learning outcome:***   * Met, no areas for further learning / performance improvement identified at this time * Met, with areas for further learning / performance improvement identified to work on * Not met (significant gaps in performance)   ***Note any identified areas for further learning / performance improvement***  -  I am specifically interested in learning more about the collaborative work of paediatric dietitians in Canada since I relate this topic to my previous work with children at the Mahak Children Hospital.  -   We had a great presentation in FNH 370 on premature nutrition, care, and challenges by DR. Linda Casey.  I definitely would like to get exposure in that area of practice.  ***Describe how you will address these:***  -   Reach out and connect with dietitians who work in this area. I have emailed Kiran to connect me with few paediatric dietitians in Children’s hospital.  -  I will check out DC website and search for resources available to learn more on paediatric nutrition. | |
| 1. Explore dietetics professional practice topics. | |
| ***Highlight the response you feel best reflects your performance in meeting this learning outcome:***   * Met, no areas for further learning / performance improvement identified at this time * Met, with areas for further learning / performance improvement identified to work on * Not met (significant gaps in performance)   ***Note any identified areas for further learning / performance improvement***   * We had 10 students led tutorials, lectures, and presentations on professional practice topics, which provided me with insights into practice topics. However, due to the extensiveness of each topic, it was impossible to explore them to the level acceptable to me. I am eager to dig in more deeply.   ***Describe how you will address these:***   * I will review all the 380 materials and resources. | |
| 1. Apply communication and collaboration skills to professional development, through activities including: | |
| * 1. blogging;   2. self-assessment and learning plan development; | * 1. planning, delivery and participation in student-led tutorials; and   2. networking / peer review. |
| ***Highlight the response you feel best reflects your performance in meeting this learning outcome:***   * Met, no areas for further learning / performance improvement identified at this time * Met, with areas for further learning / performance improvement identified to work on * Not met (significant gaps in performance)   ***Note any identified areas for further learning / performance improvement***   * Self-assessment, learning plan development, and writing are areas I need to improve on.   ***Describe how you will address these:***   * I will review the student-led tutorial presentation on goal setting. * I will get a reflective writing handbook to learn about reflective writing skills. * I will get all my blogs proofread for next semester. I will use UBC writing resources more efficiently. | |
| 1. Consistently demonstrate professional practice, communication and collaboration competencies. | |
| ***Highlight the response you feel best reflects your performance in meeting this learning outcome:***   * Met, no areas for further learning / performance improvement identified at this time * Met, with areas for further learning / performance improvement identified to work on * Not met (significant gaps in performance)   ***Note any identified areas for further learning / performance improvement***      ***Describe how you will address these:*** | |
| 1. **Share your general comments related to your learning experience in this course:** | |
| * My experience was positive. Above all were meeting peers and connect with professionals who have the same interests as I do. I have learned so much in terms of what it means to be a healthcare professional member in Canada and skills that come with it. | |
| **SUMMARY ASSESSMENT OF PERFORMANCE** | |
| **To pass the course, students must:**   1. achieve all stated learning outcomes; 2. 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); 3. be punctual (it is unprofessional and disruptive to arrive late); 4. actively participate in course activities; 5. contribute in an equitable manner to assigned group work; and 6. complete all assignments to a professional standard (stated criteria met). | |
| **STUDENT Self-Assessment**  **(Refer to PERFORMANCE ASSESSMENT GUIDE, page 2)**  ***RATING (1-3; no part marks):* 2**  ***Comments (NOTE: if rating is below 3, explain rationale):***   * I understand that my writing needs improvement as well as my goal setting and self-assessment.   **Student:** Fariba Rajabi  **Date:** November 30, 2018  **NOTE: Instructor assessment will be integrated into Student Assignment Feedback Form, which will be sent to each student once the course is over** | |