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**FNH 381**

**PROFESSIONAL DIETETIC PRACTICE II**

**End of Course Self Evaluation**

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| **INTRODUCTION** | |
| **PURPOSE**  To provide an opportunity for you to reflect on your performance in relation to the stated learning outcomes of the course.  FNH 381 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 PRACTICE EDUCATION (YEAR 5) MODULES AND FORMS**  This document has been designed to parallel the forms used during Year 5 in order to expose students to practice education performance evaluation criteria and procedures. | **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, May 19, 2019 at midnight**. Upload your assignment document to the Experiences section of your professional practice course blog, along with a brief introductory post.   **INSTRUCTOR RESPONSIBILITIES**   1. Review student self-evaluation. 2. Assess student performance. 3. Share assessment results with student, and follow up re any gaps in performance. |

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| **PERFORMANCE ASSESSMENT GUIDE** | | |
| This is adapted from documents used during Year 5. In 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).   * **Ratings of 2 and 3 meet requirements for successful course completion.**   **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.  In assessing your overall performance in the course, choose the rating that is MOST representative of your performance. | |
| **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 and 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 and 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 and professional practice competencies |

| **COURSE LEARNING OUTCOMES SELF EVALUATION** | | |
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| 1. **Provide nutrition counselling to a generally healthy volunteer client, selecting and applying key principles as applicable:** | | |
| * 1. concepts involved in the nutrition counselling process (including session planning, rapport building, assessment, summarizing and advising);   2. techniques for effective counselling (including active listening; respectful communication; use of open ended questions; empathy; affirmation; rapport-building; negotiation and conflict management; giving and receiving feedback; and rolling with resistance); and | * 1. concepts from counselling models and theories. | |
| ***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 prior to Year 5 * Not met (significant gaps in performance)   ***Note any identified areas for further learning / performance improvement and describe how you will address them:***  I still need to learn more about different techniques of counselling and explore more areas related to psychology of human behaviour to better help my clients in future. To improve my understanding of people’s psychology, I am taking Psych 314 over the summer. In this course I will learn about cognition and behaviors, as well as the cognition and behaviors of those around us influence our health and illness. As well, in this course we explore why people engage in problematic health behaviors such as smoking cigarettes, excess drinking, and eating poorly. What we can do to change those behaviors and what the health costs are if we do not change our poor health behaviors. | | |
| 1. **Prepare a consumer-focused nutrition article, applying principles for effective writing including:** | | |
| * 1. write clearly and concisely, in a manner responsive to the needs of readers;   2. write in an organized and logical fashion; | * 1. provide accurate and relevant information; and   2. edit for style, spelling and grammar. | |
| ***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 prior to Year 5 * Not met (significant gaps in performance)   ***IMPORTANT:***  If you or your partner(s) haven’t already done so, [**upload draft and final versions of your writing form to this link**](https://ln.sync.com/dl/e56677a20/i8pxwyxb-msycbpxr-i695h8my-a6zidwsy), for sharing with workshop facilitators (for use in planning future sessions).  ***Note any identified areas for further learning / performance improvement and describe how you will address them:***   * I met all the requirements for this course and will continue to build upon the consumer writing in future Dietetics courses. | | |
| 1. **Contribute to the learning of others:** | | |
| * 1. Collaborate with partner(s) to plan, deliver, and evaluate education sessions for varied target audiences. | * 1. Utilize key concepts in education session planning, including:      + assess the prior knowledge and learning needs of others;      + select and implement appropriate educational strategies;      + select and/or develop learning resources; and      + establish and assess learning outcomes. | |
| ***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 prior to Year 5 * Not met (significant gaps in performance)   ***IMPORTANT:***  If you or your partner(s) haven’t already done so, [**upload your school lesson plan at this link**](https://ln.sync.com/dl/d9f179190/krd455bb-ksk8bvf9-ii2h7uja-mr6r93f7) (using the format Lastname 1, Lastname 2, Lesson Plan 2019 i.e. Jones, Smith, Lesson Plan 2019) for sharing with workshop facilitators (for use in planning future sessions).  ***Note any identified areas for further learning / performance improvement and describe how you will address them:***   * The school education workshop went very well. We delivered what we had planned for the lesson. However we found that the material presented was not exactly what the teachers were looking for because of previous nutrition education in their classes and specificity of their goals. In future, I think I would have a meeting with teachers before hand and ask them what they have already covered or want so we both follow the same path in teaching nutrition. Communication is key. | | |
| 1. **Enhance knowledge of:** | | |
| * 1. dietitian roles in nutrition care and population and public health practice settings; and | * 1. communication-related skills and abilities needed for success in those roles. | |
| ***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 prior to Year 5 * Not met (significant gaps in performance)   ***Note any identified areas for further learning / performance improvement and describe how you will address them:***   * **I learned a lot from shadowing Alima and her role in adult diabetes education. However, the shadowing was short and it did not give me the opportunity to grasp a more comprehensive picture of her role. I am eager to learn more about the role of dietitians and seek out opportunities to shadow in future.** | | |
| 1. **Self assess and document progress to date towards achievement of ICDEP-related:** | | |
| * 1. performance indicators | * 1. personal learning goals. | |
| ***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 prior to Year 5 * Not met (significant gaps in performance)   ***Note any identified areas for further learning / performance improvement and describe how you will address them:***   * I reached a lot of personal and professional goals in 3rd year courses; however, there are empty sections in ICDEP that I strive to learn in 4th year of dietetics. | | |
| 1. **Consistently demonstrate applicable professional competencies, including:** | | |
| * 1. address professional development needs   2. use a systematic approach to decision making;   3. maintain a client-centered focus;   4. manage time and workload effectively;   5. select appropriate communication approaches;   6. use effective written communication skills; | | * 1. use effective oral communication skills;   2. use effective interpersonal skills;   3. contribute productively to teamwork and collaborative processes;   4. utilize networking and peer review to refine approaches to professional work; and   5. reflect thoughtfully on performance, and identify strategies for improvement. |
| ***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 prior to Year 5 * Not met (significant gaps in performance)   ***Note any identified areas for further learning / performance improvement and describe how you will address them:***   * I continue my education on professional competencies, of course. | | |
| 1. **General comments related to your learning experience in this course:** | | |
| * I learned a lot about nutrition counselling in this course. It was very enriching and fulfilling experience too because we counselled a real client. Meeting Patricia was very enlightening and motivating. | | |
| **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; 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, 2, or 3; no partial ratings):* 3**  ***If rating is below 3, provide rationale:***      **Student: Fariba Rajabi**  **Date: May18th, 2019** | **INSTRUCTOR Assessment**  **(to be integrated into Student Assignment Feedback Form, which will be sent out to each student following course completion)** | |