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**FNH 380, 381, 480**

**ICDEP Self-Assessment Form**

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| **REQUIRED INFORMATION** | **ENTER INFORMATION BELOW** |
| **Date:** | April 5th, 2020 |
| **Student Name:** | Fariba Rajabi |
| **Course (FNH 380, 381 or 480):**  | FNH 380, 381, 480 |

**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 color 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
2. FNH 480
 | 1. Student led presentation
2. IPE Workshops
 |
| **d** | *Recognize non-compliance with regulatory scope of practice, standards of practice and code of ethics.* | 1. FNH 380
 | 1. Dietetics regulations
 |
| **g** | *Demonstrate knowledge of principles of confidentiality and privacy.* | 1. FNH 380
2. FNH 480
 | 1. Chi Cejalvo presentation
2. Client counselling, IPE (Health Informatics; it covered elements of confidentiality)
 |
| **h** | *Demonstrate knowledge of common scenarios on non-compliance with confidentiality and privacy requirements.* | 1. FNH 380
2. FNH 480
 | 1. Dietetics regulation
2. IPE Health informatics; confidentiality and non-compliance consequences
 |
| **j** | *Demonstrate knowledge of principles of informed consent.* | 1. FNH 380
2. FNH 480
 | 1. Demonstrate comprehension
2. Client counselling & job shadowing consent to patient privacy
 |
|  | *Demonstrate knowledge of methods to obtain informed consent.* |  |  |
| **m** | *Demonstrate knowledge of the element of professional boundaries.* | 1. FNH 380, FNH 381, FNH 480
 | 1. Introduction to professional boundaries, Counselling assignment and Group Ed Presentation, Client counselling, job shadowing

  |
| **n** | *Recognize non-compliance with professional boundaries.* | 1. FNH 380
 | 1. 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
5. FNH 381
6. FNH 480
7. FNH 440
 | 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 (Cristel Moubarak), and administration (Chi Celajvo)
4. Nuba and Truffles Fine Foods job description
5. Nutrifoodie Kids summer camp leader
6. FNH 381 projects outside classroom such as job shadowing and counselling
7. Job shadowing, client counselling, and Enteral Nutrition Workshops
8. Food Services Job description creation lecture
 |
| **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
3. FNH 381
4. FNH 480
5. ENGL 301
6. FNH 440
 | 1. Exercised reflective practice in my second time application
2. Practice reflective writing
3. Nutrition counselling education, blog writing, debrief sessions
4. Client counselling debrief summary
5. Practice reflective writing
6. Food service management project management
 |
| **b** | *Reflect upon and articulate individual level of professional knowledge and skills.* | 1. FNH 380 blogs
2. FNH 341 & 440
3. FNH 381
4. 480
 | 1. Following what? So what? Now what? Style
2. Reflective blog posts on experiences in the course /
3. Student Learning on Critical Thinking-Critical Reasoning
 |
| **1.05 Address professional development needs.** |
| **a** | *Demonstrate knowledge of principles of self-assessment and learning plan development.* | 1. Volunteer
2. FNH 380
3. FNH 381
4. FNH 480
 | 1. Nutrifoodie feedback and evaluation
2. Comprehension and application
3. Application; all the components of the course
 |
| **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
3. FNH 381
4. FNH 470/475/480/473
 | 1. Mahak hospital, Ridgeview fruit program
2. Food safety practices versus company financial goals
3. Comprehension and application; Counselling and school education
4. Case studies, projects, lectures
 |
| **b** | *Demonstrate knowledge of ethical principles for decision-making.* | 1. IPE workshop
2. 480 ethics IPE/470/475
 | 1. Introduction to ethical decision making
2. Case studies, lectures, workshop
 |
| **c** | *Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision-making.* | 1. Work
2. FNH 381/ FNH 470/ FNH 475
 | 1. Unsafe practices at the premise
2. Nutrition Counseling; School education; Consumer Writing; Clinical Nutrition Therapy principles
 |
| **d** | *Demonstrate knowledge of contextual factors that may influence decision-making.* | 1. Work
2. FNH 381
3. FNH 473
 | 1. Truffles Fine Foods
2. Consumer writing, counselling, job shadowing
3. Community partner project
 |
| **e** | *Obtain and interpret evidence.* | 1. Work
2. FNH 381/ FNH 470/ FNH 475
3. FNH 480
 | 1. Truffles Fine Foods
2. Consumer Writing; Counselling, school education/ case study & lectures
3. EN Introductory Workshops/ Need assessment project
 |
| **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
2. FNH 380
3. FNH 381
4. FNH 470/ FNH 475/ FNH 480
 | 1. Sanitary Standards violated
2. Comprehension
3. Counselling; school education children
4. Lectures & case studies/Job Shadowing Alison in Abbotsford Hospital
 |
| **1.08** **Manage time and workload effectively.** |
| **a** | *Demonstrate knowledge of strategies for prioritizing professional activities.* | 1. Work, Nuba
2. FNH 381
3. FNH 440
 | 1. Worked within deadlines and preauthorized daily tasks in food service
2. Comprehension and application in all activates
3. Food Service Project
 |
| **1.09** **Use technologies to support practice.**  |
| **a** | *Demonstrate knowledge of communication technologies relevant to practice, and their appropriate uses.* | 1. Volunteer, personal
2. FNH 381
 | 1. Blog writing, booklet development, menu design for website
2. Consumer blog writing; social media education
 |
| **b** | *Use technology to communicate.* | 1. Blog writing
2. Journal writing
3. Emails, Skype
4. FNH 381
5. FNH 480
 | 1. kiafardaily.com; faribarajabi.com
2. Culinary school and FNH 380
3. Communication and professional interviews
4. Consumer blog writing; social media education
5. Zoom and other online platforms/Client counselling resources and communication
 |
| **c** | *Demonstrate knowledge of technologies to seek and manage information relevant to practice, and their appropriate uses.* | 1. FNH 398
2. FNH 380
3. FNH 381
4. FNH 470/ FNH 475/ FNH 480
 | 1. Research findings, understanding, extracting information and their application
2. Comprehension, application
3. Application throughout the course
4. Case studies and lectures/ applied knowledge through the course
 |
| **d** | *Use technology to seek and manage information.* | 1. UBC library research workshop
2. FNH 381
3. FNH 470/ FNH 475/ FNH 480/FNH 473/ FNH 440
4. Blogs
 | 1. Techniques used to perform research and using PEN
2. Application throughout the course
3. Managed files and information for projects, cases, and any related material
4. Using hard drive to manage data
 |
| **e** | *Demonstrate knowledge of technological applications used in common practice settings.* | 1. FNH 381
2. FNH 480, FNH 440, FNH 470, FNH 475
 | 1. Application throughout the course
2. Used appropriate principles throughout the courses.
 |
| **1.10** **Ensure appropriate and secure documentation.**  |
| **a** | *Demonstrate knowledge of documentation principles.* | 1. Culinary School
2. FNH 380
3. FNH 381/ FNH 440/ FNH 470/ FNH 475/ FNH 480
 | 1. Journal writing, note taking, and file management
2. Demonstrate comprehension
3. Application; all course components needed documentation
 |
| **c** | *Demonstrate knowledge of principles of security and access.* | 1. FNH 381
2. FNH 480
 | 1. Comprehension
2. Job Shadowing observations
 |
| **f** | *Demonstrate knowledge of legal requirements for record keeping.* | 1. Work
2. Culinary school
3. FNH 381
 | 1. Payment procedures
2. Educational courses
3. Practiced throughout the course in learning lesson plans (not in a direct way)
 |
| **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
2. FNH 380
3. FNH 381
 | 1. Jessica Wong’s approach in consulting with other professionals (Comprehension)
2. Comprehension
3. Comprehension and application in all assignments, especially counselling
 |
| **b** | *Demonstrate knowledge of sources of evidence to assess effectiveness of approaches to practice.* | 1. FNH 398, 370
2. FNH 380
3. FNH 381
 | 1. Critical assessment of evidence and level of accuracy and reliance for decision making
2. Foundation understanding
3. Comprehension and application (e.g., Ali and Rob’s coming to class for counselling assessments)
 |
| **d** | *Recognize the importance of new knowledge to support or enhance practice.* | 1. Inherent in Dietetics program
2. FNH 380
3. FNH 381
4. FNH 470/ FNH 475/ FNH 480
 | 1. Dietetics program and practice are always evolving and we should always seek new information and knowledge.
2. Comprehension demonstrated
3. Demonstrate Comprehension in all assignments and activities
4. Lectures and case studies/ Student let tutorial
 |
| **e** | *Seek new knowledge that may support or enhance practice.* | 1. Volunteer
2. FNH 381
3. FNH 480
 | 1. The Nutrition Handout for Children with Cancer
2. Comprehension of continuing education in counselling skills and education planning
3. Need assessment project
 |
| **1.12** **Contribute to advocacy efforts related to nutrition and health,** |
| **a** | *Demonstrate knowledge of principles of advocacy.* | 1. FNH 380, 370, 398
2. FNH 381/ FNH 473
 | 1. Introductory information and importance of advocacy comprehension
2. School Nutrition Education (Comprehension and application); consumer writing education by Patricia/ Guest lecture on advocacy
 |
| **b** | *Identify common advocacy opportunities and activities in dietetic practice.* | 1. FNH 381/ FNH 473
 | 1. School Nutrition Education (Comprehension and application); consumer writing education by Patricia/ Lisa McKellar’s lecture on advocacy
 |
| **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
3. FNH 381
4. FNH 470/ FNH 473/ FNH 475
5. FNH 480
 | 1. Lots of hands on research experience and projects
2. Review paper on resveratrol
3. Consumer writing blog (research based)
4. Projects, case studies, and lectures
5. Workshops on EN
 |
| 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
2. FNH 380/ FNH 381
3. 4th Annual BC Pediatric Diabetes Day conference
4. Molly Kellogg’s MI
5. Toast Masters
6. FNH 480/ FNH 473
 | 1. Barriers: misunderstanding, judgment/ Opportunities: setting common goals and visions, listening
2. Demonstrate comprehension and application
3. Demonstrate comprehension
4. Comprehension and application
5. Comprehension and application
6. Student led tutorial/ CBEL project
 |
| **c** | *Demonstrate knowledge of common communication techniques, and their appropriate uses.* | 1. Volunteer; Toast Masters Club
2. FNH 381
3. FNH 440/ FNH 473/ FNH 470/ FNH 475
 | 1. Communication skills such as public speaking, speech evaluation, presentation
2. Demonstrate comprehension of fundamentals; teaching kids in classroom versus counselling young educated individuals
3. Projects, oral presentations, online presentations, cases, and meetings
 |
| **e** | *Demonstrate knowledge of medical and dietetics-related terminology.* | 1. FNH 370, 380, 398, 350, 351
2. FNH 470/ FNH 475/ FNH 480
 | 1. Demonstrate comprehension
2. Nutrition therapy for diseases, (lectures, cases, and workshops)
 |
| **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 Directed Studies, FNH 380
2. Volunteering
3. FNH 381
4. ENG 301
 | 1. Writing papers, reports and projects; Demonstrate comprehension
2. Recipe booklet for Nutrifoodie; Handbook of Nutrition for Children with Cancer at MAHAK Hospital
3. Analyse, interpret, and apply knowledge; e.g., consumer writing
4. Reports, proposals, consumer writing and memos
 |
| **b** | *Demonstrate knowledge of the elements of effective written material.* | 1. Personal, Volunteer, education
2. ENGL 110
3. FNH 380
4. FNH 340 and 341
5. FNH 381
6. ENG 301
 | 1. Blog writing, written material fabrication for public and professional use;
2. Demonstrate comprehension
3. Demonstrate comprehension
4. Analyze, interpret, and apply knowledge in writing assignments
5. Applied knowledge in all written pieces in the course,
6. Reports, proposals, consumer writing and memos
 |
| **c** | *Edit written material for style, spelling and grammar.* | 1. ENGL 110
2. Various academic courses
3. FNH 381, 340, and 341, FNH 473, FNH 440
4. ENG 301
 | 1. Foundation skills
2. Research projects
3. Analyze, interpret, and apply Knowledge in all course material
4. Group projects and peer reviews, editing
 |
| **d** | *Write clearly and concisely, in a manner responsive to the needs of the reader(s).* | 1. ENGL 110, FNH courses
2. Volunteering
3. FNH 340, 341, and 381, FNH 473, FNH 440, ENG 301
 | 1. Demonstrate comprehension
2. Writing for blogs; handouts and pamphlets for public use
3. Analyze, interpret, and apply Knowledge
 |
| **e** | *Write in an organized and logical fashion.* | 1. ENGL 110, FNH courses, directed studies, and Nutrifoodie
2. FNH 340, 341, 381, FNH 473, FNH 440, ENG 301
 | 1. Demonstrate comprehension and application
2. Analyze, interpret, and apply Knowledge; lots of consumer focused writing; group projects and peer reviews, editing, formal proposal, and reports
 |
| **f** | *Provide accurate and relevant information in written material.* | 1. ENGL 110, FNH courses, Nutrifoodie
2. FNH 340, 341, 381; FNH 473, FNH 440, ENG 301, FNH 480
 | 1. Comprehension, analysis, and application of knowledge
2. Analyze, interpret, and apply Knowledge in all writing components; group projects and peer reviews, editing, formal proposal, and reports
 |
| **g** | *Ensure that written material facilitates communication.* | 1. Nutrifoodie
2. FNH 340, 341, 381
3. FNH 480
 | 1. Nutrition month blogs based on DIETITIANS OF CANADA guidelines
2. Analyze, interpret, and apply Knowledge
3. Needs assessment and student tutorial
 |
| **2.03** **Use effective oral communication skills.** |
| **a** | *Demonstrate knowledge of elements of effective oral communication.* | 1. FNH 380, Toastmasters Club
2. Molly Kellogg’s MI
3. FNH 381
4. FNH 480, FNH 440, FNH 473
 | 1. Oral presentations; comprehension and application
2. Comprehension of counselling techniques
3. Application: Group presentation ED; School Nutrition Education; counselling
4. Client counselling, Community dinner project, Inspire Health project
 |
| **b** | *Speak clearly and concisely, in a manner responsive to the needs of the listener(s).* | 1. Toastmasters Club
2. FNH 340, 341, 381
3. FNH 473, FNH 480
 | 1. Learning and practicing techniques
2. Oral presentations; developing skills, improving, and applying
3. Project report and presentation, Student tutorials
 |
| **c** | *Demonstrate knowledge of the impact of tone of voice and body language on the communication process.* | 1. Toastmasters Club
2. FNH 340, 341, 381, 480, 473
 | 1. Comprehension and application
2. Developing skills and applying
 |
| **d** | *Use appropriate tone of voice and body language.* | 1. Toastmasters Club
2. Molly Kellogg’s MI
3. FNH 381, 480, 473
 | 1. Comprehension and application
2. Comprehension
3. Developing skills and applying, client counselling
 |
| **e** | *Recognize and respond appropriately to non-verbal communication.* | 1. Nutrifoodie summer kids camp, Toastmasters Club
2. FNH 381
3. Molly Kellogg’s MI
4. FNH 480, FNH 473
 | 1. Comprehension and application
2. Learning and Applying Knowledge
3. Comprehension
4. Project presentations and interviews
 |
| **2.04** **Use effective interpersonal skills.** |
| **a** | *Demonstrate knowledge of principles to active listening.* | 1. FNH 380, Volunteer
2. Toastmasters Club, FNH 381, Molly Kellogg’s MI
3. FNH 480, FNH 473
 | 1. Activities, lectures, workshops, Cristel Mubarak’s managerial roles observations, application in toastmasters
2. Project participation, lectures, activities
3. Client Counseling, job shadowing, RD interviews
 |
| **b** | *Utilize active listening.* | 1. Toastmasters Club, UBC courses and workshops
2. FNH 381
3. FNH 480, FNH 473
 | 1. Speaker evaluation, time keeper
2. Counselling; consumer writing RD interaction
3. Client Counselling, job shadowing, RD interviews
 |
| **c** | *Demonstrate knowledge of ways to engage in respectful communication.* | 1. IPE interprofessional professionalism, FNH 380, Volunteer, work
2. FNH 340, 341, 381, Molly Kellogg’s MI, Toast Masters Club
3. FNH 480, FNH 473, ENG 301
 | 1. Activities, cases, participation, workshops, lectures
2. Develop, analyze, interpret, and apply Knowledge
3. Client Counselling, job shadowing, RD interviews
 |
| **d** | *Communicate in a respectful manner.* | 1. FNH 380, personal
2. FNH 340, 341, 381
3. FNH 480, FNH 473, ENG 301
 | 1. Comprehension and application
2. Analyze, interpret, and apply Knowledge
3. Client Counselling, job shadowing, RD interviews, written assignments
 |
| **e** | *Demonstrate knowledge of ways to communicate empathically.* | 1. FNH 380, personal
2. FNH 381
3. Molly Kellogg’s MI
4. FNH 480
 | 1. Comprehension and application
2. Counselling and School Nutrition Education (application)
3. Comprehension
4. Student Tutorial on coping with death and suffering
 |
| **f** | *Demonstrate empathy.* | 1. FNH 380, Personal, FNH 381, Molly Kellogg’s MI
2. FNH 480
 | 1. Comprehension and application, Comprehension and Application
2. Student Tutorial on coping with death and suffering
 |
| **g** | *Demonstrate knowledge of ways to establish rapport in communication.* | 1. Volunteer
2. Volunteer
3. FNH 381, Molly Kellogg’s MI
4. ENG 301, FNH 473
 | 1. Nutrifoodie Kids summer camp
2. Mahak Hospital
3. Developing and applying Knowledge
4. Interviews, emails, communication, coordinating
 |
| **h** | *Establish rapport.* | 1. FNH 380, Volunteer
2. FNH 381
 | 1. Connecting with peers and children
2. Comprehension and applying
 |
| **i** | *Demonstrate knowledge of counseling principles.* | 1. Molly Kellogg’s Steps Into Excellence Course
2. FNH 381; FNH 480
 | 1. Demonstrate comprehension and application
2. Developing and application of techniques; Counseling Assignment
 |
| **j** | *Apply counseling principles.* | 1. FNH 381
2. Molly Kellogg’s MI; FNH 480
 | 1. Analyze, interpret and apply knowledge
2. Comprehension; Client counseling
 |
| **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
 | 1. 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. FNH 380

 Volunteer; Toastmasters1. FNH 340, 341, 381; FNH 480; ENG 301; FNH 473
 | 1. Demonstrate comprehension
2. Application
3. Analyze, interpret and apply knowledge; papers, assignments, projects
 |
| **n** | *Seek, respond to and provide feedback.* | 1. FNH 380
2. Volunteer, work
3. FNH 340, 341, 381, 480, ENG 301
 | 1. Demonstrate comprehension
2. Always asked my managers for feedback so I can improve
3. Develop, interpret and apply knowledge, Counselling assignment, peers reviews
 |
| **2.05** **Contribute to the learning of others.** |
| **a** | *Recognize common opportunities in practice to contribute to the learning of others.* | 1. FNH 380
2. FNH 340, 341, 381, 480
 | 1. Demonstrate comprehension
2. Analyze, interpret and apply knowledge in many assignments such as class presentations, consumer writings, and school education; Needs assessment
 |
| **b** | *Demonstrate knowledge of ways to assess the prior knowledge and learning needs of others.* | 1. FNH 380
2. FNH 340, 341, 381, FNH 480
 | 1. Demonstrate comprehension
2. Analyze, interpret and apply knowledge in in-class presentations; consumer writing; student tutorial
 |
| **d** | *Demonstrate knowledge of common educational strategies relevant to practice, and their appropriate uses.* | 1. FNH 380
2. FNH 340, 341
3. FNH 381; FNH 480, FNH 473
 | 1. Comprehension
2. Analyze, interpret and apply knowledge
3. Application: school education versus counselling techniques
 |
| **f** | *Demonstrate knowledge of common learning resources, and their appropriate use in practice.* | 1. FNH courses, IPE workshops, volunteer
2. FNH 340, 341, 381, FNH 480, FNH 473
 | 1. Basic knowledge and application
2. Comprehension and application; presentations, community project
 |
| **h** | *Demonstrate knowledge of ways to develop learning resources.* | 1. Volunteer
2. FNH 340, 341, 381; FNH 480, FNH 473
 | 1. Nutrifoodie Basic knowledge of workshop development
2. Comprehension and application in School education, consumer writing, Grief podcast, community meal planning workshop project
 |
| **j** | *Demonstrate knowledge of ways to establish and assess learning outcomes.* | 1. FNH 340, 341, 381, FNH 473, FNH 480
 | 1. Comprehension and developing knowledge and techniques; Community project learning outcomes, student tutorial
 |
| **l** | *Demonstrate knowledge of ways to develop and deliver effective group educational sessions.* | 1. Volunteer
2. FNH 340, 341, 381, FNH 473, FNH 480
 | 1. Culinary school cooking workshops
2. Comprehension and application in group education assignment; Community project workshop, student tutorial session
 |
| **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
2. FNH 340, 341, FNH 381, FNH 473, FNH 480, FNH 475
 | 1. Starting to learn; RD presentations
2. Job shadowing, RD presentations; interactions with RD’s; social media presentation by Patricia; Community project, Enteral nutrition, clinical nutrition therapy
 |
| **b** | *Demonstrate knowledge of ways to effectively contribute dietetics knowledge in collaborative practice.* | 1. FNH 380 and IPE
2. FNH 340, 341
3. FNH 381; FNH 480, FNH 475
 | 1. Starting to learn
2. Analyze, interpret and apply knowledge
3. Job shadowing Alima in the Abbotsford hospital; Job shadowing Alison in the Abbotsford hospital; clinical nutrition therapy
 |
| **d** | *Demonstrate knowledge of common scenarios where the expertise of other health care providers is a key element in dietetic practice.* | 1. FNH 380
2. FNH 381
3. COPD 4th Annual BC Pediatric Diabetes Day Conference; FNH 480
 | 1. Student Tutorials, foundational knowledge
2. Comprehension; job shadowing
3. Comprehension; The Death and grief project
 |
| **e** | *Identify ways to draw upon the expertise of others.* | 1. FNH 380
2. Professional interviews
3. FNH 340, 341, 381, FNH 480
 | 1. Student Tutorials, comprehension
2. Comprehension
3. Comprehension and starting to apply knowledge, The Death and grief project
 |
| **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
6. COPD 4th Annual BC Pediatric Diabetes Day Conference
7. FNH 340, 341, 381, FNH 473, FNH 480, FNH 475
 | 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
6. Lecture, cases, workshops
7. Analyze, interpret and apply knowledge in assignments and course works; Projects, workshops, case studies
 |
| **i** | *Facilitate interactions and discussions among team members.* | 1. Volunteering, work, FNH 380
2. FNH 340, 341, 381, ENG 301, FNH 480
 | 1. Staying in touch through emails, face to face, discuss problems issues, progress
2. Analyze, interpret and apply knowledge in course work assignments and projects
 |
| 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.* | 1. FNH 470/475, FNH 480
 | 1. Lectures, case studies, workshops; EN workshops; home feeding
 |
| **c** | *Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment.* | 1. FNH 370, FNH 381, FNH 470/475
 | 1. Different types of assessment base knowledge, Comprehension and apply knowledge, Lectures, case studies
 |
| **e** | *Demonstrate knowledge of methods to obtain perspective of client, family and/or relevant others.* | 1. FNH 381
 | 1. Comprehension and application
 |
| **g** | *Demonstrate knowledge of principles for obtaining and interpreting a medical history.* | 1. FNH 370, FNH 470/475
 | 1. Clinical assessment introductory knowledge, Lectures, case studies
 |
| **h** | *Identify principles for selection of relevant medical information.* | 1. FNH 470/475
 | 1. Lectures, case studies
 |
| **j** | *Demonstrate knowledge of ways to obtain and interpret demographic, psychosocial and health behaviour history.* | 1. FNH 370, FNH 473
 | 1. Environmental assessment introductory knowledge, lectures, community project, workshops
 |
| **k** | *Demonstrate knowledge of principles for selection of relevant demographic, psychosocial and health behavior history.* | 1. FNH 381, FNH 473
 | 1. Comprehension and apply knowledge, community project
 |
| **m** | *Demonstrate knowledge of principles for obtaining and interpreting food and nutrient intake data.* | 1. FNH 370, FNH 381
2. 470/475
 | 1. Dietary assessment methods introductory knowledge, Counselling; Comprehension and apply knowledge
2. Lectures and case studies
 |
| **o** | *Demonstrate knowledge of principles to identify food and nutrition related learning needs of clients.* | 1. FNH 370, FNH 381
2. FNH 470/475
 | 1. Case Assessment project: an introduction to the client centered practice, Nutrition counselling; comprehension and application
2. Lectures and case studies
 |
| **q** | *Demonstrate knowledge of principles for obtaining and interpreting anthropometric data.* | 1. FNH 370, FNH 470/475
 | 1. Anthropometric assessment methods introductory knowledge, Lectures and case studies
 |
| **s** | *Demonstrate knowledge of ways to obtain and interpret biochemical and medical test/procedure data.* | 1. FNH 370, FNH 470/475
 | 1. Introductory knowledge, Lectures and case studies
 |
| **t** | *Demonstrate knowledge of principles to identify relevant biochemical and medical test/procedure data.* | 1. FNH 370, FNH 470/475
 | 1. Introductory knowledge, Lectures and case studies
 |
| **v** | *Demonstrate knowledge of ways to obtain and interpret information from mealtime/feeding observations.* | 1. FNH 370, FNH 470/475
 | 1. Introductory knowledge, Lectures and case studies
 |
| **x** | *Identify signs and symptoms of nutrient deficiencies or excesses.* | 1. FNH 370, FNH 470/475
 | 1. Introductory knowledge, Lectures and case studies
 |
| **y** | *Demonstrate knowledge of ways to obtain and interpret nutrition-focused physical observation data.* | 1. FNH 370, FNH 470/475
 | 1. Introductory knowledge, Lectures and case studies
 |
| **aa** | *Identify signs and symptoms of dysphagia.* | 1. FNH 370, FNH 470/475
 | 1. Case assessment Introductory knowledge, Lectures and case studies
 |
| **bb** | Demonstrate knowledge of principles for swallowing assessment. | 1. FNH 370, FNH 470/475
 | 1. Introductory knowledge, Lectures and case studies
 |
| **dd** | *Demonstrate knowledge of selection and use of methods used to determine energy, protein, fluid, macronutrient, micronutrient, electrolyte and trace element requirements.* | 1. FNH 370, FNH 470/475
 | 1. Introductory knowledge, Lectures and case studies
 |
| **ee** | *Perform calculations to determine nutritional requirements.* | 1. FNH 370, FNH 470/475
 | 1. Introductory knowledge and performance, Lectures and case studies
 |
| **gg** | *Identify methods to integrate assessment findings and identify nutrition problems.* | 1. FNH 370, FNH 470/475
 | 1. Introductory knowledge, Lectures and case studies
 |
| **hh** | *Integrate assessment findings to identify nutrition problem(s).* | 1. FNH 370, FNH 470/475
 | 1. Introductory knowledge, Lectures and case studies
 |
| **3.02 Develop nutrition care plans.**  |
| **a** | *Demonstrate knowledge of principles for prioritization of nutrition care goals based on risk and available resources.* | 1. FNH 381, FNH 470/475
 | 1. Lecture, Lectures and case studies
 |
| **c** | *Demonstrate knowledge of ways to identify and select appropriate nutrition interventions.* | 1. FNH 381, FNH 470/475
 | 1. Lecture, Lectures and case studies
 |
| **e** | *Demonstrate knowledge of ways to identify and select appropriate textural and therapeutic diet modifications.* | 1. FNH 470/475
 | 1. Lectures and case studies
 |
| **g** | *Demonstrate knowledge of principles for development and modification of meal plans.* | 1. FNH 470/475
 | 1. Lectures and case studies
 |
| **i** | *Demonstrate knowledge of principles for supplement selection and use.* | 1. FNH 470/475
 | 1. Lectures and case studies
 |
| **k** | *Demonstrate knowledge of principles of enteral nutrition.* | 1. FNH 470/475
 | 1. Lectures and case studies
 |
| **l** | *Demonstrate knowledge of methods for designing enteral feeding regimens* | 1. FNH 470/475
 | 1. Lectures and case studies
 |
| **m** | *Calculate enteral nutrition regimen requirements.* | 1. FNH 470/475
 | 1. Lectures and case studies
 |
| **n** | *Design enteral feeding regimens.* | 1. FNH 470/475
 | 1. Lectures and case studies
 |
| **o** | *Demonstrate knowledge of principles of parenteral nutrition.* | 1. FNH 470/475
 | 1. Lectures and case studies
 |
| **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.* | 1. FNH 470/475
 | 1. Lectures and case studies
 |
| **u** | *Demonstrate knowledge of principles for development of a client education plan.* | 1. FNH 470/475
 | 1. Lectures and case studies
 |
| **w** | *Demonstrate knowledge of strategies for monitoring and assessment of nutrition care plan outcomes.* | 1. FNH 470/475
 | 1. Lectures and case studies
 |
| **3.03** **Manage implementation of nutrition care plans.** |
| **a** | *Identify ways to implement nutrition interventions.* | 1. FNH 470/475
 | Lectures and case studies |
| **c** | *Identify roles of team members in supporting the implementation of a care plan.* | 1. Volunteer
2. FNH 470/475
 | 1. Mahak hospital, job shadowing
 |
| **d** | *Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others.* | 1. FNH 381
2. FNH 470/475
 | 1. Introduction
2. Introduction
 |
| **3.04** Evaluate **and modify nutrition care plans as appropriate.**  |
| **c** | *Identify necessary changes to nutrition care plans.* | 1. FNH 470/475
 |  |
| 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.* | 1. FNH 473
 | 1. Community project, lectures
 |
| **c** | *Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information.* | 1. FNH 473
 | 1. Community project, lectures
 |
| **e** | *Demonstrate knowledge of sources of and methods to obtain food and nutrition surveillance, monitoring and intake data.* | 1. FNH 473
 | 1. Community project, lectures, workshops
 |
| **g** | *Demonstrate knowledge of sources of and methods to obtain health status data.* | 1. FNH 370, 398, FNH 473
 | 1. Introduction
 |
| **i** | *Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health.* | 1. FNH 398, 370, FNH 473
 | 1. Introduction, lectures, workshops
 |
| **k** | *Demonstrate knowledge of sources of and methods to obtain information related to food systems and food practices.* | 1. LFS 350, FNH 370
2. FNH 381
3. FNH 473
 | 1. Introduction, Comprehension
2. Comprehension and apply knowledge, lectures, workshops
 |
| **m** | *Demonstrate knowledge of common group, community and population assets and resources.* | 1. FNH 370
2. FNH 473
 | 1. Introduction, Comprehension
2. Lectures, workshops
 |
| **o** | *Demonstrate knowledge of methods to integrate assessment data to establish priorities for health promotion related to food and nutrition.* | 1. FNH 370, 398
2. FNH 473
 | 1. Introduction, Comprehension
2. Lectures, workshops, community project
 |
| **4.02** Develop **population health plan.** |
| **a** | *Demonstrate knowledge of ways to establish appropriate goals and objectives for health promotion plans.* | 1. FNH 473
 | 1. Introduction
 |
| **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
3. FNH 440
 | 1. BC Fruit and Vegetable Program coordinator
2. Business Plan project
3. Community dinner
 |
| **c** | *Demonstrate knowledge of common assessment strategies and information sources.* | 1. FNH 381
2. FNH 473
 | 1. School Nutrition Education; Consumer Writing (Comprehension and application)
2. Community project
 |
| **e** | *Demonstrate knowledge of ways to identify and obtain relevant information from key stakeholders* | 1. FNH 381
2. FNH 473
 | 1. Consumer writing; School Nutrition Education (Comprehension and application)
2. Community project
 |
| **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.* | 1. FNH 381
2. FNH 473
 | 1. Consumer Writing; School Nutrition Education (Comprehension and application)
2. Community project
 |
| **m** | *Demonstrate knowledge of sources of stakeholder satisfaction information.* | 1. FNH 381
2. FNH 473
 | 1. Consumer Writing; School Nutrition Education (Comprehension and application)
2. Community project
 |
| **o** | *Demonstrate knowledge of common ways to report human resources management information.* |  |  |
| **q** | *Demonstrate knowledge of sources of technical/ equipment resource information.* | 1. FNH 381
2. FNH 440
 | 1. Consumer Writing; School Nutrition Education (Comprehension and application)
2. Community Dinner
 |
| **s** | *Demonstrate knowledge of principles to integrate assessment findings to determine effectiveness in achieving goals and objectives.* | 1. FNH 381
 | 1. Consumer Writing; School Nutrition Education (Comprehension and application)
 |
| **5.02** **Manage programs and projects.** |
| **a** | *Demonstrate knowledge of ways to define common goals and objectives for programs and projects.* | 1. Volunteer; work
2. FNH 340, 341, 381, 440, 473
 | 1. Workshop orientation; job description
2. Projects, assignments, workshops, lectures
 |
| **d** | *Demonstrate knowledge of typical components of an action plan for a program or project.* | 1. Volunteer; work
2. FNH 340, 341, 381
3. FNH 473, FNH 440
 | 1. School Fruit Program Coordinator
2. Consumer Writing, School Nutrition Education
3. Community project, community dinner
 |
| **f** | *Demonstrate knowledge of ways to establish a program or project budget.* | 1. FNH 341, FNH 440
 | 1. Lecture, workshop, community dinner project
 |
| **h** | *Demonstrate knowledge of common responsibilities of a program or project coordinator.* | 1. Volunteer
2. FNH 340, 341, 381
 | 1. BC Fruit an Vegetable Program, comprehension and application
2. Lectures, workshops
 |
| **k** | *Demonstrate knowledge of common information needs and orientation strategies for staff and volunteers.* | 1. Volunteer, FNH 440
 | 1. Workshops in culinary school and Nutrifoodie, lecture
 |
| **m** | *Demonstrate knowledge of common training and education needs of staff and volunteers.* | 1. FNH 440
 | 1. Lecture
 |
| **o** | *Demonstrate knowledge of common staff recruitment activities.* | 1. Volunteer, FNH 440
 | 1. Nutrifoodie, lecture
 |
| **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
2. FNH 340, 341, FNH 440
 | 1. Nuba and Nutrifoodie
2. Lectures, workshops (Food allergies, diet restrictions), lectures, community dinner
 |
| **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; Culinary education
2. FNH 340, 341, FNH 440
 | 1. Business projects and assignments, course material, Comprehension and application, Lecture, community dinner
 |
| **e** | *Demonstrate knowledge of menu development and modification principles.* | 1. Education in culinary, volunteer, personal
2. FNH 340, 341, FNH 440
 | 1. Developing projects for Nutrifoodie, culinary courses, and personal practice in menu design and modifications
2. Lectures, workshops, assignments, projects, Community dinner
 |
| **g** | *Demonstrate knowledge of common processes for purchasing, receiving, storage, and inventory control and disposal activities in food services.* | 1. Culinary, volunteer, Work
2. FNH 340, 341, FNH 440
 | 1. Training in food service management with hands on projects; site visits; workshops; BC Fruit and Vegetable Program; Nuba central kitchen
2. Lectures, workshops, assignments, projects, Community dinner
 |
| **i** | *Demonstrate knowledge of common food production and distribution procedures in food services.* | 1. Work, Culinary
2. FNH 340, 341, FNH 440
 | 1. Nuba kitchen; Truffles Fine Foods; Education in common practices in commercial kitchens
2. Lectures, workshops, assignments, projects, Community dinner
 |
| **m** | *Demonstrate knowledge of common approaches to marketing food services.* | 1. FNH 415, Culinary School
2. FNH 440
 | 1. Theoretical education in this subject, Food Service Management Course
2. Community dinner
 |