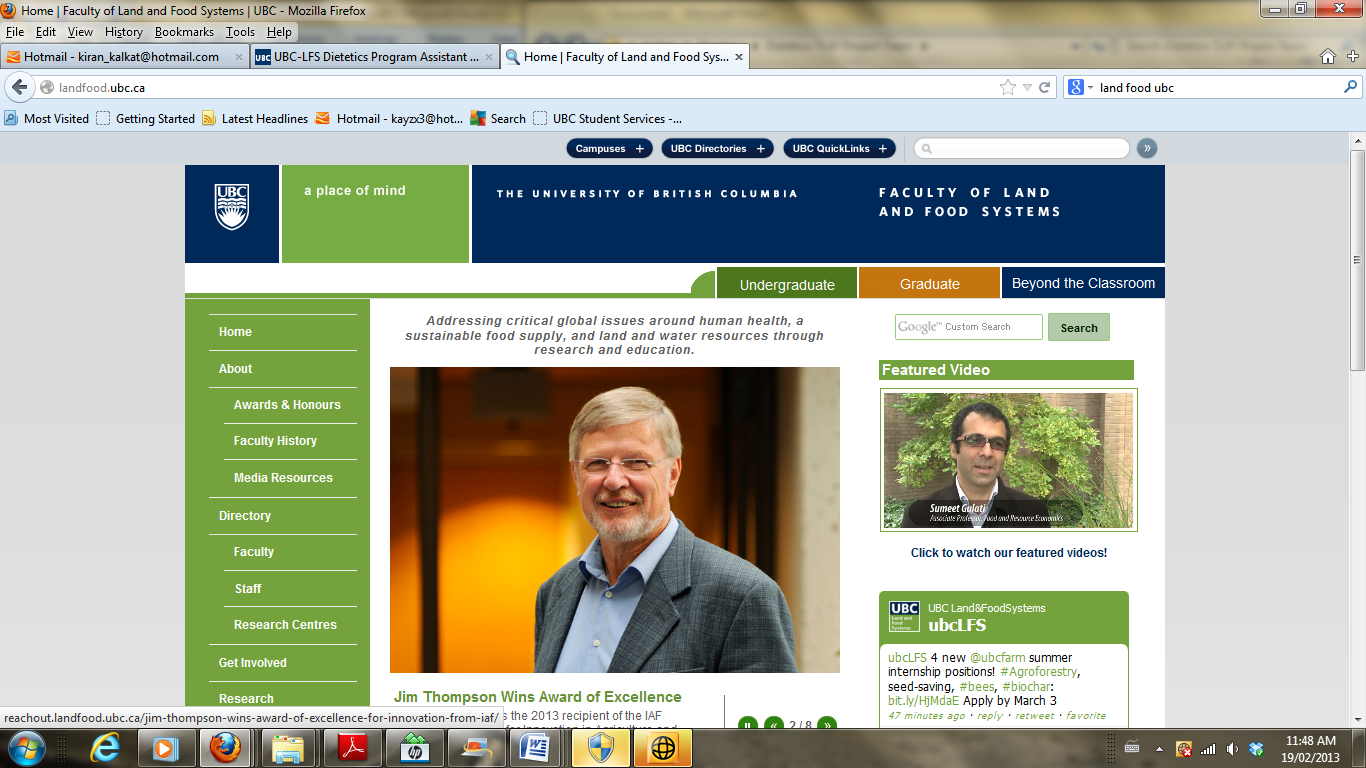
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**Dietetics Professional Practice Courses**

**Self-Assessment and Learning Plan Form**

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| **Date: November 20th 2016** |
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| **Student Name: Mitra Nowroozi** |
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| **Course (FNH 380, 381 or 480): FNH 380** |
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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. Course: FNH 380 group tutorial on November 18th | The group members discussed definitions of legislation, regulations and policies and explained some examples including confidentiality. |
| **b** | *Recognize non-compliance with federal legislation, regulations and policies.* | 1. IPE: Foundations of Ethical Practice | Case studies wherein some practitioners would not adhere to the legislation due to ethics and conflicts of interest. |
| **c** | *Demonstrate knowledge of provincial/ territorial legislation, regulations, and policies applicable to practice.* | 1. Course: FNH 380 | 1. Group-led tutorial on Nov. 18th |
| **d** | *Recognize non-compliance with provincial/territorial legislation, regulations, and policies.* | 1. Course: FNH 380 2. IPE: Foundations of Ethical Practice | 1. Group-led tutorial on Nov. 18th |
| 1.02 **Comply with regulatory requirements relevant to dietetic practice**. | | | |
| **a** | *Demonstrate knowledge of bylaws and regulations relevant to practice.* | 1. Course: FNH 380 group tutorial on Nov. 18th |  |
| **b** | *Recognize non-compliance with bylaws and regulations.* | 1. Course: FNH 380 group tutorial on Nov. 18th | 1. Case study with husband seeking patient information |
| **c** | *Demonstrate knowledge of regulatory scope of practice, standards of practice and codes of ethics.* | 1. Course: FNH 380 2. IPE: Foundations of Ethical Practice 3. Speaker: Sonya Kupka 4. Dietitians of Canada website  5. Code of Ethics for the Dietetic Profession in Canada | 1. Discussion of scope of practice 2. Discussion of code of ethics  3. Site provides information on the standards of practice and regulatory information |
| **d** | *Recognize non-compliance with regulatory scope of practice, standards of practice and code of ethics.* | 1. IPE: Foundations of Ethical Practice 2. Course LFS 350  3. Volunteering: Cardiac Clinic | 2. TCPS CORE II 3. Confidentiality and privacy |
| **g** | *Demonstrate knowledge of principles of confidentiality and privacy.* | 1. Course: FNH 380 group tutorial on Nov 18th.  2. Volunteering: alongside dietitian for research study & chart review | 2. Signed confidentiality waiver and practiced privacy and confidentiality when volunteering on research study |
| **h** | *Demonstrate knowledge of common scenarios on non-compliance with confidentiality and privacy requirements.* | 1. Course: FNH 380 group tutorial on Nov 18th. | 1. Case studies involved divulging information to non-involved members of the patient’s health care |
| **j** | *Demonstrate knowledge of principles of informed consent.* | 1. First Aid training  2. IPE: Foundations of Ethical Practice | 1. Required to ask person if it is acceptable for you to perform first aid on them.  2. Must give as much information to the patient and keep them informed and involved in the decision making process |
| **k** | *Demonstrate knowledge of methods to obtain informed consent.* | 1. Course: LFS 350,  2. Course: FNH 380 | 1. TCPS Core II  2. Consent form for FNH 380 |
| **m** | *Demonstrate knowledge of the element of professional boundaries.* | / |  |
| **n** | *Recognize non-compliance with professional boundaries.* | / |  |
| **1.03** **Practice according to organizational requirements.** | | | |
| **a** | *Demonstrate knowledge of the role and common features of job descriptions.* | 1. UBC Listserv & Gerry’s List 2. Course: FNH 380 | 1. Various job postings with overlapping job descriptions 2. Various guest speakers in different roles |
| **1.04** **Practice within limits of individual level of professional knowledge and skills.** | | | |
| **a** | *Demonstrate knowledge of principles of reflective practice.* | 1. Course: FNH 380 2. Volunteering: Alongside dietitians at Nutrifoodie and Cardiac Rehab Clinic 3. Personal: Yoga | 1. Through both the Self Assessment and Learning plan and Reflective Self Evaluation assignments 2. Would sit down with each dietitian every 3 months and reflect on volunteering experience |
| **b** | *Reflect upon and articulate individual level of professional knowledge and skills.* | 1. Course: FNH 370, 471(now 371), 380 | 1. Personal and professional reflection through FNH 380 via UBC blog |
| **1.05 Address professional development needs.** | | | |
| **a** | *Demonstrate knowledge of principles of self-assessment and learning plan development.* | 1. Course LFS 250 & 350, FNH 380 | 1. Through completing this assignment and creating learning plans for group projects in LFS 250 & 350 ex. Bread making workshop |
| **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. IPE: Foundations of Ethical Practice  2. Volunteer: Hunger Actions Nutrition Workshops 3. Course: LFS | 2. Took into account the context of the workshop attendees (lower income, single mothers) in developing evidence-based food & nutrition workshops |
| **b** | *Demonstrate knowledge of ethical principles for decision making.* | 1. IPE: Foundations of Ethical Practice |  |
| **c** | *Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision making.* | 1. Course: LFS 250, 350, FNH 370 | 1. Courses overviewed using UBC Summon, and search engines to find peer-reviewed information sources. |
| **d** | *Demonstrate knowledge of contextual factors that may influence decision making.* | 1. Course: LFS 250, 350 | 1. Learned about systems thinking and taking contextual information into account during decision making |
| **e** | *Obtain and interpret evidence.* | 1. Course: FNH 370, 471 | 1. Assignments required retrieving evidence, interpreting and analyzing the information |
| **1.07** **Maintain a client-centred focus.** | | | |
| **a** | *Demonstrate knowledge of the legal and moral basis for respecting individual rights, dignity and uniqueness.* | 1. IPE: Health Connect, Foundations of Ethical Practice, Eating, Feeding and Swallowing | 1. Group discussed moral integrity and maintaining patient respect and dignity. Ex. Case study with male patient in wheelchair treated unfairly at hospital in Interior. |
| **1.08** **Manage time and workload effectively.** | | | |
| **a** | *Demonstrate knowledge of strategies for prioritizing professional activities.* | 1. Courses: All during undergraduate  2. FNH 380: group led tutorial on Oct. 7th  3. Personal: Volunteer, work and school | 1. Have been managing assignments and course work for several years  2. On the topic of workload and time management 3. Managing these three consistently since high school |
| **1.09** **Use technologies to support practice.** | | | |
| **a** | *Demonstrate knowledge of communication technologies relevant to practice, and their appropriate uses.* | 1. Course: FNH 380 – Tiffany Yeung 2. Informational Interviews with dietitians 3. FNH 380 Site Visit | 1. Learned about the use of iPad in practice at Lions Gate Hospital 2. Many would offer counseling and nutrition services via phone or Skype 3. Use of Compnutrition with diet technicians |
| **b** | *Use technology to communicate.* | 1. Courses: LFS 250, 350, FNH 350, 381, 371, 455, 490 etc.  2. Volunteering | 1. Involved group work wherein group members would communicate via technology and subsequently communicate presentation to class using technology  2. Would often times communicate with my volunteer leads using technology |
| **c** | *Demonstrate knowledge of technologies to seek and manage information relevant to practice, and their appropriate uses.* | 1. Courses: LFS 250, 350, FNH 370, 471 | 1. Courses overviewed UBC Summon, Google Scholar etc. to obtain relevant and evidence-based information. |
| **d** | *Use technology to seek and manage information.* | 1. Courses: LFS 250, 350, FNH 370, 471 2. Volunteering: Cardiac Rehab Clinic 3. Volunteering: Waterloo Research Assistant | 1. Courses overviewed UBC Summon, Google Scholar etc. to obtain relevant and evidence-based information. 2. Would use internet to seek out recipes, photos, and images for hand-outs  3. Used iPads to obtain information in the form of surveys |
| **e** | *Demonstrate knowledge of technological applications used in common practice settings.* | 1. Courses: LFS 250, 350, FNH 370, 471 2. Volunteering: Cardiac Rehab Clinic | 1. Courses overviewed UBC Summon, Google Scholar etc. to obtain relevant and evidence-based information. 2. Would recommend Apps such as eaTracker and CRON-o-meter on handouts. |
| **1.10** **Ensure appropriate and secure documentation.** | | | |
| **a** | *Demonstrate knowledge of documentation principles.* | 1. Course: FNH 380 Site Visit | 1. Jennifer discussed documentation and patient charts  2. Documenting experiences throughout FNH 380 course via UBC blog |
| **c** | *Demonstrate knowledge of principles of security and access.* | 1. Course: FNH 380 Site Visit  2. Volunteer: Cardiac Rehab Clinic 3. Volunteer: Waterloo Research Assistant | 2 + 3. Upon signing a confidentiality waiver, we could have access to confidential patient information |
| **f** | *Demonstrate knowledge of legal requirements for record keeping.* | / |  |
| **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. FNH 370, 471, 380 | 1. Discuss the important of individualized care and evidence in practice |
| **b** | *Demonstrate knowledge of sources of evidence to assess effectiveness of approaches to practice.* | 1. Courses: LFS 250, 350, FNH 370, 471, 380 |  |
| **d** | *Recognize the importance of new knowledge to support or enhance practice.* | 1. Courses: FNH 370, 471, 380 2. Volunteering: various | 2. Learning various new aspects of the profession throughout my volunteering opportunities has been valuable in enhancing my understanding of the profession |
| **e** | *Seek new knowledge that may support or enhance practice.* | 1. Courses: FNH 370, 471, 380 2. Volunteering: various | 2. Consistently sought out new volunteer opportunities with dietitians in a variety of practice platforms ex. public, private, within grocery stores etc. |
| **1.12** **Contribute to advocacy efforts related to nutrition and health.** | | | |
| **a** | *Demonstrate knowledge of principles of advocacy.* | 1. Courses: FNH 380,  2. IPE Activities: Health Connect, Foundations of Ethical Practice, Eating Feeding and Swallowing, HIV etc. | 1. The theme of advocacy arises several times among students and the guest speakers ex. Sonya Kupka, Barbara Crocker |
| **b** | *Identify common advocacy opportunities and activities in dietetic practice.* | 1. Courses: FNH 380,  2. IPE Activities – various | 2. Attended IPE activities and advocated for profession to other future interprofessional health care practitioners |
| **1.13** **Participate in practice based research.** | | | |
| **a** | *Demonstrate knowledge of research and evaluation principles.* | 1. Courses: FNH 380,  2. Volunteer | 2. Mediterranean Diet research study at Healthy Heart Program |
| 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: Hawthorne Care Centre, and Cardiac Rehab Clinics 2. Courses: LFS 250 | 1. Often language and deficits in food skills and food access are barriers.  2. Ranges of food literacy, food skills and food access |
| **c** | *Demonstrate knowledge of common communication techniques, and their appropriate uses.* | 1. Volunteer Hunger Actions 2. Volunteer: Cardiac Rehab Clinic | 1. Utilized workshops, lectures, social media and hand outs 2. Utilized cooking classes, dietitian counseling sessions, and hand outs |
| **e** | *Demonstrate knowledge of medical and dietetics-related terminology.* | 1. Courses: FNH 350, 370, 471 2. Volunteer: Cardiac Rehab Clinic 3. Course FNH 380 Site Visit | 1. Discussed various terminology (ex. dysphagia, enteral nutrition, tachycardic, failure to thrive etc.) 2. Learned terminology with regards to cardiac health through chart screening (ex. MI = heart attack, hyperlipidemia, family history)  3. Discussed acronyms used in charts ex. TPN |
| **2.02** **Use effective written communication skills.** | | | |
| **a** | *Demonstrate knowledge of ways to determine written communication needs of the reader.* | 1. Courses: FNH 370 2. Volunteer: Hunger Actions | 1. Strategies include having patient repeat information 2. Would review the handouts with the attendees as opposed to handing it out |
| **b** | *Demonstrate knowledge of the elements of effective written material.* | 1. Course: ENGL 199 (SFU equiv. of ENGL 112), FNH 455, ANTH 227 2. Volunteer: Hunger Actions Blog 3. Course FNH 380 UBC Blog | 1. Written various reports, essays and papers  2. Would often write blog posts pertaining to nutrition, recipes and current events on group’s blog. Inclusion of photos for interest 3. Edit blog posts to be short and concise |
| **c** | *Edit written material for style, spelling and grammar.* | 1. Course: ENGL 199 (SFU equiv. of ENGL 112), FNH 455, ANTH 227 2. Volunteer: Hunger Actions Blog 3. Course FNH 380 UBC Blog | 1. Written various reports, essays and papers  2. Would often write blog posts pertaining to nutrition, recipes and current events on group’s blog 3. Edit blog posts |
| **d** | *Write clearly and concisely, in a manner responsive to the needs of the reader(s).* | 1. Course: ENGL 199 (SFU equiv. of ENGL 112), FNH 455, ANTH 227 2. Volunteer: Hunger Actions Blog 3. Course FNH 380 UBC Blog | 1. Written various reports, essays and papers  2. Would often write blog posts pertaining to nutrition, recipes and current events on group’s blog 3. Edit blog posts |
| **e** | *Write in an organized and logical fashion.* | 1. Course: ENGL 199 (SFU equiv. of ENGL 112), FNH 455, ANTH 227 2. Volunteer: Hunger Actions Blog 3. Course FNH 380 UBC Blog 4. Volunteer: Farm to School BC | 1. Written various reports, essays and papers  2. Would often write blog posts pertaining to nutrition, recipes and current events on group’s blog 3. Edit blog posts 4. Wrote progress report for 2014 gathering and organizing information from 30+ schools |
| **f** | *Provide accurate and relevant information in written material.* | 1. Course: ENGL 199 (SFU equiv. of ENGL 112), FNH 455, ANTH 227 2. Volunteer: Hunger Actions Blog 3. Course FNH 380 UBC Blog  4. Volunteer: Farm to School BC | 1. Written various reports, essays and papers  2. Would often write blog posts pertaining to nutrition, recipes and current events on group’s blog 3. Edit blog posts  4. Wrote progress report for 2014 gathering and organizing information from 30+ schools |
| **g** | *Ensure that written material facilitates communication.* | 1. Course: ENGL 199 (SFU equiv. of ENGL 112), FNH 455, ANTH 227 2. Volunteer: Hunger Actions Blog 3. Course FNH 380 UBC Blog 4. Volunteer: Farm to School BC | 1. Written various reports, essays and papers  2. Would often write blog posts pertaining to nutrition, recipes and current events on group’s blog. Would add photos for interest 3. Edit blog posts so they are short and concise, inclusion of photos 4. Wrote progress report for 2014 gathering and organizing information from 30+ schools |
| **2.03** **Use effective oral communication skills.** | | | |
| **a** | *Demonstrate knowledge of elements of effective oral communication.* | 1. Courses: FNH 350, 455, 380, 490, LFS 250, 350 2. Volunteer: Hunger Actions 3. Employment: Dirty Apron Cooking School, Waterloo Research Assistant 4. Personal: Interview practice and experience | 1. All of these courses included a presentation segment and active class and tutorial discussions 2. Would prepare and present nutrition and cooking lectures/workshops to groups 3. Would perform cooking demonstration to class of 24 students. Would to approach and survey hundreds of people a day 4. Have had several interviews and practice interviews to improve oral skills |
| **b** | *Speak clearly and concisely, in a manner responsive to the needs of the listener(s).* | 1. Courses: FNH 350, 455, 380, 490, LFS 250, 350 2. Volunteer: Hunger Actions 3. Employment: Dirty Apron Cooking School, Waterloo Research Assistant 4. Personal: Interview practice and experience | 1. All of these courses included a presentation segment and active class and tutorial discussions 2. Would prepare and present nutrition and cooking lectures/workshops to groups 3. Would perform cooking demonstration to class of 24 students. Would to approach and survey hundreds of people a day 4. Have had several interviews and practice interviews to improve oral skills |
| **c** | *Demonstrate knowledge of the impact of tone of voice and body language on the communication process.* | 1. Courses: FNH 350, 455, 380, 490, LFS 250, 350 2. Volunteer: Hunger Actions 3. Employment: Dirty Apron Cooking School, Waterloo Research Assistant 4. Personal: Interview practice and experience | 1. All of these courses included a presentation segment and active class and tutorial discussions 2. Would prepare and present nutrition and cooking lectures/workshops to groups 3. Would perform cooking demonstration to class of 24 students. Would to approach and survey hundreds of people a day 4. Have had several interviews and practice interviews to improve oral skills |
| **d** | *Use appropriate tone of voice and body language.* | 1. Courses: FNH 350, 455, 380, 490, LFS 250, 350 2. Volunteer: Hunger Actions 3. Employment: Dirty Apron Cooking School, Waterloo Research Assistant 4. Personal: Interview practice and experience | 1. All of these courses included a presentation segment and active class and tutorial discussions 2. Would prepare and present nutrition and cooking lectures/workshops to groups 3. Would perform cooking demonstration to class of 24 students. Would to approach and survey hundreds of people a day 4. Have had several interviews and practice interviews to improve oral skills |
| **e** | *Recognize and respond appropriately to non verbal communication.* | 1. Work Experience: Waterloo Research Assistant | 1. Would read body language upon approaching participants to gage interest and patience |
| **2.04** **Use effective interpersonal skills.** | | | |
| **a** | *Demonstrate knowledge of principles to active listening.* |  |  |
| **b** | *Utilize active listening.* |  |  |
| **c** | *Demonstrate knowledge of ways to engage in respectful communication.* |  |  |
| **d** | *Communicate in a respectful manner.* |  |  |
| **e** | *Demonstrate knowledge of ways to communicate empathically.* |  |  |
| **f** | *Demonstrate empathy.* |  |  |
| **g** | *Demonstrate knowledge of ways to establish rapport in communication.* |  |  |
| **h** | *Establish rapport.* |  |  |
| **i** | *Demonstrate knowledge of counselling principles.* |  |  |
| **j** | *Apply counselling principles.* | 1. Personal: with family members | 1. Ask me questions regarding personal nutrition topics (ex. supplements during pregnancy, vit D requirement) |
| **k** | *Demonstrate knowledge of principles of negotiation and conflict management.* | 1. Course: LFS 250 2. Course: FNH 380 – Group led tutorial on Oct. 21st | 1. Unit covered conflict resolution within tutorial session 2. Presented on the topic of conflict management to class |
| **l** | *Apply principles of negotiation and conflict management.* | 1. Course: FNH 380 – Group led tutorial on Oct. 21st 2. Employment: Whole Foods Market 3. Personal: various conflict experiences | 1. Presented on the topic of conflict management to class. Included a few case studies  2. Received training on conflict management and dealing with difficult customers 3. Learned new skills with each conflict – with family, friends, coworkers, classmates etc. |
| **m** | *Demonstrate knowledge of effective ways to give and receive feedback.* | 1. Courses: LFS 250, 350, FNH 380 2. Employment: Whole Foods Market  3. Volunteer: Hunger Actions | 1. All three classes emphasized on feedback after oral presentations and overall self-evaluation after taking the course 2. Would have bi-annual meetings with managers to discuss work performance and receive and give feedback 3. Would have weekly group meetings to discuss individual and group obejctives and to give feedback about aspects of the workshops |
| **n** | *Seek, respond to and provide feedback.* | 1. Courses: LFS 250, 350, FNH 380 2. Employment: Whole Foods Market  3. Volunteer: Hunger Actions | 1. All three classes emphasized on feedback after oral presentations and overall self-evaluation after taking the course 2. Would have bi-annual meetings with managers to discuss work performance and receive and give feedback 3. Would have weekly group meetings to discuss individual and group objectives and to give feedback about aspects of the workshops |
| **2.05** **Contribute to the learning of others.** | | | |
| **a** | *Recognize common opportunities in practice to contribute to the learning of others.* | 1. Work Experience: Whole Foods Market | 1. Training new employees |
| **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. Volunteer: Healthy Heart | 1. Understanding patient interests and ways of learning. Developed hand outs or provided cooking classes, or a simple Q & A session with the dietitians depending on their learning needs and outcomes from the past |
| **f** | *Demonstrate knowledge of common learning resources, and their appropriate use in practice.* | 1. Courses: various 2. Courses: various | 1. Classmates would form study groups and share various study resources  2. The use of UBC Summon to find appropriate and evidence-based articles. Other examples include PEN and Dietitians of Canada Practice Blogs. |
| **h** | *Demonstrate knowledge of ways to develop learning resources.* | 1. Course: FNH 380 | 1. During our tutorial, curated a list of resources for our given topic and gave brief descriptions |
| **j** | *Demonstrate knowledge of ways to establish and assess learning outcomes.* | 1. Course FNH 380 2. Course: LFS 250, 350 | 1.  2. |
| **l** | *Demonstrate knowledge of ways to develop and deliver effective group educational sessions.* | 1. Courses: Various | 1. Throughout degree, have given various in class presentations on a given educational topic. With practice, have developed techniques to improve effectiveness of delivering information. |
| **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. Courses: FNH 370 2. IPE: Health Connect, Eating, Feeding Swallowing | 1. Discussed theory of dietitian’s role in health care delivery 2. Discussed dietitian’s role in case studies. Ex. providing information of feeding modifications w.r.t. dysphagia patient |
| **b** | *Demonstrate knowledge of ways to effectively contribute dietetics knowledge in collaborative practice.* | 1. IPE: Health Connect, Foundations of Ethical Practice, Eating, Feeding & Swallowing | 1. Was able to contribute to case studies from a dietetic lens and contribute to discussions |
| **d** | *Demonstrate knowledge of common scenarios where the expertise of other health care providers is a key element in dietetic practice.* | 1. IPE: Health Connect  2. Volunteer: Cardiac Clinics | 1. Discussed how each profession fits into the health care plan (and how it can differ)  2. Would observe patient visit the doctor, nurse, and dietitian during one appointment. Demonstrates abilities and role of each member |
| **e** | *Identify ways to draw upon the expertise of others.* | 1. Courses: FNH 351,  2. Volunteering (general) | 2. Seeking out volunteer opportunities with dietitians (serving as the experts) in particular fields (ex. senior care, cardiac health, public health) |
| **h** | *Demonstrate knowledge of principles of teamwork and collaboration.* | 1. Courses: Various (with group work) 2. IPE: Health Connect | 1. Experience with group work and team projects 2. Discussion of interprofessional collaboration within health care |
| **i** | *Facilitate interactions and discussions among team members.* | 1. Courses: Various (with group work) | 1. Often took on leadership roles and would facilitate group meetings and discussions for further objectives |
| 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. Course: FNH 370 2. Online Course: Dietitians of Canada Nutrition Screening | 2. Completed this online nutrition screening course as a part of FNH 370 |
| **c** | *Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment.* | 1. Courses: FNH 350, 355, 455, 370, 471 | 1. Discussed questions to ask patients, appropriate methods of data intake (ex. FFQ vs. 24hr recall etc.) |
| **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.* | / |  |
| **h** | *Identify principles for selection of relevant medical information.* | 1. Volunteer: Cardiac Clinics | 1. Would screen patient charts for risk factors related to CVD |
| **j** | *Demonstrate knowledge of ways to obtain and interpret demographic, psycho-social and health behaviour history.* | 1. Course: PSYC 314, ANTH 227 | 1. Through walk in clinic, family doctor, referral to psychologist. Through surveys and experiments.  - ANTH 227 covered cultural aspects |
| **k** | *Demonstrate knowledge of principles for selection of relevant demographic, psycho-social and health behaviour history.* | / |  |
| **m** | *Demonstrate knowledge of principles for obtaining and interpreting food and nutrient intake data.* | 1. Courses: FNH 350, 370, 471 | 1. Would discuss case studies and intake data and interpret nutrient intake |
| **o** | *Demonstrate knowledge of principles to identify food and nutrition related learning needs of clients.* | 1. Course: FNH 380 | 1. Discuss variations of learning needs of clients and how to modify and individualize care plan in a patient-centered manner |
| **q** | *Demonstrate knowledge of principles for obtaining and interpreting anthropometric data.* | 1. Courses: FNH 355, 470, 370 2. Volunteer: Healthy Heart Clinic | 1. Studied and performed anthropometric measurements and calculations in each of these classes 2. Performed anthropometric measurements on patients during sessions |
| **s** | *Demonstrate knowledge of ways to obtain and interpret biochemical and medical test/procedure data.* | 1. Courses: FNH 370 | 1. Unit covered biomedical testing related to nutrition |
| **t** | *Demonstrate knowledge of principles to identify relevant biochemical and medical test/procedure data.* | 1. Course: FNH 370 | 1. Unit covered biomedical testing related to nutrition |
| **v** | *Demonstrate knowledge of ways to obtain and interpret information from mealtime/feeding observations.* | 1. Course: FNH 471 | 1. Discussed & watched videos on mealtime and feeding observations for children and people with eating disorders |
| **x** | *Identify signs and symptoms of nutrient deficiencies or excesses.* | 1. Courses: FNH 355, 455, 490, 351 | 1. Courses went into detail regarding macronutrient and micronutrient deficiencies and toxicities |
| **y** | *Demonstrate knowledge of ways to obtain and interpret nutrition-focused physical observation data.* | 1. Courses: FNH 355, 455, 370, 471 | 1. Courses discussed various measurements (ex. MUAC, weight, BMI) and observations of signs (ex. cheilosis) |
| **aa** | *Identify signs and symptoms of dysphagia.* | 1. Courses: CAPS 390, FNH 350, 370, 471 2. IPE: Eating, Feeding and Swallowing on Nov. 1st 3. Volunteer: Hawthorne Senior Care Centre | 1. Courses discussed theory of dysphagia and in which demographics it occurs 2. IPE session demonstrated the interdisciplinary approach to providing healthcare to patients with dysphagia 3. Volunteered alongside dietitian Vivian Yeung with elderly patients, often seeing patients with dysphagia |
| **bb** | Demonstrate knowledge of principles for swallowing assessment. | 1. Courses: FNH 380 Site Visit | Jennifer discussed who does the swallowing assessments - but have not gone into actual process itself |
| **dd** | *Demonstrate knowledge of selection and use of methods used to determine energy, protein, fluid, macronutrient, micronutrient, electrolyte and trace element requirements.* | 1. Courses: FNH 350, 351, 370 | 1. Courses went into detail on the topic of energy, macronutrient and micronutrient requirements and methods to determine them. (ex. measurement of N in body, food intake,). Not much experience in electrolyte and trace mineral measurements |
| **ee** | *Perform calculations to determine nutritional requirements.* | 1. Courses: FNH 370 | 1. Various activities covered nutritional calculations (including examples with patients having illness or trauma) |
| **gg** | *Identify methods to integrate assessment findings and identify nutrition problems.* | 1. Courses: FNH 370, 471 | 1. Via case study and theoretical examples |
| **hh** | *Integrate assessment findings to identify nutrition problem(s).* | 1. FNH 370 | 1. Case study assignment |
| **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.* | 1. Courses: FNH 355, 471, 370 | 1. Case study work |
| **e** | *Demonstrate knowledge of ways to identify and select appropriate textural and therapeutic diet modifications.* | 1. Courses: FNH 370, 471 2. FNH 380 Site Visit 3. IPE: Eating, Feeding Swallowing | 1. Discussed different food modifications 2. Anna Chan discussed differences b/w minced, pureed etc.  3. Presenter discussed upcoming universal texture pyramid (colour coded) |
| **g** | *Demonstrate knowledge of principles for development and modification of meal plans.* | 1. Course: FNH 380 Site Visit 2. IPE: Eating, Feeding Swallowing | 2. Anna Chan discussed differences b/w minced, pureed etc.  3. Presenter discussed upcoming universal texture pyramid (colour coded) |
| **i** | *Demonstrate knowledge of principles for supplement selection and use.* | 1. Course: FNH 351, 471 | 1. Learned about when to use, how much to take, which age demographics require supplementation etc. |
| **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.* | 1. Volunteer: Hawthorne Senior Care Centre 2. Volunteer: Cardiac Rehab Clinic | 1. Dietitian discussed importance of developing a plan that supports the patient 2. Dietitians would often modify plan to work for the patient, demonstrating ability to support plan and ongoing development |
| **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.* | 1. Courses: FNH 370, 355, 455 | 1. In the context of international nutrition (malnutrition, deficiencies) or domestic (public, cardiac patients) etc. |
| **c** | *Identify roles of team members in supporting the implementation of a care plan.* | 1. IPE: Health Connect | 1. Discuss importance of whole health care team and opposed to individuals |
| **d** | *Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others.* | 1. IPE: Health Connect 2. Volunteering: Cardiac Clinics | 1. Discussed role of dietitian in health care team and how communication occurs (directly or during rounds)  2. Would observe patient visit the doctor, nurse, and dietitian during one appointment. Would also observe the rallying of information between health care providers |
| **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.* | 1. FNH 355, 490, 471, 370 | 1. Discussion of domestic and international nutrition. MUAC measurements, 24hr recall etc., local and international nutrition interventions |
| **c** | *Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information.* | 1. Course: LFS 250, 350 | CBEL project |
| **e** | *Demonstrate knowledge of sources of and methods to obtain food and nutrition surveillance, monitoring and intake data.* | 1. Courses: FNH 355, 490, 471, 370 2. Volunteer: Healthy Heart Program | 1. In the context of international nutrition, would often discuss monitor and evaluation methods 2. During Mediterranean diet study, would track intake data and monitor |
| **g** | *Demonstrate knowledge of sources of and methods to obtain health status data.* | 1. Courses: FNH 471, 370 2. FNH 380 Site Visit | 2. Jennifer discussed the use of patient charts as well as discussion between health care providers during rounds |
| **i** | *Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health.* | 1. Courses: FNH 355, 455 2. Volunteer: Hunger Actions | 2. Would have verbal conversations or surveys for participants prior to the workshop |
| **k** | *Demonstrate knowledge of sources of and methods to obtain information related to food systems and food practices.* | 1. Courses: LFS 250, 350 |  |
| **m** | *Demonstrate knowledge of common group, community and population assets and resources.* | 1. Courses: FNH 355, 455 2. Volunteering: Farm to School BC | 1. Within the context of international nutrition |
| **o** | *Demonstrate knowledge of methods to integrate assessment data to establish priorities for health promotion related to food and nutrition.* | 1. Course: FNH 355, 455 | 1. Given case studies and tasked to pick which assessment to undergo to establish priorities in approaching case. Ex. Earthquake in Nepal – who is at high risk? What are some interventions to immediately implement? |
| **4.02** **Develop population health plan.** | | | |
| **a** | *Demonstrate knowledge of ways to establish appropriate goals and objectives for health promotion plans.* | 1. Volunteer: Hunger Actions | 1. Group would have weekly meetings to establish individual and group objectives |
| **c** | *Demonstrate knowledge of principles to establish strategies and action plans to meet health promotion goals and objectives.* | 1. Volunteering: Cardiac Clinics |  |
| **f** | *Demonstrate knowledge of common monitoring approaches related to health promotion.* | 1. Courses: FNH 355, 455 |  |
| **4.03** **Implement population health plan.** | | | |
| **a** | *Demonstrate knowledge of common ways to coordinate and deliver health promotion activities.* | 1. Courses: FNH 355, 455 2. Volunteer: Various | 2. Through hand outs, cooking classes, games etc. |
| **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. Courses: LFS 250, 350, FNH 355, 455 |  |
| 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.* | Courses: LFS 250, 350, 370, 471 | 1. Group projects included strategic planning to ensure all learning objectives are covered and work is distributed |
| **c** | *Demonstrate knowledge of common assessment strategies and information sources.* | Courses: LFS 250, 350, 370, 471 | 1. Group projects (esp. LFS) included interim assessments and revision |
| **e** | *Demonstrate knowledge of ways to identify and obtain relevant information from key stakeholders.* | 1. LFS 250, 350 | 1. CBEL Projects |
| **g** | *Demonstrate knowledge of common ways to report budgetary and financial management information.* | 1. Volunteer: Farm to School BC | 1. Assisted dietitian Vanessa Perrodou with organizing and summarizing interim reports from various elementary and secondary school grant recipients, publishing a 2014 final progress report |
| **i** | *Demonstrate knowledge of sources of standards and compliance data.* | / |  |
| **k** | *Demonstrate knowledge of sources of nutritional, cultural, physical and other demographic client information.* | Courses: FNH 370, 471, 380 | 1. Practiced and discussed the theory behind nutrition counseling and obtaining information ex. 24hr food recall, series of questions to ask etc. |
| **m** | *Demonstrate knowledge of sources of stakeholder satisfaction information.* | 1. Courses: LFS 250, 350 | 1. CBEL projects |
| **o** | *Demonstrate knowledge of common ways to report human resources management information.* | 1. Work experience: Whole Foods Market | 1. Underwent training on reporting HR issues such as harassment, work/life balance etc. |
| **q** | *Demonstrate knowledge of sources of technical/ equipment resource information.* | 1. Volunteer: Waterloo Research Assistant 2. Courses: FNH 490 | 1. Position involved use of technology; was trained on who to report to if I had any technical issues.  2. Member of LFS IT department delivered a talk on IT resources within the department |
| **s** | *Demonstrate knowledge of principles to integrate assessment findings to determine effectiveness in achieving goals and objectives.* | 1. Courses: LFS 250, 350 2. Work Experience: Whole Foods Market | 1. Use of assessment and subsequent plans to achieve goals  2. Would meet with manager every 6 months to assess work proficiency and develop short term goals |
| **5.02** **Manage programs and projects.** | | | |
| **a** | *Demonstrate knowledge of ways to define common goals and objectives for programs and projects.* | 1. Course: LFS 250, 350, FNH 350, 355, 455, 380, 370. | 1. All involved group work revolving around a project within a course. Ex. Conflict resolution workshop in FNH 380. |
| **d** | *Demonstrate knowledge of typical components of an action plan for a program or project.* | 1. Course: LFS 250, 350, FNH 350, 355, 455, 380, 370. | 1. Especially in LFS 250 and 350 – developed action plans which were revisited, revised, measured and analyzed. |
| **f** | *Demonstrate knowledge of ways to establish a program or project budget.* | 1. Course: LFS 250, 350, FNH 350, 355, 455, 380, 370. |  |
| **h** | *Demonstrate knowledge of common responsibilities of a program or project coordinator.* | 1. Course: LFS 250, 350, FNH 350, 355, 455, 380, 370. 2. Volunteering: Hunger Actions | 2. I was the project coordinator for the nutrition and cooking class component of this multi-pronged program. I worked with other leads and discovered common responsibilities |
| **k** | *Demonstrate knowledge of common information needs and orientation strategies for staff and volunteers.* | 1. Volunteering: Hunger Actions, Waterloo Research Assistant |  |
| **m** | *Demonstrate knowledge of common training and education needs of staff and volunteers.* | 1. Volunteering: Hunger Actions, Waterloo Research Assistant 2. Work Experience: Whole Foods, |  |
| **o** | *Demonstrate knowledge of common staff recruitment activities.* | 1. Volunteer: Hunger Actions | 1. Recruited members via social media, video submission application, and partake in volunteer-fairs. |
| **q** | *Demonstrate knowledge of common staff development and performance management activities.* | 1. Work Experience: Whole Foods, The Dirty Apron | 1. Would have annual “team builds” revolved around strengthening our relationship and team development |
| **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.* | 1. Volunteering: Rotary Interact | 1. Served as the club’s secretary and treasurer. |
| **5.03 Manage food services.** | | | |
| **a** | *Demonstrate knowledge of ways to determine food service needs of a client group.* | 1. Course: FNH 380 Site Visit  2. Course FNH 380 Guest Speaker – Tiffany Yeung 3. Volunteer: Hawthorne Senior Care Centre | 1. Anna Chan discussed these topics during our site visit  3. Dietitian Vivian Yeung discussed this topic through the course of my volunteering |
| **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.* | / |  |
| **e** | *Demonstrate knowledge of menu development and modification principles.* | 1. Course: FNH 380 Site Visit 2. Course FNH 380 Guest Speaker – Tiffany Yeung 3. Volunteer: Hawthorne Senior Care Centre | 3. Dietitian Vivian Yeung discussed this topic through the course of my volunteering |
| **g** | *Demonstrate knowledge of common processes for purchasing, receiving, storage, inventory control and disposal activities in food services.* | / |  |
| **i** | *Demonstrate knowledge of common food production and distribution procedures in food services.* | 1. Course: FNH 380 Site Visit 2. Informational Interview 3. Work Experience: Restaurant/Deli | 2. With Mohsen Saberi at UBC Hospital in 2012 3. Learned about food production, food services and distribution (ex. ordering ingredients, catering etc.) |
| **m** | *Demonstrate knowledge of common approaches to marketing food services.* | 1. Course FNH 380 Guest Speaker - Tiffany Yeung  2. Volunteer: Cooking classes | 1. She discussed marketing strategies to enhance and grow food services within hospitals 2. Would find various ways to market cooking classes ex. handouts, word of mouth, social media |

1. **Learning Plan for the 15-16 Academic Year**

To create your learning plan, establish **TWO** SMART **(**specific, measurable, attainable, realistic and timely) goals. Choose goals that you know you will work on, as you will be asked to report on outcomes in **FNH 381** in May **2016**.

In establishing your SMART goals, you may choose approaches that you feel will enhance your knowledge and skills related to the competencies. Common approaches used by students in past years, include:

* Pursue volunteer or employment activities related to specific competency areas
* Pursue strategies to enhance applied experiences related to concepts learned in courses
* Undertake self study to learn more about specific competency areas
* Interview dietitians in various areas of practice to learn more about their approaches to specific aspects of the competencies
* Interview students in upper years of the program and/or new graduates to enhance your knowledge about how they have worked towards competency attainment

Note that carefully prepared goals can contribute to your development related to multiple competencies.

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| **SMART Goals** | **Target Date**  (no later than **April 2017**) | **Competency Performance Indicators Impacted**  **(list number and letter)** | | | | |
| **Professional  Practice** | **Communication and Collaboration** | **Nutrition Care** | **Population and Public Health** | **Management** |
| 1. Self study: GI disorders, Dysphagia, including enteral and parenteral nutrition - volunteering with GI researchers in Vancouver - taking online DC courses/module on dysphagia: professional practice in dysphagia management and dysphagia management | April 2017 | 3.01 – aa, bb 3.02 – k, l, m , n , o , p , q, r, |  | 3.01 – aa, bb 3.02 – k, l, m , n , o , p , q, r, |  |  |
| 1. Improve counseling and active listening skills. Register for DC “Counselling for Behaviour Change” and to research and practice active listening skills to accommodate for the *patient’s* goals and learning needs | April 2017 | 2.04 – a-j 3.01 -O | 2.04 - a-j | 2.04 – a-j 3.01 -O |  |  |

**FNH 380 Peer Review**

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| **Name of peer reviewer** |
| Alexa Tucker |
| **Date of review** |
| November 24, 2016 |
| **Peer reviewer comments and recommendations**  ***Considerations: Has the student considered a range of experiences (e.g., academic, volunteer, employment, personal )? Is the connection between the cited experiences and dietetics competencies clear? Have any opportunities been missed to identify linkages between experiences and competency attainment? Are the SMART goals Specific, Measurable, Attainable, Realistic, Timely?*** |
| Range of experiences – Yes, a range of experiences has been covered. Both academic (DC modules) and volunteering experiences have been considered in the development of these goals.  Connection – Yes, as both goals cover competency areas that are missing. Mitra identified both counseling and knowledge related to dysphagia as areas with missing competencies.  SMART – Both goals are very specific, as they identify specific tasks to be done in order to obtain achievement.  While there are some competencies that may not be met yet, many are areas related to nutrition care and other competency areas that will be looked at later in our degree. |
| **Student notes on how peer feedback was utilized to finalize the document** |
| We sat down and went through each section and made comparisons between the two of ours. Many times we would have the same competencies left blank but often times one of us would recall an experience in a class mutually taken, which would help the other recall the experience. For example, I had left many of the competencies relating to stakeholders blank, but Alexa reminded me that we learned about this during our CBEL community projects in LFS 250 and 350. We would discuss individual volunteering experiences and how they were specifically related to the competency point. This is a useful activity to lay out and synthesize how we are doing at this point in our degree and which requirements we have met and which we will meet in the future. |

**FNH 381 Peer Review**

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| **Name of peer reviewer** |
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| **Date of review** |
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| **Peer reviewer comments and recommendations**  ***Considerations: Has the student considered a range of experiences (e.g., academic, volunteer, employment, personal )? Is the connection between the cited experiences and dietetics competencies clear? Have any opportunities been missed to identify linkages between experiences and competency attainment? Are the SMART goals Specific, Measurable, Attainable, Realistic, Timely?*** |
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**FNH 480 Peer Review**

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| **Name of peer reviewer** |
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| **Date of review** |
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| **Peer reviewer comments and recommendations**  ***Considerations: Has the student considered a range of experiences (e.g., academic, volunteer, employment, personal )? Is the connection between the cited experiences and dietetics competencies clear? Have any opportunities been missed to identify linkages between experiences and competency attainment? Are the SMART goals Specific, Measurable, Attainable, Realistic, Timely?*** |
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