Untitled-5**­­­­**

**FNH 380**

**PROFESSIONAL DIETETIC PRACTICE I**

**Reflective Self Evaluation Assignment**

**STUDENT:** 14922141 **DATE:** November 28th 2016

|  |  |
| --- | --- |
| **INTRODUCTION** | |
| **PURPOSE**  To provide an opportunity for you and the course instructor to reflect on your performance in relation to the stated learning outcomes of the course.  FNH 380 has high emphasis on self responsibility and self-reflection. This assignment puts responsibility on you to evaluate your own performance in the course and identify and make plans to address additional learning needs.  **RELATIONSHIP TO INTERNSHIP MODULES AND FORMS**  This document has been designed to parallel the forms used during internship, in order to expose students to the program’s approach to student evaluation in placement settings. | **STUDENT INSTRUCTIONS**   1. Using the template on the following pages, prepare a concise point form report to reflect upon your performance in relation to the stated course learning outcomes.   It is not necessary to comment on each of the itemized points under each learning outcome (a, b, c, etc.). Those are there to prompt you in identifying learning highlights and future development needs and strategies. 2. Assignment is due **on Friday December 2, 2016 at midnight**. Upload your reflections document to the Experiences section of your professional practice course blog, along with a brief introductory post (a couple of sentences will suffice; no need to use standardized course blogging format). 3. IMPORTANT:    1. Prior to uploading your assignment document, save in a standardized manner, as follows: Last Name.First Name.380.Self Evaluation.yyyy.mm.dd (e.g., Lee.Mary.380.Self Evaluation.2016.12.02).    2. Ensure uploaded document is in WORD format, so instructor can incorporate feedback and return to you.   **INSTRUCTOR RESPONSIBILITIES**   1. Review student self-evaluation. 2. Complete Instructor assessment column (student performance ratings, comments). 3. Share final version of document with student. 4. Follow up with student re any significant gaps in performance. |
|  |  |

|  |  |  |
| --- | --- | --- |
| **PERFORMANCE ASSESSMENT GUIDE** | | |
| This is adapted from documents used during internship. In internship, a 3 point evaluation scale is used as it is here, but performance descriptions are aligned to the internship context (versus a classroom-based course context).  **Performance Criteria**  Performance criteria are informed by the [*ICDEP*](http://www.pdep.ca/files/Final_ICDEP_April_2013_(1).pdf) entry-to-practice proficiency definition.  Choose the rating that is MOST representative of performance.  **NOTE: a rating of 2 or 3 meets requirements for successful course completion.** | |
| **Rating Level** | **DESCRIPTION** |
| **1** | * Does not achieve the learning outcomes (major gaps in performance) * Makes repeated and significant errors in judgment and performance * Misses established deadlines * Does not participate actively in course activities * Does not contribute in an equitable manner to assigned group work * Work is not prepared to a professional standard * Reflections suggest a lack of insight into performance strengths and weaknesses * Frequently requires explicit direction from instructor * Does not demonstrate communication and collaboration or professional practice competencies |
| **2** | * Achieves the learning outcomes (minor gaps in performance) * Errors in judgment are minimal, is able to identify and interpret key aspects of an issue, situation, and skill most of the time * Almost always meets established deadlines * Participates in course activities, but could participate more actively * Usually contributes in an equitable manner to assigned group work * Work is usually prepared to a professional standard * Reflections suggest some insight into performance strengths and weaknesses * Occasionally requires explicit direction from instructor * Usually demonstrates communication and collaboration or professional practice competencies |
| **3** | * Achieves the stated learning outcomes (no identified gaps in performance) * Consistently makes good judgements, is able to identify and interpret key aspects of an issue, situation, and skill most of the time * Consistently meets established deadlines * Consistently participates actively in course activities * Consistently contributes in an equitable manner to assigned group work * Consistently prepares work to a professional standard * Reflections suggest excellent insight into performance strengths and weaknesses * Achieves requirements without requiring explicit direction from instructor * Consistently demonstrates communication and collaboration or professional practice competencies |

| **COURSE LEARNING OUTCOMES SELF EVALUATION** | | |
| --- | --- | --- |
| 1. **Describe key features of the UBC Dietetics Major, including its:** | | |
| * 1. program structure   2. alignment with the Integrated Competencies for Dietetic Education and Practice (ICDEP), and | * 1. student requirements. | |
| **REFLECTIONS:**  ***Learning highlights / insights gained***   * Each group that led a tutorial included the relevancy of the tutorial to the ICDEP requirements which provided a clear link * During the first week, we discussed resources and where to look if we had issues or questions regarding the program or our requirements within the program. This activity helped   ***Future development needs and strategies***   * To print, regularly check and refer to the ICDEP document during the rest of my time in the program and during my internship. | | |
| 1. **Describe key aspects of dietetic practice in Canada, including:** | | |
| * 1. dietitian roles and practice settings;   2. how it fits within the Canadian health care system;   3. federal and provincial / territorial requirements, including regulatory requirements;   4. ethical conduct and decision-making; | * 1. client-centred approaches;   2. reflective practice;   3. time and workload management; and   4. use of advocacy. | |
| **REFLECTIONS:**  ***Learning highlights / insights gained***   * Having several dietitians speak from a variety of practice platforms ex. Food service management, clinical, residential care, education * IPE: Foundations of Ethical Practice regarding the code of ethics surround health care * Ways to advocate – can reach such a wide distance and areas ex. IPE activities with other health care professional students, Meet The Dietitian Night, various events promoting the major (like the talk given by a few fellow students in the LFS 100 class), advocating for dietitians in primary health care, etc. * Learning about patient confidentiality and the 2 major documents: Professional Standards for Dietitians in Canada and Code of Ethics for the Dietetics Profession in Canada   ***Future development needs and strategies***   * Printing, reading, and referring to the two documents mentioned above: Professional Standards for Dietitians in Canada and Code of Ethics for the Dietetic Profession in Canada. * Participating in advocacy and guidance for the program and profession. I would like to get involved in ways to help applicants, by partaking in any events to discuss the program and my experience in it to students thinking of applying. | | |
| 1. **Describe key concepts in interprofessional collaboration, including:** | | |
| * 1. interprofessional communication;   2. patient / client / family /community-centred care;   3. interprofessional role clarification, including the role of the dietitian; | * 1. team functioning;   2. collaborative leadership; and   3. interprofessional conflict resolution. | |
| **REFLECTIONS:**  ***Learning highlights / insights gained***   * Health connect was a great way to introduce us to interprofessional communication. It also provided us with information regarding the interprofessional roles of other specialties as well as a chance to advocate for our own role. * The group led tutorials proved to be a good team building activity. It provided us a chance not only to work as a team but to present on a topic in an interactive manner. * Our specific tutorial covered the topic of conflict resolution, we provided resources and guides to handling conflict and its management which we will likely refer to again throughout the course of our degree and career.   ***Future development needs and strategies***   * To continue attending posted IPE activities related to the profession of dietetics to advocate for our role in health care as well as to learn about other professions such as Occupational Therapy and Physiotherapy. | | |
| 1. **Apply communication and collaboration skills to professional development:** | | |
| * 1. utilize a blog to share a professional profile, key accomplishments, and reflections;   2. self-assess progress towards ICDEP attainment and prepare a related learning plan;   3. engage with health and human services program students in UBC interprofessional education activities; | | * 1. plan, deliver and participate in in-class tutorials on ICDEP / professional practice topics; and,   2. utilize networking and peer review to refine approaches to professional work. |
| **REFLECTIONS:**  ***Learning highlights / insights gained***   * The blog has been a tremendous way to document our learning and individual experiences throughout our assignments. This can be used in the future for self-reflection. * It provides us with a chance to read our fellow classmate’s experiences. * Regarding our topic for our specific tutorial session, we felt intimidated and unenthused at the beginning. But, as we discussed the different components, activities and media options to include, we became more engaged in our topic and had a fantastic experience with it.   ***Future development needs and strategies***   * To be creative with learning tools and mechanisms during a presentation/tutorial. It does not always have to follow a Powerpoint slide presentation model. The “talk show” method was a great example of how messages can be sent in creative ways to engage the audience. * With regards to the self assessment and learning plans, review them prior to the course beginning and use it as a guide throughout the course as opposed to referring to it at the very end where memories can fade and things can be missed. | | |
| 1. **Consistently demonstrate professional practice, communication and collaboration competencies including:** | | |
| * 1. use a systematic approach to decision making;   2. maintain a client-centred focus;   3. manage time and workload effectively;   4. use technologies appropriately to achieve teaching and learning goals;   5. ensure appropriate and secure documentation; | * 1. use effective written communication skills;   2. use effective oral communication skills;   3. use effective interpersonal skills;   4. contribute to the learning of others; and   5. contribute productively to teamwork and collaborative processes. | |
| **REFLECTIONS:**  ***Learning highlights / insights gained***   * We used systematic approaches to decision making in almost every group led tutorial session within the case study examples. * The guest speakers as well the group led tutorial regarding client-centred provided valuable information regarding client-centred focus and I’m sure we will have several more opportunities of exposure on the topic throughout the next few years. * Our written skills have been in practice through the use of the UBC Blogs. Our oral communication skills are in constant practice each week whether it is through the tutorial sessions presenting or participation of in class discussions. * Teamwork and collaboration seemed to be a reoccurring theme throughout the course whether it is among us dietetic students or within an interprofessional health care team.   ***Future development needs and strategies***   * Continue building on public speaking skills. I will be giving a talk at SFU “Careers in BPK” on my journey from being an SFU student, my transfer process and what it’s like being in dietetics. This will build on my interpersonal and public speaking skills. * Continue improving my writing skills through my blog posts. I aim to consistently read books and articles on various topics in nutrition to build on my written and oral skills. I am currently reading “Gut” by Giulia Enders. | | |
| 1. **General comments related to your learning experience in this course:** | | |
| * I’m very happy to be a part of such an active group of learners. Every week, I feel more comfortable speaking to and in front of my peers and am genuinely engaged in the though provoking discussions we have. * I very much enjoyed the guest speakers and hope to have more in future courses (381, 480 etc.). They are informative and prove to be supportive resources as well * Karol has done a fantastic job facilitating the group and ensuring all requirements are not only met on paper but met in the eyes of the students themselves. She is very willing to adjust and adapt the course each year to meet the learning needs of the students. | | |
| **SUMMARY ASSESSMENT OF PERFORMANCE** | | |
| **To pass the course, students must:**   1. achieve all stated learning outcomes; 2. attend all scheduled classes (please arrange personal appointments and activities so you can be in class (or available for course-related activities); if you are seriously ill or have a similarly significant reason for being absent, contact course instructor); 3. be punctual (it is unprofessional and disruptive to arrive late); 4. actively participate in course activities; 5. contribute in an equitable manner to assigned group work; and 6. complete all assignments to a professional standard (stated criteria met). | | |
| **STUDENT Self-Assessment**  **(Refer to PERFORMANCE ASSESSMENT GUIDE, page 2)**  ***RATING (1-3):* 3**  ***Comments (if rating is below 3, provide rationale):***      **Student:** Mitra Nowroozi (14922141)  **Date:** November 29th 2016 | **INSTRUCTOR Assessment**  ***RATING (1-3):***  ***Comments (if rating is below 3, provide rationale):***      ***Issues Requiring Follow up:***      **Date:**        **Course Instructor:** Karol Traviss | |