



FNH 480 Professional Dietetic Practice III
May 2-20, 2016

COURSE OUTLINE

Instructor: Karol Traviss
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Email: karol.traviss@ubc.ca
Office Hours: by appointment
Class time: Monday-Friday, 2-5pm, FNH Room 40 (unless otherwise noted)

Description

FNH 480 is a 3-credit course focused on student preparation for: (1) internship, (2) internship practice-based research, and (3) dietetic practice. The course is restricted to students with year 4 status in the Dietetics Major.

Rationale

The UBC dietetics professional practice courses (FNH 380, 381, and 480) and internship courses (FNH 481, 482, 483) expose students to foundational knowledge and skill building activities to prepare them for entry to internship and professional practice. The courses emphasize collaborative and reflective approaches, which are essential for practice.

This course, like all required courses in the Dietetics Major, contributes to coverage of the [Integrated Competencies for Dietetic Education and Practice \(ICDEP\)](#). All students in the Dietetics Major should refer to the [Mapping of Curriculum to ICDEP page on the dietetics website](#) to familiarize themselves with the requirements.

Format

This is a 3-week mixed-mode delivery course features guest-led, instructor-led and student-led workshops, and applied skill development opportunities relevant to preparation for internship and practice.

Standard class times are Monday to Friday 2-5pm; however, there is alternate scheduling on some days to accommodate applied course activities. Given the creative, collaborative and developmental nature of the work in this course, students should expect to put in a significant amount of time, within and outside of scheduled class time, including time during the weekends associated with the course.

The teaching and learning approaches used in this course are designed to promote student engagement and provide a mechanism for online course content sharing to facilitate “just-in-time” learning related to internship. During the course, students will prioritize their collective learning needs related to course themes, then work in groups (consulting professionals, interns and other key stakeholders as needed) to develop and compile educational content for open access online sharing. In the final week of the course, each group will bring their topic to fellow students using an engaging educational session.

Learning Outcomes:

Upon successful completion of this course, you should be able to:

1. Demonstrate enhanced knowledge and skills related to preparation for:
 - a) internship; and
 - b) internship research.
2. Apply educational planning skills to address internship-related educational needs of yourself and peers, demonstrating the ability to:
 - a) conduct an educational needs assessment in consultation with relevant others;
 - b) develop an educational plan;
 - c) develop, compile, review and deliver web-based educational content, including use of educational media; and
 - d) plan, deliver, and evaluate an engaging 60 minute educational session for peers.
3. Enhance nutrition counselling skills acquired in FNH 381:
 - a) Reflect on past counselling performance to establish personal performance goals;
 - b) Provide nutrition counselling (in one continuous session) to a volunteer counselling client who may have nutrition-related medical conditions, selecting and applying key principles as applicable:
 - concepts involved in the nutrition counselling process (including session planning, rapport building, assessment, summarizing and advising);
 - techniques for effective counselling (including active listening, use of open ended questions, affirmation, empathy, rapport-building, negotiation, and rolling with resistance); and
 - concepts from counselling models and theories.
 - c) Reflect on performance in relation to established goals, identifying further areas for development.
4. Consistently demonstrate ICDEP professional practice, communication, and collaboration competencies, including:
 - a) address professional development needs
 - b) use a systematic approach to decision making;
 - c) maintain a client-centered focus;
 - d) manage time and workload effectively;
 - e) select appropriate communication approaches;
 - f) use effective written communication skills;
 - g) use effective oral communication skills;
 - h) use effective interpersonal skills;
 - i) contribute productively to teamwork and collaborative processes; and
 - j) others as applicable.

Course Materials

Course resources will be posted on Connect and on the [Dietetics website](#). Please check the Connect site regularly for updates and resources while the course is in progress.

Evaluation and Grading Procedures

Student performance in this course is evaluated on a pass/fail basis, in alignment with how competency attainment is assessed during the internship year. 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;
6. complete all assignments to a professional standard (stated criteria met); and,
7. demonstrate professional behaviour at all times, in accordance with program policies.

Note: This course does not have an exam and all assignments are due shortly after the end of the course. However, students should remain available by email the week following the course. If any gaps in attainment of assignment criteria are noted by the instructor, students will be required to address the issues in a timely fashion.

Assignment Overview (see individual assignment handouts for details)

Assignment	Due Date:
<p>1. Educational Needs Assessment and Plan</p> <p><i>Working in assigned topic-based groups, students develop an educational needs assessment and plan to address internship-related educational needs of students.</i></p>	<p>Tuesday, May 10, 2016:</p> <ul style="list-style-type: none"> – Prepare draft version of <i>Educational Needs Assessment Worksheet</i> prior to this class, as you will need it for the in-class needs assessment session. This version of the document does not have to be handed in. <p>Friday, May 13, 2016:</p> <p>Upload a copy of each of the following group-developed items to your professional practice course blog, along with a brief introductory post:</p> <ul style="list-style-type: none"> – Final version of <i>Educational Needs Assessment Worksheet</i> – Draft version of <i>Educational Program Plan Worksheet</i> (instructor will send feedback to your group over the weekend, for your use in finalizing your plan.
<p>2. Educational Media Assignment</p> <p><i>Continuing to work in assigned topic-based groups, contribute to creation and maintenance of an ongoing repository of open access educational media to help facilitate their “just in time” learning related to internship preparation.</i></p>	<p>Tuesday May 10, 2016 (at noon):</p> <ul style="list-style-type: none"> – If your topic requires a new wiki page (i.e., if there isn’t an existing page within the master landing page where your content could be included), contact the course technology advisor by this deadline to request a new wiki URL. <p>Sunday, May 22, 2016 (at midnight):</p> <ul style="list-style-type: none"> – Upload the document, <i>Summary of Media Reviewed and Created</i> to your professional practice course blog, along with a brief cover note.
<p>3. Educational Session</p> <p><i>Continuing to work in assigned topic-based groups, students will plan, deliver, and evaluate an engaging 60 minute educational session for peers, in order to contribute to addressing their internship-related educational needs.</i></p>	<p>May 16, 17, 18, or 19 (day prior to scheduled educational sessions):</p> <ul style="list-style-type: none"> – Any resource materials students require for the presentation (e.g., handouts, slides, links to your educational media) are due at midnight, the day prior your scheduled presentation. Upload via your wiki if possible. <p>May 17-20, 2016:</p> <ul style="list-style-type: none"> – Deliver presentations per schedule. <p>May 22, 2016 (at midnight):</p> <ul style="list-style-type: none"> – Any final updates to presentation-related resource materials on your wiki must be made by Sunday, May 22, 2016 at midnight.
<p>4. Advanced Counselling Assignment</p> <p><i>This assignment provides an opportunity for students to further develop nutrition counselling skills acquired in FNH 381. Each student provides nutrition counselling to a client in one continuous session, with peer observation.</i></p>	<p>Monday, May 16, 2016:</p> <ul style="list-style-type: none"> – Have counselling session completed and video-clips (if available) selected and saved in time for class, in preparation for the in-class debriefing discussion. <p>Sunday, May 22, 2016:</p> <ul style="list-style-type: none"> – As part of the end of course FNH 480 Self Reflection Assignment, share your reflections on learning.

Assignment	Due Date:
<p data-bbox="203 140 553 170">5. Reflective Self Evaluation</p> <p data-bbox="250 226 610 432"><i>This assignment provides an opportunity for students and the course instructor to reflect on student performance in relation to the stated learning outcomes of the course.</i></p>	<p data-bbox="657 140 1094 170">Sunday May 22, 2016 (at midnight):</p> <ul data-bbox="657 178 1409 275" style="list-style-type: none"><li data-bbox="657 178 1409 275">– Produce a brief blog entry on your professional practice course blog and upload the Reflective Self Evaluation document.

Course Schedule

Date	Description	Notes and Reminders
WEEK 1		
<p>DAY 1 Monday May 2</p>	<ol style="list-style-type: none"> 1. Course overview 2. Introduction to the FNH 480 educational media repository 3. Team formation and topic signup 	<p>REQUIRED ACTIONS FOR TODAY:</p> <ol style="list-style-type: none"> 1. Counselling: <ol style="list-style-type: none"> a) Find partner b) Sign up for and make contact with counselling client (one per student; signup opens at 7pm today) <p>Note:</p> <ul style="list-style-type: none"> – If you wish to book an <u>FNH meeting room</u> for your client session (e.g., room FNH 100A, FNH 200, FNH 300), do so using the LFS online booking system. List Karol Traviss as your supervisor, and list the Purpose as “FNH 480”. You may need front desk staff to let you in to your booked space. – Students are encouraged to use their own recording devices; however, if you wish to book a <u>video camera</u> for use within the FNH building, do so using the LFS online booking system. List Karol Traviss as your supervisor, and list the Purpose as “FNH 480”. You can sign out equipment in the main office. Patrick Leung (patrick.leung@ubc.ca) is a resource for use of the equipment. Please contact him in advance if you need his services. – UBC library also has some bookable rooms for group activities
<p>DAY 2 Tuesday May 3</p> <p>NOTE REVISED TIME, full day session 9-12 and 1-4pm</p>	<p>9-12: Workshop with Peter Lam, RD:</p> <ul style="list-style-type: none"> – Demonstration of an engaging workshop to inform plans for week 3 educational sessions (Topic: dysphagia and meal management) (room 60) <p>1-4: Workshop with Peter Lam, Owennie Lee, Anne Marie Stelluti, and formula and equipment reps: Topic: Enteral Nutrition – “Pulling it all Together” (room 60)</p>	<p>REQUIRED ACTION FOR TODAY:</p> <p>For the morning workshop, bring the following items to class:</p> <p>Food Items:</p> <ul style="list-style-type: none"> - Thin Liquid – water or thin juice (at least 500 ml) - Pudding, yogurt or apple sauce - Fruit, canned fruit or fruit cocktail - 2-3 cubes (1.5 cmx1.5 cm of larger) of meat, hard cheese or hard tofu - Raw vegetables (carrot sticks, celery or cucumber) - 1 slice of bread or 1 baked

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		starch item (e.g. muffin, cake, scone, etc.) or rice Utensils: - Metal knife - Metal fork - Metal spoon - Small plate - Cup or glass - Napkins – For the afternoon workshop , bring to class: reference materials from reputable sources related to enteral feeding (online access is fine) – for use in a client case study activity
DAY 3 Wednesday May 4 NOTE REVISED TIME 1-4pm	Counselling-focused workshops with Melissa Baker, MHSc, RD: 1. Beyond Information 2. Body Image	
DAY 4 Thursday May 5	1. Guest session with technology advisor (Duncan McHugh, LFS Learning Centre): – Options and resources for development of educational media – Copyright requirements 2. Counselling concepts demo to reinforce key principles in preparation for your counselling involvements (with Gelina Berg, RD)	
DAY 5 Friday May 6	No scheduled class (in lieu of double class on Tuesday)	– Opportunity to schedule counselling session with your volunteer client – Opportunity to collaborate with your group on your educational needs assessment and plan – LFS Learning Centre supports are available today by appointment
WEEK 2		
DAY 6 Monday May 9	Focus on internship: – Modules and Forms – Policies – Supports for internship students – Q/A with Coordinator (strategies for success, outstanding issues or questions) (with Kara Vogt)	– LFS Learning Centre technology advisor is available today by appointment
DAY 7	Two topics:	– LFS Learning Centre technology

Date	Description	Notes and Reminders
Tuesday May 10	<ol style="list-style-type: none"> 1. The client voice (with guest – parent of a child with celiac disease) 2. Group updates on needs assessment phase re assigned topics 	<p>advisor is available today by appointment.</p> <p>REQUIRED ACTION FOR TODAY:</p> <ul style="list-style-type: none"> – Groups: Come to class prepared to share your preliminary plans with fellow students so you can obtain input
DAY 8 Wednesday May 11	<p>Two topics (with Heather Woodward, RD):</p> <ol style="list-style-type: none"> 1. FNH 470/475 redesign: <ol style="list-style-type: none"> a. Student perceptions of courses (online survey to be administered in class) b. Input session on planned changes to FNH 470/475 2. How to prepare for effective internship performance in clinical settings (perspectives of a new graduate) 	<p>REQUIRED ACTION FOR TODAY:</p> <ul style="list-style-type: none"> – Bring digital device to class so you can complete the online survey
DAY 9 Thursday May 12	<p>Two topics:</p> <ol style="list-style-type: none"> 1. “The 15 minute nutrition counsellor” (applied workshop with Nicole Fetterly, RD) 2. The client voice, part 2 (perspectives of a health professional who became a patient) 	<p>REQUIRED ACTIONS FOR TODAY:</p> <ol style="list-style-type: none"> 1. In advance of today’s class, in preparation for Nicole’s workshop: <ol style="list-style-type: none"> a) Find a partner, designating one of you to be the “client” and the other the “counsellor” b) “Client” is to come to class with Nicole’s assessment form completed for use in the counselling session (you can base the form on yourself, or you can create a form based on someone you know or a fictitious person)
DAY 10 Friday May 13	<p>Focus on internship research (with Tamar Kafka):</p> <ul style="list-style-type: none"> – What you need to know – Review of draft research proposals 	<p>REQUIRED ACTIONS FOR TODAY:</p> <ol style="list-style-type: none"> 1. DUE DATE: Pre-internship requirements 2. REMINDER: You must complete your counselling session prior to Monday so you can share experiences/video clips in Monday’s class
WEEK 3		
DAY 11 Monday May 16	<p>A focus on counselling (with guest RDs, Kosa Matic and Angela Birnie):</p> <ul style="list-style-type: none"> – Debrief from client counselling sessions – Group discussion: where to from here with your counselling skill development? 	<ul style="list-style-type: none"> – Come to class prepared to share your counselling experiences (successes and challenges), and video clips (if your client has given permission) – DUE DATE: Educational Session Assignment, tomorrow’s presenting group(s) only.
DAY 12	Student-led educational sessions:	

Date	Description	Notes and Reminders
Tuesday May 17 NOTE REVISED TIME 1-4pm	1. 1300-1415 2. 1445-1600	– DUE DATE: Educational Session Assignment, tomorrow's presenting group only.
DAY 13 Wednesday May 18 NOTE REVISED TIME 1-4pm	Student-led educational sessions: 3. 1300-1415 4. 1445-1600	REQUIRED ACTIONS FOR TODAY: – DUE DATE: Educational Session Assignment, tomorrow's presenting group only.
DAY 14 Thursday May 19 NOTE REVISED TIME 1-4pm	Two activities: 1. Student-led educational session (1300-1415) 2. Course wrap-up and debriefing discussion (1430-1550)	REQUIRED ACTIONS FOR TODAY: – DUE DATE: Educational Session Assignment, tomorrow's presenting groups only.
DAY 15 Friday May 20 NOTE REVISED TIME 1-4pm	Student-led educational sessions: 1. 1300-1415 2. 1445-1600	
Post Course		
Sunday May 22		REQUIRED ACTIONS FOR TODAY: – DUE DATE: Educational Media Assignment (Summary of Media Reviewed and Created) – DUE DATE: Reflective Self Evaluation (see assignment for details)
REMINDER to complete UBC online course evaluation and submit all required assignments by Sunday May 22, 2016 at midnight.		