

**FNH 380: Professional Dietetic Practice II  
Fall 2016****COURSE OUTLINE**

**Instructor:** Karol Traviss  
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**Email:** karol.traviss@ubc.ca  
**Office Hours:** Prior to or after class (by appointment)  
**Class schedule:** Fridays, 12noon – 2pm  
**Class location:** FNH Room 50

**Course Description:**

Welcome to the Dietetics Major! FNH 380 is a 1-credit, 1-term course that introduces you to the Dietetics Major and dietetic practice in the Canadian context. The course features guest speakers, discussions and applied assignments to enhance your knowledge and skills related to professional practice, communications, and interprofessional collaboration.

**Rationale**

The UBC dietetics professional practice courses (FNH 380, 381, and 480) assist students to prepare for the transition from the campus-based to the internship component of the program and prepare for entry to practice. The courses emphasize collaborative and reflective approaches, which are essential for practice. They are graded on a pass/fail basis in alignment with student assessment methods during the internship year.

Like all required courses in the program, these courses contribute to student attainment 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.

As the instructor of these courses, I make a conscious effort to ensure that students continually participate in the creation and sharing of professional knowledge, rather than simply being recipients of information relayed to them. I also emphasize development and application of critical thinking skills that can be applied in future academic and practice contexts.

**Format**

Hour 1 is instructor-planned and Hour 2 is a student-led tutorial designed to promote reflection and engagement on professional practice topics.

**Required Course Resource**

NOTE: In lieu of a course text, all students in the course are required to become student members of Dietitians of Canada <http://www.dietitians.ca/About-Us/Become-a-Member.aspx>. Resources from Dietitians of Canada will be referred to regularly during the course. Note there is a fee associated with this membership.

Additional course resources are posted on the Connect website, accessible via [connect.ubc.ca](http://connect.ubc.ca). Please check back regularly as resources will be added throughout the term.

## Learning Outcomes:

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

1. Describe key features of the UBC Dietetics Major, including its program structure, alignment with the Integrated Competencies for Dietetic Education and Practice (ICDEP), and student requirements.
2. Describe key aspects of dietetic practice in Canada, including:
  - a) dietitian roles and practice settings;
  - b) how it fits within the Canadian health care system;
  - c) federal and provincial / territorial requirements, including regulatory requirements;
  - d) ethical conduct and decision-making;
  - e) client-centred approaches;
  - f) reflective practice;
  - g) professional development;
  - h) time and workload management; and
  - i) use of advocacy.
3. Describe key concepts in interprofessional collaboration, including:
  - a) interprofessional communication;
  - b) patient / client / family /community-centred care;
  - c) interprofessional role clarification, including the role of the dietitian;
  - d) team functioning;
  - e) collaborative leadership; and
  - f) interprofessional conflict resolution.
4. Apply communication and collaboration skills to professional development:
  - a) utilize a blog to share a professional profile, key accomplishments, and reflections;
  - b) self-assess progress towards ICDEP attainment and prepare a related learning plan;
  - c) engage with health and human services program students in UBC interprofessional education activities;
  - d) plan, deliver and participate in in-class tutorials on ICDEP /professional practice topics; and,
  - e) utilize networking and peer review to refine approaches to professional work.
5. Consistently demonstrate professional practice, communication and collaboration competencies including:
  - a) use a systematic approach to decision making;
  - b) maintain a client-centred focus;
  - c) manage time and workload effectively;
  - d) use technologies appropriately to achieve teaching and learning goals;
  - e) ensure appropriate and secure documentation;
  - f) use effective written communication skills;
  - g) use effective oral communication skills;
  - h) use effective interpersonal skills;
  - i) contribute to the learning of others; and
  - j) contribute productively to teamwork and collaborative processes.

Class	Date	Topic	Speakers(s)
1	Sept 9 16	<ul style="list-style-type: none"> <li>– Introductions</li> <li>– Orientation to the course</li> <li>– Planning for Hour 2 tutorial sessions</li> </ul>	Karol Traviss
2	Sept 16 16	<ul style="list-style-type: none"> <li>– Dietetics Major overview</li> <li>– Student tutorial demonstration</li> </ul>	Karol Traviss Year 4 student guest presenters
3	Sept 23 16	<ul style="list-style-type: none"> <li>– Introduction to Dietitians of Canada</li> <li>– Student led tutorial</li> </ul>	Guest: Sonya Kupka (Dietitians of Canada) Guest instructor: Kara Vogt
4	Sept 30 16	<ul style="list-style-type: none"> <li>– The experience of being a patient/client: implications for approaches to client-centred care</li> <li>– Student led tutorial</li> </ul>	Guest: Sarah Makepeace
5	Oct 7 16	<ul style="list-style-type: none"> <li>– Fundamental concepts for dietetics students (ICDEP, critical thinking and beyond)</li> <li>– Student led tutorial</li> </ul>	Karol Traviss
6	Oct 14 16	<ul style="list-style-type: none"> <li>– Role of dietitians in community / public health</li> <li>– Student led tutorial</li> </ul>	Guest: Barbara Crocker (Vancouver Coastal Health)
7	Oct 21 16	<ul style="list-style-type: none"> <li>– Unique roles for dietitians</li> <li>– Student led tutorial</li> </ul>	Guests: TBA
8	Oct 28 16	<ul style="list-style-type: none"> <li>– Role of the clinical dietitian in acute, residential and clinic settings</li> <li>– Student led tutorial</li> </ul>	Guests: Frances Johnson and RDs (Providence Health)
9	Nov 4 16	<ul style="list-style-type: none"> <li>– Site visit debriefing</li> <li>– Role of the dietitian in foodservice administration</li> </ul>	Guest: Tiffany Yeung (Sodexo)
10	Nov 11 16	– <b>Stat holiday, class does not meet</b>	
11	Nov 18 16	<ul style="list-style-type: none"> <li>– Key concepts in being part of a regulated health profession</li> <li>– Student led tutorial</li> </ul>	Guest: Chi Cejalvo (College of Dietitians of British Columbia)
12	Nov 25 16	<ul style="list-style-type: none"> <li>– Interprofessional education concepts and activities debriefing</li> <li>– Student led tutorial</li> </ul>	Karol Traviss Guests: TBA
13	December 2 16	<ul style="list-style-type: none"> <li>– Course wrap-up</li> <li>– Student led tutorial</li> </ul>	Karol Traviss

## Assignments:

Assignments and due dates are summarized below. See written assignments for additional details. Unless otherwise noted, assignments are due by midnight on the date shown.

Assignment Description	Due Date
<p>1. Dietetics Blog</p> <p><i>Students prepare a professional practice course blog to introduce themselves to fellow program students, and share a professional profile, reflections and key accomplishments towards competency attainment. Blog is used in FNH 380, 381 and 480.</i></p>	<p>Blog setup: <b>Friday, September 16, 2016 (students are to supply blog link in class)</b></p> <p>Posts and uploads: Per individual assignment requirements</p>
<p>2. Tutorial Session Leadership</p> <p><i>Working in small groups, students plan and deliver a 45 minute in-class tutorial on a topic related to ICDEP/professional practice (instructor to provide a list of topic options).</i></p>	<p>Submit plan to course instructor for feedback: <b>No later than Friday, one week prior to scheduled session</b></p> <p>Deliver tutorial session: Per schedule (to be determined on day 1 of class)</p> <p>Personal Blog post (format per assignment guidelines): <b>Monday following scheduled session</b></p>
<p>3. Interprofessional Education (IPE) Reflections</p> <p><i>Students enroll in UBC's Interprofessional Passport program and participate in and reflect upon <b>two</b> IPE activities: (1) UBC Health Connect, (2) Foundations of Ethical Practice</i></p>	<p>Activity 1 blog post (UBC Health Connect): <b>Monday, September 26, 2016</b></p> <p>Activity 2 blog post (Foundations of Ethical Practice): <b>Monday, November 28, 2016</b></p>
<p>4. Networking Reflections</p> <p><i>Small groups of students meet with an assigned year 4 program student at least once, with the purpose of helping them transition into the program and make the best of their learning experiences.</i></p>	<p>Blog post: <b>Monday, October 10, 2016</b></p>
<p>5. Site Visit</p> <p><i>In groups, students visit either an acute or residential care site where they meet with a dietitian and/or manager and learn about communication, food preparation, and meal service procedures as well as dietitian roles.</i></p>	<p>Draft report to host sites for input: <b>No later than Friday, October 14, 2016</b></p> <p>Final report from your group to uploaded to your Dietetics Blog by <b>Friday, October 28, 2016</b>, along with a personal blog post per guidelines provided in the assignment document</p>
<p>6. Self-Assessment and Learning Plan</p> <p><i>Students perform a self-assessment of their knowledge and skills against the Integrated Competencies for Dietetic Education and Practice (ICDEP) and develop a learning plan for the <b>2016-17</b> academic year with peer input.</i></p>	<p>Meet with partner to discuss and share feedback related to your self-assessments and learning plans by <b>Friday, November 25, 2016</b></p> <p>Post required item under the Experiences page by <b>Friday, December 2, 2016</b></p>

Assignment Description	Due Date
<p>7. Reflective Self-Evaluation</p> <p><i>Using an assessment framework parallel to that used in internship, students reflect upon their achievements in relation to the course learning outcomes and articulate plans for further learning.</i></p>	<p>Post required item under the Experiences page by <b>Friday, December 2, 2016</b></p>

### Evaluation and Grading Procedures

To pass the course, students must:

1. **Attend all classes:**
  - a) as a reminder, **attendance is mandatory** in professional practice courses
  - b) please arrange personal appointments and activities so you can be in class for the scheduled time
  - c) if you are seriously ill or have a similarly significant reason for being absent, contact course instructor (in the event of illness medical documentation will be required)
2. **Be punctual** (it is unprofessional and disruptive to class guests to arrive late)
3. Actively participate in all course activities
4. Contribute in an equitable manner to assigned group work
5. Complete all assignments to a professional standard (stated criteria met)
6. Demonstrate appropriate professional conduct at all times, in compliance with university and program policies.