



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Land and Food Systems

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ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Understanding this unsettling history compels us to work towards ethical relations with Indigenous peoples here and across the region some call Canada.

Food, nutrition, and health are intimately and directly connected with where and how we live. In this course, we will take time to regularly reflect on these interconnections in the context of historical and ongoing colonization and resulting sociopolitical and health inequities.

"If we think of territorial acknowledgments as sites of potential disruption, they can be transformative acts that to some extent undo Indigenous erasure. I believe this is true as long as these acknowledgments discomfit both those speaking and hearing the words. The fact of Indigenous presence should force non-Indigenous peoples to confront their own place on these lands."

– Chelsea Vowel, Métis, *Beyond Territorial Acknowledgements*

COURSE INFORMATION

Description:

Welcome to FNH 480! This is the final professional practice course before your year 4 and 5 Practice Education Placements. It is a 3-credit course focused on skill development and application for competent, ethical, and reflective dietetic practice within the context of BC diversity.

This course builds on the affective and relational learning and critical systems thinking developed in the LFS Land Food and Community core series (LFS 250, 350), by applying these approaches to develop the knowledge, skills and attitudes for ethical dietetic practice within complex healthcare and food systems.

This course is restricted to students with year 4 standing in the Dietetics Major—this course is for you!

Class: Wednesdays, 1-4pm, with exception for Week 7 (Feb 28, Mar 2) where we will switch times with FNH 475 (Tues/Thurs 8-9:30am)

Location: See Course Map for schedule

- Some classes will be on-campus in FNH 50
- Some classes will be delivered online via Zoom.

The semester-long Zoom link can be found on the Canvas course site.

Office Hours/Coffee Hour:

1. Coffee Hour: exact time to be determined (Wednesday morning after 9:30) in FNH 170.
2. Meeting is in-person when class is in-person and is online when class is online. When online, use the same Zoom link as for class.
3. Also available to meet individually on Friday mornings as requested. Email anna.brisco@ubc.ca to set up an appointment.

PEOPLE

Course Instructor

Anna Brisco: Anna Brisco (any pronouns) is a Registered Dietitian (UBC, 2016) and chef who is passionate about relational pedagogies, body liberation, and delicious food. They have developed these passions in a wide range of food, health and educational contexts including residential care, urban farming, community non-profits, and as a sessional instructor at UBC. In 2022, they completed their Master of Education at OISE (Toronto, ON) focused on critical studies in curriculum and teaching.

Positionality: As a non-Indigenous, white educator, I continue to benefit from colonialism and White supremacy, including extractive capitalism and cognitive imperialism (valuing knowledge traditions of Europeans above other ways of knowing/being). Simultaneously, my being is marginalized by heterosexism and ableism, which label my (gender)queerness and neurodiversity as Other. Coming to the knowledge of my complicity in colonial/structural violence over the last 15 years is an ongoing process of undoing my attachment to independence and knowability.

- Email: please contact me through Canvas messaging. If Canvas is not available, then email anna.brisco@ubc.ca
- Will respond within 24 hours with the following exceptions: not available Thursday mornings, and will not respond from Friday 5pm to Monday 8am.
- Contact Anna about course content, assignment difficulties/extensions, academic accommodations, and 1-1 meetings about any arising concerns

Teaching Assistant

Olivia Wu: Olivia is an RD and certified diabetes educator who graduated from the McGill dietetics program in 2018. She is currently a first-year master's student in Human Nutrition researching the link between sustainable food systems and clinical nutrition. She has a background in foodservice management, inpatient and outpatient nutrition practice, and nutrition counselling.

Positionality: As a person raised and educated in US-centric school systems in Taiwan, and later in Canada (Québec), I recognize the Western colonial logics embedded in my schooling, which I am continually working to unlearn and contextualize for a more equitable and inclusive food and health system. I am primarily impacted by systems of oppression based on racism and sexism. I am privileged to have a career in the healthcare system and to be able to contribute to nutrition research. I am grateful to work, study, and play on the unceded lands of the Musqueam people at UBC Vancouver.

- Email: olivia.wu@ubc.ca or contact through Canvas
- Contact Olivia about: class activities, attendance, and difficulties with accessing files on Canvas

This course will also feature guests and advisors. Please show our guests respect by coming to class prepared to listen and engage with the material.

COURSE DETAILS

Structure

This is a workshop and applied skills focused course, delivered in a hybrid model. Standard class time is Wednesday 1:00-3:50pm and will include at least one 15-minute break. Class will begin and end with reflective activities to ground and orient our time together.

The teaching and learning approaches used in this course include peer-assisted learning, hands-on practice, group case work, individual reflection, and the participation of guests in facilitating learning activities. These teaching and learning approaches reflect that learning is both an individual and communal process of transformation. Transformative learning is encouraged when students' experiences are valued, the classroom is connected to the community, and when learning is viewed as an ongoing process.

The goal of these diverse teaching and learning practices is to facilitate the development of competent and questioning dietitians, who not only meet the regulatory requirements to succeed in their work, but also will challenge and change the profession and their communities in positive ways.

THE BIG IDEA BEHIND THIS COURSE

Ethical dietetic practice is rooted in cultural humility and integrating multiple ways of knowing/doing/being.

In an interpersonal encounter, we often communicate our ways of knowing/doing/being through our stories. Thus, this course will honour and create stories as a vehicle for exploring ethical dietetic practice.

Competent dietetic practice requires making time-sensitive decisions, in spite of ongoing uncertainty and ambiguity.

To navigate the tensions among the vision for social justice, the limitations of the evidence base, and the complexities of deeply inequitable food and health systems, we must develop a close relationship with our own discomfort.

There is no "one right way" to do dietetics or to be a dietitian; the ICDEPs conceptualize a minimal starting point for entry-to-practice.

However, certain skills have been identified as important for addressing both longstanding and emergent issues within our ever-shifting practice contexts. This course seeks to develop those key skills, in order to equip you to face the challenges facing the profession, both as a practice education student and as a future RD.

LEARNING OUTCOMES

Upon successful completion of this course, student will demonstrate foundational intrapersonal, interpersonal, interprofessional, and leadership skills for ethical dietetic practice within interprofessional teams and in the context of Canadian diversity. Specifically, students will:

Intrapersonal/Individual:

1. Use personal strengths and creativity to develop habitual critical reflection and cultural humility, and apply reflection-in-action to dietetic practice situations
2. Strengthen coping skills related to stressors in dietetic practice settings and everyday life

Interpersonal:

3. Use client-centred and evidence-informed approaches to prepare, deliver, observe, and reflect upon initial and follow-up nutrition counselling sessions with a volunteer client
4. Develop appropriate communication approaches to address common situations in practice, including giving and receiving feedback, collaborative decision-making, conflict management, and knowledge translation.

Leadership:

5. Apply critical systems thinking—recognizing social structures and integrating multiple perspectives—in order to assess situations, advocate for, and enhance approaches to practice related to trauma and systems of ableism, cisheterosexism, racism, and colonialism.
6. Build upon educational planning skills, as you design and deliver education materials to address emergent issues in professional dietetic practice, and will demonstrate the ability to:
 - 6.1 Collaboratively conduct an educational needs assessment and develop an education plan, in consultation with relevant informants;
 - 6.2 Critically assess the nutritional science and other relevant disciplinary evidence bases in order to undertake knowledge translation
 - 6.3 Develop, share, and evaluate an effective educational tool and supporting materials.

Interprofessional (Learning Outcomes from UBC Health)

7. Through participation in the following UBC Health Interprofessional Integrated Curriculum modules, students will:
 - 7.1. iEthics 3
 - 7.1.1. Demonstrate how to effectively approach differences in your personal values and beliefs with those of others as they relate to ethical practice
 - 7.1.2. Consider multiple perspectives in addition to your own when involved in shared ethical decision making
 - 7.1.3. Demonstrate collaborative practice competencies with other members of the healthcare team when engaged in complex ethical discussions
 - 7.1.4. Apply an ethical decision-making framework to a complex clinical situation in an interprofessional setting
 - 7.2. Collaborative Decision Making
 - 7.2.1. Identify factors that can affect decision-making in a collaborative environment
 - 7.2.2. Apply strategies to effectively engage in collaborative decision-making
 - 7.2.3. Analyze the need for collaborative decision-making in a complex system
 - 7.2.4. Demonstrate the competencies that support collaborative decision-making
 - 7.3. Indigenous Cultural Safety Q4 and Transforming Care workshop
 - 7.3.1. Recognize Indigenous models of health and wellness, health practices and traditional medicines.
 - 7.3.2. Describe strategies to engage with Indigenous people and communities.

- 7.3.3. Summarize concepts of intergenerational trauma and intergenerational strength.
- 7.3.4. Summarize the work of the Truth and Reconciliation Commission of Canada, the 94 Calls to Action and the implications for Indigenous people's health and wellbeing.
- 7.3.5. Critically reflect on the role of health care professionals in addressing Indigenous health disparities and health outcomes, and on their own understanding of cultural safety, cultural humility and allyship.
- 7.4. Health Informatics
 - 7.4.1. Define Information and Communication Technology (ICT) within the healthcare context
 - 7.4.2. Describe the history and evolution of ICT in Canada
 - 7.4.3. Define and differentiate key terms and concepts and their use in different contexts of care
 - 7.4.4. Describe the overarching goals of ICT within the current healthcare context
 - 7.4.5. Describe how ICT supports safe, collaborative, person-centred care to diverse populations across practice settings
 - 7.4.6. Describe the principles that guide effective ICT use in healthcare

Note: This course does not have an exam, and all final assignment documents are due by Tuesday April 11th 11:59pm. However, students should remain available by email until Wednesday April 12th. If any gaps in attainment of assignment criteria are noted by the instructors, students will be required to promptly address the identified issues.

SCHEDULE OF TOPICS & LEARNING ACTIVITIES

SEE CANVAS FOR DETAILS

	CLASS ON WEDNESDAYS 1-4PM	LOCATION	OUTSIDE OF CLASS TASKS	ASSIGNMENTS DUE the Following TUESDAY 11:59PM
WEEK 1	JAN 11- Introductions Praxis and Critical reflection Term Project: Topic Brainstorm and Selection	FNH 50	Form Counselling pairs (on Canvas) Counselling Client Sign-up opens Friday 9am	JAN 17- Journal #1
WEEK 2	JAN 18- Advanced Counselling Assignment BC Brain Wellness Program overview & EMR training (with Sally-Anne Stelling and Emma Gallagher) Guest lecture - Dr. Silke Appel-Cresswell: "Nutrition matters for brain health – the example of Parkinson’s disease"	FNH 50	Meet peer counselling partner. Contact client and book appointment in Janeapp	JAN 24 – Discussion #1 UBC Health Interprofessional Education sessions in term 1
WEEK 3	JAN 25 – Counselling (focus on principles, ethics, recordkeeping) with Integrated Curriculum debrief Working within Systems/Structures Part 1: The Body is Not an Apology	FNH 50	Consult with Project Advisors (WEEK 3-7) Gender Diversity e- course (WEEK 3-5)	Jan 31- Journal #2
WEEK 4	FEB 1 – Counselling (focus on practice with skills and tools) Working within Systems/Structures Part 2: Mapping the System	FNH 50	Gender Diversity E- Course (WEEK 3-5) Counselling Session Feb 2nd-9th (WEEK 5 - 6)	Feb 7- Journal #3
WEEK 5	FEB 8: Spirituality, Food and Dietetics (with guest Raihan Hassen) Gender diversity and 2SLGBTQAI+ inclusive practice	FNH 50	Debrief counselling feedback with partner	Feb 15 – Discussion Post #2.1 Nutrition Counselling Experience
WEEK 6	FEB 16: Working within Systems/Structures Part 3: Patient Experiences of Food, Eating, and Healthcare Effective Educational Media & Planning for Peer Review Mid-Course Evaluation	FNH 50		By SUNDAY Feb 26th 11:59PM Submit Worksheet and draft of tool By Tuesday Feb 28th 11:59PM: Discussion #2.2 Two responses to peers’ counselling reflections
WEEK 7	READING WEEK - NO CLASS		Work on inquiry project	
WEEK 8	CHANGED CLASS SCHEDULE THIS WEEK Feb 28 and March 2 Two classes this week:	Zoom		Mar 7 – Journal #4

	<p>Tues 8-9:30am Group projects Peer Review</p> <p>Thurs 8-9:30am Counselling Debrief (with guests)</p>			
WEEK 9	<p>MAR 8 - Structural Racism and Anti-racism in Dietetic Practice Engaged/Embodied responses to oppression (with guests)</p>	FNH 50		March 14 – Journal #5
WEEK 10	<p>MAR 15 - ONLINE THIS WEEK Indigenous Health & Dietetics – Transforming Care in Communities (with guests)</p>	Zoom		March 21 – Journal #6
WEEK 11	<p>MAR 22- Student-led Project Time (2) Topics by student request</p>	FNH 50	Follow up 20-min appointments, as requested (WEEK 10-11)	March 28 – Journal #7
WEEK 12	<p>MAR 29 - Student-led Project Time (2) Topics by student request Student Experience of Instruction</p>	FNH 50		April 4 th – Critical Reflections on Term
WEEK 13	<p>APR 5 – Student-led Project Time (2) Term Wrap Up</p>	FNH 50		<p>April 11th</p> <p>Submit Group Reflection</p> <p>Submit final tool and output(s) on Canvas and update relevant UBC Dietetics Wiki page or external contact person with all final Group Project Materials</p>
EXAM PERIOD	NO FINAL EXAM			

LEARNING MATERIALS

All required learning materials (i.e. readings, slides, videos) are available through the Modules tab in Canvas.

Summaries of class learning will be created collectively, so please bring a device to class that can connect to WIFI.

Optional academic readings and reports are available through the Library Course Reserves link on Canvas.

ASSESSMENT OF LEARNING (PASS/FAIL)

In this professional practice course, students are expected to self-assess for strengths and gaps in knowledge and skills, and to deepen their own learning in response. Self-awareness is essential for competent professional dietetic practice, as professional development is most often self-directed (e.g. College of Dietitians of BC [Continuing Competence Program](#))

However, self-assessment does not mean you are all alone! A key part of self-assessment includes asking for input from others—find ways to gain the perspective of your peers, client, TA, or instructor related to your strengths and gaps throughout this course.

To pass the course, students must achieve all stated learning outcomes, which requires that you

- attend class and actively participate in course activities;
- complete all assignments to at least a competent standard, as described in rubrics
- contribute equitably to group work, based on your group agreements and peer evaluation rubric;

If planned activities or assessments need to be adjusted during the semester, changes will be discussed during class. Then, the syllabus will be updated, a new dated version will be posted on Canvas, and students will be notified via their preferred email.

UNIVERSITY POLICIES & STUDENT SUPPORT RESOURCES

- UBC provides resources to support student learning and to maintain healthy lifestyles, but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence.
- UBC values respect for the person and ideas of all members of the academic community.
- Harassment and discrimination are not tolerated nor is suppression of academic freedom.
- UBC provides appropriate accommodation for students with disabilities and for religious observances.
- UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of these policies and how to access support are available on [the UBC Senate website](#).

Academic and Learning Resources: <https://students.ubc.ca/enrolment/academic-learning-resources>

Student Support Resources: <https://equity.ubc.ca/resources/students/>

COURSE AND PROGRAM POLICIES

Students in the dietetics program should be aware of and follow [program policies](#).

Attendance: Please come to class; there will be learning activities that are not replicated elsewhere in the course. Please arrange personal appointments and activities so you can be in class and available for course-related activities outside the class time. If you will be unable to attend class for any reason, please let the TA know in advance if possible.

Most classes will not be recorded, but slides, notes, key resources, and videos will be made available to all students prior to or just after class time.

Students who miss class are expected to talk to classmates to find out what they missed and to attend office hours the following week.

Assignments: Please respect the due dates posted on Canvas. Request changes to assignment due dates or format with the instructor, in advance of the relevant due date.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning.

This course will be using the following learning technologies: Canvas, Qualtrics, AHA Slides, and Jam Board.

AHA Slides and Jam Board are not FIPPA compliant because they store data in the US, and thus, no personal student data will be collected using these platforms. For students who prefer not to use AHA Slides or Jam Board for any reasons, there will always be an alternative way to interact that is FIPPA-compliant, such as using Canvas or the Zoom chat.

Canvas captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, the instructor plans to use analytics data solely to review statistics on course content being accessed to support improvements in the course.

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