

HUNU 560 – Leadership in Health and Dietetics

TERRITORIAL ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm. The land it is situated on has always been a place of learning for the xwməθkwəyəm, 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:

This 3-credit course will provide students with an overview of skills, attitudes and behaviours that dietitians need to be successful leaders in future practice areas within dietetics or in interdisciplinary environments. Concepts, cases, and course material will develop opportunities to practice and critically reflect on leadership within dietetics, healthcare and beyond. This course aims to help students develop and understand what it means for them to become a leader in the field..

Class: 3 hours per week; on Tues from 9am to noon. Some weeks, students will require time outside of class to meet with their community partners virtually or in-person. Students should anticipate 6-8 hours of course-related work per week, outside of class time.

Class Location: This is a predominantly in-person course with occasional synchronous Zoom classes to facilitate classroom interaction among your instructor, guests and classmates. Class will meet in IRC G66 or will use the course Zoom link available on Canvas.

Office Hours (Coffee Hour): offered immediately following class or virtually (time to be determined in collaboration with students). Individual/group appointments at other times are subject to instructor availability.

PREREQUISITES

None.

PEOPLE

Course Instructor(s)	Contact Details	Office Location	Office Hours
Nicole Spencer	Nspenc01@mail.ubc.ca 778-321-7135	Online or after class	TBD in Week 1
Raihan Hassen	raihan.hassen@bccdc.ca	Online or after class	TBD in Week 1

Nicole Spencer: Outside of working at UBC, Nicole (she/they) holds a role in public health food and nutrition for the BC Centre for Disease Control. They also live with their partner raising two kids and a cat named Blizzy, and are deeply connected in community with their chosen and inherited family. Nicole lives and works mostly occupying the unsundered, shared homelands of the [xʷməθkʷəy̓əm](#), [Skwxwú7mesh](#), [səlilwətaɬ](#), who have lived in balance with nature for thousands of years. As a white settler of Jewish, Czech, Irish, Scottish, and English ancestry, they recognize the way they have benefited from the current systems of dominance. Nicole strives to use their unearned privilege, work relationally, learn from their mistakes, and persistently seek ways to confront and disrupt colonial patterns with curiosity, vulnerability, and reflection.

They have also spent two decades as a dietitian (UBC & Gerontology Nutrition Society, 2004) in a variety of health and education roles, including national leadership in professional practice and advocacy, public health, school program development, university instruction, primary care, clinical practice, as well as project management in India, completing a master's degree in health education (SFU, 2010), and program coordination in Haida Gwaii. Working at UBC with HUNU 560 again this year, Nicole is so grateful to collaborate in this connected, shared learning and unlearning journey.

Raihan Hassen: Raihan (she/her) is a registered dietitian and food lover humbled to be living and working on the traditional, ancestral, and unceded territories of the [xʷməθkʷəy̓əm](#) (Musqueam), [Skwxwú7mesh](#) (Squamish) and [səlilwətaɬ](#) (Tsleil-Waututh) nations. Raihan has had experience working in long term-care, school food research, and food security. She now works as Food Security Coordinator at the BC Center for Disease Control where she collects and distributes evidence on food security across BC in close partnership with communities, health professionals, and government. Raihan has a passion for health equity, food systems, and public health. She is very grateful for the opportunity to learn and collaborate with bright minds in HUNU 560.

- o Email: please contact Raihan and Nicole through Canvas messaging. If Canvas is not available, then send an email.

This course will also feature guests and community partners. Please show our guests respect by coming to class prepared to listen and engage with the material. Please be considerate of the vision, mission, values, time & capacity of community partners in all your interactions.

LEARNING OUTCOMES

Upon successful completion of this course students will be able to:

1. Analyze the strengths, gaps and personal affinities related to different leadership theories and perspectives, including approaches to collaboration, conflict, and change.

2. Integrate and reflect upon their personal characteristics, strengths, and experiences, and how these relate to showing up as a leader in current and future professional settings.
3. Recognize and respond to both formal and emergent opportunities for leadership in dietetics and health settings.
4. Apply a critical lens to find alignment among multiple perspectives (reflective of power & place), frame a rationale for change/action, and work with others to identify and engage effective channels for change.

SCHEDULE OF TOPICS (PRE-WORK FOR EACH WEEK IS POSTED ON CANVAS)

Week	Class Topics	Assignments Due at end of the week (exact date to be decided)
Week 1 Sept 3	Course Introduction and Activities	N/A
Week 2 Sept 10	Power and Privilege LEADS Framework (for healthcare leadership)	CBEL Worksheet 1: Your Community Partner
Week 3 Sept 17	Values, Culture and Community Engagement LEADS Framework: Engage Others First Meeting with Community Partner	CBEL Submit Signed "Agreement to work together" on Canvas
Week 4 Sep 24	Unlearning Supremacy in Leadership	Reflection: aspects of supremacy culture
Week 5 Oct 1	Health Advocacy: Strategies and Opportunities; affinity debrief	N/A
Week 6 Oct 8	LEADS Framework: Develop Coalitions Project work/Mapping LEADS Framework: Achieve Results Project work	N/A
Week 7 Oct 15	Critical Analysis of Traditional Leadership Norms in Health/Dietetics Project Work	CBEL Worksheet 2: Actor Mapping
Week 8 Oct 22	Dietitians in Nutrition Leadership Positions	N/A
Week 9 Oct 29	LEADS Framework: Systems Transformation Project Work	N/A
Week 10 Nov 5	Challenges/Opportunities for Leadership in Dietetics and Health Discussion, based on Analysis of Leadership Articles	Change Management Case Study

Nov 12	NO CLASS THIS WEEK – MIDTERM BREAK	Critical Analysis, Inquiry and Empathy
Week 11 Nov 19	Conflict Engagement (Conflict Theatre)	
Week 12 Nov 26	Interdisciplinary perspectives on leadership Revisiting System Change	
Week 13 Dec 3	Advocacy Project Presentations Informal Leadership and Mentoring Final Assessment Instructions & Discussion	Dec 3: Submit Deliverables on Canvas with appropriate CC License
Exam Period		Dec 10: Individual Reflection on Experiential Learning Dec 16: Critique of Depersonalized Leadership Approaches

LEARNING ACTIVITIES IN THIS COURSE WILL INCLUDE

1. Pre-class videos, readings, listenings, and exercises
2. In-class applications – self-assessments and group activities, including conflict engagement theatre, arts-based leadership activity and reflection, reading discussion groups (and prep), and more.
3. Community Based Experiential Learning Project on Health Advocacy
4. Take home written assignments, including group and individual case studies

ASSESSMENTS OF LEARNING

Final grades are determined using the faculty-specific grading schemes in the UBC Vancouver Academic Calendar

(<https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/grading-practices/introduction>). Note that the passing grade for MND students is 60%, and only 6 credits of an entire degree may receive grades between 60-68%

(<https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/academic-regulations/academic-progress>)

Community Based Experiential Learning - Advocacy Project (44%)

- Student will work with a community partner in assigned groups of 3-4 to support activities and/or materials development related to an advocacy issue in dietetic practice or community health.
- For evaluation, see CBEL Assignment document for further mark breakdown and due dates:

Worksheets (2) (8%, group) - due dates TBC

Deliverables (8%, group) – final copies due December 3

Presentation (10%, group) – in class in Week 13 (December 3)

Process Feedback (8%, group) – at end of term

Short Reflective Essay (10%, individual) – at end of term

Class Participation (17%, individual) Multiple components

- Complete and submit **self-evaluation form** (5%) - due December 10 11:59pm
- Completion/submission of **pre-class or in-class activities** (approx. 1% per week, for a total of 12%), including self-assessments, reflections, discussion facilitation, in-class group work, peer review, and other learning activities. If you miss class, you are expected to complete/submit these activities before the following week, unless arrangements are agreed to by one of the co-instructors.

Critical Analysis, Inquiry and Empathy: dialogue with a “Dietetics Leadership” article (7%, individual)

- More information about this assignment will be shared in Week 7

Change Management Case Study (12%, pairs): see assignment document for specifications

- This short case study is completed in pairs; sign up on Canvas
- Due mid-November
- This assignment will be assessed by your peers who have completed different cases, using the rubric found on the Canvas assignment.

Take home “Final exam” (20%, individual)

- More information about this summative learning assessment will be shared mid-way through the term.
- Due Monday December 16, 11:59pm

UNIVERSITY POLICIES

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](#).

ADDITIONAL COURSE POLICIES

Attendance: Students are expected to attend all classes in-person or online synchronously. Please notify the co-instructors if you are unable to attend class for any reason.

Due dates: Please respect the due dates for assignments; any changes to due dates must be discussed with the instructor and agreed upon in advance of the due date. Additionally, students will have a *24-hour grace period* after the due date to submit their work. After 24 hours, the student's assessed grade on any submitted assignments will be reduced by 5% per day.

Generative AI Software: The use of generative artificial intelligence tools is prohibited in all course assignments that are submitted for assessment, unless explicitly stated otherwise by the instructors in this course. Use of these tools is considered an unauthorized means to complete an examination or other assignment or assessment and would be considered academic misconduct. This includes ChatGPT and other artificial intelligence tools and programs.

LEARNING ANALYTICS

This course will be using Canvas as the learning technology. Additionally, we may use AhaSlides, Google Suite, and other online tools; since AhaSlides and Google Suite are not stored in Canada, please do not share personally-identifiable information on these platforms. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning.

In this course, we plan to use analytics data to:

- View overall class progress
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums, as relevant

LEARNING RESOURCES

LFS Learning Center can be used as a resource for hardware/software support, if required. All learning material for class will be posted on Canvas.

We aspire to design our curricula, so it is inclusive and addresses the needs of students with disabilities. We are also committed to ensure that the specific rights and entitlements of students with disabilities are upheld in our classes and to accommodate them as determined by the Center for Accessibility (CFA). If you have a disability requiring academic accommodations in this course, please contact the CFA at 604-822-5844 or info.accessibility@ubc.ca

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Video- or audio-recording of the course is not permitted, except with permission of the instructors and any guests.

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