

LAND ACKNOWLEDGEMENT

UBC's Dietetics Program is situated on Point Grey Campus, which 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. We would also like to acknowledge the Sylix, Lekwungen, and Lheidl T'enneh territories where UBC's distributed health professional programs are administered. Additionally, we recognize the wide diversity of Indigenous territories that students, staff, and faculty come from, as well as currently live, work, and play. UBC Dietetics is incredibly thankful to be able to offer practice education placements throughout the lands of the Indigenous Peoples of British Columbia.

COURSE INFORMATION

Course Title	Course Location	Course Code Number	Credit Value
Professional Practice in Dietetics I	HEBB 116	FNH 380	3-credits
Note: Some classes (full 3-hours) are being held remotely. Please check the Schedule of Topics below.			

PREREQUISITES

None - restricted to students in Dietetics Major or Master of Nutrition and Dietetics program.

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
Tamara Cohen, PhD, RD	tamara.cohen@ubc.ca	FNH 218	Appointment only

My commitment to you, the student: My name is Tamara, and I go by the pronouns she, her, hers. As your instructor, I will make a conscious effort to ensure that you, the student, participate in this course in a way that fosters creativity and sharing of professional knowledge, rather than simply being a recipient of information. My goals as your instructor are to help create a sense of community within your cohorts, whereby by the end of this class you will feel comfortable to reach out to each other for support and guidance given you all become future colleagues. I also hope to fill your "toolbox" and teach you the necessary skills you will need before entering practice education (FNH 381). Dietetics is an exciting profession, and I am excited to learn, make mistakes and most of all, laugh with you.

When to contact Tamara: Attendance and accommodations; grading after consulting with Olivia.

Teaching Assistant	Contact Details	Office Location	Office Hours
Celeste Bouchaud	celeste.bouchaud@ubc.ca	N/A	Appointment only

My commitment to you, the student: My name is Celeste (she/her/hers) and I will be your TA this semester. As your TA, I commit to supporting you in your learning and encouraging you to search for and to create your own questions and solutions. As a dietitian currently working in counselling, I commit to be available for discussions about my experience working in practice as well as sharing my perspective and experience. I commit to working with Tamara and all of you to explore the many avenues of dietetic practice that will be available to you as you move through your schooling and future profession. I commit to creating a space in which you feel comfortable working with each other and supporting each other through this introduction to the profession of dietetics. I look forward to learning with you and discussing with you this semester!

When to contact Celeste: Questions about assignments, and class activities. Class logistics (Canvas related issues, upload assignments, discussions on Canvas), grading.

COURSE STRUCTURE AND DESCRIPTION

Course Description

Welcome to the Dietetics Major! FNH 380 is a 3-credit, one-term pass/fail 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 assist students in their preparation for the transition from the academic setting to the practice education component of the program, preparing them for entry level practice. The courses emphasize collaborative and reflective approaches which are essential for practice.

Like all required courses in the program, these courses contribute to student attainment of the Integrated Competencies for Dietetic Education and Practice (ICDEP).

This course is the first Professional Practice course, which will emphasize oral communication skills and provide you with an overview of the profession. The next course, FNH 381 (May 2025) is your first practice education experience.

Format

This course includes instructor-led sessions (often involving guests from the dietetics profession), campus-based interprofessional education, and student-led sessions designed to promote reflection and engagement on professional practice topics. This class will be offered as a hybrid-approach whereby some days are in-person and others will be held through zoom (remote).

SCHEDULE OF TOPICS

IMPORTANT: UBC Health arranges IPE activities that are a mandatory component of this class and occur during class time. The classes are broken up into three, 50-min slots. *Denotes guest speakers (see Activities below)

[Term dates: September 3rd to December 6th ; mid-term break: November 11-13, 2024]

Date	Mode	Topic	Time	Plan of the Day	Speaker/ Notes
Sep 6- Class 1	In-person	Welcome to FNH 380	1:05-2:00	Welcome to FNH 380!	
			2:10-3:00	Course overview and Classroom rules (2:40 Visit: UBC Dietetics Student Community presentation)	
			3:00-3:55	Interprofessional Education (IPE) Orientation	UBC Health visit for Introduction
Sep 13 – Class 2	In-person	Dietetics at UBC	1:05-2:00	ICDEP and competencies in dietetics	
			2:10-3:00	All about UBC Dietetics: Program philosophy	UBC Dietetics Educators
			3:10-3:55	Pin Ceremony	Dietetics Team

Sep 20– Class 3	UBC Farm	Decolonizing Dietetics	1:05-3:55	Michael Wesley Presentation	*Exact schedule and further details can be found in Canvas
Sept 27– Class 4	In-person	Dietetics at UBC Continued	1:05-2:00	Communication in Dietetics	
			2:10-3:00	Self-Directed Learning and Self-Awareness in Dietetics	
			3:10-3:55	Ethics in Practice	
Oct 04	No Class-Class Cancelled				
Oct 11 – Class 5	Zoom	Dietetics in Clinical Practice	1:00-1:55	Dietetics in clinical practice	Providence Health
			2:00-4:00	IPE – Substance Use Education	
Oct 18 – Class 6	In-person	How-To Presentations	1:05-3:00	How-To Presentations Small Groups	Class breaks up into groups of 5-8 people
			3:10-3:55	How-To Presentations: The Final	Best one from each group
Oct 25 – Class 7	In-person	Dietetics in Rural Settings	1:05-2:00	Dietetics in Rural Settings	Hillary Fry & Heather Leduc
			2:10-3:55	Hot-Topics presentations	Group 1, 2, 3 & 4
Nov 01 – Class 8	In-Person	Professionalism	1:05-1:55	Hot-Topics presentations	Group 5 & 6
			2:00-4:00	IPE - Professionalism & Team Based Care (Location TBA)	
Nov 08 – Class 9	In-person	i-Ethics	1:05-1:55	Hot-Topics presentations	Group 7 & 8
			2:00-4:00	IPE – i-Ethics Q1 (Location TBA)	
Nov 15 – Class 10	ZOOM	Health Informatics	1:05-1:55	Class Pick: Sports RD	Margaret Hugues- Toronto Maple Leaf Hockey Club
			2:00-4:00	IPE – Health Informatics	
Nov 22 – Class 11	In-person	Indigenous Cultural Safety	1:00-4:00	IPE - Indigenous Cultural Safety Q1 (Location TBA)	
Nov 29 – Class 12	In-person	Final Hot-Topics and Guest Speaker	1:05-2:00	Dietetics and LTC	Katrina Anciade Seasons Care
			2:10-3:00	Hot-topic Presentations	Group 9 & 10

			3:10-3:55	In Class Team Building Activity	
Dec 06— Class 13	In-person	Last Class	1:05-2:00	Bringing it all together	
			2:10-3:00	Course Feedback	
			3:10-3:55	Pot-Luck	

LEARNING OUTCOMES (LO)

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

LO1	To identify and describe the distinct roles of dietitians in a Canadian practice context, including emerging practice areas.
LO2	To discuss and apply key concepts in interprofessional collaboration in health care. These concepts include and are not limited to: i. Describe patients' expectations related to their healthcare providers working collaboratively ii. Discuss how effective team-based care optimizes patient health outcomes and satisfaction, as well as provider satisfaction iii. Identify stressors and system factors that affect the ability of health care providers to collaborate to provide safe, effective, person-centered care iv. Articulate how personal and professional values, beliefs and perspectives influence ethical decision-making v. Apply the code of ethics from the College of Dietitians of British Columbia to describe professional responsibilities in relation to specific ethical scenarios
LO3	To apply communication and collaboration skills to professional development, through activities including: i. Self-assessment and learning plan development and reflections; ii. Planning, delivery and participating in oral presentations. iii. Providing constructive feedback to your peers.
LO4	To plan an education session on topics relevant to dietetics. i. Utilize key concepts in education session planning, including: - assess the prior knowledge and learning needs of others; - select and implement appropriate educational strategies; - select and/or develop learning resources.

LEARNING MATERIALS

In lieu of a course text, all students in the course should consider becoming student members of Dietitians of Canada <https://www.dietitians.ca/Join>. Note there is a fee associated with this membership. You will be asked to provide proof of registration.

Additional course resources will be posted on the course website, accessible via canvas.ubc.ca. Please check back regularly as resources will be added throughout the term.

LEARNING ACTIVITIES/ ASSIGNMENTS

The following outlines the learning activities and how they will support the course's learning outcomes.

Activity Description	Deadlines/Due Dates	Activity Mapping to Learning Outcomes
Activity 1: Personal thoughts and reflections on 2 guest speakers Write a reflection piece (no more than 200 words) on the discussion board about your thoughts after a guest speaker. What struck you most? Was this career path what you thought it was? Is this a career you can see yourself pursuing? Why or why not? Then, comment on two other classmates' posts in addition to posting your own comment. Comments back to your peers should be no more than 75 words. NOTE: To have completed this assignment, you must complete your own post AND comment on two other classmates' posts.	Within 5 working days of the guest speaker.	LO1, LO3
Activity 2: "How-to" presentations Get ready to laugh and get to know your classmates a little better! This fun activity will have you smiling for 3 hours. Working independently, you will present a 3-minute "how to" presentation to a small group. These presentations can be on a topic of your choice. You can bring props, resources and be as creative as you want. Get your classmates excited to learn "how to pet a cat", "how to fold a duvet" or "how to draw a bird" (real examples from the 2021 cohort), by posting a social media post on the discussion board to intrigue your future colleagues. This can be in the form of an Instagram post, Tweet or a poem! Get creative!	1. Create a social media post on Canvas Discussion board advertising for your "How to" session. DUE: October 16th 2. Present a 3-min "how to" session to a small group on October 18th	LO3, LO4

Activity 3: Student-led tutorials on hot topics in dietetics Working in pre-assigned groups of 5, this activity involves developing and delivering an education session on specific dietetics-related topics that is considered controversial, or “hot”. The presentations should be 15 minutes in length with 5 min of discussion with the group and a 3-minute evaluation from other students (digital).	1. Idea for “hot topic” and group agreement plan due Friday, September 27 (submit on Canvas) 2. The Group Contract is due Friday, September 27 (submit on Canvas) 3. Submit the <i>Peer Evaluation Survey</i> within 5 working days of your presentation on Canvas.	LO2, LO3, LO4
OTHER: Interprofessional Education (IPE) <i>Along with students from UBC health and human service programs, students participate in interprofessional education (online modules and face-to-face sessions)</i>	You will receive a certificate of completion for each module (professionalism, resilience, Indigenous Cultural Safety and Ethics). You must upload all certificates to Canvas through the appropriate IPE page. Come to class prepared to debrief your IPE experiences on the last day of class.	LO2

ASSESSMENTS OF LEARNING

Student performance in this course is evaluated on a pass/fail basis, aligning with how competency attainment is assessed during the program's practice education components.

Given this course is aligned with competency attainment, failure of FNH 380 means a student is not eligible to continue in FNH 381 (practice education) and will be obliged to wait a full year before readmittance to the program. Students should expect to receive constructive feedback on the various presentations, both written and oral, from the Instructor, TA, and peers.

To pass the course, students must:

1. Demonstrate professional behaviour at all times (be punctual and submit all assignments on time). Students who do not attend class on time (for more than 2 classes), leave class early without informing the instructor and do not submit all assignments on time are subject to failure.
2. Attend all scheduled classes (please arrange personal appointments and activities so you can be at class starting September 06, 2023) and available for course-related activities outside the class time; if you are seriously ill or have a significant reason for being absent from the class, contact course instructor ASAP. Students who do not notify the instructor that they are not attending the class for the reasons stated above are subject to failure.
3. Actively participate in course activities. Participation includes active class discussions, being a collaborative team member and participating in discussion board activities. Students who do not actively participate are subject to failure.
4. Contribute in an equitable manner to course group work. Students who do not participate in a collaborative way during course work are subject to failure. This will be evaluated by the instructor who will review the peer-to-peer evaluations and determine who is subject to failure after meeting with the student in question 1-on-1.

Students should remember: FNH 380 is a **PROFESSIONAL course**. In many ways, students should view this course as part of their professional training and development. This course is one of many that are under the Accreditation Review process. While this course is aimed at skill development, inappropriate and non-professional behaviour (including absenteeism) will place a student **at risk of failure**.

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 uphold the highest academic standards in all their actions.

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

COVID SAFETY

For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary

tool to make it harder for Covid-19 to find a new host. Please wear a non-medical mask during our class meetings, for your own protection, and the safety and comfort of everyone else in the class if this will make you feel more at ease. Please arrange to get vaccinated if you have not already done so.

CLASSROOM ENVIRONMENT

Students are recommended to sit in different areas of the class during each class to get to know their peers. Classroom rules are posted on the course Canvas website. It is recommended students review those and become familiar with them as the semester progresses.

OTHER COURSE POLICIES

This course does not have an exam. However, **students should remain available by email the week following completion of the course.** If any gaps in attainment of assignment criteria are noted by the instructor, students will be required to promptly address the identified issues.

The Use of Generative Artificial intelligence (AI) Tools in this Course:

Students are permitted to use AI tools for formative work, such as gathering information or brainstorming but may not use it for any final submissions. Any final submissions should be written in your own words, based on your own ideas and experiences. Use of ChatGPT and other generative AI tools should be **properly and clearly cited**. A key expectation of academic integrity for students is completing their own work. **Any submissions that are suspected of being created using generative AI will be considered academic misconduct.**

If you are interested in more information on academic integrity or the use of generative AI at UBC, please review the following resources:

- [Academic integrity at UBC](#)
- [ChatGPT Q&A](#)
- [Generative AI use at UBC](#)

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas as the primary learning technology. I intend to use this tool to capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Assess your participation in the course

LEARNING RESOURCES

UBC library, including both print and online collections (<http://www.library.ubc.ca/>)

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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Students are not permitted to record the class.