

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.

COURSE INFORMATION

Course Title	Course Location	Course Code Number	Credit Value
Professional Practice in Dietetics I	MCLD 3002	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 (she/her)	tamara.cohen@ubc.ca	FNH 218	Appointment only
Anna Brisco, MEd, RD (any pronouns)	Anna.brisco@ubc.ca	FNH 324	By Appointment (on campus Wed/Fri)

Our commitments to you, the student: As your instructor(s), we 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. Our goals as your instructor(s) are to help create a sense of community within your cohorts, whereby by the end of this class you will feel comfortable reaching out to each other for support and guidance given you all become future colleagues. We also hope to fill your “toolbox” and teach you the necessary skills you will need before entering practice education next summer. Dietetics is an exciting profession, and we are excited to learn, make mistakes and most of all, laugh with you.

When to contact Tamara and/or Anna: Attendance and accommodations; grading after consulting with Celeste.

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 being 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 *UBC Dietetics*! FNH 380 is a 3-credit, one-term pass/fail course that introduces you to the UBC Dietetics programs (BSc-Dietetics Major & MND) 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 [v3.0, 2020](#)).

This course is the first Professional Practice course, which will emphasize professionalism, oral communication skills, and provide you with an overview of the profession. The next course, FNH 381/HUNU 578 (May 2026) is your first practice education placement experience - in a clinical setting. Professional Practice II (FNH 480/HUNU 580) integrates and applies foundational knowledge from campus courses, in preparation for your final year of practice education placements.

Format

This course includes instructor-led sessions (often involving guests from the dietetics profession), and campus-based interprofessional education. 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 most often broken up into three, 50-min slots.* *Denotes guest speakers (see Activities below)

[Term dates: September 2nd to December 5th ; mid-term break: November 10-12, 2025]

Date	Mode	Topic	Time	Plan of the Day	Speaker/ Notes
Sep 5- Class 1	In-person	Welcome to FNH 380	1:05-2:45	Welcome to FNH 380!	Tamara
			3:05-3:55	Interprofessional Education (IPE) Orientation	UBC Health visit for Introduction
Sep 12 – Class 2	In-person	Dietetics at UBC	1:05-2:00	ICDEP and competencies in dietetics	Tamara
			2:10-3:00	All about UBC Dietetics	UBC Dietetics Educators
			3:10-3:55	Pin Ceremony + Class Photo	Dietetics Team

Sep 19 – Class 3	UBC Farm	Decolonizing Dietetics	1:05-3:55	Michael Wesley Presentation	*Exact schedule and further details can be found in Canvas
Sept 26 – Class 4	In-person	Introduction to Health Care in BC	1:05-2:15	BC Healthcare System Orientation	Kara Vogt and Anna Brisco
			2:30-3:45	Introduction to Professional Development	
Oct 03 – Class 5	In-person	Ethical practice in dietetics	1:05-2:30	Code of ethics and professional standards	Tamara
			2:45-3:50	Ethics case studies	
Oct 10 – Class 6	ZOOM	Dietetics in Clinical Practice & IPE – Substance Use	1:00-1:55	*Career exploration in dietetics: Clinical Nutrition	Providence Health Team (Tamara)
			2:00-4:00	IPE – Substance Use Education (ONLINE)	UBC Health
Oct 17 – Class 7	OFF	NO CLASS- In lieu of violence prevention training			
Oct 24 – Class 8	In-person	How-To Presentations	1:05-3:00	How-To Presentations: Small Groups	Class breaks up into groups of 6-8 people
			3:10-3:55	How-To Presentations: The Finale	Best one from each group
Oct 31 – Class 9	In-Person	Rural Health & IPE -Professionalism	1:05-1:50	*Career exploration in dietetics: Rural/Remote Healthcare	Northern Health - Flo Shepherd and Shelley Crack (Tamara)
			2:00-4:00	IPE - Professionalism & Team Based Care (Location TBA)	UBC Health
Nov 07 – Class 10	In-person	Foodservice & IPE - i-Ethics	1:05-1:55	*Career exploration in dietetics: Foodservice Management	VCH - Kristy Yee and Anna Chan (Anna)
			2:00-4:00	IPE – i-Ethics Q1 (Location TBA)	UBC Health
Nov 14 – Class 11	ZOOM	Private Practice & IPE - Health Informatics	1:05-1:55	*Career exploration in dietetics: Private Practice and Entrepreneurship	Amy Yiu, from Libra Nutrition (Tamara)
			2:00-4:00	IPE – Health Informatics (ONLINE)	UBC Health
Nov 21 – Class 12	In-person	IPE - Indigenous Cultural Safety	1:00-4:00	IPE - Indigenous Cultural Safety Q1 (Location TBA)	UBC Health

Nov 28 – Class 13	In-person	Food Industry & Course Wrap-Up	1:30–2:25	*Career exploration in dietetics: Industry and Food Product Development	Renee Chan, of The Skript Kitchen (Anna)
			2:30–3:20	Debriefing IPE Learning	Melissa
			3:25–3:55	Wrapping up the class	Anna/Tamara
Dec 05 – Class 14	In-person	Last Class – MND Capstone Research Colloquium	1:00 – 2:25	MND Colloquium: Introduction + First Four Presentations	
			2:25 – 2:55	Break	
			2:55 – 4:00	MND Colloquium: Final Three Presentations + Closing Remarks	

LEARNING OUTCOMES (LO)

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

1	Identify and describe the <u>distinct skills (competencies) and roles of dietitians in a Canadian practice context</u> , including emerging practice areas.
2	Discuss and apply key concepts in <u>interprofessional collaboration</u> in health care. Specific learning outcomes include and are not limited to: i. Describe BC's healthcare system, including organizations, access points, and members of the healthcare team ii. Describe patients' expectations related to their healthcare providers working collaboratively iii. Discuss how effective team-based care optimizes patient health outcomes and satisfaction, as well as provider satisfaction iv. Identify stressors and system factors that affect the ability of health care providers to collaborate to provide safe, effective, person-centered care v. Articulate how personal and professional values, beliefs and perspectives influence ethical decision-making vi. Apply the code of ethics from the College of Dietitians of British Columbia to describe professional responsibilities in relation to specific ethical scenarios <i>The full list of IPE workshop learning outcomes is available on Canvas.</i>
3	Develop effective <u>communication and collaboration skills</u> for professional practice, through i. Actively participating in group discussions and learning activities with students in Dietetics and other UBC health and human services programs ii. Planning, delivering and participating in engaging oral presentations tailored to your audience iii. Write reflectively about the stories, skills and practice experiences of diverse guest dietitians iv. Providing constructive and curious oral and written responses to your peers' work
4	Develop <u>reflective practice competencies</u> in the context of Canadian diversity, through i. Developing a practice of self-reflection, beginning with self-awareness of one's own social, historical, and geographical location, and integrating one's past and present learning experiences. ii. Developing a professional e-portfolio that connects learning experiences to ICDEP indicators and dietetics practice iii. Setting goals for further learning, unlearning, and competency development

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: Written Reflections on 2 guest speakers (marked with * on the week-by-week calendar) Write a short reflective piece (no more than 200 words) on the discussion board about your thoughts after a guest speaker. Address questions, such as: <i>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?</i> 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, and should be specific, curious, and supportive. Rubric for assessment is available on Canvas. Inadequate submissions must either be revised and resubmitted, or a third guest reflection and peer comments will be expected. NOTE: To have completed this assignment, you must complete your own post AND comment on two other classmates' posts for two out of six guest speaking sessions	Initial Reflection & Peer Comments – due within five weekdays of the Guest Speaker (e.g. <u>before</u> the next FNH 380 Class - Friday 1pm)	LO1, LO3.iii & iv
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	1. Create a social media post on Canvas Discussion board advertising for your “How to” session. DUE: Wednesday October 22nd, 11:59pm 2. Present a 3-min “how to” session to a small group on October 24th	LO3.ii & iv

future colleagues. This can be in the form of an Instagram post, Tweet or a poem! Get creative!		
Activity 3: E-Portfolio Development This activity will require you to reflect on how your learning in this course relates to specific ICDEP competencies, provide evidence (i.e., “artifacts”) of your growing skills, and set a goal for future learning in the program and profession of dietetics. Your e-Portfolio will be created in the Canvas platform. By the end of the term, you must complete the following within your e-Portfolio: create a short personal biography, add two artifacts of your learning, and set one learning goal. Further details on how to complete this activity will be discussed in Class 4 this term. You will begin your personal biography and select your first “artifact” then. The design of this activity models the Continuing Competence process required of all regulated health professions in BC; creating an e-Portfolio in this course will prepare you to engage in ongoing reflection and goal setting throughout the program and once you transition to a practicing professional. Rubric is available on Canvas; inadequate or incomplete work will require resubmission.	First aspects of the e-portfolio will drafted in class on September 26 th . Complete all required e-Portfolio activities by December 7 th , and submit a link to your e-portfolio via Canvas.	LO4.ii, iii, & iv
Activity 4: Participation in Group Discussions and Class Activities At the end of the term, self-assess your participation in all course activities.	Due December 5 th <u>before</u> class	LO2.vi, LO3.i, LO4.i
Activity 5 - In October & November: Interprofessional Education (IPE) <i>Along with students from UBC health and human service programs, students participate in five interprofessional education (online modules and face-to-face sessions)</i> Locations for in-person workshops will be shared via their respective IPE Canvas courses: Professionalism & Team Based Care Indigenous Cultural Safety Q1 I-Ethics Q1 The following workshops will be held online via Zoom - links will be shared via the IPE Canvas courses: Substance Use Education; Data Informatics	Before each workshop, you will complete self-directed learning modules on Canvas. After or during each UBC Health IPE workshop, you will submit an assignment through Canvas. These assignments will be reviewed for quality completion for each module (Professionalism & Team Based Care, Indigenous Cultural	LO2, LO3.i & LO4.i Full list of IPE learning outcomes is available on Canvas

	Safety, Ethics, Data Informatics and Substance-use Education). Come to class prepared to debrief your IPE experiences near the end of term.	
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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, both written and oral, from the Instructors, TA, and peers.

To pass the course, students must:

1. Demonstrate the *Required Skills and Attributes for the Dietetics Program* at all times and act in accordance with all other program policies and the *Dietetics Code of Conduct*. Students who act against the program values and policies, without self-reflection and humility when concerns are raised are subject to failure.
2. Actively participate in course activities to the best of your ability (please arrange personal appointments and activities so you can be at class starting September 05, 2025). Active participation includes timely attendance, active class discussions, being a collaborative team member in any group activities, and participating in discussion board activities. If you are seriously ill or have a significant reason for being absent from class, contact the courses instructors ASAP. Students who do not actively participate are subject to failure.

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/INFECTION 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. It is well understood that repeated COVID infections can increase health risks for some, and your peers and their loved ones may live with more susceptible immune systems. Please consider how your actions impact others: consider wearing a medical mask when you (or those you live with) have symptoms or confirmed respiratory infections, and respect everyone's right to wear medical masks as a prevention measure.

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 weeks 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 brainstorming or structuring your ideas, 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 that it is inclusive and addresses the needs of students with disabilities. We are also committed to ensuring 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.