
ACKNOWLEDGEMENT

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

In this course, we will have the opportunity to explore and unpack how the construct of “leadership” either includes or excludes Indigenous ways of knowing and relating. This is a core big idea in this course that we will carry with us as we learn together this term.

COURSE INFORMATION

Course Title	Course Code	Credit Value	Course Dates & Classes
Leadership in Dietetics and Health	HUNU 560	3	Winter Term 1 September 2 to December 5, 2025 In-person class, Tuesdays 9:00 - 11:50 am in Scarfe Building, room 210

PREREQUISITES

Enrollment in the Master of Nutrition and Dietetics (MND) Program

CONTACTS

Course Instructor	Contact Details	Office Location	Office Hours
Kara Vogt	kara.vogt@ubc.ca Or message via Canvas	FNH 323 + virtual	I am available in-person on campus (always on Tuesdays, plus typically one other day of the week) and virtually, to meet with you, catch me after class on Tuesdays or email/Canvas message me to arrange a time to meet.
Teaching Assistant	Contact Details		TA Role
Audrey Su	Message via Canvas	N/A	Audrey is your fellow MND student, she will be completing her final practice education placements in the program this fall, in addition to her role marking your assignments in this course.

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

It is a delight to be with you in this course and work together again! We've had the chance to spend some time together so far in your MND Program journey, so you have heard a bit about my professional background. Let me take this opportunity to share with you a bit more about my own leadership journey and experience leading in dietetics, healthcare, and education. Early in my career, as a clinician, I knew I wanted to work towards a leadership role in the dietetics profession, but I wasn't exactly sure what that would be. I had opportunities to take on leadership projects and roles early in my career, I was a part of the Clinical Nutrition Department's Professional Practice Council at Providence Health Care (PHC), where I collaborated to shape our policies, standards, culture, and quality improvement initiatives for our department of dietitians. I also grew my skills as a food and nutrition leader in my role as an Eating Disorders Program dietitian at PHC, where I tried to lead in day-to-day moments, without necessarily having a formal leader job title. I completed a Master's in Educational Leadership, which enabled me to come to UBC to work with the UBC Dietetics Program. Also, during my time at UBC, I was elected to the Dietitians of Canada Board of Directors for a 4-year term, which opened my eyes to dietetics leadership on a bigger, national scale. These chapters and opportunities in my career have taught me many academic and practical lessons about leadership, that I am excited to offer to you in this course. While I have had many opportunities to lead so far in my career, I consider myself an ongoing learner of leadership, and that is the perspective I take when together with you in our classes. Values-based decision-making, integrity, transparency, and authentic relationship-building are at the core of my leadership and teaching styles. I hope this will shine through in our time together, and I value your feedback and curiosity if these intentions don't feel present in our time together during this course.

COURSE STRUCTURE

This is an in-person course, where we will meet Tuesday mornings during term 1 of winter term 2025. Our first class together will be on Tuesday September 2 and our final class will be Tuesday December 2 (detailed schedule on the following page of this syllabus). There is no mid-term or final exam for this course, but there will be some course assignment work to complete following the end of term 1 classes.

Two things we will decide on early in the course is if we would like to have 1 virtual class during the term and 1 outdoor class, to explore land-based learning approaches. I feel these would add a nice dynamic to our term, but rather than make that decision alone, we will discuss and decide together if we would like to make those adjustments to our class meeting locations.

Attending all classes is required, if there is an emergency circumstance that will impact your class attendance, communicate promptly with me.

Please come to class prepared to actively engage with the materials and learning activities. This is not a lecture-based course. We will be actively in conversation and practicing skills during each class. I expect you might feel quite tired by the end of class! In exchange for this effort in our classes, my intention is to keep the homework and class preparatory work quite minimal. My teaching approach tends to be "less is more", I will aim to offer you what I feel is a realistic amount of materials to engage with each week, rather than a huge list of "nice things you might want to look at one day".

LEARNING OUTCOMES

The learning outcomes for this course are designed to explicitly address [the Integrated Competencies for Dietetic Education and Practice, v3.0 \(2020\)](#).

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

1. Describe and critically analyze strengths, gaps, and personal affinities related to different leadership theories and perspectives.
2. Reflect upon and integrate their personal characteristics, strengths, and experiences, and how these relate to showing up as a leader in dietetics and interdisciplinary settings.
3. Identify and set intentions to engage with current and emergent opportunities for leadership in dietetics and health settings.
4. Apply leadership skills and tools to their personal leadership practice.

LEARNING ACTIVITIES

My approach to choosing learning activities is grounded in adult learning theory, universal design for learning (UDL), courageous experimentation, and compassion for self and others.

We are going to do a variety of different things in our classes to: (1) build self-awareness and critical curiosity, (2) practice skills that you can apply to leadership situations, and (3) support you to demonstrate the course learning outcomes. Some of the activities will feel fun and energizing, some of them will feel frustrating, and some might feel confusing or maybe even boring at times. I invite you to trust in yourself and the process, and to give each activity your best effort.

We will have protected space for a mid-point course check-in where we can gauge what is working well and what could be changed for the second half of the course. I have also intentionally left some open space in our classes in the second half of the course, to allow us to co-create topics and activities that feel meaningful and relevant to you as learners.

LEARNING MATERIALS & RESOURCES

Students are not required to purchase textbooks, reading packages or memberships for this course. Open access, no-cost learning resources are utilized whenever possible in this course, to reduce additional costs for students. The LFS Learning Center can be used as a resource for hardware/software support, if required.

Canvas will be used extensively to communicate during the course and to post class materials, assignment information and learning materials/resources. I expect you will check Canvas regularly (turning on your Canvas notifications is a great idea) and utilize available UBC resources, such as the UBC Library, and relevant resources from your other courses to support self-directed learning.

My aim is to honour the diverse ways that we all learn and process ideas and information; I will offer different kinds of learning materials to support a variety of learning styles and preferences (e.g.,

academic readings, readings that represent other ways of knowing outside of academia, excerpts from leadership texts, videos, podcasts, art pieces, graphics etc.). I am keen to hear any suggestions you may have if there is a type of learning material or method we haven't used that you are interested in.

ASSESSMENTS OF LEARNING

Assignments in this course are designed to assess each student's demonstration of the course learning outcomes. A brief description of each assignment is below, with full details available on Canvas.

Assignment submissions to Canvas will be done by each student individually. Our TA will be marking your submitted assignments.

Final grades are determined using the [faculty-specific grading schemes](#) in the UBC Vancouver Academic Calendar. The passing grade for MND students is 60%, and only 6 credits of an entire degree may receive grades between 60-68%, as per [UBC Graduate Studies](#).

Regarding due dates: Please respect the due dates for assignments; any changes to due dates must be discussed with me and agreed upon in advance of the due date. Any assignments submitted after a posted due date, without advanced communication, will have a reduced grade of 5% per day, for each day late after the due date.

A Portrait of you as a Leader <i>Connects to course learning outcomes 1 and 2</i>	15%
Students will reflect on their personal characteristics, strengths, and experiences as well as the leadership theories we explored in this course to produce a description of who they are/or hope to become as a leader in dietetics and health. Each student will choose and utilize 2 different communication methods for this assignment, to support personal expression and ability to communicate in multiple formats. For example, students could choose to create photographs, written text, poetry, drawings, graphics, audio recording, video etc.	
Critical Analysis, Inquiry, and Empathy - Dialogue with a Dietetics Leadership Article <i>Connects to course learning outcome 3</i>	15%
Students will read a "dietetics leadership" article, from the selection posted on Canvas, and submit an analysis using the template and question prompts provided.	

Arts-based Collaborative Project <i>Connects to course learning outcomes 1,2,3,4</i>	30% total (20% individual; 10% group)
Our class will be randomly split into 2 groups (7 students/group). Each group will work together throughout the whole term (class time provided in each class) to create an arts-based piece that demonstrates your collective learning in the course. “Arts-based” can be interpreted in many ways, the only “rules” are that your group cannot produce a written paper/essay or a slide deck presentation as your collaborative project. Papers and slide presentations are assignment types we use all the time in academic courses, and that is not the goal of this assignment. The intention of this assignment is to explore novel ways of thinking and learning, to enrich your experience of learning about leadership. Each student will submit a brief individual reflection describing the role they took in the project and the skills and ideas they personally utilized from this course in the creation of the group’s arts-based piece. In our final class, each group will have 30 minutes to share their piece and their collaborative process with the class.	
Summative Applied Leadership Assignment <i>Connects to course learning outcomes 1, 2, 4</i>	30%
Students will demonstrate their understanding and critical analysis of the course content through an applied assignment. Students will propose a plan of action to address a real-life dietetics leadership scenario. This will be a written, individual assignment, which will require use of a GenerativeAI tool (choice of several freely available options).	
Class contributions and engagement <i>Connects to course learning outcomes 1,2,3,4</i>	10% total (1% per post)
After each class (except for our first class and final class of the term), each student will submit a self-reflection to articulate: (1) how they contributed in that class, (2) one key learning from the class, (3) one way in which their perspective has changed/been challenged as a result of their class learning.	

COURSE SCHEDULE

Attending all classes is required, if there is an emergency circumstance that will impact your class attendance, communicate promptly with me, ideally at least 1 day before class, but sooner is always better if you are aware of a situation where you would need to be absent. Situations will be assessed on a case-by-case basis as to what time and course content needs to be made up when a student is absent.

The course schedule may change as the course progresses. Any updates will be posted to Canvas with advanced notice.

Our time together in this course is designed with the “Rule of Thirds” principle. We will move through 3 main sections of this course during the term, which are outlined below in the colour-coded rows.

Week	Class Topics	Due dates Key Reminders
Course theme #1: Who are you as a leader?		
<i>Direct connections to learning outcomes 1 and 2</i>		
Week 1 Sept 2	Course introduction and activities; Establishing our learning partnership and group agreement Introducing arts-based collaborative projects – will have 20 minutes at the end of each class to work on these projects	Bring a pen or pencil to class! (something to write with on a piece of paper, paper will be provided)
Week 2 Sept 9	Exploration of leadership theories and perspectives Self- assessment activities to identify who you are as a leader; how you see yourself in various leadership theories and approaches	Class contribution and engagement post due Wednesday by 11:59 pm
Week 3 Sept 16	Getting to know yourself: How do power, privilege, bias, worldviews, ways of knowing show up for you in your attitudes, beliefs and behaviours	Class contribution and engagement post due Wednesday by 11:59 pm
Course theme #2: Where are dietitians leading?		
<i>Direct connections to learning outcomes 1 and 3</i>		
Week 4 Sep 23	Places and perspectives: Dietitians in leadership roles – where, what, how	Reminder: no class next week

	Co-create plan for October 14 class	Class contribution and engagement post due Wednesday by 11:59 pm
Week 5 Sept 30	No class- National Day for Truth & Reconciliation	Invite you to think about how you will actively reflect and set intentions today in support of reconciliation with Indigenous Peoples
Week 6 Oct 7	Dietetics leadership: past, present, future Critical analysis of traditional leadership norms in dietetics and healthcare Re-engage with leadership theories from course theme #1	Portrait of you as a Leader Assignment due this week Class contribution and engagement post due Wednesday by 11:59 pm
Week 7 Oct 14	Unplanned class – opportunity for collaborative decision-making to identify topics and activities; Can spend more time on course themes 1 and 2, or move forward to begin course theme 3 Mid-point course debrief/feedback	Class contribution and engagement post due Wednesday by 11:59 pm
Course theme #3: Skills and tools for effective leadership <i>Direct connections to learning outcomes 2 and 4</i>		
Week 8 Oct 21	Sillet of the day: Strategy, Planning, Evaluation; Collaboration approaches Concepts and applied activities	Class contribution and engagement post due Wednesday by 11:59 pm
Week 9 Oct 28	Sillet of the day: Communication & Conflict Concepts and applied activities	Class contribution and engagement post due Wednesday by 11:59 pm
Week 10 Nov 4	Sillet of the day: Decision-making; Addressing Generative AI Concepts and applied activities Co-create plan for Nov 25 class	Class contribution and engagement post due Wednesday by 11:59 pm

Week 11 Nov 11	No class- Midterm break	
Week 12 Nov 18	Skillet of the day: Project Management; Change Management Concepts and applied activities	Article Analysis Assignment due this week Class contribution and engagement post due Wednesday by 11:59 pm
Week 13 Nov 25	Unplanned class – opportunity for collaborative decision-making to identify topics and activities; What skillet would you like to enjoy today?	Class contribution and engagement post due Wednesday by 11:59 pm
Week 14 Dec 2	Consolidating our learning Collaborative project celebration & sharing Setting intentions going forward	Arts-based Collaborative Project due December 2 Summative Applied Assignment due December 9

UNIVERSITY POLICIES

Policies and Resources to Support Student Success

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

OTHER COURSE POLICIES

The Dietetics Program also has its own policies, which are applicable to all students in all Program courses. Students are expected to familiarize themselves with Program policies, which are available on the [Dietetics Program website](#).

We aspire to design our Program 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 students with disabilities as determined by the UBC Center for Accessibility (CFA). If you have a disability or ongoing medical conditions requiring

academic accommodations in this course, please contact the [CFA](#) at 604-822-5844 or info.accessibility@ubc.ca.

Other issues may arise for students during this course that could impact their ability to fully participate in course activities (e.g. unexpected health or personal issues). The Program's policy titled [Health, Disability and Personal Issues Impacting Program Participation](#) provides detail on how decisions are made in these situations. Students are encouraged to reach out early and often, if they are facing such issues (as per the procedures outlined in the policy).

Use of generative artificial intelligence (AI) tools in this course:

We will be actively engaging with AI in this course and to support this intentional engagement, students are permitted to use AI tools for formative work, such as gathering information, brainstorming, and refining ideas. Any final submissions should be written in your own words, based on your own ideas and experiences. Use of 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 solely 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

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

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the course instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students should not video or audio record any portion of our classes on their own devices. Confidentiality of your personal experiences and reflections is essential. We wish to create learning spaces where students can share openly, which is not possible when classes are being recorded. If a student(s) requires a recording for accessibility purposes, options can be discussed with the course instructor.

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