
ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (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.

Practice education placements in this course take place in varied locations, on the traditional, ancestral and unceded territories of many Indigenous peoples. The Dietetics Program (the Program) recognizes Indigenous peoples as stewards of these lands, and engages in ongoing efforts towards decolonization of the Program and the dietetics profession.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value	Course Dates
Dietetics Practice Education Placements	FNH 482	12	September 12 to December 16, 2022 Mondays to Fridays

PREREQUISITES

Fifth year standing in the Dietetics Major.

CONTACTS

Course Instructors	Contact Details	Office Location	Office Hours
Ali Browes	alison.browes@ubc.ca	FNH 323	Instructors are available by appointment, multiple days/week.
Tamar Kafka	tamar.kafka@ubc.ca	Plus virtual offices off-campus	Appointments can be arranged either in-person at UBC or virtually, to best suit each student's needs.
Gordon Ly	gordon.ly@ubc.ca		Students are encouraged to reach out by email to set-up an appointment.
Kara Vogt	kara.vogt@ubc.ca		

OTHER INSTRUCTIONAL STAFF

This course is supported by the Dietetics Program Assistant, Xinyan Fan (xinyan.fan@ubc.ca). Xinyan will be in touch with students during the course with various important Program communications.

Practicing professionals, called “preceptors” play an integral role in supporting student learning at practice education sites. You will learn more about who your preceptors are, and the role they will have in your learning experience in the first week of this course.

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

Welcome to your first practice education course! We will be your team of co-instructors for all of your practice education courses and are thrilled to support you on your journey in this final year of the Program.

Our teaching philosophy is guided by the Dietetics Program vision, mission and values, which you can find on the [Dietetics Program website](#).

The Program values guide the planning, structure and activities for this course. Those values are:

Community-Focused, Collaboration, Inclusion, Integrity, Justice

As a team of instructors, we are deeply committed to these values and remaining accountable to them. Further discussion of these values will be embedded into course activities, including opportunities for students to provide feedback to instructors and/or the Faculty of Land and Food Systems.

If you would like to learn more about each of our professional and personal backgrounds, visit the [Dietetics Program website](#) to read our bios.

COURSE STRUCTURE

This course runs Monday through Friday during UBC winter term 1. The course is a hybrid of in-person and virtual delivery. Students will typically be on-site at practice education partner organizations Mondays, Tuesdays, Wednesdays, Fridays, and engaging in virtual learning with course instructors on Thursdays.

There are some placement settings where preceptors work on Saturdays and/or Sundays. In these cases, students are expected to be on-site with preceptors on Saturdays and/or Sundays; students will not be at placement sites more than 4 days/week total.

Specific hours for on-site placement days will vary based on schedules of supervising preceptors, but will generally be between the hours of 8:00 am to 5:00 pm.

Placement locations are communicated to students prior to the course start date. It is possible that placements will change during the course, due to unforeseen changes in availability of placement sites and preceptors. The course instructors will make every effort to substitute a placement in a similar location and practice area if changes arise during the course.

Thursday UBC instructor-led learning will take place via Zoom. See the course schedule within this syllabus for details on topics and times for UBC-led learning activities.

LEARNING OUTCOMES

Course learning will be developed and demonstrated in both classroom and practice education environments. 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. Provide individualized nutrition care using a client-centred approach
2. Assess food and nutrition needs of communities/populations and contribute to population health service delivery
3. Demonstrate effective communication skills
4. Contribute effectively to teamwork and collaborative practice
5. Demonstrate culturally safe and inclusive attitudes and behaviour
6. Demonstrate ethical attitudes and behaviour
7. Identify and comply with legislative, regulatory and organizational requirements
8. Engage in reflective practice to enhance personal practice and health systems

LEARNING ACTIVITIES

We acknowledge that there are many ways of knowing and learning, and strive to provide diverse methods and opportunities for students to develop and demonstrate their learning.

Students will complete some learning activities on their own, and others in pairs or small groups. Peer feedback and support are core intentions of this course, and as such, this will be built into certain activities and assignments.

Students are expected to participate in and complete all assignments and learning activities in order to successfully complete the course. **Assignment details and due dates will be shared on the course Canvas site in the first week of the course.** A brief summary of the course assignments is included below.

Assignment #1: Guided First Nutrition Assessment (individual assignment)

This is intended as a “warm-up” assignment early in the course, to support students with their first experiences with nutrition assessment in their placements.

Students will complete their first patient/client/resident nutrition assessment in the first two weeks of their first placement, using the assessment guide provided on Canvas.

Students will share their first assessment experiences and reflections in class on Thursday Sept 29.

Assignment #2: Case Debrief Presentation & Written Case Study (group assignment)

Students will be assigned to groups of 2 or 3 for this assignment, on Canvas. This assignment has two components:

- Students will lead a case debrief discussion in small groups on Thursdays during the course (presentation schedule will be posted on Canvas).
- Students will create a written “case study” based on the person they choose to discuss in their case debrief. These case studies will be used for future dietetics student learning in campus courses.

Assignment # 3: Personal Reflection on Health Equity & Cultural Safety (individual assignment)
Students will submit a reflection on their experiences and observations of cultural safety, inclusion and health equity in their placements.
Assignment #4: Student Placement Evaluation Form (individual assignment)
Students will complete a mid-point and final evaluation with their preceptors in each placement. Completed forms to be submitted to Canvas at the end of each placement.
Assignment #5: Enteral Nutrition Assignment (individual assignment)
Students will demonstrate their ability to determine an enteral nutrition care plan (including designing, implementing, monitoring and evaluating the care plan) by contributing to group discussions and submitting a written assignment.

LEARNING MATERIALS & RESOURCES

Students are not required to purchase any text books, 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.

Canvas will be used extensively to communicate with students during the course and to post relevant resources to support student learning.

Students are encouraged to utilize available UBC resources, such as the UBC Library, and relevant resources from their other courses to support their self-directed learning.

Preceptors may share additional learning materials and resources. Students are encouraged to post these resources on Canvas (with preceptor permission) if they would be of benefit to fellow students. We consider our class cohort a community, where sharing of resources is highly valued.

We recognize that learners have diverse learning needs, and aim to provide learning materials that support a variety of learning styles and preferences. We will share resources in the form of “read, watch, listen, practice & reflect”. Students are invited to engage with the learning materials of their choosing. Accountability and self-directed learning are core themes of this course; with this in mind, instructors will not be monitoring or mandating that all learning materials be reviewed by every student.

In the field of dietetics (and health care in general), the dominant paradigm for teaching, learning and practice is evidence-based science. We recognize the strengths of evidence-based practice, but also acknowledge its limitations and narrow world view that excludes diverse voices from dietetics training. In this course, we invite students to engage with different sources of knowledge. Challenging the status quo can be difficult and uncomfortable; as instructors, we strive to create safety and aim to provide a brave space for learning, sharing, growing, and providing feedback.

ASSESSMENTS OF LEARNING

This course will be graded as Pass/Fail. Student evaluation will be collaborative, between student self assessment, preceptors and course instructors. The course instructors will make final decisions on pass or fail standing for each student at the end of the course, based on a holistic review of each student's performance in the course.

Student accountability and self-directed learning are core themes of this course; we fully expect that every student is able to pass this course, but a pass is not automatic. Students are expected to demonstrate all course learning outcomes by the end of the course.

Students will be divided into four groups during the course (approx. 10 students in each group). Each course instructor will be the lead for one group. Your lead instructor will be your primary contact during the course, and will be responsible for providing student feedback, marking assignments and communicating with preceptors for that group. The instructors will rotate facilitation of Thursday classes, so you will get a chance to know all of us during the course. Students will also participate in large group activities during Thursday classes, beyond just their small group.

The small group approach has many benefits to students and instructors: students have greater access to instructor time and feedback and students can build more meaningful relationships with peers in their small groups. Our hope is that we can also get to know you better in smaller groups, in order to best support you throughout the course.

COURSE SCHEDULE

Students are required to attend and participate in all course activities as noted in the schedule.

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

Orientation Week		
Monday September 12, 2022 Zoom class, 9:30 am – 11:30 am Topic focus: Welcome to the course – introductions, syllabus, weekly schedule, assignments, placement settings	Tuesday September 13, 2022 Zoom class, 9:30 am – 11:30 am Topic focus: Feedback in practice education – what it is and setting the stage for mental wellness	Thursday September 15, 2022 Zoom class, 9:30 am – 11:30 am Topic focus: Regulatory requirements, policies & procedures

Week 1 of Placement 1 September 19 to 23, 2022	
Monday, Tuesday, Wednesday, Friday Students at placement sites	Thursday September 22 Zoom class, 9:30 am - 12:00 pm
Focus for first week of placement #1: <ul style="list-style-type: none"> Complete all necessary placement site onboarding activities Meet preceptor(s); have conversations about expectations, RD job role in the placement setting, feedback mechanisms Inform preceptors of course assignments to be completed in this placement, emphasizing that assignments are student-led and submitted to UBC instructors Meet interprofessional team members at the placement site Job shadow preceptor(s) Begin first nutrition assessment with patient/client/resident chosen with preceptor(s); complete assignment #1 by Wednesday of week 2 (September 28) 	Topics and learning activities: <ul style="list-style-type: none"> Debrief the first week of placements and discuss focus for next week, space for questions/concerns Decolonizing Dietetic Practice Workshop: Let's start a conversation in this course
Week 2 of Placement 1 September 26 to 29, 2022. NO PLACEMENTS ON FRIDAY SEPTEMBER 30.	
Monday, Tuesday, Wednesday Students at placement sites	Thursday September 29 Zoom class, 9:30 am - 12:00 pm
Focus for second week of placement #1: <ul style="list-style-type: none"> Continue to orient to the placement site: learn about preceptor and interprofessional team roles, identify key practice resources at the site Orient to the food service operations at the placement site; students will arrange to meet with food service manager/staff to observe and learn about food service operations, in week 3, 4 or 5 of the placement Practice nutrition assessment skills with patients/clients/residents assigned by preceptor(s); complete assignment #1 by Wednesday September 28 Practice communication skills through interactions with patients/clients/residents, team members, preceptor(s) 	Topics and learning activities: <ul style="list-style-type: none"> Reflective practice activity using Assignment #1 Food service in focus – what do you see in your placements?

<ul style="list-style-type: none"> • Preceptor(s) to observe each student providing nutrition assessment a few times this week, in order to provide feedback 	
Week 3 of Placement 1 October 3 to 7, 2022	
Monday, Tuesday, Wednesday, Friday Students at placement sites	Thursday October 6 Zoom class, 9:30 am - 12:00 pm
Focus for third week of placement #1: <ul style="list-style-type: none"> • Students to initiate mid-point placement evaluation process with preceptor(s); each student to review placement progress with preceptor(s) by next Friday October 14 • Progress to practicing the full nutrition care process (assessment, diagnosis, intervention, monitoring, evaluation) with patients/clients/residents assigned by preceptor(s) • Continue to practice communication skills through interactions with patients/clients/residents, team members, preceptor(s) • Identify opportunities in the placement to address the placement learning outcomes • Complete meetings with food service manager/staff (as scheduled by the students) 	Topics and learning activities: <ul style="list-style-type: none"> • Ethical Practice Workshop: Let's take a deeper dive • Activity to support students to complete their mid-point placement evaluation forms
Week 4 of Placement 1 October 11 to 14, 2022. NO PLACEMENTS ON MONDAY OCTOBER 10.	
Tuesday, Wednesday, Friday Students at placement sites	Thursday October 13 Zoom class, 9:30 am - 12:00 pm
Focus for fourth week of placement #1: <ul style="list-style-type: none"> • Each student to complete mid-point evaluation form and discussion with preceptor(s) by Friday October 14 • Continue to develop nutrition care, communication & teamwork skills through patient/client/resident interactions and collaboration with health care team • Identify opportunities in the placement to address the placement learning outcomes • Observe and reflect upon health equity and cultural safety practices in the placement setting 	Topics and learning activities: <ul style="list-style-type: none"> • Student-led case debriefs in small groups (schedule to be posted on Canvas) • Revisit and reflect on structural competence in practice, with guest Anna Brisco

<ul style="list-style-type: none"> Students to complete their meetings with food service manager/staff (as scheduled by the students) 	
Week 5 of Placement 1 October 17 to 21, 2022	
Monday, Tuesday, Wednesday, Friday Students at placement sites	Thursday October 20 Zoom class, 9:30 am - 12:00 pm
Focus for fifth week of placement #1: <ul style="list-style-type: none"> Student to initiate end-of-placement evaluation process with preceptor(s); complete by next Friday October 28 Review goals from mid-point placement evaluation and make plans to address them in the remainder of the placement Continue to develop nutrition care, communication & teamwork skills through patient/client/resident interactions and collaboration with health care team Observe and reflect upon health equity and cultural safety practices in the placement setting Students to complete their meetings with food service manager/staff (as scheduled by the students) 	Topics and learning activities: <ul style="list-style-type: none"> Student-led case debriefs in small groups (schedule to be posted on Canvas) Space in this class for student or instructor chosen topics, identified from formative feedback
Week 6 of Placement 1 October 24 to 28, 2022	
Monday, Tuesday, Wednesday, Friday Students at placement sites	Thursday October 27 Zoom class, 9:30 am - 12:00 pm
Focus for final week of placement #1: <ul style="list-style-type: none"> Each student to complete end-of-placement evaluation form and discussion with preceptor(s) by Friday October 28 Continue to develop nutrition care, communication & teamwork skills through patient/client/resident interactions and collaboration with health care team Observe and reflect upon health equity and cultural safety practices in the placement setting 	Topics and learning activities: <ul style="list-style-type: none"> Placement wrap-up: Celebrate successes, reflection and goal setting for placement #2 Boundaries and Burnout Workshop with guest Nicole Adoranti, LFS embedded counsellor
<p style="text-align: center;">October 31 to November 4, 2022 FLEX WEEK – no scheduled placements or classes</p>	

<p>Week 1 of Placement 2</p> <p>November 7 to 10, 2022. NO PLACEMENTS ON FRIDAY NOVEMBER 11.</p>	
<p>Monday, Tuesday, Wednesday</p> <p>Students at placement sites</p>	<p>Thursday November 10</p> <p>Zoom class, 9:30 am - 12:00 pm</p>
<p>Focus for first week of placement #2:</p> <ul style="list-style-type: none"> • Complete all necessary placement site onboarding activities • Meet preceptor(s); have conversations about expectations, RD job role in the placement setting, feedback mechanisms • Inform preceptors of course assignments to be completed in this placement, emphasizing that assignments are student-led and submitted to UBC instructors • Meet interprofessional team members at the placement site • Job shadow preceptor <p><i>Nutrition Care Placements</i></p> <ul style="list-style-type: none"> • Begin to practice nutrition care process skills (assessment, diagnosis, intervention, monitoring, evaluation) with patients/clients/residents assigned by preceptor(s) <p><i>Population Health Placements</i></p> <ul style="list-style-type: none"> • Identify population health projects that will align with placement learning outcomes; share example project list with preceptor(s) 	<p>Topics and learning activities:</p> <ul style="list-style-type: none"> • Enteral Nutrition Workshop & Assignment
<p>Week 2 of Placement 2</p> <p>November 14 to 18, 2022</p>	
<p>Monday, Tuesday, Wednesday, Friday</p> <p>Students at placement sites</p>	<p>Thursday November 17</p> <p>Zoom class, 9:30 am - 12:00 pm</p>
<p>Focus for second week of placement #2:</p> <ul style="list-style-type: none"> • Continue to orient to the placement site: learn about preceptor and interprofessional team roles, identify key practice resources at the site • Practice communication skills through interactions with patients/clients/residents, team members, preceptor(s) <p><i>Nutrition Care Placements</i></p>	<p>Topics and learning activities:</p> <ul style="list-style-type: none"> • Debrief the course so far: check-in on progression towards meeting learning outcomes, student feedback on course, desired Thursday topics and activities for upcoming weeks • Space in this class for student or instructor chosen topics, identified from formative feedback

<ul style="list-style-type: none"> Practice nutrition care process skills (assessment, diagnosis, intervention, monitoring, evaluation) with patients/clients/residents assigned by preceptor(s) Identify relevant food service operations at the site and any similarities/differences to previous placement Preceptor(s) to observe each student providing nutrition care (assessments, interventions, or follow-ups) a few times this week, in order to provide feedback <p><i>Population Health Placements</i></p> <ul style="list-style-type: none"> Begin work on population health projects Participate in placement site activities that will contribute to meeting the placement learning outcomes 	
<p>Week 3 of Placement 2</p> <p>November 21 to 25, 2022</p>	
<p>Monday, Tuesday, Wednesday, Friday</p> <p>Students at placement sites</p>	<p>Thursday November 24</p>
<p>Focus for third week of placement #2:</p> <ul style="list-style-type: none"> Students to initiate mid-point placement evaluation process with preceptor(s); each student to review placement progress with preceptor(s) by next Friday December 2 Continue to practice communication skills through interactions with patients/clients/residents, team members, preceptor(s) <p><i>Nutrition Care Placements</i></p> <ul style="list-style-type: none"> Continue to practice nutrition care process skills (assessment, diagnosis, intervention, monitoring, evaluation) with patients/clients/residents assigned by preceptor(s) Identify opportunities in the placement to address the placement learning outcomes <p><i>Population Health Placements</i></p> <ul style="list-style-type: none"> Continue work on population health projects Identify and participate in placement site activities that will contribute to meeting the placement learning outcomes 	<p>No class this week - scheduled 1:1 check-ins with students and instructors</p>

Week 4 of Placement 2 November 28 to December 2, 2022	
Monday, Tuesday, Wednesday, Friday. Students at placement sites	Thursday December 1 Zoom class, 9:30 am - 12:00 pm
<p>Focus for fourth week of placement #2:</p> <ul style="list-style-type: none"> Each student to complete mid-point evaluation form and discussion with preceptor(s) by Friday December 2 Observe and reflect upon health equity and cultural safety practices in the placement setting Continue to practice communication skills through interactions with patients/clients/residents, team members, preceptor(s) <p><i>Nutrition Care Placements</i></p> <ul style="list-style-type: none"> Continue to practice nutrition care process skills (assessment, diagnosis, intervention, monitoring, evaluation) with patients/clients/residents assigned by preceptor(s) Identify opportunities in the placement to address the placement learning outcomes <p><i>Population Health Placements</i></p> <ul style="list-style-type: none"> Continue work on population health projects Identify and participate in placement site activities that will contribute to meeting the placement learning outcomes 	<p>Topics and learning activities:</p> <ul style="list-style-type: none"> Student-led case debriefs in small groups (schedule to be posted on Canvas) Equity and Decolonization Workshop: Let's add more layers
Week 5 of Placement 2 December 5 to 9, 2022	
Monday, Tuesday, Wednesday, Friday Students at placement sites	Thursday December 8 Zoom class, 9:30 am - 12:00 pm
<p>Focus for fifth week of placement #2:</p> <ul style="list-style-type: none"> Student to initiate end-of-placement evaluation process with preceptor(s); complete by next Friday December 16 Review goals from mid-point placement evaluation and make plans to address them in the remainder of the placement Observe and reflect upon health equity and cultural safety practices in the placement setting 	<p>Kara, Ali, Gordon & Tamar</p> <p>Topics and learning activities:</p> <ul style="list-style-type: none"> Student-led case debriefs in small groups (schedule to be posted on Canvas) Space in this class for student or instructor chosen topics, identified from formative feedback

<ul style="list-style-type: none"> Continue to practice communication skills through interactions with patients/clients/residents, team members, preceptor(s) <p><i>Nutrition Care Placements</i></p> <ul style="list-style-type: none"> Continue to practice nutrition care process skills (assessment, diagnosis, intervention, monitoring, evaluation) with patients/clients/residents assigned by preceptor(s) <p><i>Population Health Placements</i></p> <ul style="list-style-type: none"> Continue work on population health projects Identify and participate in placement site activities that will contribute to meeting the placement learning outcomes 	
<p>Week 6 of Placement 2</p> <p>December 12 to 16, 2022</p>	
<p>Monday, Tuesday, Wednesday, Friday</p> <p>Students at placement sites</p>	<p>Thursday December 15</p> <p>Zoom class, 9:30 am - 12:00 pm</p>
<p>Focus for final week of placement #2:</p> <ul style="list-style-type: none"> Each student to complete end-of-placement evaluation form and discussion with preceptor(s) by Friday December 16 Complete all course assignments by established due dates Observe and reflect upon health equity and cultural safety practices in the placement setting Continue to practice communication skills through interactions with patients/clients/residents, team members, preceptor(s) <p><i>Nutrition Care Placements</i></p> <ul style="list-style-type: none"> Continue to practice nutrition care process skills (assessment, diagnosis, intervention, monitoring, evaluation) with patients/clients/residents assigned by preceptor(s) <p><i>Population Health Placements</i></p> <ul style="list-style-type: none"> Complete work on population health projects Continue to participate in placement site activities that will contribute to meeting the placement learning outcomes 	<p>Topics and learning activities:</p> <ul style="list-style-type: none"> Course wrap-up & looking ahead to term 2 Course evaluation activities: time for students to complete surveys Celebrate successes!

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).

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Students should not video or audio record any Zoom class or placement activities on their own devices. Confidentiality of placement experiences and student reflections is essential. We wish to create safe 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 instructors.

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