



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Land and Food Systems

TABLE OF CONTENTS

ACKNOWLEDGEMENT	1
COURSE INFORMATION	2
PEOPLE	2
COURSE STRUCTURE.....	4
LEARNING OUTCOMES	5
SCHEDULE OF TOPICS & LEARNING ACTIVITIES (IN BRIEF):.....	6
LEARNING MATERIALS	8
ASSESSMENT OF LEARNING	8
UNIVERSITY POLICIES & STUDENT SUPPORT RESOURCES	8
COURSE AND PROGRAM POLICIES	9
LEARNING ANALYTICS	9
COPYRIGHT	9

ACKNOWLEDGEMENT

UBC's Point Grey Campus 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.

Understanding this unsettling history compels us to work towards ethical relations with Indigenous peoples here and across Turtle Island / Canada.

Food, nutrition, and health are intimately and directly connected with where and how we live. 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:

Welcome to FNH 480! This is the final professional practice course before Practice Education Placements. It is a 3-credit course focused on skill development and application for: (1) year 5 practice education, and (2) reflective dietetic practice within the context of BC diversity.

This course builds on the affective and relational learning and critical systems thinking developed in the LFS Land Food and Community core series (LFS 250, 350), by applying these approaches to develop the knowledge, skills and attitudes for ethical dietetic practice within complex healthcare and food systems.

This course is restricted to students with year 4 standing in the Dietetics Major: this course is for you!

Class: Fridays, 1-4pm

Location: See Course Map (p.6-7) for schedule

- Weeks 1-6 and some others will be delivered online via Zoom.
- In the second half of term, some classes will be on-campus in FNH 40 and streamed via Zoom
- March 4th: Class requires in-person attendance at MCML 360. Contact the instructor if alternative arrangements need to be made.

The semester-long Zoom link can be found on the Canvas course site.

Office Hours/Coffee Hour:

- Coffee Hour: **Fridays 9:30-10:30am (TBC) via Zoom.** Use the same Zoom link as class.
- Also available to meet individually on Friday before and after class and other times as requested. Email anna.brisco@ubc.ca to set up an appointment.

PEOPLE

Course Instructor

Anna Brisco

Anna is a Registered Dietitian (UBC 2016), chef, and queer nerd who is passionate about knowledge translation, food literacy, social justice and body liberation. They have developed these passions through roles in a wide range of food and health organizations, including residential care, urban farming, food service, community nonprofits, and nutrition education. They just completed the requirements for their Master of Education at OISE (University of Toronto), developing understanding and application of critical and transformative pedagogy to their work as a dietitian and educator.

Positionality: As a non-Indigenous, White educator, I continue to benefit from genocidal logics of colonialism and White supremacy, including extractive capitalism that hoards wealth, and cognitive imperialism that values the narcissistic knowledges traditions of Europeans above other ways of being. Simultaneously, my being is marginalized by heterosexism and ableism, which label my queerness and neurodiversity oddities or malfunctions. Coming to the knowledge of my role in colonial violence over the last 15 years has been one of undoing my attachment to the self as independent and knowable: cycling through recognizing White supremacy and colonial thinking, reflecting on actions and assumptions, and shifting my consciousness, inch by inch, through my relationships with others.

Teaching/Learning Philosophy: I believe that learning is an individual and communal process of transformation. As an educator-practitioner, I am both a facilitator of that transformation and part of the community that is transformed. Transformative learning is encouraged when students' experiences are valued, the classroom is connected to the community, and when learning is viewed as an ongoing process. I aspire to facilitate the development of competent and questioning dietitians, who not only meet the regulatory requirements to succeed in their work, but also will challenge and change the profession and their communities in positive ways.

- Email: anna.brisco@ubc.ca or contact through Canvas
- Generally, responds within 24 hours, but will not be online consistently from Friday evening to Monday morning
- Contact Anna about course content, assignments, accommodations, and 1-1 meetings

Teaching Assistants

Raihan Hassen

Raihan is an RD who graduated from the UBC dietetics program in 2020. She is a current grad student in Human Nutrition doing research on school nutrition. Raihan helped adapt the FNH 480 course material last year by integrating reflections from her practice education year and her own experience in FNH 480.

Positionality: As a person born and raised on unceded lands by African immigrants, I continue to benefit from colonialism including access to secure housing, institutional education systems, and a career in the healthcare system. I am impacted primarily by systems of oppression based on my visible being including islamophobia and racism. As a graduate student, I have the privilege of accessing and contributing to popular discourse about nutrition, food, healthcare.

- Contact through Canvas
- Contact Raihan about: class activities and attendance

Alysha Deslippe

Alysha is a first-year doctoral student in Human Nutrition. Her research focuses on the impact of gender on teens' eating practices and the development of gender inclusive food literacy resources. She has a background in health behaviour promotion and when she's not working, finds every excuse to be outside moving around.

Positionality: Alysha was born and raised in Canada (Alberta and British Columbia). She belongs to a primary European decent and identifies as White. Alysha is continually working on understanding how her role as a researcher, educator and Canadian can contribute to a more equitable and inclusive food system. She is grateful to work and study on the unceded lands of the Musqueam people here at UBC Vancouver, and even more grateful for the time spent outdoors on the unneeded lands of the Coast Salish, Squamish and Lil'wat peoples.

- Contact by email
- Contact Alysha about: communication and logistics (clients, advisors, Canvas)

This course will also feature many guests. Please show our guests respect by coming to class prepared to listen and engage with the material.

COURSE STRUCTURE

This is a workshop and applied skills focused course, delivered in a hybrid model. Standard class time is Fridays 1:00-4:00pm and will include at least one 15-minute break. Class will begin and end with reflective activities to ground and orient our time together.

The UBC dietetics professional practice courses (FNH 380, 381, and 480) assist students to develop communication, collaboration, and professional practice skills, and prepare for the transition to the practice education component of the program. These courses emphasize collaborative and reflective approaches, which are essential for effective dietetic practice. Students are graded on a pass/fail competency-oriented basis, in alignment with assessment methods used during year 5 practice education placements. Like all required courses in the program, these courses contribute to student attainment of the [Integrated Competencies for Dietetic Education and Practice \(ICDEP\)](#).

The teaching and learning approaches used in this course are designed to promote your learning engagement as you prepare to enter the practice environment in year 5. During the course, you will continue to build your professional skills (e.g., nutrition counselling, enteral nutrition, critical thinking and self-reflection on learning) through applied assignments and classroom activities.

Your main course project will involve working in groups to develop and share learning resources on topics aligned to your collective year 5 learning needs. During this process, you will be encouraged to consult a network of dietitians, year 5 students and other relevant stakeholders, and utilize varied approaches to educating others (in the classroom, and through the preparation of learning resources related to your topic).

LEARNING OUTCOMES

Upon successful completion of this course, student will be able to:

1. Integrate dietetics foundational knowledge and practice skills related to enteral nutrition, enacting ethical and social justice principles, and student-prioritized topics to increase preparation for practice education in Year 5
2. Build upon educational planning skills, as you design and deliver education to address learning needs for year 5, and will demonstrate the ability to:
 - a) conduct an educational needs assessment and develop an education plan in consultation with relevant informants;
 - b) plan, deliver, and evaluate an engaging education session for peers; and
 - c) develop and share educational resources
3. Build upon introductory nutrition counselling skills acquired in FNH 381:
 - a) reflect on past counselling performance to establish personal performance goals;
 - b) further develop counselling knowledge and skills;
 - c) provide nutrition counselling in one continuous session to a volunteer client who may have nutrition-related medical conditions, selecting and applying key principles as applicable:
 - concepts involved in the nutrition counselling process (including session planning, rapport building, assessment, summarizing and advising);
 - techniques for effective counselling (including active listening, use of open-ended questions, affirmation, empathy, rapport-building, negotiation, and rolling with resistance); and
 - concepts from counselling models and theories
 - d) reflect on client counselling experience and share lessons learned and future goals;
 - e) contribute to peer's learning through observation, giving feedback, and through peer review.
4. Consistently demonstrate ICDEP v 3.0 competencies, including:
 - 2.01. Practice within the context of Canadian diversity
 - 2.02. Act ethically and with integrity
 - 2.03. Practice in a manner that promotes cultural safety
 - 2.04. Employ a client-centred approach
 - 2.09. Employ an evidence-informed approach to practice
 - 2.10. Engage in reflective practice
 - 2.11. Practice within limits of current personal level of professional knowledge and skills
 - 2.12. Maintain comprehensive and current knowledge relevant to practice
 - 3.01. Use appropriate communication approaches
 - 3.07. Participate in collaborative practice
 - 4.02. Assess and enhance approaches to practice
 - 4.04. Undertake knowledge translation
 - 4.06. Foster learning in others...and others, as applicable

Note: This course does not have an exam, and the final assignment due date is Thursday April 14 11:59pm. However, students should remain available by email the week following the course. If any gaps in attainment of assignment criteria are noted by the instructors, students will be required to promptly address the identified issues.

SCHEDULE OF TOPICS & LEARNING ACTIVITIES (IN BRIEF):

SEE CANVAS FOR DETAILS

	CLASS ON FRIDAYS 1-4PM	LOCATION	OUTSIDE OF CLASS TASKS	ASSIGNMENTS DUE THURSDAYS 11:59PM
WEEK 1	JAN 14- Introduction; group project and Reflective Practice	Online	Sunday Jan 16- Client Sign Up	JAN 20- Journal #1
WEEK 2	JAN 21- Counselling assignment; Structural competency and anti-racism	Online	by Jan 21- Schedule IPE (Health Informatics) Group	JAN 27- Journal #2
WEEK 3	JAN 28- Counselling Relationships and Practical Strategies	Online	Consult with Advisors (WEEK 3-6)	FEB 3- Journal #3
WEEK 4	FEB 4- Enteral I: Pumps, Non-pump Methods, and Enteral Access	Online	Counselling Session (WEEK 4-8)	FEB 10- Journal #4 or Reflective Post
WEEK 5	FEB 11- Patient Experiences and Trauma-informed Care; Weight in Clinical Care Debrief	Online		Prepare: Needs Assessment and Draft Plan- No submission
WEEK 6	FEB 18- 15 Minute Proposals for Learning Sessions; Mid-Course Eval	Online		
READING WEEK				
WEEK 7	MAR 4- Enteral II: Hands-on Assessment in MCML 360	On Campus	Gender Diversity E-Course (WEEK 7-8)	MAR 3- Groups 1 & 2 Plans
WEEK 8	MAR 11- Groups 1 & 2 Presentations; 2SLGBTQ+ Inclusion	On Campus/ Live Stream		MAR 10- Journal #5 or Reflective Post
WEEK 9	MAR 18- Indigenous Health & Dietetics	Online		MAR 17- Journal #6 or Reflective Post
WEEK 10	MAR 25- Health, Weight and Unlearning Bias	Online		MAR 24- Groups 3 & 4 Plans; MAR 24- Journal #7
WEEK 11	APR 1- Groups 3 & 4 Presentations; Counselling Debrief	On Campus/ Live Stream	By April 1- Complete IPE Health Informatics	MAR 31- Groups 5 & 6 Plans; MAR 31- Journal #8; MAR 31- Peer Review x 2
WEEK 12	APR 8- Groups 5 & 6 Presentations; Term Wrap Up	On Campus/ Live Stream		APR 7- Critical Reflection on Term
EXAM PERIOD				Before April 14: Submit Final Group Project Materials

FNH 480-2022	COURSE MAP	CLASS ONLINE	CLASS IN PERSON	OUTSIDE OF CLASS	DUE ON CANVAS
				IPE	BE PREPARED

CLASS ON FRIDAYS 1-4 PM

ASSIGNMENTS DUE THURSDAYS 11:59PM

WEEK 1	JAN 14 • INTRO TO CLASS APPROACH • GROUP PROJECT • REFLECTIVE PRACTICE	SUNDAY Jan 16- CLIENT SIGN UP		
WEEK 2	JAN 21 • COUNSELLING ASSIGNMENT • STRUCTURAL COMPETENCE & ANTI-RACISM	JAN 21- SCHEDULE IPE GROUP		JAN 20 -JOURNAL #1
WEEK 3	JAN 28 • COUNSELLING RELATIONSHIPS & PRACTICAL STRATEGIES			JAN 27 -JOURNAL #2
WEEK 4	FEB 4 • ENTERAL PART ONE: PUMPS, NON-PUMP METHODS, AND TUBES			FEB 3 -JOURNAL #3 & EN Case Study
WEEK 5	FEB 11 • PATIENT EXPERIENCES AND TRAUMA-INFORMED CARE • WEIGHT & CLINICAL CARE (FNH 475) DEBRIEF			FEB 10 -JOURNAL #4 OR REFLECTIVE POST
WEEK 6	FEB 18 • 15 MIN PROPOSALS FOR LEARNING SESSIONS • MID COURSE EVAL			NEEDS ASSESSMENT
READING BREAK				
WEEK 7	MAR 4 • ENTERAL TWO: HANDS ON ASSESSMENT <u>IN MCML 360</u>			MAR 3-GROUPS 1&2 PLAN
WEEK 8	MAR 11 • GROUP 1 & 2 PRESENTATIONS • 2SLGBTQ+ INCLUSION			MAR 10- JOURNAL #5 OR REFLECTIVE POST
WEEK 9	MAR 18 • INDIGENOUS HEALTH & DIETETICS			MAR 17- JOURNAL #6 OR REFLECTIVE POST
WEEK 10	MAR 25 • HEALTH, WEIGHT, AND UNLEARNING ANTI-FAT BIAS			MAR 24- GROUPS 3&4 PLAN
				MAR 24- JOURNAL #7
WEEK 11	APRIL 1 • GROUP 3 & 4 PRESENTATIONS • COUNSELLING DEBRIEF	APRIL 1- HEALTH INFORMATICS IPE		MAR 31- GROUPS 5&6 PLAN
				MAR 31- JOURNAL #8
WEEK 12	APRIL 8 • GROUP 5 & 6 PRESENTATIONS • TERM WRAP UP			MAR 31- PEER REVIEW X 2
				APR 7- CRITICAL REFLECTION ON TERM
EXAM PERIOD				BEFORE APRIL 14 FINAL SUBMISSION OF GROUP PROJECT MATERIALS

LEARNING MATERIALS

All required learning materials are available through the Modules tab in Canvas.

Optional academic readings and reports are available through the Library Course Reserves link on Canvas.

ASSESSMENT OF LEARNING

In this professional practice course, students are expected to self-assess for strengths and gaps in knowledge and skills, and to deepen their own learning in response. This level of self-awareness is essential for competent professional dietetic practice, as most professional development is self-directed. Student performance in this course is evaluated on a pass/fail basis, in alignment with how competency attainment is assessed during the practice education in Year 5.

To pass the course, students must:

1. achieve stated learning outcomes;
2. attend all scheduled classes (including punctuality). See Course Policies below;
3. actively participate in course activities;
4. contribute in an equitable manner to course group work; and
5. complete all assignments to a professional standard (including timeliness)

If the planned activities or assessments need to be adjusted during the semester, any changes will be discussed as a class. The syllabus will then be updated, a new dated version will be posted on Canvas, and students will be notified via their preferred email.

Please discuss modified assignment due dates with the instructor.

UNIVERSITY POLICIES & STUDENT SUPPORT RESOURCES

- 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](#).

Academic and Learning Resources: <https://students.ubc.ca/enrolment/academic-learning-resources>

Student Support Resources: <https://equity.ubc.ca/resources/students/>

UBC COVID-19 policies: <https://covid19.ubc.ca/campus-return-plan/>

- If you are not fully vaccinated, or prefer not to disclose your status, you will need to take part in COVID-19 rapid testing when working or studying on UBC campus. Details: <https://rapidtesting.covid19.ubc.ca/>

COURSE AND PROGRAM POLICIES

Attendance is very important for student learning in this course. Please arrange personal appointments and activities so you can be in class and available for course-related activities outside the class time.

If you will be unable to attend class for any reason, let the instructor know in advance if possible.

Classes will not be recorded, but slides, notes, key resources, and videos will be made available to all students prior to or just after class time on Fridays. Students who miss class are expected to talk to classmates to find out what they missed and to attend office hours if there are questions or concerns about understanding the course material.

Students in the Dietetics program should continue to heed all program policies.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning.

This course will be using the following learning technologies: Canvas, Qualtrics, AHA Slides, Jam Board, and Mentimeter. AHA Slides, Jam Board, and Mentimeter are not FIPPA compliant, and thus, no personal student data will be collected using these platforms. Also, for students who prefer not to use AHA Slides, Jam Board, or Mentimeter for any reasons, there will always be an alternative way to interact that is FIPPA-compliant, such as using Canvas or the Zoom chat.

Canvas captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, the instructor plans to use analytics data solely to review statistics on course content being accessed to support improvements in the course.

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.

Version 2022 1.3 Jan 1 2022