



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

NUTR*1020: Professional Practice in Applied Nutrition COURSE OUTLINE – WINTER 2021

1. CALENDAR DESCRIPTION

Through lectures, readings, group activities, and case studies students will explore the key knowledge and skills needed for a successful professional career in applied nutrition in Canada. Critical thinking, regulatory and ethical issues as applied in business, health care, public health and social services contexts are emphasized.

| | |
|--------------------------|--|
| Credit Weight: | 0.5 credits |
| Course Hours: | 3-0 (36 lecture; 0 lab/seminar) |
| Pre-Requisite(s): | None |
| Co-Requisites(s): | None |
| Restriction(s): | Restricted to students in BAsC.AHN major |

2. COURSE DESCRIPTION

This course is an introduction to the profession of applied nutrition and will emphasize professionalism, critical thinking, regulatory and ethical issues in common areas of nutrition practice. The course delivery will be a combination of synchronous and asynchronous lectures. The synchronous lectures, which will be recorded and posted, will be interactive and might include breakout rooms for discussion and small group work, and use of polling. The asynchronous lectures will be pre-recorded and posted. Through these lectures, readings, group activities, quizzes and case studies students will explore the key knowledge and skills needed for a successful professional career in applied nutrition in Canada.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website <https://news.uoguelph.ca/2019-novel-coronavirus-information/> and circulated by email.

Illness

The University will not require verification of illness (doctor's notes) for the Fall 2020 or Winter 2021 semesters.

3. TIMETABLE

Lecture: Tues and Thurs, 10am – 11:20am
Location: A mix of synchronous classes (via Zoom) and asynchronous (pre-recorded) lectures delivered via Zoom, accessed through CourseLink.
Final Exam: None; instead, there is a final assignment

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Maude Perreault PhD, RD
Email: mperreau@uoguelph.ca
Telephone: 519-824-4120 ext. n/a
Office: Given COVID-19-related public health measures, I will not be coming to campus
Office Hours: Virtual office hours by appointment. Please email me to arrange.

Teaching Assistant: Lisa Tang; Sophia Ho
Email: lisa.tang@uoguelph.ca; sho06@uoguelph.ca
Office: NA
Office Hours: Virtual office hours by appointment. Please email them to arrange.

5. LEARNING RESOURCES

Required Resource(s):

- There is no required textbook for NUTR*1020.
- [Applied Human Nutrition Student Handbook \(Survival Guide\) 2020-2021](#)
- We will refer frequently to the [College of Dietitians of Ontario website](#)

Recommended Resource(s):

- Career Paths in Food and Beverage. Hislop V. foodgrads.com 2020
- Other resources as listed in Section 7 will be uploaded on CourseLink for your access.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Identify career options, and the associated specialized knowledge and skills, in applied nutrition in Canada.
2. Identify and apply the principles of professionalism, professional self-regulation and ethics relevant to the nutrition profession - specifically dietetics - in Canada.
3. Recognize non-compliance with professional self-regulations in two core areas of applied nutrition practice – health care and food services management.

4. Describe elements of interprofessional practice, including collaboration, patient-centered care, the role of the dietitian, team functioning, collaborative leadership and interprofessional conflict resolution.
5. Demonstrate awareness of Indigenous values and ways of knowing related to health and wellness, and demonstrate knowledge of the ongoing impact of colonization/systemic racism on Indigenous peoples in Canada
6. Develop critical thinking skills in applied nutrition through quizzes, case studies and an assignment which explores the science behind news headlines.
7. Develop communication and collaborative skills in the context of a team assignment.

7. TEACHING AND LEARNING ACTIVITIES

| Week | Topics S=synchronous class via Zoom, AS=asynchronous lecture posted to CourseLink | Assigned Readings & Guest Speakers | Notes & Due Dates |
|------|---|---|---|
| 1 | <p>Nutrition Profession in Canada</p> <p>Tues Jan 12 (S) Introduction; Career exploration in AHN; Assignment 1 overview</p> <p>Thurs Jan 14 (S) History of dietetics in Canada</p> | <ul style="list-style-type: none"> • AHN Student Handbook • Work values sorter • Hislop V. (2020) Career Paths in Food and Beverage • CDO 2019-2020 annual report • Guest speaker: Dr Paula Brauer PhD, RD, FDC • Cannon, G. (2005). Public Health Nutrition, 8(6a), 701-705. • Capra, S. (2012). Nutrition & Dietetics, 69(3), 179-182. | |
| 2 | <p>Nutrition Profession in Canada (cont'd)</p> <p>Tues Jan 19 (AS)– Canadian healthcare context</p> <p>Thurs Jan 21 (S) – Specialized knowledge in AHN, communication skills</p> | <ul style="list-style-type: none"> • AHN program plan, learning outcomes (pages 32-40 of AHN Student Handbook) | Quiz 1 on Nutrition Profession in Canada due Sun Jan 24 |
| 3 | <p>Professionalism</p> <p>Tues Jan 26 (AS)– Introduction to Professionalism</p> <p>Thurs Jan 28 (S) – Drop-in office hour/free time to work on Assignment 1</p> | <ul style="list-style-type: none"> • Dietitians of Canada (browse website) • Dietetics Act, 1991 | Assignment 1 due Sun Jan 31 |
| 4 | <p>Professional Self-Regulation</p> <p>Tues Feb 2 (AS)– Part 1</p> <p>Thurs Feb 4 (S) – Cases/activities</p> | <ul style="list-style-type: none"> • College of Dietitians of Ontario (browse website) • How to become a dietitian • Jurisprudence | Quiz 2 on professionalism and professional self-regulation part 1 due Sun Feb 7 |

| Week | Topics S=synchronous class via Zoom, AS=asynchronous lecture posted to CourseLink | Assigned Readings & Guest Speakers | Notes & Due Dates |
|------|--|--|---|
| 5 | Professional Self-Regulation (cont'd) Tues Feb 9 (AS) – Part 2 Thurs Feb 11 (S) – Cases/activities | <ul style="list-style-type: none"> • Jurisprudence (cont'd) • Jurisprudence Knowledge and Assessment Tool | Quiz 3 on professional self-regulation part 2 due Sun Feb 14 |
| 6 | Ethics in Applied Nutrition Tues Feb 23 (AS) – Part 1 Thurs Feb 25 (S) – Cases/activities, and Interprofessionalism | <ul style="list-style-type: none"> • Dietetics Code of Ethics 2019 • Informed Consent | |
| 7 | Ethics in Applied Nutrition (cont'd) Tues March 2 (AS) – Part 2 Thurs March 4 (S) – Q and A regarding midterm | <ul style="list-style-type: none"> • Cultural competence | Midterm to be released Thurs March 4 at 11:30m (end of class); due Fri March 5 at 11:59pm |
| 8 | Ethics in Applied Nutrition (cont'd) Tues March 9 (AS) – Ethical practice with Indigenous populations Thurs March 11 (S) – Cases/activities | <ul style="list-style-type: none"> • Guest speaker: Dr Kim Anderson, PhD | Quiz 4 on ethics due Sun March 14 |
| 9 | Critical Thinking in Applied Nutrition Tues March 16 (AS) – Part 1; Assignment 2 overview Thurs March 18 (S) – Evidence-Based Practice | <ul style="list-style-type: none"> • University of Canberra (2019). Evidence-based Practice in Health | |
| 10 | Critical Thinking in Applied Nutrition (cont'd) Tues March 23 (AS) – Part 2 (How to read a research article) Thurs March 25 (S) – Research activity | <ul style="list-style-type: none"> • Kahleova, H., et al (2018). <i>Nutrition and Diabetes</i>, 8:58. • Croall, I.D., et al. (2019). <i>Gastroenterology</i>, 157:881-883. | |
| 11 | Critical Thinking in Applied Nutrition (cont'd) Tues March 30 (AS) – The science behind the headlines Thurs April 1 (S) –Q and A re: Assignment 2 | <ul style="list-style-type: none"> • Malamut, M. (2019, September 24). <i>New York Post</i>. • Croall, I.D., et al. (2019). <i>Gastroenterology</i>, 157:881-883. | Quiz 5 on critical thinking in applied nutrition due Sun Apr 4 |

| We ek | Topics S=synchronous class via Zoom, AS=asynchronous lecture posted to CourseLink | Assigned Readings & Guest Speakers | Notes & Due Dates |
|----------|---|--|--------------------------------|
| 12 | Course Wrap-Up Tues Apr 6 (S) – Making the most of your time at U Guelph Thurs Apr 8 (S) – Drop-in office hour/free time to work on Assignment 1 | <ul style="list-style-type: none"> • AHN Student Handbook • AHNSA presentation - TBD | Assignment 2 due Sun Apr 11 |
| | | | |

Note: Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

8. ASSESSMENT DETAILS

| Assessment | LOs Addressed | Due Date | % of Final |
|---|---------------|--------------------------|--------------------|
| Assignment 1: Career detective (in teams of four) | 1, 7 | Sun Jan 31 at 11:59pm | 20% |
| Quizzes (5, top 4 counted; open book) | 2-6 | Throughout | 30% (7.5% each) |
| Midterm (Choice of 3 of 4 case studies; open book) | 2-6 | Fri Mar 5 at 11:59pm | 30% |
| Assignment 2: Science behind the headlines (individual or in pairs – your choice) | 6 | Sun Apr 11 at 11:59pm | 20% |
| Total: | | | 100% |

Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.

9. COURSE STATEMENTS

We have shared responsibilities to come to class prepared, ready to work/listen and be respectful to each other. Specifically:

Dr. Maude Perreault's Responsibilities:

- Support your success in the course
- Respond to email inquiries within 72 hours Monday to Friday if your email is sent from a uoguelph email address. You will not receive a response if your email is sent from a

hotmail or similar web-based account. Please do not email questions related to course content (these can be posted on Courselink).

- Hold virtual office hours by appointment

Your Responsibilities as a student:

- Virtual learning can be challenging. To help, minimize distractions during synchronous classes. As this is a professional practice course, we will be practicing professional etiquette. *Please* –turn your cell phones off during class and avoid using your computer for non-class related activities.
- Come to class with an open mind and a non-judgmental stance
- Come to synchronous classes on time and stay until the end. That said, feel free to take a bio break as needed.
- Be prepared for every synchronous class and asynchronous lecture by doing the readings.
- Check the course website regularly and particularly before class for important announcements, resources, etc.
- Complete course requirements with integrity.
- The University will not normally require verification of illness (doctor's notes) for Winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

Netiquette:

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password
- Recording lectures without the permission of the instructor

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through Dropbox. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

There will be two discussion boards: one for you and your peers, and one for questions directed at the course instructor, Dr. Maude Perreault. To access this discussion forum, select Discussions from the Tools dropdown menu. General course-related questions should be posted on the discussion forum for your peers so that all students have an opportunity to review the response.

CourseLink System Requirements:

You are responsible for ensuring that your computer system meets the necessary system requirements (<http://spaces.uoguelph.ca/ed/system-requirements/>).

Use the browser check tool (<https://courselink.uoguelph.ca/d2l/systemCheck>) to ensure your browser settings are compatible and up to date. Results will be displayed in a new browser window.

Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

CourseLink Support

University of Guelph Day Hall, Room 211

Email: courselink@uoguelph.ca

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

Submission of Assignments to Dropbox

Assignments should be submitted electronically via the online Dropbox tool. When submitting your assignments using the Dropbox tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission. Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted. It is your responsibility to submit your assignments on time

as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that technical difficulty is not a justifiable reason not to turn in your assignment on time. Don't wait until the last minute as you may get behind in your work. If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or CourseLink Support. (<http://spaces.uoguelph.ca/ed/contact-us/>)

Recording of Lectures

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other "live" course activities, whether delivery is in-class or online/remote. If a student prefers not to be distinguishable during a recording, they may:

- Turn off their camera
- Mute their microphone
- Edit their name (e.g., initials only) upon entry to each session
- Use the chat function to pose questions.

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

Late Assignments

Assignments 1 and 2 will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than 5 days late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must inform Dr. Perreault about when you will be submitting your assignment.

If you miss one quiz, it will be counted as your lowest of 5 quiz marks and will be dropped. The remaining four quizzes will each be worth 7.5% of your final grade. Any additional missed quiz will receive a zero (0) mark.

Missed Midterm Examination

In the event that you are not able to write the midterm examination (e.g., for an illness or for a compassionate reason), the weight of the midterm will be moved to Assignment 2. In this case, Assignment 2 will be worth 50% of your final grade. If you miss the midterm for another reason, you will receive a zero (0) mark.

Receipt of Grades

After you receive a grade on CourseLink, please review your feedback. It is encouraged to wait 24hr before contacting TAs and instructor for feedback or revision. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest

any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

RESOURCES and REFERENCES

Citation Style

Citation styles in applied nutrition vary and there are pros and cons to each style. In practice, it is wise to learn to use both major types of referencing styles, so you can reference citations with confidence. **For NUTR*1020, the referencing style is [APA \(American Psychological Association\)](#).**

Paraphrasing others' ideas and work

Knowing how to summarize others' work for evidence-based review and practice is a key skill in applied nutrition. The general discussion on citing others' work appropriately is at: <https://guides.lib.uoguelph.ca/c.php?g=129135&p=5002786>

Check back to this discussion through the semester as you work with various tools, like Turnitin, and summarize work from various researchers. Turnitin is integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

Turnitin Software:

In this course, we will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

As students, a major benefit of using Turnitin is to be able to educate and empower yourselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it.

Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Appendix:

For those students enrolled in the Area of Emphasis in Dietetics: The Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>):

Foundational Knowledge Specifications (FKS) that are met by this course:

| CONTENT AREA | COGNITIVE COMPLEXITY LEVEL | Where this content area is covered in NUTR*1020: Professional Practice in Applied Nutrition |
|---|-----------------------------------|--|
| 3. Communication | | |
| a) Opportunities for and barriers to communication | 2 | As related to professional practice in the field of nutrition and dietetics (i.e., clinical, public health, industry, private practice, community, research, etc. environments), including interprofessional communication |
| b) Communication channels and techniques, and their appropriate usage | 1 | Client and interprofessional communication. Effective uses of social media in dietetics. |
| c) Strategies for effective written communication | 3 | Assignment 1: Career Detective. Assignment 2: Science Behind the headlines |
| e) Strategies for effective interpersonal communication | 2 | As related to professional practice in the field of nutrition and dietetics (i.e., clinical, public health, industry, private practice, community, research, etc. environments), including interprofessional communication |

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| | | Assignment 1: Career Detective |
| 7. Health System in Canada | | |
| a) Organization and delivery of care | 1 | Lecture on Career Exploration in Applied Nutrition - Canadian Context; quiz |
| 9. Interprofessional Collaboration | | |
| a) Interprofessional communication | 2 | Lectures, guest speakers, case study on midterm, quiz |
| b) Patient/client/family /community-centered care | 1 | |
| c) Interprofessional role clarification, including the role of the dietitian | 1 | |
| d) Team functioning | 2 | |
| e) Collaborative leadership | 1 | |
| f) Interprofessional conflict resolution | 3 | |
| 16. Professional Practice in Dietetics | | |
| a) Federal, provincial / territorial requirements | 2 | As related to professional self-regulation in dietetics; evaluated in quizzes |
| b) Practice in a regulated health profession | 3 | |
| c) Ethical conduct | 3 | |
| d) Reflective practice | 2 | Self-Directed Learning Tool (College of Dietitians of Ontario) and setting SMART goals – evaluated in quiz |
| e) Professional development | 3 | Throughout, evaluated via quizzes, midterm, assignments 1 and 2 |
| f) Decision making | 3 | Throughout, via in-class case studies, quizzes, case studies on midterm |
| h) Role of research and new knowledge | 2 | Lecture on Critical Thinking in Applied Nutrition – Evidence-Based Practice Assignment 2: Science Behind the Headlines |
| i) Technological applications used in practice | 1 | Effective uses of social media in dietetics. Evaluated in a quiz. |
| j) Appropriate and secure documentation practices | 2 | Quiz |
| k) Strategies for assessing and enhancing approaches to practice | 2 | Lectures |
| l) Advocacy | 1 | Lectures, Quiz |
| 17. Population and Public Health | | |
| f) Determinants of health | 2 | Lecture on Career Exploration in Applied Nutrition – Canadian Context. Evaluated in a quiz. |
| 18. Research and Evaluation | | |

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|---|---|--|
| c) Ethics in research | 2 | Unit on Ethics. Evaluated in a quiz. |
| d) Evidence-informed practice | 2 | Lecture on Critical Thinking in Applied Nutrition – Evidence-Based Practice. Evaluated in a quiz |
| 19. Social and Psychological Foundations | | |
| e) Cultural competence | 1 | Related to ethical practice; ethical practice with Indigenous populations. Evaluated in a quiz. |

Performance Indicators (PI) that are met by this course:

| Practice Competencies | | Performance Indicators | NUTR*1020: Professional Practice in Applied Nutrition |
|---------------------------------|--|--|--|
| 1. Professional Practice | | | |
| 1.01 | Comply with federal and provincial / territorial requirements relevant to dietetic practice | | |
| | a | Demonstrate knowledge of federal legislation, regulations and policies applicable to practice | <i>Canada Health Act, 1984</i> <i>Dietetics Act, 1991</i> |
| | b | Recognize non-compliance with federal legislation, regulations and policies | <i>Regulated Health Professions Act, 1991</i> |
| | c | Demonstrate knowledge of provincial / territorial legislation, regulations and policies applicable to practice | <i>Personal Health Information Protection Act, 2004</i> |
| | d | Recognize non-compliance with provincial / territorial legislation, regulations, and policies | <i>Health Care Consent Act, 1996</i> Evaluated on quizzes, midterm |
| 1.02 | Comply with regulatory requirements relevant to dietetic practice | | |
| | a | Demonstrate knowledge of bylaws and regulations relevant to practice | Professional self-regulation, jurisprudence and professional practice, as evaluated in quizzes and case studies on midterm |
| | b | Recognize non-compliance with bylaws and regulations | |
| | c | Demonstrate knowledge of regulatory scope of practice, standards of practice and codes of ethics | |
| | d | Recognize non-compliance with regulatory scope of | |

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|------|--|--|--|
| | | practice, standards of practice and code of ethics | |
| | g | Demonstrate knowledge of principles of confidentiality and privacy | |
| | h | Demonstrate knowledge of common scenarios on non-compliance with confidentiality and privacy requirements | |
| | j | Demonstrate knowledge of principles of informed consent | |
| | k | Demonstrate knowledge of methods to obtain informed consent | |
| | m | Demonstrate knowledge of the elements of professional boundaries | |
| | n | Recognize non-compliance with professional boundaries | |
| 1.04 | Practice within limits of individual level of professional knowledge and skills | | |
| | a | Demonstrate knowledge of principles of reflective practice | College of Dietitians of Ontario's self-directed learning tool, evaluated in a quiz |
| 1.06 | Use a systematic approach to decision making | | |
| | a | Demonstrate knowledge of the role of ethics, evidence, contextual factors and client perspectives in decision making | Evaluated via case studies on midterm, quizzes |
| | b | Demonstrate knowledge of ethical principles for decision making | |
| 1.09 | Use technologies to support practice | | |
| | b | Use technology to communicate | Communication through Zoom functionalities; Email to communicate with peers and professor; CourseLink discussion board; Team project to be completed virtually |
| 1.10 | Ensure appropriate and secure documentation | | |
| | c | Demonstrate knowledge of principles of security and access | Evaluated in a quiz |
| | f | Demonstrate knowledge of legal requirements for record keeping | |

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| 1.11 | Assess and enhance approaches to dietetic practice | | |
| | d | Recognize the importance of new knowledge to support or enhance practice | Assignment 2 – Science behind the headlines |
| | e | Seek new knowledge that may support or enhance practice activities | |
| 1.12 | Contribute to advocacy efforts related to nutrition and health | | |
| | a | Demonstrate knowledge of principles of advocacy | Quiz |
| | b | Identify common advocacy opportunities and activities in dietetic practice | Quiz Assignment 1: Career Detective |
| 2. Communication and Collaboration | | | |
| 2.01 | Select appropriate communication approaches | | |
| | a | Demonstrate knowledge of common opportunities for and barriers to communication | Case studies in midterm; quizzes |
| 2.02 | Use effective written communication skills | | |
| | c | Edit written material for style, spelling and grammar | Assignment 1: Career Detective Case studies in midterm Assignment 2: Science Behind the Headlines |
| | d | Write clearly and concisely, in a manner responsive to the needs of the reader(s) | |
| | e | Write in an organized and logical fashion | |
| | f | Provide accurate and relevant information in written material | |
| | g | Ensure that written material facilitates communication | |
| 2.06 | Contribute productively to teamwork and collaborative processes | | |
| | b | Demonstrate knowledge of ways to effectively contribute dietetics knowledge in collaborative practice | Case study in midterm; quiz |
| | d | Demonstrate knowledge of common scenarios where the expertise of other health care providers is a key element in dietetic practice | Quiz |
| | i. | Facilitate interactions and discussion among team members | Assignment 1: Career Detective |