

Department of Nutritional Sciences
Field Observation and Program Laboratory 1 (Foundations of Practice 1)
Introduction to Practice
NFS1208 Course Outline, Fall 2015
Wednesday 9 - noon, HS618

Course Instructor

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Prerequisites

There are no specific prerequisites for this course, however all students must have a significant background in human nutrition and interest in pursuing careers in dietetics. NFS 1208 is a requirement for MPH Nutrition and Dietetics students.

Course Description

This is the first in a series of three courses (NFS 1208, 1209, 1210) designed to familiarize students with foundations of dietetic practice. These applied and experiential learning courses consist of in-class dietitian guest speakers, panel discussions, student led analysis of key readings, field work, problem-solving and case-based learning and other self-directed and guided learning activities. Students are expected to participate fully in class activities in order to begin building professional skills.

The purpose of FOP 1 is two-fold:

- 1) Familiarization with the diverse roles of Registered Dietitians (RDs), and
- 2) Skill development to support dietetic practice across the spectrum of care.

Students will explore roles, examine practice issues, legislation, professional ethics and resources that influence practice. Exposure to the diverse roles of Registered Dietitians in various settings is intended to help inform student choices for subsequent practica.

The course enables students to engage with dietetic entry-level performance indicators to begin to demonstrate the practice competencies in the areas of Professional Practice,

Communication and Collaboration, Nutrition Care, Population and Public Health, and Management.

Format:

Each three hour session will be divided into 3 components:

- Student led discussions of pre-assigned readings that highlight key features related to the roles and skills that are profiled by the guest speaker and the skill development activity; and a student presentation on a chapter from the Jurisprudence Handbook for Dietitians in Ontario,
- Guest speaker(s) who represents practice/expertise within a particular area of the health continuum. Students will facilitate a question and answer session as part of guest speaker's talk,
- One or more interactive skill building activities specific to a dietetic competency or aspect of practice.

Learning Outcomes

This course aims to:

- foster collaboration, build trust and provide a safe space for students to begin to explore practice issues, and
- develop professional skills, and demonstrate dietetic competencies.

Students will:

1. Define a systems approach to dietetic practice
2. Describe the diverse roles that RDs perform in their workplaces
3. Demonstrate their understanding of the Jurisprudence Handbook for Dietitians in Ontario
4. Identify and begin to develop skills across the continuum of dietetic practice
5. Identify and build relationships with other health professionals
6. Reflect on their individual learning needs and develop plans for addressing these needs

Course Schedule

Week and Date	Content and Skill Development	Guest Speakers	Assignments
<p>Prereading Assignment for Week 1: Frenk, Julio, Lincoln Chen, Zulfiqar A. Bhutta, Jordan Cohen, Nigel Crisp, Timothy Evans, Harvey Fineberg, et al., (2010). Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. <i>The Lancet</i> 376(9756): 1923-1958</p>			
<p>Week 1, September 16</p>	<p>Introduction to course</p> <p>Systems thinking in clinical public health</p> <p>SKILL: flexibility</p>	<p>Ross Upshur, DLSPH</p>	<p>Sign up for: (i) Jurisprudence chapter, (ii) resource review and (iii) guest speaker facilitation.</p>
<p>Resource Review Sign-up Choice for Week 2:</p> <p>Resource #1: Atkins, M., Basualdo-Hammond, C., & Hotson, B., (2010). Canadian perspectives on the nutrition care process and international dietetics and nutrition terminology. <i>Dietitians of Canada</i>. PDF</p> <p>Resource #2: Writing Group of the Nutrition Care Process/Standardized Language Committee. (2008). Nutrition care process and model part I: the 2008 update. <i>Journal of the American Dietetic Association</i>. 108 (7), 1113- 1117.</p>			
<p>Supplementary Reading for Week 2:</p> <p>Lacey, K., & Pritchett, E. (2003). Nutrition care process and model: ADA adopts road map to quality care and outcomes management. <i>Journal of the American Dietetic Association</i>. 103 (8). 1-61 – 1072.</p> <p>Practice Paper of the Academy of Nutrition and Dietetics. (2013). Critical thinking skills in nutrition assessment and diagnosis. <i>Journal of the Academy of Nutrition and Dietetics</i>, 113, 1545 – 1558.</p> <p>Skipper, A., (2007). Applying the nutrition care process: Nutrition diagnosis and intervention. <i>Support Line</i>. 29 (6), 12 – 23.</p>			
<p>Week 2, September 23</p>	<p>Nutrition care process in Clinical Care</p> <p>SKILL: Nutrition diagnosis</p>	<p>Tracie Burke, UHN</p>	
<p>Resource Review Sign-up Choice for Week 3:</p> <p>Resource #1: Algirairgi A.H. (2014). Ten tips for receiving feedback effectively in clinical practice.</p>			

Week and Date	Content and Skill Development	Guest Speakers	Assignments
<p>Medical Education Online. 19:25141.</p> <p>Resource #2: Huang, E., Gregoire, M.B., Tangney, C. & Stone, M.K. (2011). Sustainability in hospital foodservice. <i>Journal of Foodservice Business Research</i>. 14: 241-255.</p>			
<p>Supplementary Reading for Week 3: Van der Leeuw, R. M. & Slootweg, I. A. (2013) Twelve tips for making the best use of feedback. <i>Medical Teacher</i>. 35 (5), 348-351 .</p>			
<p>Week 3, September 30</p>	<p>Management: Food Service in Higher Education SKILL: Giving and receiving constructive feedback</p>	<p>Pooja Mansukhani, UT Aramark</p>	
<p>Resource Review Sign-up Choice for Week 4:</p> <p>Resource #1: MacLellan, D. L., & Berenbaum, S., (2003). Client-centred nutrition counselling: Do we know what this means? <i>Canadian Journal of Dietetic Practice and Research</i>, 64 (1), 12 – 15.</p> <p>Resource #2: Milagros, C. R., Ebbeling, C. B., Lofgren, I., Ockene, J. K., Ockene, I. S., & Hebert, J. R. (2001). Facilitating dietary change: The patient-centered counseling model. <i>Journal of the American Dietetic Association</i>. 101 (3), 332 – 341.</p>			
<p>Supplementary Reading for Week 4:</p> <p>Dietitians of Canada, (2015). Defining the role of the dietitian in dysphagia assessment and management. A statement of Dietitians of Canada.</p> <p>Dietitians of Canada, Ontario Long Term Care Action Group. (2013). Best practices for nutrition, food service and dining in Long Term Care Homes. A working paper.</p> <p>Dietitians of Canada, Ontario LTC Action Group. (2010). Roles and responsibilities of the Registered Dietitian (RD) in Ontario LTC homes. PDF</p> <p>Hirano, L., (2003). What is complex continuing care if it is not long-term or chronic care? <i>Canadian Journal of Dietetic Practice and Research</i>, 64 (4), P A6</p> <p>“I hate cancer, but love how it’s changed me.” http://www.uhn.ca/corporate/News/Pages/love_how_cancer_changed_me.aspx</p> <p>“The Great Healthcare Secret? When you Partner in Care - patients feel better.” https://www.youtube.com/watch?v=AY2jG8I3vNU&list=UUB-segCeC3f2DcEY6HtaavQ</p>			

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Week 4, October 7	Rehab, Complex Continuing Care and Long term care SKILL: Patient/client centered care	Amanda Beales, Toronto Rehab and Jacqueline Sorichetti, Extendicare	
<p>Resource Review Sign-up Choice for Week 5: Resource #1: National Collaborating Centre for Determinants of Health. (2013-4-5). Let's Talk series of 6 resources AND National Collaborating Centers for Public Health & National Collaborating Centre for Determinants of Health. (2012). What are the social determinants of health? http://nccdh.ca/resources/entry/SDH-factsheet#sthash.32PgfMhj.dpuf</p>			
<p>Supplementary Reading for Week 5: Krznicar, R., (2013). Six habits of highly empathic people. <i>Daily Good. News that Inspires.</i> http://www.dailygood.org/story/518/six-habits-of-highly-empathic-people-roman-krznicar/ Ogilvie, M., (2010). Reaching out the homeless and pregnant. Toronto Star. Insight. March 13. http://www.thestar.com/news/insight/2010/03/13/reaching_out_to_the_homeless_and_pregnant.html</p>			
Week 5, October 14	Population & Public Health SKILL: empathy	Daniela Bottoni, Toronto Public Health (TPH) Diane Birch, Homeless At-Risk Prenatal (HARP) (TPH)	
<p>Resource Review Sign-up Choice for Week 6: Resource #1: McKnight, J.L. & Kretzmann, J. P. (2014). Mapping community capacity. In M. Minkler, (Ed.), Community organizing and community building for health and welfare (pp. 171 – 186). New Brunswick, New Jersey, and London. Rutgers University Press. PDF</p>			
<p>Supplementary Reading for Week 6: Healthy Kids Panel (2013) No time to wait. The healthy kids strategy. http://www.health.gov.on.ca/en/common/ministry/publications/reports/healthy_kids/healthy_kids.pdf MOHLTC Health Equity Impact Assessment (HEIA) Tool http://www.health.gov.on.ca/en/pro/programs/heia/</p>			
Week 6, October 21	Levels of Government SKILL: Community asset mapping	Krista Burns, Ministry of Health and Long Term Care Mary L'Abbe, DNS, UT	

Week and Date	Content and Skill Development	Guest Speakers	Assignments
<p>Resource Review Sign-up Choice for Week 7: Resource #1: Chatalalsingh, C., & Reeves, S. (2014). Leading team learning: What makes interprofessional teams learn to work well? <i>Journal of Interprofessional Care</i>. 28:6, 513-518 http://informahealthcare.com/action/showCitFormats?doi=10.3109%2F13561820.2014.900001</p> <p>Resource #2: Fox, A., & Reeves, S. (2015). Interprofessional collaborative patient-centered care: A critical exploration of two related discourses. <i>Journal of Interprofessional Care</i>. 29 (2), 113-118.</p>			
<p>Supplementary Reading for Week 7: World Health Organization, (2010), Framework for action on interprofessional education and collaborative practice. WHO reference number: WHO/HRH/HPN/10.3 http://www.who.int/hrh/resources/framework_action/en/</p> <p>Centre for Interprofessional Education, U of T, (2014) IPE Component in a Clinical Placement – Flexible Activities 1, 2 and 3. http://www.ipe.utoronto.ca/interprofessional-education-curriculum</p>			
Week 7, October 28	IPE and IPC SKILL: Effective teamwork	Mandy Lowe, UHN	First Professional Practice Plan due.
<p>Resource Review Sign-up Choice for Week 8: Resource #1: Palmer, S. (2015). Corporate sponsorships: Food industry relationships in the dietetics profession. <i>Today's Dietitian</i>, 17 (1). 34, AND Palmer, S. (2015). Dietitians' food industry relationships: What is ethical and what is not? <i>Today's Dietitian</i>, 17 (3), 44</p>			
<p>Supplementary Reading for Week 8: Dietitians of Canada, Corporate Sponsorship and advertising – what are DC's practices? http://www.dietitians.ca/Member/Newsletters/Members-In-Action/2013-5/news.aspx?id=1750 http://www.dietitians.ca/Member/Resources-from-A-Z/Sponsorship-DC-Practices/Sponsorship-and-Advertising-practices.aspx</p> <p>Dietitians of Canada, Advertising Standards http://www.dietitians.ca/About-Us/Corporate-Opportunities/advertising-standards.aspx</p> <p>Dietitians for Professional Integrity http://integritydietitians.org/</p> <p>Simon, M., (2013). And now a word from our sponsors. Are America's nutritional professionals in the pocket of big food? <i>Eat Drink Politics</i>.</p>			

Week and Date	Content and Skill Development	Guest Speakers	Assignments
Week 8, Nov 4	Industry SKILL: conflict resolution	Sue Behari McGinty, Loblaw Nadean Peskun, Unilever	
<p>Resource Review Sign-up Choice for Week 9:</p> <p>Resource #1: Kline, C., Godolphin, W., Chhina, G., Towle, A. (2013). Community as teacher model: Health profession students learn cultural safety from an Aboriginal community. <i>Michigan Journal of Community Service Learning</i>. 20 (1): 5-17.</p> <p>Resource #2: Mosby, I. (2013). Administering colonial science: Nutrition research and human biomedical experimentation in Aboriginal communities and residential schools, 1942-1952, <i>Histoire Sociale/Social History</i>, 46 (91), 145-172.</p>			
<p>Supplementary Reading for Week 9:</p> <p>College of Dietitians of Ontario, (2014). Record keeping guidelines for Registered Dietitians in Ontario .</p> <p>Dietitians of Canada, Aboriginal Nutrition Network. Registered dietitians in Aboriginal communities: Feeding mind, body and spirit. Role Paper of the Dietitians of Canada Aboriginal Nutrition Network. (2012).</p> <p>Jordan's Principle Fact Sheet http://fncaringssociety.com/sites/default/files/jordans-principle/docs/JPfactsheet2011-en.pdf</p> <p>Extra Resource: First Nations, Second-Class Care aired on White Coat, Black Art, CBC Radio podcast with Dr. Brian Goldman, Saturday October 04, 2014 http://www.cbc.ca/radio/whitecoat/first-nations-second-class-care-1.2794277</p>			
Week 9, November 11	Indigenous Health SKILL: Reflective practice	Rochelle Allan, U of T Office of Indigenous Medical Education	
<p>Resource Review Sign-up Choice for Week 10:</p> <p>Resource #1: Croft, D., Jay, S., Meslin, E., Gaffney, M., & Odell, J. (2012). Perspective: Is it time for advocacy training in medical education? <i>Academic Medicine</i>. 87 (9). 1165 – 1170.</p> <p>Resource #2: The Ontario Physicians Poverty Work Group, (2008), Poverty and health series. Identifying poverty in your practice and community. <i>Ontario Medical Review</i>. 75 (5). 39 – 43 AND Ontario College of Family Physicians, (2012), Poverty Intervention Resources: Poverty, A clinical tool for primary care in Ontario. <a 112="" 183="" 935="" 951"="" data-label="Page-Footer" href="http://ocfp.on.ca/docs/default-source/poverty-tool/poverty-a-clinical-tool-2013-%28with-</p> </td> </tr> </tbody> </table> </div> <div data-bbox=">NFS1208</p>			

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references%29.pdf?sfvrsn=2			
Supplementary Reading for Week 10: Diabetes Charter for Canada: https://webmedia.cstonecanada.com/ImageGalleryPro/mediaobjects/CDA/My%20Charter/Charter_Poster_11x17%20-%20WEB%20OPTIMIZED.pdf			
Week 10, November 18	Not for profit SKILL: Advocacy	Joanne Gallagher, Dairy Farmers of Canada Joanne Lewis, Canadian Diabetes Association	
Resource Review Sign-up Choice for Week 11: Resource #1: Britt, E., Hudson, S. M., & Blampied, N. M. (2004). Motivational interviewing in health settings: A review. <i>Patient Education and Counseling</i>. 53. 147 – 155.			
Supplementary Reading for Week 11: Smart, H., Clifford, D., & Morris, M. N. (2014). Nutrition students gain skills from motivational interviewing curriculum. <i>Journal of the Academy of Nutrition and Dietetics</i>. 114 (11), 1712 – 1717.			
Week 11, November 25	Community and primary care SKILL: Counselling, Motivational Interviewing	Raquel Figueroa, Regent Park Community Health Centre; Julia Stanislavskaia, Taddle Creek Family Health Team	
Resource Review Sign-up Choice for Week 12: Resource #1: Black, R. E., Allen, L. H., Bhutta, Z. A., et al. (2008). Maternal and child undernutrition: global and regional exposures and health consequences. <i>Lancet</i> 371: 243-260. http://simplelink.library.utoronto.ca/url.cfm/331611			
Supplementary Reading for Week 12: 100 People: A World Portrait. A Global Education Toolbox http://www.100people.org/statistics_detailed_statistics.php?section=statistics Al Jazeera Panel Discussion on Global Food Security https://www.youtube.com/watch?v=rAZSd-0uzcl Extra Resource: The Lancet Series on Maternal and Child Undernutrition from 2013 is critical reading for anyone wanting to work in international nutrition.			

Week and Date	Content and Skill Development	Guest Speakers	Assignments
<p>Paper 1: Maternal and child undernutrition and overweight in low-income and middle-income countries, Black, Robert E et al., The Lancet, Volume 382, Issue 9890, 427 – 451</p> <p>Paper 2: Evidence-based interventions for improvement of maternal and child nutrition: what can be done and at what cost? Bhutta, Zulfiqar A et al. The Lancet, Volume 382, Issue 9890, 452 - 477</p> <p>Paper 3: Nutrition-sensitive interventions and programmes: how can they help to accelerate progress in improving maternal and child nutrition? Ruel, Marie T et al. The Lancet, Volume 382, Issue 9891, 536 – 551</p> <p>Paper 4: The politics of reducing malnutrition: building commitment and accelerating progress Gillespie, Stuart et al. The Lancet, Volume 382, Issue 9891, 552 – 569</p>			
<p>Week 12, December 2</p>	<p>Global Health SKILL: Community development</p> <p>Final class Wrap up</p>	<p>Ashley Motran, Womens Health in Womens Hands</p>	<p>Second professional practice plan due.</p> <p>Reflection paper due.</p>

Course Assignments

Students must successfully complete all of the assignments listed below.
See information below chart for more detailed assignment information.

Assignment	To be Completed	Grade Weight	Date Due
<p>Jurisprudence chapter oral presentation.</p> <p>1 page <u>maximum</u> handout with summary of key points for classmates.</p>	<p>Individually or in pairs to cover all 10 chapters</p>	<p>20%</p>	<p>Sign-up sheet distributed during first class. Presentations run over 10 weeks.</p>
<p>Resource review oral presentation to highlight foundational principles of practice areas and/or support skill development topics.</p> <p>1 page <u>maximum</u> handout with summary of key points for classmates.</p>	<p>Individually or in pairs to cover 10 – 11 weeks</p>	<p>20%</p>	<p>Sign-up sheet distributed during first class. Presentations run 10-11 weeks.</p>
<p>Professional Practice (PP) plan.</p> <p>Identify 2 skills (1 which illustrates a strength and 1 which illustrates an area that needs development).</p> <p>Two PP plans are to be submitted. Each plan will discuss only one skill.</p>	<p>individually</p>	<p>2 plans @ 20% each =40%</p>	<p>Develop 2 PP plans for skill development. The first PP plan to be submitted by October 28.</p> <p>Feedback will be provided prior to writing the second plan which is due on December 2.</p>
<p>Professional Practice Facilitation.</p> <p>Facilitate Q&A component after each guest speaker's talk. Students will become familiar with guest speakers' workplace(s), the topic and be prepared to lead a discussion.</p> <p>A thank you email will be sent to the guest speakers on behalf of the class.</p>	<p>Individually or in pairs to cover 10 – 11 weeks</p>	<p>10%</p>	<p>Sign-up sheet distributed during first class. Presentations run 10-11 weeks.</p>

<p style="text-align: center;">Reflection Paper.</p> <p>A reflective paper critically examining professional practice from the student's point of view and concluding with an action plan.</p>	individually	10%	December 2
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Assignment Details:

Jurisprudence Chapter Presentation Guidelines

Weekly presentations. Sign up during first week. 20%

Students will become acquainted with, and develop an appreciation for, the laws, practice and ethics that govern the dietetics profession.

Required Reading:

The Jurisprudence Handbook for Dietitians in Ontario

Richard Steinecke, LL.B., BA, and College of Dietitians of Ontario

Web Edition, Updated August 2014

<http://www.collegeofdietitians.org/Resources/Document-Type/Jurisprudence-HandbookUpdated2014.aspx>

Working individually and in pairs, students will develop a presentation on one chapter of "The Jurisprudence Handbook for Dietitians in Ontario". Students will distribute a (maximum) one page handout to classmates highlighting key messages from chapter. Class participants will use sign-up sheet to ensure all 10 chapters are covered.

Students will review their assigned chapter, plan and implement a 15 minute interactive educational session. Each presentation will be 20 minutes in total. Timekeeping will be strictly adhered to. Consider strategies that are likely to invite class participation and discussion, and try to avoid over-reliance on Power Point. Structure your presentation as a 10 minute tutorial, and a 5 minute interactive activity. This will leave time for a 5 minute student generated Q&A section.

Tutorial: Your objective is to communicate the key points from your chapter to the class. Each chapter includes a Need to Know text box. You may refer to this component to help develop your presentation.

Interactive activity: Your objective is to enable class participants to engage with the salient concepts of the chapter. Learning activities that allow class participants to apply learning and

that address diverse learning styles are encouraged. Each chapter includes scenarios and a quiz. You may refer to these components to help develop your presentation.

Plan to arrive at 8:45 the morning of your presentation to set up the laptop and projector with instructor.

Resource Review Presentation Guidelines

Weekly presentations. Sign up during first week. 20%

This assignment is meant to develop student critical thinking skills. Critical thinking is the art of evaluating ideas and implies a willingness to examine assumptions and the context in which ideas are generated and discussed.¹

Students will sign up at the first class to present on an assigned resource. Every class will begin with 1 – 2 students presenting for 10 minutes each on the resource they have selected.

Timekeeping will be strictly adhered to with 5 minutes for presentation and 5 minutes for an activity. Students will distribute a (maximum) one page handout to classmates highlighting key messages from resource. Handout will have correct resource citation included.

Tips for preparing presentation: Begin your presentation with the complete resource citation, including a sentence or two on the authors. Consider the key messages and the relevance of those messages to dietetic practice, and bring those points forward to your classmates.

Tips to initiate class discussion: Think of a fun way to learn. You might want to: ask a leading question that enriches the resource's key message, or develop a true/false quiz to test assumptions or opinions, or ask students to comment on a controversial idea raised in the resource. This is meant to be interactive, and to help demonstrate how the key messages are relevant to practice.

It is expected that all resources (required and supplementary) will be read prior to each class.

¹ Brookfield, S. D., (1999). Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting, Jossey-Bass [http://www.stephenbrookfield.com/Dr. Stephen D. Brookfield/Home.html](http://www.stephenbrookfield.com/Dr._Stephen_D._Brookfield/Home.html)

Professional Practice Plan

October 28 and December 2. Two plans at 20% = 40%

Students will submit two professional practice (PP) plans. PP Plan should be 1-2 pages. Students can decide which skill to submit in the first paper (i.e. strength or one needing development)

Step 1: Identify two professional practice skills - one which illustrates a strength and one which illustrates an area that needs development. You choose the order to submit.

Step 2: Answer guided questions. Write your answers to Step 2 in your field notes journal. This material will not be submitted as part of assignment. Process is intended to assist students to develop ideas.

Guided questions for skill you consider a strength:

- (i) Can you identify a skill at which you think you excel or are competent?
- (ii) Why do you think you are good at this skill?
- (iii) How can you further develop and apply this skill?
- (iv) How will you know if you have been successful?

Guided questions for skill that needs development:

- (i) Can you identify a skill which needs more development?
- (ii) Why do you think this skill is challenging for you?
- (iii) How can you further develop and apply this skill?
- (v) How will you know if you have been successful?

Step 3: Identify a learning goal and action plan for each of the 2 skills.

Learning goal should consider the learning, application and outcome.

The action plan should consider how and when you will achieve this learning.

Facilitation Guidelines

Weekly presentations. Sign up during first week. 10%.

As part of the professional practice component, students will sign up individually or in pairs to help facilitate class discussions. Students will prepare by familiarizing themselves with the guest speakers' workplace, researching the practice area and the skill development topic. Students will lead a discussion using a Q & A format. Finally, students will send a thank you email to the guest speakers on behalf of the class.

Student role is twofold.

1. To ensure that after the guest speaker's presentations there is a robust question and answer period. This may involve having some questions ready to pose, as necessary.
2. To send individual thank you emails to the guest speakers on behalf of the class. In your message, please include one concrete example of what was gained from the

presentation. Class instructor will provide students with guest speaker contact information.

Reflective Paper
Dec 2, 2015, (10%)

Critical reflection is a process meant to generate, deepen and document learning. It is intended to be a reasoning process that is analytical, integrative and structured. It is not meant to be a descriptive account of experiences or venting of personal feelings. You are being asked to examine and articulate something you have learned that has challenged or reinforced your perceptions of practice. The articulation includes setting goals for future action that you can take forward.

By thinking broadly about the dietetic profession, and based on class activities and reading materials, students will choose an area of professional practice with particular interest or meaning. The reflection is meant to provide a means for students to wrestle with controversial or difficult professional practice topics. It may concern issues that have been ongoing or new issues that were raised in class. Students will conclude with an action plan.

Papers should be 5 pages in length, numbered, double spaced with a 12 point font. Students are advised to keep a field notes journal to record thoughts and feelings that apply to this assignment.

Consider into which of the following three **dimensions** your topic fits and make sure to include the dimension in the title:

- 1) personal growth (for example professional aspirations, expectations or assumptions),
- 2) academic enhancement (for example learning a concept that is surprising or different than what you have seen or imagine occurs in practice), or
- 3) social change/civic engagement (learning about power differentials and privilege, working to lessen health inequity).

Course Expectations:

Students are encouraged to discuss any concerns and questions with course instructor as immediately and as early in the course as possible.

PARTICIPATION, PUNCTUALITY AND ATTENDANCE EXPECTATIONS: Students are expected to be punctual, to participate fully and to attend all classes. Students are required to email instructor if unable to meet these expectations.

ASSIGNMENTS: Specified assignment deadlines must be adhered to unless prior permission has been sought and granted on medical or other compelling grounds (in which case a new due date will be specified). Assignments submitted late will be penalized 1% per day of the assignments final mark.

All written assignments must be double spaced, 12 point font, pages numbered, and accurately referenced and formatted in appropriate academic style.

For group assignments, all students in the same group will receive the same mark.

WRITING SUPPORT: Writing assistance is available to graduate students at The School of Graduate Studies, English Language and Writing Support Centre (ELWS). ELWS offers five, free types of support designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, writing intensives, and a list of additional resources for academic writing and speaking.

Refer to <http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx>

RESEARCH HELP: University of Toronto Libraries
University of Toronto Libraries provides access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, e-mail, chat, and in-person. (See Library website for more details.)

For more information on services and resources available, visit the Library website for your campus.

University of Toronto Libraries (St. George) library.utoronto.ca

University of Toronto Policies

ACADEMIC INTEGRITY STATEMENT: Academic integrity is essential to the pursuit of learning and scholarship in a university. The University treats cases of academic misconduct and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters

outlines the behaviours that constitute academic misconduct and the processes for addressing academic offences. Plagiarism (the presentation or paraphrasing of the work of another author as if it was one's own) is a form of academic fraud with potentially serious consequences. All university policies regarding plagiarism will be upheld in this course.

Refer to the University of Toronto Academic Resources site at:
<http://www.sgs.utoronto.ca/facultyandstaff/Pages/Academic-Integrity.aspx>

Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. The instructor reserves the right to submit student papers to <http://turnitin.com/>, a computer-based service which checks for originality in submitted papers.

ACCESSIBILITY: It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community.

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<http://www.accessibility.utoronto.ca/>