



Policy Title:	Respectful Learning Environments- Graduate	No.: 2.06
Approved By:	Director of Dietetics	
Approval Date:	September 1, 2022	Next Review: Fall 2024
Original Version:	New Policy; copy of <i>BSFN Policy No. 1.06</i> , approved September 1, 2022	
Audience:	Students, Practice Education Partners, Faculty and Staff	

Preamble

The UBC Dietetics Program is committed to advancing equity, diversity and inclusion for the Program and dietetics profession, as it relates to the Program’s vision of inspiring learners to advance dietetic practice and food systems. Our core values of justice, integrity, inclusion, collaboration, and community-focus drive our approaches to Program planning, delivery, evaluation, and community engagement.

The Program is located on UBC’s Point Grey Campus, which is situated on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam). Practice education placements take place on the traditional, ancestral and unceded territories of many Indigenous peoples, in locations throughout present day British Columbia. The Program recognizes the original stewards of these lands, and engages in ongoing efforts towards decolonization of the Program and the dietetics profession.

Abbreviations

BC	British Columbia
G+PS	Faculty of Graduate and Postdoctoral Studies
LFS	Faculty of Land and Food Systems
MND	Masters of Nutrition and Dietetics
The Program	UBC Dietetics Program – Graduate (MND)
UBC	University of British Columbia



Policy

The Program defines respectful learning environments as those that are welcoming to participants with diverse lived experiences, actively anti-racist, and committed to improvement. These environments are free from all forms of discrimination, bullying or harassment. The Program takes concrete steps to encourage and enable respectful learning environments in all Program activities. Respectful learning environment principles and actions for the Program are informed by UBC policies and procedures. Students, faculty, staff and Program partners are expected to uphold the principles of respectful learning environments, including becoming well-informed and abiding by the policies of the University relating to conduct. These include, but are not limited to: [Discrimination](#), [Scholarly Integrity](#), the [Student Code of Conduct](#), and the [UBC Statement on Respectful Environment for Students, Faculty and Staff](#). These policies apply in all university-affiliated activities, such as community-based experiential learning projects, course-related site visits, and practice education placements.

Students, faculty, staff and preceptors are also expected to follow relevant practice education organization policies and guidelines when in practice education settings, such as [Practice Education Guidelines for BC Respectful Practice Education Experiences](#).

In interpreting these various policies, the following are examples of conduct that align with the Program's values:

Integrity

- Demonstrate personal and academic honesty in all interactions and communications.
- Conduct research in accordance with applicable policies, and uphold ethical research practices.
- Appropriately acknowledge the contributions made by others to your work; e.g., papers presentations, research, publications etc.
- Follow through on all responsibilities and commitments, and communicate in a timely manner when it isn't possible to honour previous arrangements.

Inclusion and Collaboration

- All participants in a learning environment have a responsibility to facilitate the learning of others, and to create an atmosphere which is conducive to learning, free of harassment and cooperative in nature rather than competitive.
- Assignments or other work prepared during the Program must be non-discriminatory, and respectful to faculty, staff, guest lecturers, other learners, and actual or potential clients.
- Behaviour and communication in public areas must be non-discriminatory and culturally sensitive.
- When providing feedback to others, do so in a timely, constructive and respectful manner, to identify gaps and effect change and not to embarrass or humiliate.



Justice

- Establish and maintain appropriate personal boundaries in relationships with patients/clients, staff, students and faculty, recognizing your potential influence over others and the vulnerability inherent in relationships in which there is a power disparity.
- Cultivate genuine curiosity, by consistently working towards appreciating, understanding, and respecting varied perspectives on issues.
- Develop humility, knowing that while we live, learn and work within intersecting oppressive systems, we all at some point will unconsciously reproduce inequity through our actions and inactions.
- In those moments when we harm others through our actions or inactions, students, faculty, staff and Program partners should work to accept mistakes without defensiveness, and to be accountable for our actions, including independently seeking resources that address the underlying attitudes or assumptions that led to harm.

Reporting Potential Mistreatment

The Program utilizes reporting and resolution mechanisms established by UBC to support individuals who have experienced discrimination, bullying, harassment or other forms of mistreatment that are not in alignment with respectful learning environments.

If experiencing mistreatment, students, faculty, staff and Program partners should take steps to care for themselves, and when they feel safe to do so, disclose the situation through appropriate channels.

Concerns are addressed at the Program-level, when possible and safe to do so. Other UBC units/departments (e.g. LFS Dean’s office, UBC Equity & Inclusion office) may be more appropriate to address an issue, depending on the specific nature of the issue and any conflicts of interest that may exist at the Program level.

Procedure

Action	Who	When
1. Communicate respectful environments policies and expectations to students and Program partners using varied mechanisms, e.g. on the Dietetics Program website, in admissions offers to students, in dietetics-specific campus and practice education courses, preceptor orientation and education sessions	MND Team	Ongoing



Action	Who	When
2. Integrate respectful environments learning and training opportunities into Program courses and practice education experiences, including topics such as equity, inclusion, cultural safety, bullying and harassment, anti-racism e.g. course learning outcomes, practice education policies and procedures, preceptor orientation	MND Team	Throughout the Program
3. Seek resources and advice if experiencing or observing mistreatment. A useful resource to start with: UBC Student Services Responding to Discrimination webpage.	Student	As issues arise
4. Report mistreatment complaints or concerns to the MND Team, when possible and safe to do so.	Students Program partners	As issues arise
5. In the event that reporting mistreatment to the UBC Dietetics Team presents a conflict of interest, consult the UBC Office of the Ombudsperson (students) or Director of Dietetics (Program partners) determine options and next steps	Students Program partners	As issues arise
6. Investigate complaint or concern and take action as appropriate, in consultation with relevant others. Document and share as applicable.	MND Team or other appropriate LFS, G+PS or UBC unit	Upon receipt of a complaint or concern

Reviewed by:

	Action	Date	Status
MND Team	New Policy	August 2, 2022	Direct copy of BSFN Policy no. 1.06
Director of Dietetics	Review	September 1, 2022	Approved