

Management and Leadership Placement Project Guidance

In Management & Leadership placements, students contribute to projects and service delivery to meet UBC-established learning outcomes that align with the national [Integrated Competencies for Dietetic Education and Practice](#) (ICDEP v3.0). All Management & Leadership placements are 6 weeks in length; **students are placed in pairs.**

Students will participate in a variety of preceptor-assigned placement activities/projects and UBC-led assignments to enable them to demonstrate the placement learning outcomes. The intention is for students to participate in activities and projects that preceptors already do as part of their work, not to create hypothetical projects for students that will result in additional workload or resource re-allocation for the preceptor(s). Example project/activity suggestions are included below.

Placement Learning Outcome	Example Placement Projects/Activities
<p>Contribute to management of programs and/or projects</p>	<p>Placement projects and activities should incorporate skills from all four categories below, in order to fully meet this learning outcome (can be combined into 1 project, or separated into smaller projects and activities)</p> <ol style="list-style-type: none"> 1. Contribute to strategic and operational planning – examples: <ul style="list-style-type: none"> • Determine staffing levels required for a new service, e.g. food service expansion, private practice group coaching program, primary care clinic • Develop marketing materials related to: food service menu changes, private practice services, recruitment of dietitians for nutrition services department • Explore, develop & evaluate potential solutions to an identified issue or challenge, e.g. alter snack schedules to improve patients/residents’ intake, revise dietitian job roles to incorporate virtual practice, create new professional development resources to support dietitian learning on emerging practice topics • Analyze workflow and distribution of duties of workers and evaluate whether standards are met with current workflow and job duties • Assess patient/resident/customer experiences with a program or service (using surveys or interviews), e.g. food service provision, dietitian services provided 2. Contribute to human resource management – examples: <ul style="list-style-type: none"> • Contribute to staff or volunteer recruitment processes (e.g. job postings, applicant screening, interview guide development, interviews) • Review and revise training materials for newly hired staff or volunteers • Plan and provide an in-service continuing education to staff or volunteers • Contribute to employee scheduling • Contribute to employee performance review processes 3. Contribute to financial management – examples: <ul style="list-style-type: none"> • Contribute to preparation of a budget • Analyze and provide suggestions to improve revenue and/or reduce costs • Conduct a price comparison for the purchase of a new product or service 4. Contribute to physical resource management – examples: <ul style="list-style-type: none"> • Conduct a literature search to determine best practices for enhancing sustainability in food service delivery (e.g. composting and recycling) • Explore options for office space, e.g. for a department of dietitians, for a private practice • Evaluate technology needs to support current and emerging practice; e.g. computers, tablets, video cameras, microphones, software etc.



	<ul style="list-style-type: none"> Contribute to evaluating and enhancing the ordering, usage and storage procedures of clinical nutrition supplies, e.g. hypoglycemia treatments, enteral formulas, infant formulas, chest feeding supplies etc.
Use practice-based research skills to assess and enhance dietetic practice	<p>Students will likely be able to meet “Contribute to management of programs and/or projects” and “Use practice-based research skills to assess and enhance dietetic practice” learning outcomes with the same project.</p> <p>Placement preceptor(s) will identify one project in their practice area for students to complete using a research approach. See detailed guidance for projects on pages 3-5.</p>
Engage in advocacy to improve nutritional health and care	<p>Given the difficulty of meeting this learning outcome in all practice settings, all students will complete a UBC-led assignment to demonstrate this learning outcome.</p> <p>Preceptors may choose to have students work on a project for this assignment, but this is not necessary. The assignment can be completed simply by students identifying a potential advocacy issue through observations in the placement setting and conversations with preceptor(s).</p> <p>UBC-led Advocacy Proposal Assignment description: “Students will complete this assignment with their placement partner(s). Students will identify an advocacy issue in their placement setting and produce a proposal to address that advocacy issue. Depending on the placement setting, students may also participate in implementing some of the actions from their proposal, if feasible.”</p>
Demonstrate culturally safe and inclusive attitudes and behaviour	<p>Given the difficulty of meeting this learning outcome in all practice settings, all students will complete a UBC-led assignment to demonstrate this learning outcome.</p> <p>UBC-led Health Equity & Cultural Safety Analysis Assignment description: “Students will take the perspective of a manager or leader to identify strengths and opportunities to advance health equity and/or cultural safety in health care and/or food systems.”</p>
<p>Demonstrate effective communication skills;</p> <p>Contribute effectively to teamwork and collaborative practice;</p> <p>Demonstrate ethical attitudes and behaviour;</p> <p>Identify and comply with legislative, regulatory and organizational requirements;</p> <p>Engage in reflective practice</p>	<p>These learning outcomes will naturally be included in placements as part of the activities, projects, and assignments the students complete.</p> <p>It is not expected that preceptors design specific projects or activities for these learning outcomes, but rather to observe and share feedback with students on how they are progressing towards meeting these learning outcomes during the placement.</p>

Research Project Guidance

The following pages provide students and preceptors guidance on how to address the placement learning outcome:

Use practice-based research skills to assess and enhance dietetic practice

RESEARCH SKILLS LEARNING OUTCOME

Placement preceptor(s) will identify one project in their practice area for students to complete using a research approach. The project can be anything relevant to the practice setting and will involve the following components:

- Frame question(s)
- Critically appraise literature
- Identify relevant methodology
- Interpret findings
- Communicate findings – students will present to student peers in their UBC class on Thursday June 21; preceptors may also wish to arrange other opportunities in the placement for students to share project findings

PROJECT SELECTION

- The research skills learning outcome is intended to be addressed by **projects that students are already completing** as part of their Management & Leadership placement.
- **There is no need for a separate research project just to meet this learning outcome.** A research approach can be applied to any practice area, so students should be able to meet this learning outcome in a variety of placement settings.
- Students are responsible for communicating with their preceptors about the research skills learning outcome and working together with their preceptor to identify a suitable project and related research question.
- Example Management & Leadership placement projects are provided in this guidance document, to support project selection. Research question examples are provided for different types of projects in the following pages.

SCOPE AND TIMELINE FOR PROJECTS

- Projects should be small enough to be completed within the length of the 6-week Management & Leadership placement.
- Students placed in pairs or groups of three can work on the same project together, to keep the scope and workload management for preceptors and students.
- Projects will **not** include a formal written research proposal or research ethics board application.

SUPPORT FOR PROJECTS

- The following pages of this document are a structured template to support students with their research skills projects.
- UBC Dietetics instructors will support students during their placements with UBC-led content:
 - Workshop (Week 1): framing research questions, appraising literature, choosing methods, ethics principles
 - Workshop (Week 4): making sense of data, disseminating findings
 - Class Presentations (Week 6): students present project findings to their student peers (via Zoom)

Template for Students: Research Skills Project

Student Instructions:

- Use this template to plan your research skills projects with your preceptors. Prompts & examples are included in each section to guide you.

FRAME QUESTION(S)

- Practice-based research questions often emerge from observations and curiosities from practice.
- Research questions do not have to be big and complicated.
- Students can develop a question themselves, or refine a question proposed by a preceptor.
- Students may need to spend some time in the practice setting before gaining sufficient insight to develop a research question (e.g. you do not need to develop the question on day 1 of your placement).

Example research questions for different kinds of projects:

- What are leading practices in knowledge translation that can be applied to staff education?
- What does an inclusive staff training/orientation process look like? What does the evidence show in terms of workplace impact after implementation of an inclusive staff training orientation process?
- What staff recruitment strategies (or interview question, etc.) are the most impactful to support an anti-racist workforce?
- What assessment strategies can be used to determine patient/resident satisfaction following the transition to a new food service delivery method (e.g., tray to dining room service)?
- What are the strengths/weaknesses of various approaches to evaluate the effectiveness of a new Clinical Nutrition Department initiative?
- What are cost effective ways to deliver high quality dietitian services in our organization?
- Is the current facility/hospital menu culturally appropriate for the population being served?
- What leading practices exist to enhance environmental sustainability in food services delivery?
- What food and nutrition services are clients asking for that are not currently provided? (could ask this question in a private practice or public sector context)
- What marketing services can be used to reach potential clients that are compliant with dietitian regulation requirements?

Possible research questions:

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CRITICALLY APPRAISE LITERATURE

- Source and evaluate the quality of literature related to your question. Utilize literature search and appraisal skills you have developed in your dietetics coursework.
- There are many ways of knowing; a variety of sources may be consulted to answer your research question beyond just published journal articles (e.g. practice guidelines, position statements, thought-leaders)
- The UBC Library and Academy of Nutrition and Dietetics (<https://www.cdrnet.org/evidence>) are good tools to assist with your literature review and appraisal.
- The number of sources you review and cite will depend of your topic. There is no minimum or maximum number required. Ensure that the number of sources you review is feasible within the available timelines.

Template for Students: Research Skills Project

Literature Search Results and Notes:

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IDENTIFY RELEVANT METHODOLOGY

- Given the short project length, methodology should be simple and feasible within the 6-week placement; any data collection should be limited to 2-3 days maximum
- Due to the small scope and intention of these projects, literature searches are an appropriate form of data collection for many project types
- Other methods could include (but are not limited to):
 - Reviewing documents, policies or guidelines to identify gaps or propose revisions
 - Collecting quality improvement data (e.g. audits, conducting informal or formal interviews with staff/customers/patients)
 - Analyzing easily-accessible, previously collected data relevant to the research question
- **Note on surveys as methodology:** developing and/or administering a new survey is not an appropriate method for these projects, due to the short timeframe and the complexity involved in validating a new survey. Students could administer a survey that has been previously developed and validated, if one is available.

Possible methods to use:

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Planning notes to implement your chosen method(s):

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INTERPRET FINDINGS

What did you find from your literature review and data collection?

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What answer(s) did you find for your research question?

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What limitations did you find with your methods?

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What recommendations do you have based on your experience with this project? Is there further research to be done?

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Template for Students: Research Skills Project

COMMUNICATE FINDINGS

- All students will share their research project findings with their student peers in a short presentation during class in week 6.
- Preceptors and students can discuss other communication opportunities during the placement, to share the project findings with preceptors and any other team members. The following additional communication opportunities can be considered, if feasible (these are only suggestions):
 - Student presentation to the preceptor (in-person or virtual)
 - Student presentation to a group (in-person or virtual)
 - Preparation of a short, written report, or summary document
 - Development of an infographic

Notes on communication plans:

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