



LEARNING DIARY

Date/ Time	Learning Activity (Brief Description)	Learning resources used (list & append when applicable)	Learning Outcomes: Concepts and implications for future dietetics practice learned from the reflection of activity ¹	Reflecting on the <u>Integrated Competencies for Dietetic Education and Practice (ICDEP)</u> , list Practice Competencies aligned to your specific learning outcomes
2012- 2013	<p>RESEARCH CONSULTATION</p> <p>Research consulting for a research group at the University of Toronto/Toronto General Hospital</p>	<p>PUBMED literature review on the use of food intake records for the specific research population in this study</p> <p>PUBMED review of the evidence for and use of reliable and valid Food frequency questionnaire (FFQ) methodology. Also, a literature review was performed to determine the best FFQ for a primarily South Asian cohort.</p> <p>PUBMED reviews on dietary intake and changes in gut microorganisms.</p>	<p>Concepts: FFQs and food intake record designs are highly variable among studies. Collecting meaningful, reliable and valid food intake information is important so that future statistical data analysis is clinically useful.</p> <p>Implications: staying up-to-date on current methodology for large randomized control studies, including specific populations in Toronto, is a skill that is necessary for me as a dietetic research consultant.</p>	<p>2. PROFESSIONALISM AND ETHICS Dietitians use professional, ethical and client-centred approaches to practice with integrity and accountability.</p> <p>2.09 Employ an evidence-informed approach to practice 2.10 Engage in reflective practice</p>
2012- ongoing	<p>Review and discuss research articles, communication letters and PowerPoint presentations with a clinical researcher</p>	<p>-The articles, letters and presentations being reviewed</p> <p>-PUBMED literature search</p> <p>-USDA food database</p>	<p>Concepts: editing, nutrient intake recommendations in CVD, potassium restriction and vascular function. Implications: practicing editing skills and disseminating suggestions useful for research skills.</p>	<p>2.12 Maintain comprehensive and current knowledge relevant to practice</p>

¹ Append applicable learning outcome samples e.g., teaching tool developed



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2012- ongoing	<p>EVIDENCE-BASED READINGS</p> <p>Evidence-based reading in various areas of dietetics with a focus on my areas of interest (obesity, diabetes and cardiovascular disease) as well as general nutrition topics</p>	<p>-Peer-reviewed journal articles (PubMed)</p> <p>- Various sources of general readings (e.g., national disease associations, Health Canada, Centres for Disease Control, National Institutes of Health)</p> <p>-Monthly updates of newly published journal articles and other publications from Dietitians of Canada networks (diabetes obesity and cardiovascular network, October 2012-October 2015.</p>	<p>Concepts: readings concentrated in the areas of obesity, diabetes and CVD. In addition to these areas, I focused on topics of current widespread interest in the general population (that patients may ask about) and issues that are particularly interesting to me.</p> <p>Implications: I intend to practice in the area of obesity, diabetes and CVD. Therefore, these readings are essential for evidence-based practice. In addition, the additional topics keep me current on a greater variety of nutrition topics, so my knowledge base is more diverse for general practice questions.</p>	<p>5. NUTRITION CARE</p> <p>Dietitians use the Nutrition Care Process to provide individualized care</p> <p>5.03 Plan nutrition intervention(s)</p> <p>5.04 Implement nutrition intervention(s)</p>

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January 2012- ongoing	<p>CLINICAL REVIEWS</p> <p>Reviewed the literature on various topics. Also prepared a lecture on teaching parents how to introduce new foods to kids in a positive/healthy way. These reviews were performed voluntarily.</p>	<ul style="list-style-type: none"> -PUBMED articles -National guidelines -USDA nutrient database and USDA freezer safety information -CFIA publications Health Canada -Heart and Stroke Foundation (HSF) -World Health Organization (WHO) -American Heart Association (AHA) -Practice-Based Evidence in Nutrition (PEN) readings -Natural Medicines Comprehensive Database (NMCD) through DC -Canadian Obesity Network -Institute of Medicine Dietary Reference Intake Micro and Macronutrients reports -Canadian Diabetes Association (CDA) national guidelines 	<p>Concepts: review topics included (not limited to): Food recalls and foodborne illness, olive oil and healthy cooking, meal planning for dietary restrictions (vegetarianism, gluten-free), weight loss counselling, soy consumption and breast cancer, dairy alternatives, GMO, DASH diet, iron deficiency, chlorophyll drops, B12, folate supplementation, lysine, purines and uric acid, sugar controversy, DRIs, pediatrics and probiotics, high protein-gluten free meals, dietary supplements and DRIs for children, sugar intake and children, cereal consumption, freezer meal preparation and food-handling techniques, lentils and CVD risk, nuts and CVD, current topics in food, nutrition and agriculture, orthorexia, mindful eating, protein requirements in health and</p>	<p>1. FOOD AND NUTRITION EXPERTISE</p> <p>Dietitians integrate their food and nutrition expertise to support the health of individuals, communities and populations</p> <p>1.04 Apply understanding of dietary requirements and guidelines 1.05 Apply understanding of dietary practices 1.06 Integrate nutrition care principles and practices</p>

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		<p>- Canadian Academy of Pediatrics recommendations on supplementation -Canadian Pediatric Society Recommendations on Probiotics as well as recommendations for Disordered Eating -The Jurisprudence Handbook for Dietitians in Ontario (online version)</p>	<p>disease, gestational diabetes, carbohydrate counting, insulin requirements, thyroid disease, food budgeting, food safety, evidence about cleanses, cooking and meal planning tips for parents, Implications for future practice: the variety of topics covered is typical of "side" questions a dietitian may be asked during counselling, regardless of specialty area. Therefore, these skills used to research and report were practiced to access credible information efficiently. In addition, I reviewed the Jurisprudence Education Webpages and listened to a Dietitians of Canada Learning on Demand Presentation on Conflict of interest, consent and privacy. These challenges refreshed my memory of clinical practice guidelines for future interactions with clients and identifying new areas of interest to develop a knowledge base.</p>	<p>1. FOOD AND NUTRITION EXPERTISE</p> <p>Dietitians integrate their food and nutrition expertise to support the health of individuals, communities and populations</p> <p>1.04 Apply understanding of dietary requirements and guidelines 1.05 Apply understanding of dietary practices 1.06 Integrate nutrition care principles and practices</p>

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2014- 2015	<p>PRESENTATIONS</p> <p>Prepared for and presented topics to a parent's group</p>	<p>USDA nutrient database, Institute of Medicine (DRI) Canadian Pediatric Society Canadian Academy of Pediatrics USDA</p>	<p>How to manage picky eating in children (causes, strategies and physician follow-up), gluten-free, vitamin and mineral supplementation in children, vegetarian meal planning, DRIs for children, probiotic intake in children, Food budgeting, women's health topics (e.g. evidence on cleanses)</p>	<p>3. COMMUNICATION AND COLLABORATION</p> <p>Dietitians communicate effectively and collaborate with others to achieve practice goals</p> <p>3.01 Use appropriate communication approaches 3.03 Use effective oral communication skills 3.05 Use effective interpersonal skills</p>

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2012- ongoing	<p>CONFERENCES and LECTURES</p> <p>Attended online educational series</p>	<p>DC knowledge centre lectures and live conferences:</p> <ol style="list-style-type: none"> 1. "What Were You Thinking?" Help Clients Change their Thinking Habits to Change their Eating Habits 2. Behaviour Change Counselling 3. Dietitians: Your Time Is Now 4. The Entrepreneur's Toolbox 5. A Gut-Feeling: An Inside Look at Pre and Probiotics PART 1 6. Keeping Up with Nutrition Trends 	<p>**Please note: the following concepts/implications correspond with the numbers on the previous resource column.</p> <p>1. Concepts: Cognitive Behavioural Techniques in Dietary Counselling Implications: Necessary counselling skills to keep focused on so that, as an RD, I may have more powerful counselling techniques that get the cause of the desired behaviour change. Also, I can have more sensitive skills to help coach people who require various counselling styles to succeed.</p> <p>2: Concepts: Counsellor Relationship (don't' be judgemental – make patients want to come back to see you instead of fearing the dietitian)</p>	<p>3. COMMUNICATION AND COLLABORATION</p> <p>Dietitians communicate effectively and collaborate with others to achieve practice goals</p> <p>3.01 Use appropriate communication approaches 3.03 Use effective oral communication skills 3.05 Use effective interpersonal skills 3.06 Engage in teamwork 3.07 Participate in collaborative practice</p>

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		<p>7. Parents and Tots Together: Integrating Family-based Obesity Prevention into FHT settings</p> <p>8. Nuts and Bolts of an Obesity Toolbox</p> <p>9. Self-Management using the mindful eating cycle</p> <p>10. Paleo, Gluten-Free and Dairy-Free, Oh My!</p> <p>11. Solving Conflict of Interest, Consent and Privacy Challenges</p> <p>12. Are Supplemented Foods Good for Canadians</p>	<p>Implications: These skills are necessary for building professional relationships and trust with clients in a private or outpatient clinic setting.</p> <p>3: Concepts: dietitians in the media and how a sharp, well-defined message offered with a credible voice on controversial topics matters</p> <p>Implications: Dissemination of Nutrition Information and Career reflections</p> <p>4: Concepts: building a thriving business with an achievable goal, marketing reputation concepts. How to reach large audiences, invent a product, work with the media, and create a brand.</p> <p>Implications: Important for a dietitian in business or considering building a part-time private practice in addition to their current employment.</p>	<p>2. PROFESSIONALISM AND ETHICS</p> <p>Dietitians use professional, ethical and client-centred approaches, to practice with integrity and accountability</p> <p>2.01 Practice within the context of Canadian diversity</p> <p>2.02 Act ethically and with integrity</p> <p>2.03 Practice in a manner that promotes cultural safety</p> <p>2.05 Practice according to legislative, regulatory and organizational requirements</p>

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			<p>5: Concepts: Microbiome, Practical Aspects of pre/probiotics in health and disease practice. Implications: Understanding scientific research supporting pre and probiotics in the prevention/management of gastrointestinal diseases and healthy populations, mechanisms of action in the gut, practical applications (dosage, packaging, storage, product availability), Canadian regulations and marketplace, risks and appropriate uses of pre and probiotics in high-risk populations</p> <p>6: Concepts: Jennifer Sygo lectured on popular topics in nutrition from an evidence-based perspective Implications: Demonstrated the current literature surrounding popular nutrition topics and how to answer client questions as a well-rounded, evidence-based expert consultant</p> <p>7: Concepts: How to implement a child-centred/parenting approach</p>	<p>5. NUTRITION CARE</p> <p>Dietitians use the Nutrition Care Process to provide individualized care</p> <p>5.03 Plan nutrition intervention(s) 5.04 Implement nutrition intervention(s)</p>

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			<p>to counselling within the FHT and tools for obesity prevention (specifically at the patient-parent and tots program).</p> <p>Implications: Since obesity is prevalent in children, I know how to forge a relationship with members of the FHT so that they can refer or help refer at-risk parents and tots to a community program</p> <p>8. Concepts: Essentials of the newest obesity and bariatric surgery guidelines and initiatives (clinical practice guidelines, bariatric surgery guidelines, medical pharmacotherapy, obesity management foundation)</p> <p>Implications: I can apply my knowledge of the latest guidelines in this specialty practice area. I have practical knowledge and skills in bariatric surgery knowledge is an emerging specialty in obesity.</p>	

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			<p>9. Concepts: Mindful eating and changing the cycle of eating by habit Implications: These skills are essential for me when working to help a client achieve fundamental changes in everyday practices/patterns</p> <p>10. Concepts: Evidence supporting and refuting the nutrient claims made by advocates for gluten-free, grain-free and Paleolithic diet. Implications: Information and tools help answer questions regarding interest in these diets. It is essential for a dietitian specializing in obesity to have evidence-based knowledge of popular diets.</p> <p>11. Concepts: Common and Complex practice scenarios related to conflict of interest, consent and privacy. Ethical principles and legal obligations were highlighted.</p>	<p>5. NUTRITION CARE</p> <p>Dietitians use the Nutrition Care Process to provide individualized care</p> <p>5.03 Plan nutrition intervention(s) 5.04 Implement nutrition intervention(s)</p>

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			<p>Implications: Professional judgement and decision-making skills are required to satisfy professional obligations.</p> <p>12. Concepts: Examining the risks and benefits of Canadians with the fortification in the food supply.</p> <p>Implications: Review of fortification, DRIs, government guidelines and decision-making framework. When asked about specific requirements, analyzing food products and knowing how they are regulated are critically essential.</p>	<p>2. PROFESSIONALISM AND ETHICS</p> <p>Dietitians use professional, ethical and client-centred approaches, to practice with integrity and accountability</p> <p>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 2.05 Practice according to legislative, regulatory and organizational requirements 2.07 Use risk management approaches 2.09 Employ an evidence-informed approach to practice</p>

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APPENDIX – (this is the optional use of space to append any applicable Learning outcomes samples, e.g., examples of tools developed)

1. Development of a 7-day food record for use in the study.

- Made recommendations on proper data collection

- Analyzed FFQ to be used in the study and provided suggestions so that it would be sensitive to capturing the food intake data in a South Asian research population in Toronto.

2. Recommendations were often used to improve documents, peer-review journal submissions and presentations.

3. Developed handouts and PowerPoint presentations, discussed topics with individuals and groups, became more aware of resources for issues and strengthened my ability to disseminate new information.

4. Need to review information on CDO Jurisprudence Education Webpage to refresh memory on guidelines, identify further areas of interest, review conflict of interest, consent, and privacy topics

Identified Follow-up Learning Needs as applicable

1. I must review the most current national guidelines for obesity, diabetes, and CVD before I resume practice. Also, continue reading a diverse assortment of current popular nutrition topics.

2. Based on the current **learning outcome**, I determined the need further to explore the evidence on Avoidant Restrictive Food Intake Disorder

3. To continue using conferences and lectures as educational resources in the future to stay knowledgeable, current, and evidence-based in my practice.