

**NUTR\* 4900 (Section 02): Selected Topics in Human Nutrition – International Nutrition**  
**Winter 2016 Course Syllabus**

**Department of Family Relations and Applied Nutrition**  
**University of Guelph**

**Instructor:** Kendra Siekmans, PhD  
 Office: MACS 335  
 Email: ksiekman@uoguelph.ca

**Office hours:** Tuesday and Thursday (by appointment)

**Class times:** Tuesday and Thursday, 11:30 am – 12:50 am, MCKN 310

**Course website:** Announcements, updated schedules, grades, and other information will be posted on Courselink, a website for on-campus courses:

<http://courselink.uoguelph.ca/index.html>

**Course description:**

This course involves readings and discussion on selected topics in **International Nutrition**, as well as article critiques, discussions, seminars, and a term paper.

Nutr\*4900 is restricted to students majoring in Applied Human Nutrition. Prerequisites are FRHD\* 3070 (research methods), NUTR\* 3040 (clinical nutrition I), and NUTR\* 4010 (nutritional assessment).

**Course objectives:**

To learn to think critically about and discuss research on important nutrition issues from a global perspective, with emphasis on low- and middle- income countries.

**Course evaluation:**

<b>Method</b>	<b>% of final grade</b>	<b>Due date</b>
<b>Oral</b>		
Article critique (with a partner)	15	January 21 – February 9
Discussant for an article critique (with same partner as above)	5	January 21 – February 9
Individual student seminar	20	March 1 – 24
Participation in class discussions and learning self-assessments	20	Throughout
<b>Written</b>		
Individual critique of assigned research article	10	February 11, 11 a.m.
Individual term paper	30	April 7, 11 a.m.

## **POLICIES**

### **1. 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.

### **2. Drop Date**

The last date to drop one-semester courses, without academic penalty, is March 11, 2016. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

### **3. 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.

### **4. Missed Work**

If you are not able to meet an in-course requirement due to illness or compassionate reasons, please advise me in writing (email is acceptable). Where possible, this should be done in advance of the missed work or event. If this is not possible, this should be done as soon as possible after the due date, and **certainly no later than one week**. If appropriate, documentation of your inability to meet the course requirement is necessary. See the undergraduate calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

### **5. 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.

### **6. Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact SAS (formerly CSD) at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or see the website: <http://www.uoguelph.ca/csd/>

### **7. 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:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

## **8. Turnitin**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2015/16 Undergraduate Calendar states: "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" (p. 31).

In this course, both the students and instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

**A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you will be required to screen your own term paper through Turnitin. 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.**

## **9. 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:

<http://www.uoguelph.ca/registrar/calendars/index.cfm?index>

## COURSE COMPONENT DESCRIPTIONS AND INSTRUCTIONS

### 1. Article Critiques

#### 1a. Oral presentation of article critique (15%)

You and a classmate (choose your own partner) will present an oral critique of an assigned article. In preparing the presentation, seek out background information necessary to understand the article, and be able to explain the research methods and results to the class, as well as provide a critique of the article. Be prepared to answer questions concerning the article. Each presentation will be followed by general class discussion led by two discussants.

Each presentation should be 20 minutes, followed by 10 minutes of discussion. **Post your PowerPoint presentation to the Courselink Dropbox by 11:00 AM the day before your presentation. If the presentation is posted after 11:00 AM the day before your presentation, it will be considered late and you will incur a 10% penalty. Your posted presentation will be considered the final version - revised presentations will not be accepted.**

#### 1b. Discussant for an Article Critique (5%):

You and your same partner as above will be discussants for a separate assigned article presented by a pair of students. As a discussant, your role is to:

- Thank the presenter
- Lead a 10 minute discussion, facilitating class involvement.
  - Identify two (2) issues/findings in the areas of sampling, study design, and/or measurement
  - Ask two (2) pertinent questions to class to encourage discussion
  - Presenter can clarify points and participate in discussion
  - Summarize discussion at the end, giving final interpretation and overview
- You will **not** use PowerPoint as the discussants.

Separate lotteries will be held to determine who will (a) provide a presentation on and (b) facilitate discussion of each research article.

### 2. Individual critique of assigned research article (10%) – due February 11, 2016 by 11 a.m. posted to Dropbox

You are to independently complete a critique of an assigned article (all students will receive the same article). **The name and reference for the critique article will be provided in class on January 14th (as well as posted on the course website).**

The purpose of the brief written critique is to get you to think independently and to practice your critical thinking skills (and to receive feedback) prior to submitting your term paper. Provide a brief summary of the research study including the methods used, describe the key strengths and limitations of the study (as you see it, not just as the authors describe them), and provide three (3) recommendations you would implement to improve the study if you were to lead it.

The critique has a **maximum of 4 pages** (8.5" x 11" paper; double-spaced; 2.5 cm margins; 12-point font size; Times New Roman). The page limit does not include the number of separate pages for the title page and the reference section (use single space). If more than 4 pages are submitted, only the first 4 pages will be graded. Use the style in the American Psychological Association's (2010) publication manual of the American Psychological Association (APA) (6th ed.) when referencing. You should paraphrase rather than use quotations extensively.

**Late critiques will be accepted up to Monday, February 15, 2016 by 11 a.m., with 10% (out of 100) per day penalty (including weekend days), unless accompanied by a medical note. Critiques will NOT be accepted after February 15.**

### **3. Individual seminars and term paper**

#### **3a. Seminar (20%)**

You will present a 20 to 25 minute seminar on a topic of your choice related to international nutrition. After browsing some of the literature to identify possible topics, **please set up an appointment with me to discuss and obtain approval.** Please bring with you 3-4 abstracts for original articles on the possible topic. **Your seminar/term paper topic should be approved by February 11.**

For the seminar, choose three primary (i.e. original) research articles to discuss. Integrate the research findings from the articles – don't do a critical appraisal of each article separately. Because research articles are highly focused, you'll need to seek out background information to understand your topic when preparing for the seminar. Review articles can be used to provide an overview of the topic, but should not be included as one of the original research articles in your presentation.

There will be three seminars per class. A lottery system will be used to determine the date of your seminar. Each seminar should be 20 to 25 minutes (including discussion). There are no discussants for seminars; therefore you'll be leading your own discussion on topics such as sampling, research design, measurement, etc. You are expected to be able to answer questions concerning the selected topic during the seminar.

**Post your presentation to Dropbox by 11:00 a.m. the day before your seminar. If the presentation is posted after 11:00 a.m. the day before your presentation, it will be considered late and you will incur a 10% penalty. Your posted presentation will be considered the final version - revised presentations will not be accepted.**

#### **3b. Term Paper (30%) – due April 7, 2016 at 11 a.m., posted to CourseLink DropBox**

As a comprehensive literature review, the term paper (on the same topic as your seminar) should thoroughly describe the body of knowledge about your research topic. Approximately 10-20 journal articles should be included in your review.

The term paper should include an introduction (including objectives of the term paper), a summary of the main findings of the articles you reviewed, strengths and limitations of the research, implications of the results, conclusions, and your suggestions for future research. You should integrate the research findings from the journal articles and not simply do a critical appraisal of each article separately. Paraphrase rather than use quotations extensively. Use headings and sub-headings to organize your report. **Be sure to include abstracts for all the articles you critique in your term paper.**

**Turnitin** (Plagiarism Detection) is integrated into the Dropbox folder for the term paper. Turnitin will produce an originality report for each submission. This originality report will list the areas in the assignment that are similar to other published works listed in the Turnitin databases (e.g., published papers, websites, and other student work). The originality report will usually be available in a few minutes, but may take up to 24 hours to be completed. The originality report and the percentages reported are not a direct measure of plagiarism. They just show areas where similarities exist.

Checklist for the term paper:

- Maximum of 12 pages, 8.5” x 11” paper; double-spaced; 2.5 cm margins; 12-point Times New Roman font. If more than 12 pages are submitted, only the first 12 pages will be graded. The page limit does not include the title page, the list of references or the appendices.
- Title page
- References cited using the APA citations style - see the American Psychological Association’s (2010) publication manual of the American Psychological Association (APA) (6th ed.). The APA reference style is described in the following document:  
<http://www.lib.uoguelph.ca/get-assistance/writing/citations/apa-american-psychological-association-style>
- Appendix A that includes a copy of the abstract for each “primary research” journal article reviewed in your term paper.

**Submit your term paper using Dropbox in CourseLink. Late term papers will be accepted until 11 a.m. on April 11 with a 10% (out of 100) *per day* penalty, unless accompanied by a medical note. Term papers will NOT be accepted after 11 a.m. on April 11.**

#### **4. Participation:**

As 20% of your final grade, participation in class discussions is an essential component of the course. Therefore, it is expected that you attend and participate fully in all sessions. As the instructor, I share with you the responsibility of creating an environment that facilitates relevant and appropriate class discussions. You are expected to come to class prepared to ask discussion questions and to comment on questions raised by the discussants. Your preparation and participation in the discussions will contribute to our learning experience and will be appreciated by all.

The required readings for the first half of the semester are available via e-journals in the library and specified websites. **The readings for a particular week should be done before coming to**

**class so that you are prepared to participate in class discussion. You should bring the readings to class.**

You will also be asked to complete a self-learning assessment during the first week of classes and towards the end of the semester. Completion of these two assessments will be considered as part of your class participation mark.

The participation grade for this course will be based on two components: a) the first component is based on attendance and the frequency and quality of your oral participation in class, and b) the second component is based on your self-evaluation of your participation (see Self-Reflection on page 19, due on **April 7 to Dropbox**). You will reflect on your participation and assign yourself a grade out of 15 and I will take this grade into consideration when determining your grade for participation.

## Schedule and required readings

*Note: I reserve the right to revise the schedule of classes as needed, as long as you are given adequate notice. If class is cancelled (e.g., bad weather), all remaining presentations will be shifted one class forward. The cancelled presentation will be the next presentation.*

<b>Presentation date</b>	<b>Topic and Reading</b>	<b>Presenter/Facilitator</b>
<b>Course introduction/ overview of international nutrition research</b>		
Jan. 12	<p><b>Course introduction &amp; Learning Objectives</b></p> <p><b>World Health Organization. Global targets 2025. To improve maternal, infant and young child nutrition</b> (<a href="http://www.who.int/nutrition/topics/nutrition_globaltargets2025/en/">www.who.int/nutrition/topics/nutrition_globaltargets2025/en/</a>)</p> <p><b>Global Nutrition Report 2015</b>  <a href="http://globalnutritionreport.org/the-report/">http://globalnutritionreport.org/the-report/</a></p>	<b>Kendra Siekmans</b>
<b>Building capacity to evaluate research</b>		
Jan. 14	<p><b>Tutorial on Literature Search Methods</b> (30 min)</p> <p><b>Class critique</b> (45 min)            Younes, L., Houweling, T. A., Azad, K., Kuddus, A., Shaha, S., Haq, B., . . . Fottrell, E. (2015). The effect of participatory women's groups on infant feeding and child health knowledge, behaviour and outcomes in rural Bangladesh: a controlled before-and-after study. <i>J Epidemiol Community Health</i>, 69(4), 374-381.</p>	<p><b>Peggy Pritchard</b>,            Learning and Curriculum Support Librarian</p> <p><b>Kendra Siekmans</b></p>
Jan. 19	<p><b>Tutorial on Understanding Statistics</b>            de Ruyter, J. C., Olthof, M. R., Seidell, J. C., &amp; Katan, M. B. (2012). A trial of sugar-free or sugar-sweetened beverages and body weight in children. <i>N Engl J Med</i>, 367(15), 1397-1406.</p> <p>Rah, J. H., Akhter, N., Semba, R. D., de Pee, S., Bloem, M. W., Campbell, A. A., . . . Kraemer, K. (2010). Low dietary diversity is a predictor of child stunting in rural Bangladesh. <i>Eur J Clin Nutr</i>, 64(12), 1393-1398. doi: 10.1038/ejcn.2010.171</p>	<p><b>Paula Brauer</b>            Joint class with Section 03            Room: MCKN 313</p>



Presentation date	Topic and Reading	Presenter/Facilitator
<b>Articles for Critique</b>		
Jan. 21	<p><b>1. Achieve a 40% reduction in the number of children under-5 who are stunted.</b></p> <p>Rawlins, R., Pimkina, S., Barrett, C. B., Pedersen, S., &amp; Wydick, B. (2014). Got milk? The impact of Heifer International's livestock donation programs in Rwanda on nutritional outcomes. <i>Food Policy</i>, 44(C), 202-213.</p> <p>Lin, A., Arnold, B. F., Afreen, S., Goto, R., Huda, T. M., Haque, R., . . . Luby, S. P. (2013). Household environmental conditions are associated with enteropathy and impaired growth in rural Bangladesh. <i>Am J Trop Med Hyg</i>, 89(1), 130-137.</p>	Student presenters & discussants
Jan. 26	<p><b>2. Achieve a 50% reduction of anaemia in women of reproductive age.</b></p> <p>Zavaleta, N., Caulfield, L. E., Figueroa, A., &amp; Chen, P. (2014). Patterns of compliance with prenatal iron supplementation among Peruvian women. <i>Matern Child Nutr</i>, 10(2), 198-205.</p> <p>Kefiyalew, F., Zemene, E., Asres, Y., &amp; Gedefaw, L. (2014). Anemia among pregnant women in Southeast Ethiopia: prevalence, severity and associated risk factors. <i>BMC Res Notes</i>, 7, 771.</p>	Student presenters & discussants
Jan. 28	<p><b>3. Achieve a 30% reduction in low birth weight.</b></p> <p>Ashorn, P., Alho, L., Ashorn, U., Cheung, Y. B., Dewey, K. G., Harjunmaa, U., . . . Maleta, K. (2015). The impact of lipid-based nutrient supplement provision to pregnant women on newborn size in rural Malawi: a randomized controlled trial. <i>Am J Clin Nutr</i>, 101(2), 387-397.</p> <p>Bôtto-Menezes, C., Silva Dos Santos, M.C., Lopes Simplício, J., Menezes de Medeiros, J., Barroso Gomes, K.C., de Carvalho Costa, I.C. (2015). Plasmodium vivax Malaria in Pregnant Women in the Brazilian Amazon and the Risk Factors Associated with Prematurity and Low Birth Weight: A Descriptive Study. <i>PLoS One</i>,10(12):e0144399.</p>	Student presenters & discussants
Feb. 2	<p><b>4. Ensure that there is no increase in childhood overweight.</b></p> <p>Schwartz, R., Vigo, A., de Oliveira, L. D., &amp; Justo Giugliani, E. R. (2015). The Effect of a Pro-</p>	Student presenters & discussants

Presentation date	Topic and Reading	Presenter/Facilitator
	<p>Breastfeeding and Healthy Complementary Feeding Intervention Targeting Adolescent Mothers and Grandmothers on Growth and Prevalence of Overweight of Preschool Children. <i>PLoS One</i>, 10(7), e0131884.</p> <p>Do, L. M., Tran, T. K., Eriksson, B., Petzold, M., Nguyen, C. T., &amp; Ascher, H. (2015). Preschool overweight and obesity in urban and rural Vietnam: differences in prevalence and associated factors. <i>Glob Health Action</i>, 8, 28615.</p>	
Feb. 4	<p><b>5. Increase the rate of exclusive breastfeeding in the first 6 months up to at least 50%.</b></p> <p>Engebretsen, I. M., Nankabirwa, V., Doherty, T., Diallo, A. H., Nankunda, J., Fadnes, L. T., . . . group, P.-E. s. (2014). Early infant feeding practices in three African countries: the PROMISE-EBF trial promoting exclusive breastfeeding by peer counsellors. <i>Int Breastfeed J</i>, 9, 19.</p> <p>Kushwaha, K. P., Sankar, J., Sankar, M. J., Gupta, A., Dadhich, J. P., Gupta, Y. P., . . . Sharma, B. (2014). Effect of peer counselling by mother support groups on infant and young child feeding practices: the Lalitpur experience. <i>PLoS One</i>, 9(11), e109181.</p>	Student presenters & discussants
Feb. 9	<p><b>6. Reduce and maintain childhood wasting to less than 5%.</b></p> <p>Ackatia-Armah, R. S., McDonald, C. M., Doumbia, S., Erhardt, J. G., Hamer, D. H., &amp; Brown, K. H. (2015). Malian children with moderate acute malnutrition who are treated with lipid-based dietary supplements have greater weight gains and recovery rates than those treated with locally produced cereal-legume products: a community-based, cluster-randomized trial. <i>Am J Clin Nutr</i>, 101(3), 632-645.</p> <p>Trehan, I., Banerjee, S., Murray, E., Ryan, K. N., Thakwalakwa, C., Maleta, K. M., &amp; Manary, M. J. (2015). Extending supplementary feeding for children younger than 5 years with moderate acute malnutrition leads to lower relapse rates. <i>J Pediatr Gastroenterol Nutr</i>, 60(4), 544-549.</p>	Student presenters & discussants

<b>Presentation date</b>	<b>Topic and Reading</b>	<b>Presenter/Facilitator</b>
Feb. 11	<b>**Written article critique due at 11 a.m.**</b> Tutorial on Writing a Literature Review	<b>Kim Garwood</b> , Manager Writing Services
Feb 16 & 18	<b>READING WEEK</b> – no class this week	
Feb 23	Feedback on written article critique	Kendra Siekmans
Feb 25	Skills building class – topics TBD	Kendra Siekmans
Mar 1	Individual student seminars	3 students
Mar 3	Individual student seminars	3 students
Mar 8	Individual student seminars	3 students
Mar 10	Individual student seminars	3 students
Mar 15	Individual student seminars	3 students
Mar 17	Individual student seminars	3 students
Mar 22	Individual student seminars	3 students
Mar 24	Individual student seminars	3 students
Mar 29	TBA	
Mar 31	TBA	
Apr 5	TBA	
Apr 7	<b>**Term paper due at 11 a.m. on Courselink**</b> Last Day of Classes (Optional class in case of illness/ special issues)	

## Appendix A: Evaluation Rubrics

**EVALUATION OF DISCUSSANTS**

Discussants: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Issues/findings**

10	9	8	7	6	5	4	3	2	1
Identifies two issues in the areas of sampling, measurement or evaluation/interpretation. Provides background for the audience.							Focuses on only one issue or covers too many for the audience to grasp. No background.		

**2. Questions for audience**

10	9	8	7	6	5	4	3	2	1
Posed two relevant questions for the audience to encourage discussion of critical issues. Able to keep the discussion going.							No questions, or trivial questions which do not help the audience to understand critical points. Discussion falls flat.		

**3. Delivery**

10	9	8	7	6	5	4	3	2	1
Relaxed, enthusiastic. Is concise and clear. Professional. Easily heard.							Tense, appears bored. Rambles and/or confuses audience with explanations. Unprofessional. Too quiet or too loud.		

Comments:

Total	/30
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# EVALUATION OF ARTICLE CRITIQUE PRESENTATION/SEMINAR

(Page 1 of 2)

Presenters: \_\_\_\_\_ Date: \_\_\_\_\_

## CONTENT

### 1. Introduction

10	9	8	7	6	5	4	3	2	1
Gives appropriate introduction. Sets the stage for what is to follow.						Dull opening. Partial or no introduction. No rationale given.			

### 2. Content

25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Treated in some depth. Critical thinking demonstrated. Evidence of synthesis/integration. Important points stressed. Interesting. Logical flow. Organized.												Superficial. Lack of critical thinking. Poor synthesis/integration. Important points lacking. Uninteresting. Poor flow. Disorganized.												

### 3. Understanding

25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Understanding of topic and article(s) is clear. Makes accurate statements. Answers questions well.												Unclear, confused. Some inaccuracies. Difficulty answering questions.												

### 4. Summary/Conclusion

10	9	8	7	6	5	4	3	2	1
Repeats key ideas. Places content in larger context. Gives a final interpretation and overview.						Concludes abruptly without summarizing main points. Does not repeat key ideas. Does not place what was presented into context.			

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**DELIVERY**

**5. Visual Aids**

5	4	3	2	1
Are effective in enhancing talk and help understanding. Slides are easy to read, and not crowded with information.				Do not add much to presentation. Poor choice of fonts/graphics. Shown too quickly. Slides cluttered. Not well explained.

**6. Audience Contact**

5	4	3	2	1
Maintains interest. Establishes eye contact. Minimal reading from slides/notes. Enthusiastic.				Audience bored, and not involved. Does not look at audience. Reads slides/notes. Lacks enthusiasm.

**7. Voice, Language and Mannerisms**

5	4	3	2	1
Voice can be heard easily. Tone of voice varied. Good diction. Does not raise voice at end of sentences. Relaxed posture, no distracting mannerisms.				Hard to hear. Monotonous voice. Poor pronunciation. Raises voice at end of sentences. Interjects "um" and/or "OK". Tense, stiff, and/or displays mannerisms which detract.

**8. Timing**

5	4	3	2	1
Pace is good throughout. Number of slides and content suited to time available. Right amount of time to explain each slide.				Rushed at end, or too slow. Attempted too many ideas/slides for time available. Not enough/too much time spent on slides.

**9. Overall Style and Level of Presentation**

10	9	8	7	6	5	4	3	2	1
Appropriate for audience (professional, "pitched" at suitable level). Relaxed. Confident.						Unprofessional. Too informal. Presented at a level too high/too low for this audience.			

**Comments:**

<b>TOTAL</b>	<b>/100</b>
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## EVALUATION OF WRITTEN CRITIQUE

1. Brief summary of study (10)
2. Demonstrated comprehension of research design and procedures used (20)
3. Identification of key strengths and limitations of the research study (35)
4. Recommendations for improvement (20)
5. Your writing style, organisation, grammar (15)

<b>TOTAL</b>	<b>/100</b>
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## EVALUATION OF TERM PAPERS

1. **The objective (or purpose) of this paper** is stated in specific terms. It is clear which aspects of the problem will be considered. It is sufficiently restricted to permit analysis in some depth. The meanings of terms or concepts which are central to this paper have been clearly explained; definitions given. (5)

2. **The review of literature** provides a synthesis of relevant material, ideas are well understood; and information has been used accurately. Discussion of the studies is integrated. It has been structured to be consistent with the scope of the topic; shows some breadth of coverage of topic, as well as depth. (20)

3. **The sources of information** were most appropriate for problem chosen. Maximum use was made of primary sources. Sources were sufficient for this project. (10)

4. **Critical appraisal of the literature** is well done with a thorough discussion of the strengths and limitations of the studies. (25)

5. **Recommendations for future research** are appropriate. (5)

6. **Organization, presentation and composition.** Skillful, pleasant and easy to read. Paragraphs develop logically. Meanings are clear. Sentence structure is concise, grammatically correct, cohesive. Minimum use of extraneous or repetitious material. Systematic using subheadings. Ample margins allowed. No spelling or punctuation errors. References are cited correctly, following the APA style. (30)

7. **Recommendations for health professionals** are clear and based on the review. (5)

<b>TOTAL</b>	<b>/100</b>
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**Self Reflection on Participation**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1. Within the classroom, I contributed to the class in the following ways:
  
  
  
  
  
  
  
  
  
  
2. My level of participation was
  - a. High
  - b. Average
  - c. Low

Provide justification for your rating.

3. To prepare for class, I:
  
  
  
  
  
  
  
  
  
  
4. Outside of the classroom, I contributed to the class in the following ways (e.g., discussed content with classmates/others, extra readings, provided feedback to other groups)

**My self-assessment grade for my participation** \_\_\_\_\_ / 15