



## **FRAN\*6610: Advances in Clinical Nutrition/Assessment Course Outline - Fall 2016**

### **Instructor**

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**Class Time and Location** Mondays, 8:30-11:20AM, Macdonald Stewart Hall  
(MACS) 331

**Office Hours** Visits welcomed by appointment

### **Course Description**

Welcome to Advances in Clinical Nutrition/Assessment! This is an interactive, skills- and process-based course focused on integrating nutritional assessment and clinical nutrition, applying theory to practice, and refining advanced critical thinking and oral and written communication skills. The course is largely based on student-driven learning activities and discussion.

### **Learning Outcomes**

By the end of this course, successful students will:

1. Demonstrate advanced critical thinking, research, and communication skills in clinical nutrition and nutritional assessment by:
  - 1a. Researching and writing a PEN<sup>®</sup> (Practice-Based Evidence in Nutrition) pathway suitable for publication.
  - 1b. Creating and delivering an oral presentation to your choice of audience using your choice of delivery method.
2. Provide formative and constructive feedback on peers' oral and written efforts.

### **Prerequisites**

I assume that you are familiar with the nutrition care process, nutritional assessment methods (dietary, clinical, biochemical, anthropometric) and clinical nutrition issues and interventions in common populations (diabetes, cardiovascular disease, GI, etc.).

## Evaluation

Learning Activity	Associated Learning Outcome	Weighting	Due Date (by 5PM in Dropbox)
PEN outline	1a	10%	On or before Oct 7, in Dropbox
PEN pathway	1a	Your choice (between 20%-40%)*	<ul style="list-style-type: none"> <li>• On or before Nov 28, (near-final) pathway due.</li> <li>• On or before Dec 7, final pathway due</li> </ul>
Peer review of PEN pathway	2	20%	On or before Dec 2
Oral presentation	1b	Your choice (between 20%-40%)*	Throughout
Engagement	1,2	10%	Throughout
<b>TOTAL</b>		100%	

\*Include in your PEN outline the preferred weighting of your PEN pathway and oral presentation. The sum of the two should be 60%.

## Your Role

As with any course, you will get out of Advances in Clinical Nutrition/Assessment what you put into it. I have carefully chosen the readings, learning activities and course requirements to help facilitate your learning; whether you actually do these and learn is up to you. I look forward to your active engagement, including helping to keep class discussions alive and providing peers with constructive feedback on oral and written efforts.

In the words of a famous academic\*: students paddle, the instructor steers.

*\*Andrea's husband*

## My Role

As I see it, I'm here to help you help yourself learn. This includes creating a supportive and respectful classroom culture conducive to learning; facilitating class discussions (with your help and engagement); guiding your learning by posing, and responding to, questions; and, providing formative feedback on various learning activities (written, oral and participatory efforts).

## Schedule\*

Date	Topic/Awesome Learning Activity
Sept 12	<ul style="list-style-type: none"> <li>• Welcome and course introduction</li> <li>• Cystic Fibrosis case study               <ul style="list-style-type: none"> <li>○ Bring resources (clinical nutrition textbook and/or or course pack, laptop, notes from undergrad, etc.)</li> </ul> </li> </ul>
Sept 19	<ul style="list-style-type: none"> <li>• Practice-Based Evidence in Nutrition (PEN<sup>®</sup>)</li> <li>• In advance,               <ul style="list-style-type: none"> <li>○ Read Appendix 1 of course outline</li> <li>○ Visit PEN website</li> <li>○ Browse exemplar PEN pathways and outlines posted to CourseLink</li> </ul> </li> </ul>
Sept 26	<ul style="list-style-type: none"> <li>• International Dysphagia Diet Standardization Initiative (IDDSI)</li> <li>• BOPPPS instructional model; presentation skills, evaluation, and sign up; constructive feedback</li> <li>• In advance, read Appendix 2 of course outline</li> </ul>
Oct 3	<i>NO CLASS – drop-in office hours to discuss PEN pathway, presentation</i>
<i>Oct 7</i>	PEN outline due in Dropbox, including preferred weighting of PEN pathway and presentation
Oct 10	<i>NO CLASS – THANKSGIVING</i>
Oct 17	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Discussion of PEN outlines</li> </ul>
Oct 24, 31	Presentations
Nov 7	<i>NO CLASS – Andrea away from campus</i>
Nov 14, 21	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Nov 21: Andrea to identify peer reviewers</li> </ul>
Nov 28	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• <i>On or before 5PM on Mon Nov 28, have posted your near-final PEN pathway to Dropbox.</i></li> <li>• <i>On or before 5PM on Fri Dec 2, have posted your peer review to Dropbox.</i></li> <li>• <i>One or before 5PM on Wed Dec 7, have posted your <u>final</u> PEN pathway to Dropbox.</i></li> </ul>

\*I'd like the opportunity to adjust the schedule as needed. I will do so only if I provide you with adequate notice and rationale.

## CourseLink

CourseLink will be used for posting grades, submitting written work, and for helpful resources including exemplars from previous students (PEN outline, PEN pathway, presentations, and peer review of PEN pathway). <https://courselink.uoguelph.ca/shared/login/login.html>

## E-Mail

As per university policy, check your <uoguelph.ca> email account regularly. E-mail is the official route of communication between students and the university.

## Resources - Clinical

- PEN (Practice-Based Evidence in Nutrition) is accessed through the university's library website. You'll need your standard login information.
  - Cut and paste the following url into your browser: [http://primo.tug-libraries.on.ca/subzero.lib.uoguelph.ca/primo\\_library/libweb/action/search.do?vid=GUELPH&reset\\_config=true](http://primo.tug-libraries.on.ca/subzero.lib.uoguelph.ca/primo_library/libweb/action/search.do?vid=GUELPH&reset_config=true) .
  - Enter "practice-based evidence in nutrition" in the Primo search field.
  - Under "PEN practice-based evidence in nutrition," click on the blue "Online resources."
- Also available in Primo is the Academy of Nutrition and Dietetics (formerly American Dietetic Association) nutrition care manual.
  - Enter "ADA nutrition care manual" in the Primo search field.
  - Click on the blue "Online resources."
  - Note: If you are accessing this resource from off campus, you will need to enter the username ([lday@uoguelph.ca](mailto:lday@uoguelph.ca)) and password (uoguelph) on the Nutrition Care Manual website.
- Online medical dictionary: <http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>.
- Online pharmacological database: <http://www.nlm.nih.gov/medlineplus/druginformation.html>
- Online Hamilton Health Sciences' Patient Education Library <http://www.hamiltonhealthsciences.ca/body.cfm?xyzpdqabc=0&id=1238&action=tree>

## Resources - Writing

- Referencing guidelines are posted to CourseLink
- The University of Guelph library uses and recommends End Note or Mendelay to manage your references

### **Attention MSc Students!**

End Note or Mendelay, or some other reference managing program, will be particularly useful when writing your thesis.

- Did you know there is writing assistance available to you (for free!) at the University library? Click here for more info: <http://www.lib.uoguelph.ca/get-assistance/writing>

## Resources – Critiquing a Journal Article

See “Evaluate the Text” in the following link:

<http://www.lib.uoguelph.ca/get-assistance/writing/specific-types-papers/using-scientific-journal-article-write-critical-review>

## Policies

Late Penalty and Missed Work

Life is busy; it can be challenging to meet a deadline. That said, your responsibility is to complete the various course requirements on time. *Contact me as soon as you can about any issues/conflicts with any due dates.*

- The PEN outline is due on or before 5PM on **Fri Oct 7**.
  - Late submissions will incur a 10% per day late penalty, including weekend days, unless medical or other suitable documentation is provided.
  - Include in the outline your preferred weighting of the PEN pathway vs. oral presentation (min 20% each; sum of the two should be 60%). If you do not include a preferred weighting, these two components will be equally weighted.
- Your (near-final) PEN pathway is due on or before 5PM on **Mon Nov 28**.
  - If you miss the deadline, you can still post your pathway by 5PM on Wed Nov 30, with a 10% per day penalty against your *final* PEN pathway. A classmate will still do the peer review on your PEN pathway, but to be fair to his/her schedule, there is no guarantee you will receive the review in time for the final PEN submission date.
- Your peer review is due on or before 5PM on **Fri Dec 2**.
  - If you miss the deadline, you can still submit your peer review by 5PM on Mon Dec 5, with a 10% per day penalty, unless medical or other suitable documentation is provided. Peer reviews won't be accepted after **Mon Dec 5**.
- The final PEN pathway is due on or before 5PM on **Wed Dec 7**.
  - Late submissions will incur a 10% per day late penalty, including weekend days, unless medical or other suitable documentation is provided. PEN pathways won't be accepted after Mon Dec 12.
- If you cannot make your scheduled oral presentation date, the options are:
  - (1) if you know ahead of time that you won't be able to present on your scheduled date, it is your responsibility to find a classmate willing to switch dates with you;
  - (2) present to me in my office, one-on-one, at a mutually convenient time;
  - (3) If you can think of a third option, run it by me.

## 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. It is your responsibility to know and abide by rules pertaining to academic misconduct. These rules can be found in the 2016-2017 Graduate Calendar and on the following website:

Students who have copied answers from the internet or a published source (i.e., who appear to have engaged in academic misconduct) will be reported to the Chair of Family Relations and Applied Nutrition, who will render a decision, or under certain circumstances, forward a report to the Dean of the College of Social and Applied Human Sciences for a decision. If you're unsure about what constitutes academic misconduct, come talk to me and/or take the Learning Commons' online tutorial on academic integrity, which includes a plagiarism module, at <http://www.academicintegrity.uoguelph.ca/index.cfm>

## APPENDIX 1

### Practice-Based Evidence in Nutrition (PEN®) Pathway

Practice-based Evidence in Nutrition is an evidence-based decision support resource developed by Dietitians of Canada, designed to help dietitians keep pace with food and nutrition research. It provides knowledge pathways (191 and climbing!) on a variety of topics. PEN pathway authors identify relevant literature from various sources, and then critically appraise, grade and synthesize that literature into key practice points to answer specific practice questions.

Developing a PEN pathway requires excellent literature searching skills and appropriate bounding of the topic, so that the project is neither too small nor too large.

#### Possible Topics for PEN Practice Questions

If you are interested in **updating practice questions for a topic**, visit [www.pennutrition.com](http://www.pennutrition.com) to view the list of published practice questions and which may be dated.

If you are interested in **creating new practice questions**, visit PEN to confirm that the question has not already been published. A recent discussion with Beth Armour (PEN Content Manager) reveals that the following are of interest to PEN as new topic areas:

- Should individuals with post-bariatric surgery reactive hypoglycemia (<4mmol/L) be treated with fast-acting carbohydrates (juice, dextrose tablets)?
- Is there evidence to support the role of a ketogenic diet as a treatment for brain cancer?
- What is the role of microbial dysbiosis in nonalcoholic fatty liver disease?
- Are food cravings related to/an indication of nutrient deficiencies?
- Are there safety-related concerns for donor breastmilk/human milk banks?
- Efficacy/safety of fecal transplantation for *C difficile* OR IBD/Ulcerative Colitis/Crohns
- Health impacts of weight cycling
- Are prebiotics, such as inulin, effective in improving bowel function in healthy individuals with chronic constipation? (2014 meta-analysis)
- Do women with low ovarian count having specific food supplements have improved fertility prospects as compared to those not on any specific fertility enhancing foods?
- Does curcumin have a role in prevention and treatment of cancer?

#### Calling all MSc/PhD students!

Perhaps choose practice questions related to your MSc thesis topic – ask your thesis advisor for suggestions. If you do so, feel free to invite your advisor to your presentation. Or, maybe there is a topic from your undergraduate clinical nutrition/assessment courses and which niggles (i.e., you wanted to learn more). Now's your chance to un-niggle!

### Calling all MAN students!

Perhaps choose practice questions from your placement – ask your preceptor for suggestions. If you do so, feel free to invite your preceptor to your presentation. Or, revisit the curriculum from the recent MAN Boot Camp. Is there a topic about which you would like to learn more? Now's your chance!

### **PEN Pathway Outline (see p. 12 for rubric)**

To allow for feedback early in the process, submit a single-spaced, 2-page outline. Include:

- The title of your PEN pathway. It should be clear and descriptive.
- Your practice questions. These should be clear and in PICO format.
- The category and subcategory into which your topic falls (the practice area).
- Your methods for searching, including databases and key search terms/words. These should be clear and comprehensive.
  - Google Scholar is not sufficient
- A list of 15 to 20 key references (original research articles, meta-analyses, systematic literature reviews, etc.).
  - The list should be comprehensive, relevant and where possible, recent. While animal studies are fine, the preference where possible is human studies.
  - Students in previous years have included references not written in English. Unless you are fluent in a foreign language, limit your references to those written in English.
- Your preferred weighting of your PEN pathway and oral presentation (min 20% each). If you do not declare a preference, these components will be equally weighted.

### **How To Write a PEN Pathway**

While a complete PEN pathway contains several components, you will create an adapted PEN pathway and so are only responsible for:

- A structured abstract;
- Introduction and background of the topic/condition;
- 2 to 4 practice questions, each accompanied by key practice point(s), evidence grade and evidence;
- An overall summary/conclusion.

You are **NOT** responsible for the other components of a PEN pathway such as the practice guidance summary/toolkit, and related tools and resources



## Format

- Your adapted PEN pathway should be 15-20 pages, double-spaced, 12 pt Times New Roman font, 1” margins. Tables, lists, etc., can be single-spaced.
- The page limit excludes title page, references and appendices (if applicable); these should be single-spaced.
- No extra white space between paragraphs (i.e., maintain double-spacing throughout).
- **Be sure to include both page numbers AND line numbers to facilitate review.**
- Include a structured abstract; introduction and background; 2-4 practice questions with key practice points, evidence grade and evidence; and, an overall summary/conclusion.

### **Structured Abstract**

Provide a structured abstract (250 words or less) and which includes an introduction (including clearly articulated practice questions following PICO model), methods, results and conclusion.

### **Introduction and Background**

This includes background information about the condition/topic, and should be approximately 3 to 4 pages. It should be sufficiently descriptive so as to provide a practitioner new to the area of practice with the background information needed to understand the context of the practice questions to follow, and may include information such as prevalence, etiology, diagnosis, etc.

The background also includes identifying the PEN practice category (Population Health/Lifecycle; Health Condition/Disease; Food/Nutrients; Professional Practice) to which the pathway belongs, as well as the subcategory (Health Promotion/Prevention; Assessment/Surveillance; Intervention; Evaluation/Outcome Indicators; Education).

### **Practice Questions**

A well written background will set the stage for the 2 to 4 practice questions to follow. Your practice questions should follow the PICO model, described in the table below:

<b>PICO Model for Developing a PEN Practice Question (adapted from PEN Writer’s Guide, 2013)</b>	
Population - the relevant patients, clients or groups	<i>Do patients with ileostomies...</i>
Intervention or exposure	<i>who consume a high fibre diet (&gt;20g)...</i>
Comparison or control	<i>compared to those who consume a low fibre diet (5-10g)...</i>
Outcome (what are the patient-, client- or group-relevant consequences of the exposure in which we are interested?)	<i>have a higher incidence of ostomy blockage?</i>

How many practice questions you include depends on how many key practice points are needed to answer each question. If your questions have several accompanying key practice points, then only two questions may be needed. If, on the other hand, your questions have only one key practice point, then four questions may be needed. Let the 15 to 20 page limit for this assignment guide you.

### **Key Practice Points**

A key practice point (KPP) is a statement (typically 1-4 sentences) which directly answers your practice question. It is supported by an evidence grade, and is followed by evidence. Some practice questions require only one KPP; others may require more than one.

### **Grade of Evidence (see Evidence Grading Checklist posted to CourseLink)**

Assign each key practice point a grade of evidence, where a grade of A denotes GOOD evidence; B denotes FAIR evidence; and C denotes LIMITED evidence, or expert opinion. A grade of D means that a conclusion is either not possible or is extremely limited because evidence is unavailable and/or of poor quality and/or is contradictory.

### **Evidence**

This section contains a study-by-study summary of the evidence which supports your key practice point. Each paragraph stands alone and is a short description of the study or meta-analysis or systematic literature review you deemed sufficiently important to help answer your key practice point.

### **Putting it All Together: How to Present Your Practice Question, Key Practice Point, Grade of Evidence and Evidence**

**Practice Question** (repeat format for each question, and based on PICO model)

**Key Practice Point** (repeat format for each practice point)

1....

**Grade of Evidence** (A, B, C or D)

**Evidence**

a....

b....

**Key Practice Point**

2.... [*second KPP if the practice question requires it; otherwise one KPP is fine*]

**Grade of Evidence** (A, B, C or D)

**Evidence**

a....

b....

### **Summary/Conclusion**

Finish your adapted PEN pathway with a one-paragraph conclusion summarizing your practice questions and key practice points, and providing (an) overall “take away” message(s) for practitioners and recommendations for future research.

### **Referencing (adapted from PEN Style Guide posted to CourseLink)**

Reference numbers in the text should be cited by using numbers in parenthesis at the end of the first sentence that refers to the material cited, before the period, such as (1). Do not use superscripts. Multiple sequential referencing should be listed with the first and last number with a hyphen separating the two numbers e.g., (1-3).

### **How to Reference a Journal Article**

French MR, Moore K, Vernace-Inserra F, Hawker GA. Factors that influence adherence to calcium recommendations. *Can J Diet Pract Res.* 2005 Spring;66(1):25-9.

- List all authors when six or fewer; when six or more, list only the first six and add "et al."  
Example: Smith A, Jones B, Smith C, Jones D, Smith E, Jones F, et al.
- Abbreviate periodical titles according to Index Medicus. If a title does not appear in Index Medicus, provide the complete title.

### **Evaluation**

- Your work will be graded according to the criteria in the evaluation (p. 13 to 16). This is also the same form that your classmate will use to review your PEN pathway.
- The PEN pathway is worth between 20%-40% of your final grade – your choice. The sum of the weighting of the PEN pathway and oral presentation should be 60%.

**FRAN\*6610 –PEN Pathway OUTLINE  
(10%; due in Dropbox on or before 5PM on Oct 7)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Title of PEN Pathway clear and sufficiently descriptive.

1	2	3	4	5
(no)		(improvement required)		(yes)

2. Research question(s) is/are clearly written and in PICO format. The practice area – category and subcategory – is identified.

1	2	3	4	5
(no)		(improvement required)		(yes)

3. Methods for searching, including databases and key search terms, are clear and comprehensive.

1	2	3	4	5
(no)		(improvement required)		(yes)

4. List of 15 to 20 key references is comprehensive, relevant and where possible, recent.

1	2	3	4	5
(no)		(improvement required)		(yes)

Comments:

<b>Total:</b>	<b>/20 =</b>	<b>/10</b>
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# FRAN\*6610 Adapted PEN Pathway - EVALUATION

Adapted from *PEN Writers' Guide Reviewer Checklist*, March 2013, used to evaluate PEN pathways submitted for publication on [www.pennutrition.com](http://www.pennutrition.com).

Author: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Abstract = (      x10)/20 =      /10
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## Abstract

1. Are the practice questions appropriately supported?

1	2	3	4	5
(no)		(improvement required)		(yes)

2. Are the methods used clearly outlined?

1	2	3	4	5
(no)		(improvement required)		(yes)

3. Are the major results clearly outlined?

1	2	3	4	5
(no)		(improvement required)		(yes)

4. Are the main conclusions clearly outlined and supported by the results?

1	2	3	4	5
(no)		(improvement required)		(yes)

Introduction = (      x10)/5 =      /10
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## Introduction/Background

5. Is the background sufficiently descriptive so as to provide a practitioner new to the area with the information needed to understand the context of the practice questions to follow?

1	2	3	4	5
(no)		(improvement required)		(yes)

## Practice Questions

Practice Questions = /5
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6. Are practice questions written in a clear, concise manner consistent with PICO?

1 (no)	2	3 (improvement required)	4	5 (yes)
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## Key Practice Points

Key Practice Points = ( x15)/10 = /15
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7. Are they clearly and succinctly written?

1 (no)	2	3 (improvement required)	4	5 (yes)
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8. Are they important (will make an important difference to practice) and applicable/practical (information can be applied to practice setting – consider feasibility, cost issues, etc.)?

1 (no)	2	3 (improvement required)	4	5 (yes)
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## Evidence Statements Supporting Key Practice Points

Evidence = ( x15)/10 = /15
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9. Is the evidence graded appropriately?

1 (no)	2	3 (improvement required)	4	5 (yes)
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10. Are the studies clearly and succinctly explained?

1 (no)	2	3 (improvement required)	4	5 (yes)
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## Summary/Conclusion

Summary/Conc = /20
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11. Are the key practice points clearly summarized?

1	2	3	4	5
(no)		(improvement required)		(yes)

12. Is the quality of evidence considered?

1	2	3	4	5
(no)		(improvement required)		(yes)

13. Does the summary/conclusion provide helpful "take away" message for practitioners?

1	2	3	4	5
(no)		(improvement required)		(yes)

14. Are future directions for research indicated?

1	2	3	4	5
(no)		(improvement required)		(yes)

## References

References = ( x5)/15 = /5
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15. Are the references appropriate in **number**?

1	2	3	4	5
(no)		(improvement required)		(yes)

23. Are the references appropriate in **quality**?

1	2	3	4	5
(no)		(improvement required)		(yes)

24. References (in text and in reference list) are cited appropriately.

1	2	3	4	5
(no)		(improvement required)		(yes)

Overall considerations = (        x20)/5 =        /20
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**Overall Considerations**

25. Is the pathway well-presented and well-written (including spelling, grammar, sentence structure, punctuation; follows formatting guidelines specified in assignment description)?

1	2	3	4	5
(no)		(improvement required)		(yes)

**Comments:**

<b>TOTAL        /100</b>
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## FRAN\*6610 - Evaluation of Peer Review of PEN Pathway (20% of final grade; due on or before 5PM on Dec 2)

Reviewer (your name): \_\_\_\_\_

Reviewee (your classmate's name): \_\_\_\_\_

1. Was there sufficient feedback?

1	2	3	4	5
(no)		(improvement required)		(yes)

2. Was the feedback specific, including the what, why and how of the strengths and areas for improvement?

1	2	3	4	5
(no)		(improvement required)		(yes)

3. Were comments structured as a mix of questions, suggestions and "I" statements?

1	2	3	4	5
(no)		(improvement required)		(yes)

4. Was the feedback clear, easy to understand, and free of errors related to grammar, punctuation and sentence structure?

1	2	3	4	5
(no)		(improvement required)		(yes)

5. Was there a balance between editorial feedback (e.g., grammar, punctuation, sentence structure) and substantive feedback (e.g., flow and strength of arguments)?

1	2	3	4	5
(no)		(improvement required)		(yes)

6. Were the numerical scores consistent with the qualitative feedback?

1	2	3	4	5	6	7	8	9	10
(no)				(improvement required)				(yes)	

7. Were the overall comments at the end of the evaluation comprehensive and constructive, highlighting main areas of strength and areas of improvement?

1	2	3	4	5
(no)		(improvement required)		(yes)

**Overall comments:**

<b>/40 =      /20</b>
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## APPENDIX 2

### Oral Presentation

Your oral presentation can be delivered by any one of the methods listed on the following page. Regardless of delivery method:

- The topic of your presentation should relate in some way to your PEN topic.
- The presentation should be 25 to 30 minutes IN TOTAL, including content, learning activities, discussion, questions, etc.
- The presentation should follow the BOPPPS instructional method (see p. 20).
- You can, but need not, use PowerPoint. Instead, consider doing a ‘naked’ presentation. By ‘naked’ I mean without ppt, in the spirit of <http://www.amazon.ca/The-Naked-Presenter-Delivering-Presentations/dp/0321704452>
- If you *do* used PowerPoint, please:
  - **Email me your PPT by 8AM (at the latest) on the morning of your presentation**
  - Use font size 24 or larger. If you need to use a smaller font to fit all the information in, you have too much information. Cut back.
  - Avoid playing PowerPoint Karaoke – avoid reading from your slides.
  - Include references on slides as you go, rather than on a slide at the end
- “360° feedback” (optional). Your peers will evaluate your presentation using your choice of feedback forms (to be provided). I will use the evaluation on p. 21. Then, reflect – via email or in person with me – on all the feedback you receive.
  - Do you agree/disagree with the comments and points raised?
  - What will you do the same/change in future presentations?

## **Delivery Methods – Choose One**

Whatever your choice, make sure you let us know who we are as an audience.

### ***Critique of an Original Research Article***

Critical appraisal involves identifying strengths and limitations not just of the article itself, but importantly, the design of the study, and the science, on which the article is based. Keep this in mind as you critique each section of an article of your choosing - including the title, abstract, introduction, methods (participants, research design, methodology, data analysis), results, discussion, directions for future research, and conclusion.

Need help getting started? See “Evaluate the Text” in the following link:

<http://www.lib.uoguelph.ca/get-assistance/writing/specific-types-papers/using-scientific-journal-article-write-critical-review>

**Please email your research article to the class one week ahead of time.**

### ***Controversy/Debate***

Is there a contentious issue associated with your topic? For example, some hospitals initiate post-operative oral or enteral nutrition in the absence of bowel sounds, whereas other hospitals wait for bowel sounds before initiating feeding. Present both sides of the debate and then include the class in a discussion of pros and cons. Take, and justify, a stand (i.e., choose a side).

### ***Teach a Class to Dietitians New to this Area of Practice***

If your topic is novel (e.g., FODMAP; eosinophilic esophagitis), pretend we are a group of dietitians new to this area of practice. You are the content expert here to tell us what we need to know to be involved in the care of patients in this population. Perhaps present one of your PEN practice questions.

### ***Teach a Class to Patients Newly Diagnosed With a Condition***

Pretend we are patients who have been newly diagnosed with a condition, and who are attending a patient education session led by a registered dietitian. What is the condition? How does it affect our health? How should we monitor our condition? What do we need to know about our condition, from a nutrition perspective? What foods should we avoid/ consume? Where can we go for more information? Etc.

### ***Teach a Class to Grad Students, From a Research Perspective***

Ask yourself what research-oriented graduate students need to know about the topic. Present a background literature review, and identify gaps (for example, methodological limitations) and “next steps” in this area of research.

## **BOPPPS Instructional Method for Your Oral Presentation/Workshop**

Adapted from Centre for Curriculum, Transfer and Technology. Instructional Skills Workshop Manual. Pat Pattison and Russell Day (Eds). Victoria BC; 2006

### **Bridge**

- Introduction, the “hook,” why the topic is important
- Typically short
- Strategies include providing the reason for learning the topic; telling a story related in some way to the topic; referring something about the topic to the class’s experience; posing a question about the topic; offering an unusual fact or surprising statement

### **Objective(s)/Outcome(s)**

- What are the learning outcomes of your presentation?
- What should we know or be able to do by the end of the presentation? What will we get out of it?

### **Pre-Test**

- Find out what students know
- Allows the class to add their own experiences to improve participation and engagement
- Strategies include a short quiz; closed- and open-ended questions; brainstorming; gathering collective knowledge of the group around the topic.

### **Participatory Learning**

- This is your main lesson or content delivery, and which incorporates participation and interaction (between you and students and/or between students)
- Try to encourage students to become actively involved in achieving the objective(s)
- Strategies include discussion, debate, problem-solving, reflection, application tasks, think-pair-share, case studies, scenarios, simulations, meal-planning, visioning, goal-setting, etc.
- ***Note: these activities take more time than you might think. If you anticipate an activity taking 5 minutes, allow for 10 minutes to be on the safe side.***

### **Post-Test**

- What did students learn? Were your desired learning objectives accomplished?
- Typically short
- Strategies for post-assessment: a short quiz; one minute-paper; performance or demonstration of a skill; problem-solving; analysis of a scenario

### **Summary**

- Wrap up; summarize content.
- Create closure by relating back to the ideas covered in the Bridge
- Strategies include content review; asking class what they can do with, or how they can apply, the obtained knowledge; individual voice (quick roundtable for each person to have a ‘last word’); revisit the original learning objectives.

Start:
Stop:
Total:

**FRAN\*6610 Oral Presentation - Evaluation**

Presenter: \_\_\_\_\_ Date: \_\_\_\_\_

Content – quality, quantity and organization of information, research, evidence																												
1							7.5						15					22.5									30	
Information appropriately interpreted, synthesized, integrated. Treated in some depth. Important points stressed. Organized in a logical, coherent way. Provides good foundation for activities.																												

Understanding – of topic, and of how to apply content to audience																												
1							7.5						15					22.5										30
Understanding of topic is clear, statements accurate, critical thinking demonstrated. Content and activities well suited to audience needs, background knowledge, etc. Questions answered well.																												

BOPPPS Model				
1	2	3	4	5
Well executed, including Bridge, Outcome(s), Pre-test, Participatory Lesson, Post-test, and Summary.				

Voice, Language and Mannerisms				
1	2	3	4	5
Language is clear, concise, and void of verbal fillers such as “you guys,” “like,” and “um.” Voice not raised at end of sentences. No distracting mannerisms. Good eye contact with all.				

Timing				
1	2	3	4	5
Completed in time allotted, at a comfortable pace without rushing/going too slowly.				

Overall Style of Presentation									
1	2	3	4	5	6	7	8	9	10
We knew who we were as an audience. Presenter relaxed, confident, engaging, interested. Minimal reading from notes. Visual aids, if used, enhance presentation.									

Comments:

<b>TOTAL /85</b>
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## APPENDIX 3 – Calling all MAN Students!

### Dietetic Practice Competencies Incorporated Into FRAN\*6610

(Per Partnership for Dietetic Education and Practice, 2013. [www.pdep.ca](http://www.pdep.ca))

Practice Competency	Performance Indicator	Learning Activity
<i>Professional Practice</i>		
Practice within limits of individual level of professional knowledge and skills.	1.04b Reflect upon and articulate individual level of professional knowledge and skills.	Written self-reflection on participation. Students provide peer review of classmates' written PEN® pathway. This peer review is assessed by the instructor.
Use a systematic approach to decision-making	1.06a Demonstrate knowledge of the role of ethics, evidence, contextual factors and client perspectives in decision-making	As part of the oral presentation, a student may choose to teach a class of patients diagnosed with a health condition
	1.06c Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision-making	Students provide, and justify inclusion of, references in PEN pathway.
	1.06d Demonstrate knowledge of contextual factors that may influence decision-making	As part of the oral presentation, a student may choose to teach a class of patients diagnosed with a health condition
	1.06e Obtain and interpret evidence	Students complete an evidence-based oral presentation, and write an evidence-based PEN pathway
Maintain a client-centred focus	1.07c Determine client perspectives and needs.	As part of the oral presentation, a student may choose to teach a class of patients diagnosed with a health condition
Manage time and workload effectively	1.08b Prioritize professional activities and meet deadlines.	Demonstrated by meeting deadlines, and by adhering to time limits of oral presentation
Use technologies to support practice	1.09b Use technology to communicate.	Use of PowerPoint and on-line lit search tools (i.e., PubMed)
	1.09d Use technology to seek and manage information	Use of PowerPoint and on-line lit search tools (i.e., PubMed). Students are encouraged to use reference-managing software.
Assess and enhance approaches to dietetic practice	1.11a Demonstrate knowledge of the role of evidence, self-reflection, and consultation in assessing effectiveness of approaches to practice.	Students complete an evidence-based oral presentation, and write an evidence-based PEN pathway
	1.11e Seek new knowledge that may support or enhance practice activities.	Students complete an evidence-based oral presentation, and write an evidence-based PEN pathway
Participate in practice-based research	1.13b Identify research questions, methods, and ethical procedures related to dietetic practice.	Students complete an evidence-based oral presentation, and write an evidence-based PEN pathway

<b>Practice Competency</b>	<b>Performance Indicator</b>	<b>Learning Activity</b>
<i>Communication and Collaboration</i>		
Select appropriate communication approaches	2.01d Use appropriate communication technique(s).	Oral presentation using BOPPPS model where: B – Bridge O – Learning Objectives/Outcomes P – Pre-test P – Participatory Learning P – Post-test S - Summary
	2.01e Demonstrate knowledge of medical and dietetics-related terminology.	Students demonstrate this in their oral presentation and PEN pathway.
	2.01f Demonstrate knowledge of practice-setting-related terminology.	Students demonstrate this in their oral presentation and PEN pathway
Use effective written communication skills	2.02c Edit written material for style, spelling and grammar. 2.02d Write clearly and concisely, in a manner responsive to the needs of the reader(s). 2.02e Write in an organized and logical fashion. 2.02f Provide accurate and relevant information in written material. 2.02g Ensure that written material facilitates communication.	PEN pathway.
Use effective oral communication skills	2.03b Speak clearly and concisely, in a manner responsive to the needs of the listener(s). 2.03d Use appropriate tone of voice and body language.	Oral presentation.
Use effective interpersonal skills	2.04b Utilize active listening.	Interactions with peers throughout course. Engagement grade.
	2.04d Communicate in a respectful manner.	Demonstrated throughout course assessed as part of engagement grade.
	2.04n Seek, respond to and provide feedback.	Yes, if student engages in optional 360 degree feedback with instructor
Contribute to learning of others	2.05a Recognize opportunities to contribute to the learning of others.	By providing peer feedback on oral and written work

<b>Practice Competency</b>	<b>Performance Indicator</b>	<b>Learning Activity</b>
	2.05c Assess the prior knowledge and learning needs of others 2.05d Demonstrate knowledge of educational strategies relevant to practice, and their appropriate uses. 2.05e Select and implement appropriate educational strategies. 2.05f Demonstrate knowledge of learning resources, and their appropriate use in practice. 2.05g Select learning resources. 2.05i Develop learning resources. 2.05j Demonstrate knowledge of ways to establish and assess learning outcomes. 2.05k Establish and assess learning outcomes. 2.05m Deliver group educational sessions.	Students follow BOPPPS model when doing oral presentation.
Contribute productively to teamwork and collaborative processes.	2.06i Facilitate interactions and discussions among team members.	Part of engagement grade
<b><i>Nutrition Care</i></b>		
Assess nutrition-related risks and needs	3.01p Identify client learning needs related to food and nutrition.	As part of oral presentation, a student may choose to teach a class of patients diagnosed with a health condition, or a class of RDs
<b><i>Management</i></b>		
Manage programs and projects	5.02b Identify appropriate goals and objectives for a program or project. 5.02c Identify strategies to meet goals and objectives for a program or project. 5.02e Develop an action plan for a program or project.	Oral presentation using BOPPPS model.
	5.02n Provide training or education to staff or volunteers. 5.02r Contribute to staff or volunteer development or performance management activities.	If, as part of oral presentation, a student elects to teach peers as though they are RDs new to this area of practice