



FRAN*6610: Advances in Clinical Nutrition/Assessment Course Outline - Fall 2017

Instructor

Andrea Buchholz, PhD, RD
Dept Family Relations and Applied Nutrition
Macdonald Stewart Hall, room 324
519-824-4120, ext. 52347
abuchhol@uoguelph.ca

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 as part of the nutrition care process, and refining advanced critical thinking and oral and written communication skills via student-driven case studies and discussion.

Learning Outcomes

By the end of this course, successful students will demonstrate advanced critical thinking, research, and communication skills in clinical nutrition and nutritional assessment by:

1. Researching and creating a PEN[®] (Practice-Based Evidence in Nutrition) pathway suitable for publication.
2. Providing peer review of a classmate's PEN pathway.
3. Creating, presenting, and facilitating discussion of, a clinical case study.
4. Applying critical thinking skills to work through the nutrition care process of peers' clinical case studies.

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 11:59PM in Dropbox)
PEN outline	1	10%	Fri Oct 6
PEN pathway	1	30%	Sun Nov 26 (near-final draft due for peer review) Fri Dec 1 (final draft due)
Peer review of PEN pathway	2	15%	Mon Nov 27
Case study presentation	3	30%	Throughout
Engagement	4	15%	Throughout
TOTAL		100%	

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 contributing to class discussions and case studies.

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. This includes stress check-ins!
- Facilitating class discussions, with your engagement
- Guiding your learning by posing and responding to questions, while also encouraging you to think critically and autonomously
- Providing constructive feedback on your efforts

Schedule*

Date	Awesome Learning Activity
Sept 11	<ul style="list-style-type: none"> • Welcome and course introduction • Cystic Fibrosis mini case study <ul style="list-style-type: none"> ○ Bring resources (clinical nutrition textbook and/or or course pack, laptop, notes from undergrad, etc.)
Sept 18	<ul style="list-style-type: none"> • Practice-Based Evidence in Nutrition (PEN[®]). In advance, <ul style="list-style-type: none"> ○ Read Appendix 1 of course outline ○ Visit PEN website (see p. 4 of course outline for access info) ○ Browse exemplar PEN pathways posted to CourseLink • How to give constructive feedback
Sept 25	<ul style="list-style-type: none"> • Nutrition Care Process • Case study presentations – how-to's • Facilitating case study discussions – Guest: Victoria Fritz (Learning Specialist, McLaughlin Library)
Oct 2	<i>NO CLASS – drop-in office hours; time to work on case study, PEN pathway</i>
Oct 6	<i>On or before 11:59pm, post your PEN outline to Dropbox.</i>
Oct 9	<i>NO CLASS – THANKSGIVING</i>
Oct 16	<ul style="list-style-type: none"> • Case study presentation • Discussion of PEN outlines • Stop, Start, Continue (for course and self)
Oct 23- Nov 20	Case study presentations
Nov 26	<i>On or before 11:59PM, post near-final PEN pathway to Dropbox.</i>
Nov 27	<ul style="list-style-type: none"> • In class peer review of PEN pathways • <i>On or before 11:59PM Mon Nov 27, post your peer review to Dropbox.</i> • <i>On or before 11:59PM Fri Dec 1, post final PEN pathway to Dropbox.</i>
Dec 1	<i>NO CLASS</i>

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



CourseLink

CourseLink will be used for announcements, posting grades, submitting written work, and for helpful resources including exemplars from previous students (PEN outline, PEN pathway, and peer review of PEN pathway). Got a question? Post it to the discussion board!

<https://courselink.uoguelph.ca/shared/login/login.html>

E-Mail

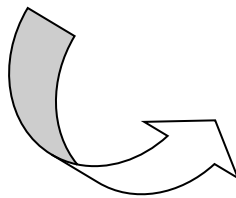
As per university policy, check your <uoguelph.ca> email account regularly. E-mail is the official route of communication between students and the university.

Resources – Clinical Nutrition

- Nutrition Care Process – posted to CourseLink
- PEN (Practice-Based Evidence in Nutrition) information is posted to CourseLink. The PEN database is accessed through the university’s library website. You’ll need your standard login info.
 - 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 .
 - 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) 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 for the PEN pathway are posted to CourseLink
- 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>
- The University of Guelph library uses and recommends End Note or Mendelay to manage your references.



Attention MSc/PhD students!
End Note or Mendelay, or some other reference managing program will come in handy when writing your thesis.

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 in full and 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 11:59PM on **Fri Oct 6**.
 - Late submissions will incur a 10% per day late penalty, including weekend days, unless medical or other suitable documentation is provided.
- Your (near-final) PEN pathway is due on or before 11:59PM on **Sun Nov 26**.
 - If you miss the deadline, you can still post your pathway by 11:59PM on Wed Nov 29, with a 10% per day penalty against your *final* PEN pathway. A classmate will still peer review 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 due date.
- Your peer review is due on or before 11:59PM on **Mon Nov 27**.
 - If you miss the deadline, you can still submit your peer review by 11:59PM on Wed Nov 29, with a 10% per day penalty, unless medical or other suitable documentation is provided. Peer reviews won't be accepted after Wed Nov 29.
- The final PEN pathway is due on or before 11:59PM on **Fri Dec 1**, the last day of classes.
 - 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 4.
- If you/your team are unable to do the case study presentation on the scheduled date, it's your responsibility to find another team willing to switch dates with you. If a team member is a 'no show,' the weighting of the case study presentation will be added to that student's final PEN pathway.

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 following pdf:

https://www.uoguelph.ca/graduatestudies/sites/uoguelph.ca.graduatestudies/files/Academic%20Integrity%20for%20Graduate%20Students_021414_0.pdf

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

PEN 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 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.

Interested in possibly publishing your PEN Pathway? Reach out to Beth Armour, the PEN Content Manager, at beth.armour@dietitians.ca

Possible Topics For Your PEN Practice Question

If you are interested in **updating a practice question for a topic**, visit PEN to view the list of published practice questions and which may be dated. If you are interested in **creating a new practice question**, visit PEN to confirm that the question has not already been published.

To provide a frame of reference re: depth and breadth of topics, below is a sampling of topics from FRAN*6610 in fall 2016:

- Efficacy of probiotics and fecal transplantation in the prevention and treatment of *Clostridium difficile*
- Safety and health outcomes of donor human milk consumption for low birth weight infants compared to non-human formula milk as alternatives to mother's own breast milk
- Blenderized formulae for tube-fed patients
- Effectiveness of patient simulations in dietetics education and training
- Metabolic and health impacts of weight cycling

Calling all MSc/PhD students!

Perhaps choose a practice question related to your thesis topic – ask your thesis advisor for suggestions. Or, maybe there is a topic from your undergraduate clinical nutrition/assessment courses and which niggles. Now's your chance to un-niggle!

Calling all MAN students!

Perhaps choose a practice question from your placement – ask your preceptor for suggestions. Or, revisit the curriculum from MAN Boot Camp. Is there a topic about which you would like to learn more? Now's your chance!

PEN Pathway Outline (see p. 11 for rubric)

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

- The title of your PEN pathway, in PICO format.
- The category and subcategory into which your topic falls (i.e., 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 10 to 15 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 inadvertently included references written in a language other than English. Unless you are fluent in another language, include only references written in English.
 - Follow PEN referencing style from PEN Style Guide (posted to CourseLink)

Evaluation of PEN Pathway Outline

The outline will be graded using the evaluation on p. 11. It is worth 10% of your final grade.

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 creating:

- A structured abstract;
- Introduction and background of the topic/condition;
- One practice question accompanied by key practice point(s), evidence grade and evidence statements;
- 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 8-10 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).
- **Include both page numbers AND line numbers to facilitate review.**
- Include a structured abstract; introduction and background; one practice question with key practice point(s), evidence grade and evidence statements; and, an overall summary/conclusion.



Step By Step

Structured Abstract

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

Introduction and Background (~3-4 pg)

This includes background information about the condition/topic. It should be sufficiently descriptive 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 Question (1 sentence)

A well written background will set the stage for the practice question to follow. Your practice question should follow the PICO format, described in the table below:

PICO Format for Developing a PEN Practice Question (adapted from PEN Writer's Guide, 2013)	
Population - the relevant patients, clients or groups	<i>Do patients with ileostomies...</i>
Intervention or exposure	<i>who consume a high fibre diet (>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>

Key Practice Point(s) (typically a short paragraph of ~1-4 sentences)

A key practice point (KPP) is a statement 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 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 Statements (length of this section depends on how many studies you include)

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.

Summary/Conclusion (~1 pg)

Finish your adapted PEN pathway with a one- to two- paragraph conclusion summarizing your practice question and key practice point(s), and providing (an) overall “take away” message(s) for practitioners and recommendations for future research. Note that the recommendations for future research should be consistent with any limitations you identify. For example, if you identify cross-sectional studies as a limitation, what can you suggest for future research to address this?

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.

Putting it All Together: Elements of Your Adapted PEN Pathway

Structured Abstract

Introduction and Background

Practice Question (in PICO format)

Key Practice Point #1

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

Evidence

Summary of study #1

Summary of study #2

...

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

Summary of study #1

Summary of study #2

...

Summary/Conclusion

References

Evaluation

- Your work will be graded per the criteria in the evaluation (p. 12 to 15). This is also the same evaluation that you will use to review a peer's PEN pathway, and that a peer will use to review your PEN pathway.
- The PEN pathway is worth 30% of your final grade.
- Your review of a peer's PEN pathway is worth 15% of your final grade. You'll find the evaluation on p. 16.

**FRAN*6610 –PEN Pathway OUTLINE
(10%; due in Dropbox on or before 11:59PM Oct 6)**

Name:

Date:

1. Title is clearly written and in PICO format.

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

2. PEN practice category 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 10 to 15 key references is comprehensive, relevant and where possible, recent.

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

Comments:

Total:	/20 =	/10
---------------	--------------	------------

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.

Author:

Reviewer:

Abstract

Abstract
= (x10)/20
= /10

1. Is the practice question 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 = (x15)/5 = /15

Introduction/Background

5. Is the background sufficiently descriptive to provide a practitioner new to the area with the information needed (including PEN practice category) to understand the context of the practice question to follow?

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

Practice Question = /5

Practice Question

6. Is the practice question written in a clear manner consistent with PICO format?

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

Key Practice Points = (x15)/10 = /15

Key Practice Point(s)

7. Is it (are they) clearly and succinctly written?

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

8. Is it (are they) important and/or relevant to practice and applicable/practical (information can be applied to practice setting – consider feasibility, cost issues, etc.)?

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

Evidence Statements Supporting Key Practice Point(s)

Evidence
= (x15)/10
= /15

9. Is the evidence graded appropriately?

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

10. Are the studies clearly and succinctly explained?

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

Summary/Conclusion

Summary/Conc
= (x15)/20
= /15

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 and consistent with the research limitations identified?

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

References = (x5)/15 = /5
--

References

15. Are the references appropriate in **number**?

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

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

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

17. Are the references (in text and in reference list) cited appropriately?

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

Overall considerations = (x20)/5 = /20

Overall Considerations

18. 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:

TOTAL /100

There are exemplars of previous students' peer reviews posted to CourseLink!

**FRAN*6610 - Evaluation of Peer Review of PEN Pathway
(15% of final grade; your peer review is due by 11:59pm Mon Nov 27)**

Your name:

Peer whose work you reviewed:

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)

/40 = /15

APPENDIX 2

Case Study Presentation

In teams of four, choose a clinical population and create a realistic case study illustrating common nutrition concerns a clinician may encounter in the care of a patient/client in this population. The case study can be quantitative or qualitative in nature, or some combination thereof. You can base your case study on a patient you encountered in clinical practice, however, anonymity must be respected (all identifying information must be changed). **The case should be sufficiently challenging to encourage *critical thinking* in working through the Nutrition Care Process.**

PART ONE – Oral Presentation and Introduction of Case (~15-20 minutes)

- The oral presentation should present the background of the condition. It should contain sufficient information to help your peers understand the condition and common nutrition issues to set the foundation for the case study.
- Conclude the presentation with the case study you have created. Provide copies of the case study for classmates and I. The case should be sufficiently challenging to encourage critical thinking when your peers work through the Nutrition Care Process.
- How you divide the presentation and the debrief amongst team members is up to you, however all team members should take part in the planning of both components and the delivery of one or both.
- 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 – that is, avoid reading from your slides.
 - Include references on slides as you go, rather than on a slide at the end.

PART TWO – Case Study Facilitation (~60-70 minutes)

Each team member will facilitate a small group of 5 to 6 peers through the nutrition care process related to the case. This includes nutrition assessment, nutrition diagnosis (PES statement), nutrition intervention and nutrition monitoring and evaluation.

Case study facilitation will be evaluated by peers in your small group. You will also complete a reflection on your performance as a facilitator. Feel free to audio record your facilitation – it may come in handy in completing your reflection.

We will spend part of a class learning how to facilitate a discussion.

PART THREE - Large Group Debrief and Conclusion (~15-20 minutes)

Following case study facilitation, the team will facilitate a debrief/discussion about the case, including (but not limited to):

- Particularly relevant (not necessarily all) steps of the nutrition care process
- Challenges a clinician may encounter with such a case in real clinical practice
- Recommendations for resources (for patients and/or clinicians)
- Summary and overall conclusion

EVALUATION

The team will be evaluated using the rubric on the following page. Team members will share common marks for some elements (i.e., presentation content, case study) and individual marks for case others (i.e., presentation delivery, case study facilitation, debrief).

- Case study facilitation will be evaluated by self and peers using the evaluation on p. 20.

FRAN*6610 Case Study Presentation - Evaluation

Facilitators:

Date:

PART ONE – ORAL PRESENTATION AND CASE STUDY (25 marks)

Presentation Content – quality, quantity, organization of information; provides solid foundation for case study									
1	2	3	4	5	6	7	8	9	10

Case Study – arises logically from content presented; sufficiently challenging to get peers to critically think through the Nutrition Care Process; illustrates one or more challenges a RD may encounter in managing such a patient in real life; well written; clearly presented														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

PART TWO – CASE FACILITATION (25 marks- combination of self and peer assessments)

Facilitation Skill (individual grade) – see separate evaluation																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

PART THREE – GROUP DISCUSSION AND CONCLUSION (25 marks)

Group Debrief – facilitators solicit contributions from peers re: relevant steps of the nutrition care process, review “sticking points,” discuss challenges faced by RD and/or patient in scenario, keep discussion flowing and advancing, recommend resources, provide overall summary and “take away” message(s)																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

OVERALL (25 marks)

Flow and Timing – presentation, group debrief and discussion flow well; team manages time well without rushing or going too slowly				
1	2	3	4	5

Delivery (individual grade) – presenter/discussant relaxed, confident, engaging, interested, good eye contact, professional. Minimal reading from notes/slides.														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Overall Style of Presentation – facilitators work well together; tasks equitably divided				
1	2	3	4	5

TOTAL /100

FRAN*6610 Case Study Facilitation (completed by self and peers)

Facilitator name:

Your name:

Guidance – facilitator skillfully guides the group discussion. i.e., asks the group questions to keep the discussion moving; redirects, rather than answers, questions posed by peers.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Group Dynamics – facilitator engages all members of the group, including drawing in those who are quieter and redirecting those who may be more dominant. Encourages team to work together.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Flow, Time Management – facilitator effectively manages time, and flow from section to section of the nutrition care process.

1	2	3	4	5
---	---	---	---	---

Comments:

Total= /25

APPENDIX 3 – Dietetic Practice Competencies and Performance Indicators Incorporated Into FRAN*6610

(Per Partnership for Dietetic Education and Practice, 2013. www.pdep.ca)

Practice Competency	Performance Indicator	Learning Activity
<i>Professional Practice</i>		
Use a systematic approach to decision-making	1.06c Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision-making	<ul style="list-style-type: none"> In the PEN pathway outline, students describe their literature search strategy. Students work through the nutrition care process several times throughout the course (when they develop their own cases, but also when working through classmates' case studies)
	1.06e Obtain and interpret evidence	Students complete an evidence-based PEN pathway
Maintain a client-centred focus	1.07c Determine client perspectives and needs. 1.07d Integrate client perspectives and needs into practice activities. 1.07e Identify services and resources relevant to client needs.	<ul style="list-style-type: none"> Students determine client perspectives and needs when working through case studies. Students also recommend resources for their case study during the large group debrief/discussion
Manage time and workload effectively	1.08b Prioritize professional activities and meet deadlines.	Demonstrated by meeting deadlines, and by adhering to time limits of case study presentation
Use technologies to support practice	1.09b Use technology to communicate.	Use of PowerPoint and on-line literature-searching tools (i.e., PubMed)
	1.09d Use technology to seek and manage information	<ul style="list-style-type: none"> Use of PowerPoint and on-line literature-searching 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 PEN pathway
	1.11c Assess effectiveness of practice activities.	When working through the nutrition care process of cases throughout the semester, students must identify a nutrition monitoring and evaluation plan.
	1.11e Seek new knowledge that may support or enhance practice activities.	<ul style="list-style-type: none"> Students complete an evidence-based PEN pathway. In designing their case studies, students will seek new knowledge.

Practice Competency	Performance Indicator	Learning Activity
<i>Professional Practice (cont'd)</i>		
Participate in practice-based research	1.13b Identify research questions, methods, and ethical procedures related to dietetic practice.	Students complete an evidence-based PEN pathway
	1.13c Source, critically appraise and interpret literature relevant to a research question.	
	1.13d Summarize and communicate research information.	
<i>Communication and Collaboration</i>		
Select appropriate communication approaches	2.01d Use appropriate communication technique(s).	Case study presentation and PEN pathway
	2.01e Demonstrate knowledge of medical and dietetics-related terminology.	
	2.01f Demonstrate knowledge of practice-setting-related terminology.	
	2.01g Use appropriate terminology.	
Use effective written communication skills	2.02c Edit written material for style, spelling and grammar.	PEN pathway, case study description
	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.	
	2.03b Speak clearly and concisely, in a manner responsive to the needs of the listener(s).	
Use effective oral communication skills	2.03d Use appropriate tone of voice and body language.	Case study presentation, facilitation
	2.03e Recognize and respond appropriately to non-verbal communication.	
	2.04b Utilize active listening.	
Use effective interpersonal skills	2.04d Communicate in a respectful manner.	Case study facilitation.
		Demonstrated throughout course, assessed as part of engagement grade.

Practice Competency	Performance Indicator	Learning Activity
<i>Communication and Collaboration (cont'd)</i>		
Contribute to learning of others	2.05a Recognize opportunities to contribute to the learning of others.	<ul style="list-style-type: none"> • Providing peer review of a classmate's PEN pathway. • Case study facilitation.
	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. 2.05m Deliver group educational sessions.	As part of the case study presentation, students research and select recommended resources for RDs working with a particular population
Contribute productively to teamwork and collaborative processes.	2.06c Contribute dietetics knowledge in collaborative practice.	Case study presentation, facilitation and large group debrief and discussion
	2.06g Contribute to shared decision making.	
	2.06i Facilitate interactions and discussions among team members.	
<i>Nutrition Care</i>		
Assess nutrition-related risks and needs	3.01b Use appropriate nutrition risk screening strategies.	As part of case studies, students work through the nutrition care process, including nutrition assessment
	3.01d Identify relevant assessment data to collect.	
	3.01f Obtain perspective of client, family or relevant others.	
	3.01i Obtain and interpret medical history.	
	3.01l Obtain and interpret demographic, psycho-social and health behaviour history.	
	3.01n Obtain and interpret food and nutrient intake data.	
	3.01p Identify client learning needs related to food and nutrition.	
	3.01r Obtain and interpret anthropometric data.	
	3.01u Obtain and interpret biochemical data and results from medical tests and Procedures	
	3.01ff Determine client nutritional requirements.	
	3.01hh Integrate assessment findings to Identify nutrition problem(s).	

Practice Competency	Performance Indicator	Learning Activity
<i>Nutrition Care (cont'd)</i>		
Develop nutrition care plans	3.02b Prioritize nutrition care goals based upon risk and available resources.	As part of case studies, students work through the nutrition care process, including planning the nutrition intervention
	3.02d Select appropriate nutrition interventions.	
	3.02f Select appropriate textural and therapeutic diet modifications.	
	3.02h Develop or modify meal plans.	
	3.02j Determine supplementation needs.	
	3.02t Develop client support plan	
	3.02v Develop client education plan.	
	3.02x Select strategies to monitor and assess nutrition care plan outcomes	
Manage implementation of nutrition care plans.	3.03d Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others.	As part of case studies, students work through the nutrition care process, including the nutrition intervention (which for some cases will include strategies to communicate the nutrition care plan with various stakeholders)
Evaluate and modify nutrition care plan as appropriate.	3.04b Identify factors impacting the achievement of outcomes.	As part of case studies, students work through the nutrition care process, including nutrition monitoring and evaluation
	3.04c Identify necessary changes to nutrition care plan.	
<i>Management</i>		
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.	PEN pathway outline, PEN pathway
	5.02j Coordinate implementation of an action plan for a program or project.	Case study presentation, with team members
	5.02n Provide training or education to staff or volunteers. 5.02r Contribute to staff or volunteer development or performance management activities.	Case study presentation, facilitation