



# FRAN\*6610: Advances in Clinical Nutrition/Assessment Course Outline - Fall 2019 **REVISED**

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

**Office Hours** Visits welcomed by appointment

## Course Description

*Calendar description:* An advanced overview of nutritional assessment and clinical nutrition with emphasis on issues relevant to community based and non-acute care settings. Nutrition assessment methods will be discussed in depth along with emerging issues. Emphasis on clinical nutrition will be integration of theory and practice.

*Adapted description:* 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 communication skills via case studies and discussion.

## Learning Outcomes

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

1. Researching and creating an adapted PEN<sup>®</sup> (Practice-Based Evidence in Nutrition) pathway.
2. Creating, presenting, and facilitating a clinical case study.
3. Applying critical thinking skills to work through the Nutrition Care Process of peers' clinical case studies.

Performance Indicators met by successful completion of FRAN\*6610 are presented in Appendix 3.

## 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 (11:59PM in Dropbox)
PEN (individual or in pairs – your choice)			
Outline	1	10%	Mon Sept 30
Pathway	1	40%	Fri Nov 29
Case study presentation (teams of 4)	2, 3	35%	Throughout, per schedule on p. 3
Nutrition Care Process chart note (individual)	3	15%	Throughout (the Monday following another team's – of your choice – case study presentation)
TOTAL		100%	

## Your Role

As with any course, you have the opportunity to be an active partner in your own learning. You will get out of Advances in Clinical Nutrition/Assessment what you put into it. I have designed the learning outcomes and 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 active learning (complete with stress check-ins!), facilitating class discussions with your engagement, and guiding your learning by posing and responding to questions, while also encouraging you to think critically and autonomously.

## Schedule\*

Date	(Awesome) Learning Activity
Sept 9	<ul style="list-style-type: none"> <li>• Welcome and course introduction</li> <li>• Cystic Fibrosis mini 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 16	<ul style="list-style-type: none"> <li>• Practice-Based Evidence in Nutrition (PEN<sup>®</sup>). In advance:               <ul style="list-style-type: none"> <li>○ Read Appendix 1 of course outline, exemplar PEN pathways posted to CourseLink</li> <li>○ Visit PEN website (see p. 4 for access info)</li> </ul> </li> </ul>
Sept 23	PEN pathway – facilitated planning
Sept 30	<ul style="list-style-type: none"> <li>• Nutrition Care Process – critical thinking</li> <li>• Case study presentations – how-to’s.</li> <li>• <i>PEN outline due</i></li> </ul>
Oct 7	<ul style="list-style-type: none"> <li>• Discussion of PEN outlines</li> <li>• Case study presentation – facilitated planning in teams. <b>Bring your topic.</b></li> <li>• NCP chart note assignment – how-to’s</li> </ul>
Oct 14	<i>NO CLASS – THANKSGIVING</i>
Oct 21	Team 1: Case study presentation
Oct 28	Team 2: Case study presentation
Nov 4	Team 3: Case study presentation
Nov 11	Team 4: Case study presentation
Nov 18	Team 5: Case study presentation
Nov 25	Team 6: Case study presentation
Nov 29	<i>PEN Pathway due</i>

\*I may adjust the schedule as needed. I would do so only with adequate notice and rationale.

## CourseLink

CourseLink will be used for announcements, helpful resources including exemplar PEN pathways from previous FRAN\*6610 students, submitting written work and posting grades. Got a question? Post it to the discussion board!

## 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](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.”
  - [PEN tours](#)
- 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 may need to enter the username ([lday@uoguelph.ca](mailto:lday@uoguelph.ca)) and password (uoguelph) on the Nutrition Care Manual website.
- [Online pharmacological database](#)

## 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.

## 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.**

- Late submissions (PEN outline, PEN pathway, NCP chart note) will incur a 10% per day late penalty, including weekend days, unless medical or other suitable documentation is provided.
- Your team's case study presentation day is indicated on the schedule on p. 3:
  - If your team is unable to present on the scheduled date, it's your responsibility to find another team willing to switch dates with you. (*Note: a change in presentation date will have implications on the team submitting the medical chart note based on your case*).
  - If you are absent on your team's presentation day, the weighting of the case study presentation will be added to the PEN pathway.
- You have until the last day of the semester to drop this course without academic penalty.

### 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](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](#).

# APPENDIX 1 – LEARNING ACTIVITIES

## Practice-Based Evidence in Nutrition (PEN<sup>®</sup>) Pathway – individual or in pairs (your choice)

### Background

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.

Complete this assignment individually or in pairs. If the latter, divide tasks as you see fit. The expectation is that you will co-create the PEN pathway, and review, edit and approve each other's contributions. You and your partner will share the same mark.

### Topics

There are many possibilities! The only guideline is that the topic be clinical in nature. Tips:

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

Interested in possibly publishing your PEN Pathway? Reach out to Beth Armour, PEN Content Manager, at [beth.armour@dietitians.ca](mailto:beth.armour@dietitians.ca)

As a frame of reference, below is a sampling of topics from previous FRAN\*6610 students:

- Efficacy of probiotics and fecal transplantation in the prevention and treatment of *Clostridium difficile*
- The relationship between fish oil supplementation and hospital stay in critically ill patients with sepsis on nutrition support
- Dietary protein recommendations for lean body mass maintenance in older adults
- The role of the Mediterranean diet in preventing depression and depressive symptoms in adults (*nutrition and mental health is a 'hot' topic*)
- The effects of the ketogenic diet on glycemic control in type 2 diabetes
- Carbohydrate-elimination diet for prevention & improvement of symptoms in pediatric inflammatory bowel disease

There are exemplars of previous students' PEN outlines and pathways posted to CourseLink!

## **PEN Pathway Outline**

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

- Your and your partner's name (if applicable)
- The title (your practice question in PICO format)
- The PEN practice category into which your topic falls:
  - Population Health/Lifecycle
  - Health Condition/Disease
  - Food/Nutrients
  - Professional Practice
- Your methods for literature 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 including original research articles, meta-analyses, and/or systematic literature reviews.
  - References for the outline should be those that can be made into evidence statements, i.e., no opinion pieces, perspectives in practice, narrative literature reviews, “grey” literature, etc.
  - The list should be comprehensive, relevant and where possible given your topic, recent.
  - 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)

## **PEN Pathway**

While a complete PEN pathway contains several components, you will create an adapted PEN pathway which will include:

- A structured abstract;
- An introduction to/background of the topic/condition;
- One practice question accompanied by one or more key practice points, 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**

- Include your and your partner's name (if applicable)
- Your adapted PEN pathway should be 8-10 pages, double-spaced, 12 pt Times New Roman or 11 pt Arial 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.**

## **What to Include in Your PEN Pathway**

### ***Structured Abstract (250 words or less)***

Provide a structured abstract 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.

### ***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:

<b>PICO Format for Developing a PEN Practice Question (adapted from PEN Writer's Guide, 2013)</b>	
<b><u>P</u></b> opulation - the relevant patients, clients or groups	<i>Do patients with ileostomies...</i>
<b><u>I</u></b> ntervention or exposure	<i>who consume a high fibre diet (&gt;20g)...</i>
<b><u>C</u></b> omparison or control	<i>compared to those who consume a low fibre diet (5-10g)...</i>
<b><u>O</u></b> utcome (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) (each KPP is a short paragraph of ~3-5 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 are included)**

This section contains a study-by-study summary of the evidence which supports each KPP. Each paragraph stands alone and is a short description of the study (or meta-analysis or systematic literature review) you deem sufficiently important to help answer your KPP.

**Summary/Conclusion (~1 pg)**

Finish your adapted PEN pathway with a one- to two-paragraph conclusion summarizing your practice question and KPP(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 (see PEN Style Guide posted to CourseLink for more info)**

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.

## Case Study Presentation – in teams of 4

### Background

Your team will create a realistic clinical case study illustrating common nutrition concerns a clinician may encounter in the care of such a patient/client. The case study can be quantitative or qualitative, or some combination thereof. You can base your case study on a patient encountered in clinical practice; if you do so, all identifying information must be removed. **The case should be sufficiently challenging to encourage *critical thinking* in working through the Nutrition Care Process.**

### Oral Presentation and Introduction of Case (~10-15 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 (a description of the patient). Provide hard copies for the class.
- How the presentation and the debrief are divided amongst team members is up to you, however all should take part in the planning of both and the delivery of one or both.
- If you use PowerPoint:
  - Present using a team member's laptop. If you use a Mac, you'll need a dongle to connect to the classroom's projector.
  - Use font size 24 or larger. If you need to use a smaller font to fit everything on a slide, 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 at the end.

### Case Study Facilitation (~60-70 minutes)

Each team member will facilitate a small group of 4 to 5 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.

### Large Group Debrief, Discussion 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

## Nutrition Care Process Chart Note – done individually

Create a medical chart note, based on the Nutrition Care Process of another team's case study presentation. **Which team's case you choose is up to you.**

### Format

The medical chart note can be written in whichever recognized format you prefer (i.e., SOAP, ADIME, DARP, etc.).

The chart note should contain/address all elements of the Nutrition Care Process, including:

- Nutrition assessment
  - Interpret data needed to identify nutrition-related problems, their causes, and significance.
- Nutrition diagnosis (PES statement)
  - Identify and describe a specific nutrition problem that can be resolved or improved through treatment/nutrition intervention.
  - Not be confused with a medical diagnosis (e.g., cirrhosis).
- Nutrition intervention
  - Should resolve or improve the nutrition diagnosis/problem
  - Can include advice, education, delivery of a food component of a specific diet or meal plan, etc.
- Nutrition monitoring and evaluation
  - Monitoring, measuring, and evaluating the changes in nutrition care indicators, and whether the nutrition-related goals/expected outcomes are being met.

The chart note should:

- Be 1 page, single-spaced, 1" margins
- In Times New Roman font size 12 or Arial size 11
- Be written in professional language including appropriate medical short forms and abbreviations.
- Include your name in a header or footer
- **Be submitted within by 11:59pm on the Monday following the other team's case study presentation.**

No references are required.

## APPENDIX 2 - RUBRICS

### PEN Pathway OUTLINE

Author(s):

#### Title (Practice Question)

Clearly and concisely written. In PICO format.				
1	2	3	4	5

#### PEN Practice Category

Identified. Consistent with PICO question.				
1	2	3	4	5

#### Methods

Methods for searching, including databases and key search terms, are clear and comprehensive.									
1	2	3	4	5	6	7	8	9	10

#### References

List of 10 to 15 key references is comprehensive, relevant and where possible given the topic, recent. References include only those which can be made into evidence statements for the final PEN pathway (i.e., original research articles, SLRs and meta-analyses).									
1	2	3	4	5	6	7	8	9	10

<b>Total:</b> /30 =      /10
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# PEN Pathway

Adapted from PEN® Writer's Guide, April 2019.

Author(s):

## Abstract

The practice question is appropriately supported. The methods, results and main conclusions are clearly outlined. The main conclusions are supported by the results and appropriately contextualized given the quality of evidence.

1	2	3	4	5	6	7	8	9	10
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## Introduction/Background

The background is sufficiently descriptive to provide a practitioner new to the area with the information needed to understand the context of the practice question.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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## Key Practice Point(s)

Clearly and succinctly written. Relevant to practice question. Are the practice points according to VIA?

- Validity: Can you trust the information? Are the source and level of evidence stated?
- Importance: Will the information make an important difference to practice? Are the outcomes ones practitioners or clients would care about?
- Applicability: Can this information be used in practice settings? (consider access, practicality/cost, etc.)

Are there other practice points which should be made to answer the practice question?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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## Evidence Statements

The studies are clearly yet succinctly explained, including type of publication/study, population, number of subjects, methods, interventions, findings (relevant to practice question), main conclusions and limitations. The evidence is graded appropriately.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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## Summary/Conclusion

The key practice point(s) is(are) clearly summarized. Quality of evidence is considered. Provides helpful "take away" message for practitioners. Future directions for research are indicated and consistent with the research limitations identified.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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## References

Appropriate in number and quality. Cited per PEN Style Guide, in both the text and the reference list.

1	2	3	4	5
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## Overall Considerations

The pathway is well-presented and well-written. This includes flow of points, spelling, grammar, sentence structure, punctuation. Follows formatting guidelines in assignment description.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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<b>TOTAL</b> <b>/100 =</b> <b>/40</b>
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# Case Study Presentation

Facilitators:

## Shared Marks

### Background 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

### Group Debrief, Discussion and Conclusion

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

Flow, Timing and Team Work – presentation, group debrief and discussion flow well; team manages time well without rushing or going too slowly; team works well together; tasks appear equitably divided									
1	2	3	4	5	6	7	8	9	10

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## Individual Marks

### Delivery

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

### Case Facilitation

See separate rubric																								
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

<b>TOTAL</b>	<b>/100 =</b>	<b>/35</b>
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# Case Study Facilitation

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
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Comments:

## 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
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Comments:

## Flow, Time Management

Facilitator effectively manages time, and flow from section to section of the Nutrition Care Process.

1	2	3	4	5
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Comments:

<b>Total</b>	<b>/25</b>
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# Nutrition Care Process Chart Note

Name:

## Nutrition Assessment

Interpret data needed to identify nutrition-related problems, their causes, and significance.				
1	2	3	4	5

## Nutrition Diagnosis(es)

Create as many nutrition diagnoses as are relevant to the patient, based on the nutritional assessment. PES statement(s) is(are) clearly written, well justified, based on information presented in the case.				
1	2	3	4	5

## Nutrition Intervention

Proposed intervention(s) based on the PES statement(s). Resolve(s) or improve(s) the nutrition diagnosis				
1	2	3	4	5

## Nutrition Monitoring and Evaluation

The plan monitors, measures, and evaluates the changes in nutrition care indicators, and whether the nutrition-related goals/expected outcomes are being met.				
1	2	3	4	5

## Charting and Writing

Clear, well-written, professional including use of medical short forms/abbreviations, attention to spelling and grammar. Consistent with recognized medical charting format such as ADIME, SOAP, DARP, etc.									
1	2	3	4	5	6	7	8	9	10

<b>Total</b>	<b>/30 =</b>	<b>/15</b>
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## APPENDIX 3 – Dietetic Practice Competencies and Performance Indicators 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>		
Use a systematic approach to decision-making	<b>1.06c</b> Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision-making	<ul style="list-style-type: none"> <li>In the PEN pathway outline, students describe their literature search strategy.</li> <li>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)</li> </ul>
	<b>1.06e</b> Obtain and interpret evidence	PEN pathway
Maintain a client-centred focus	<b>1.07c</b> Determine client perspectives and needs. <b>1.07d</b> Integrate client perspectives and needs into practice activities. <b>1.07e</b> Identify services and resources relevant to client needs.	<ul style="list-style-type: none"> <li>Students determine client perspectives and needs when working through case studies.</li> <li>Students also recommend resources for their case study during the large group debrief/discussion</li> </ul>
Manage time and workload effectively	<b>1.08b</b> Prioritize professional activities and meet deadlines.	Demonstrated by meeting deadlines, and by adhering to time limits for case study presentation
Use technologies to support practice	<b>1.09b</b> Use technology to communicate.	Use of PowerPoint for case study presentations
	<b>1.09d</b> Use technology to seek and manage information	Use of PowerPoint and on-line literature-searching tools (i.e., PubMed, PEN, etc.).
Assess and enhance approaches to dietetic practice	<b>1.11a</b> Demonstrate knowledge of the role of evidence, self-reflection, and consultation in assessing effectiveness of approaches to practice.	PEN pathway
	<b>1.11c</b> 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.
	<b>1.11e</b> Seek new knowledge that may support or enhance practice activities.	<ul style="list-style-type: none"> <li>PEN pathway.</li> <li>In designing their case studies, students will seek new knowledge.</li> </ul>

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

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

Practice Competency	Performance Indicator	Learning Activity
<i>Nutrition Care (cont'd)</i>		
Develop nutrition care plans	<b>3.02b</b> Prioritize nutrition care goals based upon risk and available resources.	<ul style="list-style-type: none"> <li>As part of case studies, students work through the Nutrition Care Process, including planning the nutrition intervention.</li> <li>In completing the Nutrition Care Process chart note, students are asked to develop a nutrition intervention</li> </ul>
	<b>3.02d</b> Select appropriate nutrition interventions.	
	<b>3.02f</b> Select appropriate textural and therapeutic diet modifications.	
	<b>3.02h</b> Develop or modify meal plans.	
	<b>3.02j</b> Determine supplementation needs.	
	<b>3.02t</b> Develop client support plan	
	<b>3.02v</b> Develop client education plan.	
	<b>3.02x</b> Select strategies to monitor and assess nutrition care plan outcomes	
Manage implementation of nutrition care plans.	<b>3.03d</b> Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others.	As part of case studies and the Nutrition Care Process chart note, students develop a 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.	<b>3.04b</b> Identify factors impacting the achievement of outcomes.	As part of case studies and Nutrition Care Process chart note, students develop a plan for nutrition monitoring and evaluation
<i>Management</i>		
Manage programs and projects	<b>5.02b</b> Identify appropriate goals and objectives for a program or project. <b>5.02c</b> Identify strategies to meet goals and objectives for a program or project. <b>5.02e</b> Develop an action plan for a program or project.	PEN pathway outline
	<b>5.02n</b> Provide training or education to staff or volunteers. <b>5.02r</b> Contribute to staff or volunteer development or performance management activities.	Case study presentation, facilitation