



# COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

## NUTR\*4900 (Section 02) Selected Topics in Nutrition Child Diets Globally COURSE OUTLINE – WINTER 2020

### 1. CALENDAR DESCRIPTION

This course requires reading and discussion on selected areas in human nutrition and its application; formal class reports and term papers. Primarily for Applied Human Nutrition majors.

<b>Credit Weight:</b>	0.5 credits
<b>Course Hours:</b>	3-0 (24 lecture; 0 lab/seminar)
<b>Pre-Requisite(s):</b>	FRHD*3070, (NUTR*3040 or NUTR*3090), NUTR*4010
<b>Co-Requisites(s):</b>	None
<b>Restriction(s):</b>	Registration in B.A.Sc. AHN major

### 2. COURSE DESCRIPTION

This course requires reading and discussion on selected areas in human nutrition and its application, oral presentations and term papers. This section of the course will focus on the latest research about what young children (0 to 5 years of age) around the world are eating, the effects this has on their nutritional status and what evidence is being generated that can inform policy and programming to improve their diets and nutritional outcomes. Readings will cover a wide range of topics, including research on breastfeeding and complementary feeding practices across a wide range of cultural and geographical contexts.

### 3. TIMETABLE

<b>Lecture:</b>	Tuesday & Thursday, 11:30 a.m. to 12:50 p.m.
<b>Location:</b>	Alexander Hall (ALEX) Room 117
<b>Final Exam:</b>	There is no final exam for this course

### 4. INSTRUCTIONAL SUPPORT

<b>Course Instructor:</b>	Kendra Siekmans, PhD
<b>Email:</b>	ksiekman@uoguelph.ca
<b>Telephone:</b>	519-824-4120 ext. 53858 (shared office phone; do not leave voicemail)
<b>Office:</b>	MINS 133E
<b>Office Hours:</b>	By appointment on Tuesday or Thursday

## 5. LEARNING RESOURCES

### Required Resource(s):

All students are required to read the assigned readings prior to each class. See section 7 for the list of articles by class. These journal articles are available online through the McLaughlin Library. Additional articles may be assigned at least one week prior to the class in which it is required. **Please bring your readings to class**, as we will often be referring to specific sections in the article during the discussion time.

### Recommended Resource(s):

The **Library and Learning Commons** provide a wide range of resources and services to help you further develop your research, statistics and writing skills. You can access these resources by dropping in, chatting online or calling to make an appointment to meet with someone for an individual consultation. Visit the "Get Assistance" page for more information:

<https://www.lib.uoguelph.ca/get-assistance/writing>

**Statistics Help** - You can consult a statistician to help with interpretation of data analysis through the Data Resource Centre in McLaughlin library. On the UG Library website, click Get Assistance > Map, GIS & Data > Book Maps, GIS & Data Appointments. State in the message you are enrolled in NUTR\*4900. Once the form is submitted, you can expect a response within 24 hours regarding setting up a consultation.

**Library guides** about various topics (e.g., writing a critical review; writing a literature review; how to cite your sources using the American Psychological Association's style) are available at <https://guides.lib.uoguelph.ca/>.

**Citation Management software** is highly recommended in this course, especially for managing the references for your term paper. There are several tools that are available online for free. See the library's guide on "[Manage Your Sources](#)" for an overview and comparison of the various tools available.

## 6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Describe and critically appraise the methods and key findings of peer-reviewed scientific literature (i.e. journal articles) on the topic of child diets in various contexts globally.
2. Effectively communicate, in writing and orally, critical appraisals of research articles during student presentations and written assignments.
3. Effectively facilitate and participate in peer discussion about research articles.
4. Synthesize results of multiple empirical research articles on a selected research question during oral and written literature reviews.
5. Provide peer review feedback on oral and written work appraising the research literature.



## 7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1	Tuesday, January 7	Course and topic introduction; assignment of groups and presentation topic/date	
	Thursday, January 9	Review of research methods and critical appraisal: "Write a Critical Review of a Scientific Journal Article" <a href="https://guides.lib.uoguelph.ca/WriteCriticalReview">https://guides.lib.uoguelph.ca/WriteCriticalReview</a>	
2	Tuesday, January 14	Workshop on literature search strategies <b>Guest speaker: Yoonhee Lee</b> Librarian, Learning & Curriculum Support McLaughlin Library	<b>**Classroom change</b>
	Thursday, January 16	Critical evaluation of statistics in journal articles <b>Guest speaker: Nada Hafez</b> Data analyst, Research & Scholarship Team McLaughlin Library	
3	Tuesday, January 21	Sample article critique & discussion of group presentations/facilitation  Pries, A.M., Sharma, N., Upadhyay, A. et al. (2019) Energy intake from unhealthy snack food/beverage among 12-23-month-old children in urban Nepal. <i>Matern Child Nutr</i> , 15(S4):e12775. <a href="http://doi.org/10.1111/mcn.12775">http://doi.org/10.1111/mcn.12775</a>	
	Thursday, January 23	<b>Colostrum (early initiation of breastfeeding)</b> Cozma-Petruț, A., Badiu-Tisa, I., Stanciu, O., et al. (2019). Determinants of Early Initiation of Breastfeeding among Mothers of Children Aged Less than 24 Months in Northwestern Romania. <i>Nutrients</i> 11(12): e2988. <a href="https://doi.org/10.3390/nu11122988">https://doi.org/10.3390/nu11122988</a>  Walsh, S. M., Cordes, L., McCreary, L., & Norr, K. F. (2019). Effects of Early Initiation of Breastfeeding on Exclusive Breastfeeding Practices of Mothers in Rural Haiti. <i>J Pediatr Health Care</i> , 33(5):561-567. <a href="https://doi.org/10.1016/j.pedhc.2019.02.010">https://doi.org/10.1016/j.pedhc.2019.02.010</a>	Article information provided for written critique

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
4	Tuesday, January 28	<p><b>Breastmilk (breastfeeding)</b></p> <p>Young, M.F., Nguyen, P., Kachwaha, S., et al. (2019). It takes a village: An empirical analysis of how husbands, mothers-in-law, health workers, and mothers influence breastfeeding practices in Uttar Pradesh, India. <i>Matern Child Nutr</i>, Article e12892. <a href="https://doi.org/10.1111/mcn.12892">https://doi.org/10.1111/mcn.12892</a></p> <p>Alianmoghaddam, N., Phibbs, S., &amp; Benn, C. (2018). Reasons for Stopping Exclusive Breastfeeding Between Three and Six Months: A Qualitative Study. <i>Journal of Pediatric Nursing</i>, 39, 37–43. <a href="https://doi.org/10.1016/j.pedn.2018.01.007">https://doi.org/10.1016/j.pedn.2018.01.007</a></p>	
	Thursday, January 30	<p><b>Soft, semi-solid and solid “first foods”</b></p> <p>Hanselman, B., Ambikapathi, R., Mduma, E. et al. (2018) Associations of land, cattle and food security with infant feeding practices among a rural population living in Manyara, Tanzania. <i>BMC Public Health</i>, 18, 159. <a href="https://doi.org/10.1186/s12889-018-5074-9">https://doi.org/10.1186/s12889-018-5074-9</a></p> <p>Daniels, L., Taylor, R., Williams, S., et al. (2018). Impact of a modified version of baby-led weaning on iron intake and status: a randomised controlled trial. <i>BMJ Open</i>, 8(6), e019036. <a href="https://doi.org/10.1136/bmjopen-2017-019036">https://doi.org/10.1136/bmjopen-2017-019036</a></p>	
5	Tuesday, February 4	<p><b>Diet diversity</b></p> <p>Marquis, G.S., Colecraft, E.K., Kanlisi, R., et al. (2018). An agriculture–nutrition intervention improved children's diet and growth in a randomized trial in Ghana. <i>Matern Child Nutr</i>, 14(S3):e12677. <a href="https://doi.org/10.1111/mcn.12677">https://doi.org/10.1111/mcn.12677</a></p> <p>Hirvonen, K., Hoddinott, J., Mintena, B., &amp; Stifel, D. (2017) Children’s Diets, Nutrition Knowledge, and Access to Markets. <i>World Development</i>, 95:303-315. <a href="https://doi.org/10.1016/j.worlddev.2017.02.031">https://doi.org/10.1016/j.worlddev.2017.02.031</a></p>	



Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
	Thursday, February 6	<p><b>Fruits &amp; vegetables</b></p> <p>Burnett, A., Worsley, A., Lacy, K., &amp; Lamb, K. (2019). Moderation of associations between maternal parenting styles and Australian pre-school children's dietary intake by family structure and mother's employment status. <i>Public Health Nutrition</i>, 22(6), 997-1009.  <a href="https://doi.org/10.1017/S1368980018003671">https://doi.org/10.1017/S1368980018003671</a></p> <p>Fuller, A., Maguire, J. L., Carsley, S., et al. (2017). Difficulty buying food, BMI, and eating habits in young children. <i>Canadian Journal of Public Health</i>, 108:E497-E502.  <a href="http://doi.org/10.17269/CJPH.108.6049">http://doi.org/10.17269/CJPH.108.6049</a></p>	
6	Tuesday, February 11	<p><b>"Unhealthy" foods</b></p> <p>Relvas, G.R., Buccini, G.S., Venancio, S.I. (2019). Ultra-processed food consumption among infants in primary health care in a city of the metropolitan region of São Paulo, Brazil. <i>J Pediatr</i>, 95:584-92.  <a href="https://doi.org/10.1016/j.jpmed.2018.05.004">https://doi.org/10.1016/j.jpmed.2018.05.004</a></p> <p>Robson, S.M., Ziegler, M.L., McCullough, M.B. et al. (2019). Changes in diet quality and home food environment in preschool children following weight management. <i>Int J Behav Nutr Phys Act</i>, 16:16.  <a href="http://doi.org/10.1186/s12966-019-0777-6">http://doi.org/10.1186/s12966-019-0777-6</a></p>	
	Thursday, February 13	<p>Writing a literature review</p> <p><b>Guest speaker: Heather Mitchell</b>  Learning Specialist, Learning Services  McLaughlin Library</p>	<p><b>**Classroom change</b></p> <p><b>Written critique of assigned article due in Dropbox by 11:59 PM</b></p>
7	Tuesday, February 18	<b>WINTER BREAK</b>	
	Thursday, February 20	<b>WINTER BREAK</b>	
8	Tuesday, February 25	<p>Feedback on written article critique</p> <p>Discussion of individual seminars</p>	
	Thursday, February 27	Individual student seminars (3)	
9	Tuesday, March 3	Individual student seminars (3)	
	Thursday, March 5	Individual student seminars (3)	
10	Tuesday, March 10	Individual student seminars (3)	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
	Thursday, March 12	Individual student seminars (3)	
<b>11</b>	Tuesday, March 17	Individual student seminars (3)	
	Thursday, March 19	Individual student seminars (3)	<b>Draft of term paper due in Dropbox by 11:59 PM</b>
<b>12</b>	Tuesday, March 24	Individual student seminars (3)	
	Thursday, March 26	Individual student seminars (?)	<b>Peer review of term paper due in Dropbox by 11:59 PM</b>
<b>13</b>	Tuesday, March 31	Reflection on learning Course evaluation (online)	<b>Self-reflection on engagement due in Dropbox by 11:59 PM</b>
	Thursday, April 2	TBA	<b>Term paper due in Dropbox by 11:59 PM</b>

**Note:** This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
<b>Oral Communication:</b>			
<b>Oral critique of assigned reading</b> (evaluation rubric is Appendix B)	1	Jan 23 – Feb 11	15
<b>Facilitate discussion</b> of critique of assigned reading (evaluation rubric is Appendix C)	1, 3	Jan 23 – Feb 11	5
<b>Presentation on term topic</b> (individual seminar; evaluation rubric is Appendix B)	1,2,3,4	Feb 27 – Mar 26	20
<b>Participation</b> in class discussions	1,2,3,5	Throughout	10
<b>Self-reflection</b> on participation (Appendix H)	3	Mar 31	
<b>Written Communication:</b>			
<b>Written critique of assigned research article</b> (evaluation rubric is Appendix D)	1,2	Feb 13	10
<b>Peer review of term paper</b> (evaluation rubric is Appendix G)	1,5	Mar 26	10
<b>Comprehensive literature review term paper</b> (evaluation rubric is Appendix E)	1,2,4	Apr 2	30
<b>Total:</b>			<b>100%</b>



## **COURSE COMPONENT DESCRIPTIONS, INSTRUCTIONS AND GRADING RUBRICS**

### **A1. Oral critique of assigned reading (15%; evaluation rubric is Appendix B)**

You and a classmate will work together to present the oral critique of an assigned article. A lottery system will be used to determine the article you will be critiquing. In preparing the presentation, seek out background information necessary to understand the article, and be able to explain the research methods and results to the class, as well as provide a critique of the article. Be prepared to answer questions concerning the article. Each presentation will be followed by general class discussion led by a pair of discussants.

Each presentation should be 15-20 minutes, followed by 10 minutes of discussion. Post your PowerPoint presentation to the Courselink Dropbox by 9:00 AM the day of your presentation. If the presentation is posted after 9:00 AM the day of your presentation, it will be considered late and you will incur a 10% penalty. Your posted presentation will be considered the final version - revised presentations will not be accepted. You and your partner will receive the same grade for content, but different grades for presentation style.

### **A2. Facilitate discussion of critique of assigned reading (5%; evaluation rubric is Appendix C)**

Two discussants (same partners as above) will be assigned to a separate assigned article which will be presented by another pair of students. As a discussant, your role is to:

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

### **A3. Written critique of assigned research article (10%; evaluation rubric is Appendix D)**

You are to independently complete a critique of an assigned article (all students will receive the same article). The name and reference for the critique article will be provided in class on January 23, 2020, as well as posted on the course website.

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

The critique has a maximum of 8000 characters including spaces or about 4 pages (8.5" x 11" paper; double-spaced; 2.5 cm margins; 12-point font size). The page limit does not include the title page and the reference section (use single space). If more than 4 pages are submitted,



only the first 4 pages will be graded. You should paraphrase rather than use quotations extensively.

**B1. Presentation on Term Topic (20%; evaluation rubric is Appendix B)**

You will present a 20-25-minute talk on a topic of your choice related to Child Diets Globally and lead the discussion period after (approximately 10 minutes). **You must share your topic and three sample abstracts for original research articles on this topic with Dr. Siekmans by February 25 for approval.** The same topic will be the focus of your literature review (term paper).

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

There will be three seminars per class. A lottery system will be used to determine the date of your seminar.

**Post your PowerPoint presentation to Dropbox by 9:00 AM the day of your seminar.** If the presentation is posted after 9:00 AM the day of your presentation, it will be considered late and you will incur a 10% penalty. Your posted presentation will be considered the final version - revised presentations will not be accepted.

**B2. Peer review of term paper (10%; evaluation rubric is Appendix G)**

You will upload a draft of your literature review (MS Word) in Dropbox by **March 19** to be peer-reviewed by another student in the class. A substantially incomplete draft will not be peer-reviewed, as determined by the instructor. Your paper will be sent to a peer who will complete the peer review form (Appendix F) and make comments or suggestions for change using Track Changes. The review will be open, where you and the author of the literature review are known.

All students will be given an electronic version of another student's literature review, to peer review. You will critique the body of work presented and provide feedback that allows your peer to substantially improve the literature review. Completed peer review forms and reviewed drafts (including comments/tracked changes) must be uploaded to Dropbox by **March 26**. I will send the review back to each author by email. Students doing peer reviews will be marked on the quality of their peer-review using the evaluation rubric in Appendix G. Late peer reviews have a 10% (out of 100) per day penalty.

**B3. Comprehensive literature review term paper (30%; evaluation rubric is Appendix E)**

You will have until **April 2** to revise and finalize the term paper, addressing the suggestions from the peer reviewer that you feel improve the paper. The final paper will be submitted to



Dropbox as a Word document.

### **Guidelines for Term Paper**

As a literature review, the term paper should thoroughly describe the current body of knowledge about your research topic (same topic as your individual seminar). **A minimum of 10 recently-published, primary research journal articles should be critiqued to address your research question.** You can include the same three articles from your seminar in your term paper. It will be important to select a topic that is narrow enough to cover thoroughly but broad enough to have at least 10 primary research articles written on it.

The term paper should include an introduction (including your research question), a summary of the main findings, discussion of the strengths and limitations of the research, implications of the results, your suggestions for future research/implications for practice and final conclusions. You should integrate the research findings from the articles and not simply do a critical appraisal of each article separately. Paraphrase rather than use quotations extensively. Use headings and sub-headings to organize your report.

Checklist for the term paper:

- Maximum of 25,000 characters or about 12 pages (not including the title page, references and appendix)
- Title page that includes the title of your term paper and your full name and student ID
- Includes a reference section (use single space for the references)
- An appendix that shows the abstracts for each "primary" journal article reviewed in the paper – please submit as a separate Word document (to avoid influencing the Turnitin originality report for the term paper text)
- Formatting: double-spaced body text, 2.5 cm margins, 11-12-point font size, your name and page numbers in the header or footer of the document

### **C. Participation in class discussions (10%)**

Participation in class discussions is an essential component of the course. Therefore, it is expected that you attend and participate fully in all sessions. You are expected to come to class prepared to ask discussion questions and to comment on questions raised by the discussants. Your preparation and participation in the discussions will contribute to our learning experience and will be appreciated by all.

The participation grade completed by the instructor will be based on three components: a) the first component is based on attendance (attendance list); b) the frequency and quality of your oral participation in class (assessed by instructor); and your self-assigned grade provided in the self-reflection on participation (Appendix H). I will take your self-assigned grade into consideration in determining your overall grade for participation. The self-reflection is due in Dropbox on March 31 by 11:59 PM.

## 9. COURSE STATEMENTS

### Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

### Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration.

Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

### Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

### Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

## 10. UNIVERSITY STATEMENTS

### E-mail communication:



As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When you cannot meet a course requirement:**

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

**Drop date:**

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

**Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

**Academic misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

**Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources:**

The [Academic Calendars](#) are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

**Appendix:**

For those students enrolled in the Area of Emphasis in Dietetics: The Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>):

*Foundational Knowledge Specifications (FKS) that are met by this course:*

Foundational Knowledge Specification	Complexity Level (1, 2, 3)	How FKS is met in this curriculum
<b>3. Communication</b>		
3c) Strategies for effective written communication	3	Two written assignments; one individual article critique and one term paper
3e) Strategies for effective oral communication	3	Three oral presentation assignments: one article critique, one discussant presentation and one individual seminar
<b>16. Professional Practice in Dietetics</b>		
16h) Role of research and new knowledge	3	The two written and three oral assignments described above
<b>18. Research and Evaluation</b>		
18a) Theoretical foundations of research 18b) Qualitative, quantitative and mixed methodologies 18c) Ethics in research 18e) Literature search strategies	3	The two written and three oral assignments described above



Foundational Knowledge Specification	Complexity Level (1, 2, 3)	How FKS is met in this curriculum
18f) Systematic review and critical appraisal of literature 18g) Use of technology to seek and manage information		

*Performance Indicators (PI) that are met by this course:*

Performance Indicator	How PI is met in this curriculum
<b>1. Professional Practice</b>	
1.06e Obtain and interpret evidence	Final term paper and seminar presentation
1.09b Use technology to communicate	Use PowerPoint to present a research article critique and a seminar
1.09d Use technology to seek and manage information	Use various health science databases to find research articles
1.11d Recognize the importance of new knowledge to support or enhance practice	Part of the critical assessment of an article
1.13a Demonstrate knowledge of research and evaluation principles	Two research article critique assignments: one oral, one written
<b>2. Communication and Collaboration</b>	
2.02c Edit written material for style, spelling and grammar	Two written assignments: an article critique and a term paper
2.02d Write clearly and concisely, in a manner responsive to the needs of the reader(s)	Two written assignments: an article critique and a term paper
2.02e Write in an organized and logical fashion	Two written assignments: an article critique and a term paper
2.02f Provide accurate and relevant information in written material	Two written assignments: an article critique and a term paper
2.02g Ensure that written material facilitates communication	Two written assignments: an article critique and a term paper
2.03b Speak clearly and concisely, in a manner responsive to the needs of the listener(s)	Three oral assignments: student as discussant for a classmate's seminar; article critique; seminar
2.03d Use appropriate tone of voice and body language	Three oral assignments: student as discussant for a classmate's seminar; article critique; seminar
2.04b Utilize active listening	Students are discussants of another student's article critique
2.04d Communicate in a respectful manner	Three oral assignments: student as discussant for a classmate's seminar; article critique; seminar
2.04n Seek, respond to and provide feedback	Students do peer review of another student's final paper

## Appendix B: Evaluation Rubric for Article Critique Presentation and Individual Seminar (Page 1 of 2)

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

### CONTENT

#### 1. Introduction

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

#### 2. Content

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

#### 3. Understanding

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

#### 4. Summary/Conclusion

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



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**DELIVERY****5. Visual Aids**

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

**6. Audience Contact** (assessed for each individual if presenting as a group)

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

**7. Voice, Language and Mannerisms** (assessed for each individual if presenting as a group)

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

**8. Timing**

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

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

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

**Comments:**

<b>TOTAL</b>	<b>/100</b>
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## Appendix C: Evaluation Rubric for Facilitating Discussion for Critique of Assigned Reading

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

### 1. Issues/findings

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

### 2. Questions for audience

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

### 3. Delivery

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

Comments:

Total	/30
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### Appendix D: Evaluation Rubric for Written Critique of Assigned Research Article

Component	% of total mark
Introduction – clearly states the main objective or hypotheses of the article (why the authors did this research)	10
Summary of study identifies the key methodological factors (e.g. sample, measures/outcomes, specific research design, procedures used) and demonstrates comprehension of them	20
Key findings are stated and discussed in light of the stated objective(s) of the study	10
Key strengths and limitations of the research study are identified	25
Three (3) recommendations for improvement are stated that address the methodological issues or limitations identified	20
Your writing style, organisation, grammar	15
<b>TOTAL</b>	<b>/ 100%</b>

<b>TOTAL</b>	<b>/100</b>
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### Appendix E: Evaluation Rubric for Comprehensive Literature Review Term Paper

Component	% of total
1. <b>The objective (or purpose) of this paper</b> is stated in specific terms in the introduction section. It is clear which aspects of the problem will be considered. It is sufficiently restricted to permit analysis in some depth. The meanings of terms or concepts that are central to this paper are clearly explained. Definitions are given.	5
2. In the method section, the strategy for searching articles to address your research question (e.g., databases; search terms) is appropriate and detailed. A comprehensive search is conducted. The <b>sources of information</b> are appropriate for the problem chosen. Maximum use is made of "primary" sources. Sources are sufficient for this project. An appendix shows the abstract (and entire reference information) for each "primary" journal article reviewed to specifically address your research question.	10
3. <b>The review of literature is comprehensive.</b> It provides a synthesis of relevant material, ideas are well understood, and information is used accurately. The results from the studies are reported in an integrated way. It is structured to be consistent with the scope of the topic and shows breadth and depth of coverage of the topic.	20
4. <b>Critical appraisal of the literature</b> is well done with a thorough discussion of the strengths and limitations of the studies. Appropriate conclusions are stated based on reviewing and critiquing the research.	25
5. <b>Recommendations for health professionals</b> are clear and based on the review.	5
6. <b>Recommendations for future research</b> are appropriate.	5
7. There is strong <b>organization, presentation and composition.</b> Writing style is clear, concise and professional. The flow of information is well-organized and logical. Meanings are clear. Sentence structure is concise, grammatically correct, cohesive. Minimum use of extraneous or repetitious material. Headings and subheadings are used systematically. The paper's format follows guidelines given. There is no spelling or punctuation errors. The APA style is used correctly for in-text citations and references.	30
<b>TOTAL</b>	<b>/ 100%</b>



## Appendix F: Sample Peer Review Form

(adapted from guidelines for a Canadian journal)

**Title of Paper:** \_\_\_\_\_ **Word count:** \_\_\_\_\_

After reading the manuscript, please answer the questions by circling your response. If you respond "no", "uncertain" or "improvement required", a detailed explanation should be provided to assist the author of the manuscript.

### Introduction:

1. Is the research question or hypothesis clearly stated?  
 Yes       Improvement required       No
2. Is the stated research question relevant?  
 Yes       Uncertain       No
3. Is the relevant background literature analyzed and referenced in a thorough yet concise fashion?  
 Yes       Improvement required       No

### Results:

4. Are the literature review results clearly presented?  
 Yes       Improvement required       No
5. Are the results relevant to the research topic?  
 Yes       Improvement required       No
6. Are the tables and figures (if any) appropriate and clear?  
 Yes       Improvement required       No
7. Are the results credible (i.e., do they seem probable)?  
 Yes       Improvement required       No

### Discussion:

8. Do the discussion and conclusions follow from the results?  
 Yes       Improvement required       No
9. Are other interpretations examined and discussed?  
 Yes       Improvement required       No
10. Are the limits of the review and of the results described?  
 Yes       Improvement required       No

### References:

11. Are the references appropriate?  
 Yes       Improvement required       No

Please provide your detailed comments on the above answers or on other aspects of the review which, in your opinion, will assist the author of the manuscript. Use comments and track changes to assist the author to make revisions.

### Appendix G: Evaluation Rubric for Peer Review of Literature Review

Criteria	Reflective Review (score 4)	Constructive Review (score 3)	Novice Review (score 2)	Unacceptable Review (score 1)
<b>Clarity</b>	Language is clear and expressive. Concepts explained accurately.	Minor, infrequent lapses in clarity and accuracy.	There are frequent lapses in clarity and accuracy.	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.
<b>Relevance</b>	Review is relevant and meaningful to the course learning goals.	Review is mostly meaningful, but somewhat irrelevant to the course learning goals.	Review makes attempts to demonstrate relevance, but the relevance is unclear.	Review is mostly irrelevant to the student and/or course learning goals.
<b>Analysis</b>	Review indicates how the paper contributes to student's understanding of course concepts, self, and others.	Review demonstrates student attempts to analyze the paper, but the analysis lacks depth.	Review fails to demonstrate a depth of analysis.	Review does not move beyond basic descriptions.
<b>Interconnections</b>	Review demonstrates connections between material from other courses and/or past experience.	Review demonstrates some connections between material from other courses and/or past experience.	There is little to no attempt to demonstrate connections between material from other courses and/or past experience.	No attempt to demonstrate connections to previous learning or experiences.
<b>Self-criticism</b>	Reviewer displayed strong ability to question own biases, stereotypes, pre-conceptions, and/or assumptions while conducting the review.	Reviewer displayed moderate ability to question own biases, stereotypes, pre-conceptions, and/or assumptions while conducting the review.	There is some attempt at self-criticism, but reviewer fails to question own biases, stereotypes, pre-conceptions, and/or assumptions.	No attempt at self-criticism.

Total peer-review score: /20



**Appendix H: Self Reflection on Participation**

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

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

1. Within the classroom, I contributed to the class in the following ways:

2. My level of participation was

- a. High
- b. Average
- c. Low

Provide justification for your rating.

3. To prepare for class, I:

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

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