

## **NUTR\* 4900 (Section 03): Selected Topics in Human Nutrition**

### **Ethics in Public Health Nutrition**

#### **Winter 2019 Course Outline**

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

**Instructor:** Simone D. Holligan, Ph.D.

**Email:** holligas@uoguelph.ca

**Office hours:** Tuesdays and Thursdays, by appointment only, MACS 226

**Class times:** Tuesdays and Thursdays, 11:30AM – 12:50PM, MACKN 226

**Course website:** Announcements, updated schedules, grades, and other information will be posted on CourseLink: <http://courselink.uoguelph.ca/index.html>

#### **Course 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.

It involves readings and discussion on selected topics on the **ethics associated with public health nutrition policies and interventions**, as well as a critical appraisal of the literature, discussions, seminars, and a term paper.

#### **Prerequisites:**

NUTR\*4900 is restricted to students majoring in the B.A.Sc. Applied Human Nutrition program. Prerequisites are FRHD\*3070 (research methods), NUTR\*3090 (clinical nutrition I), and NUTR\*4010 (nutritional assessment).

#### **Learning outcomes:**

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

1. To develop competency in the description and critical appraisal of journal articles in selected applied nutrition topic areas.
2. Effectively communicate – in writing and orally – critical appraisals of research and research articles.
3. To gain proficiency in facilitating and participating in informed discussion about research.
4. To develop peer review skills on oral and written work appraising the research literature.

From the Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>).

**Performance Indicators:**

<b>Competency PI</b>	<b>How PI is met</b>
<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

**Foundational Knowledge Specifications:**

<b>FKS content area</b>	<b>Cognitive complexity level (1,2,3)</b>	<b>How KFS is met</b>
<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>		
Meets all FKS (with the exception of d): a) Theoretical foundations of research b) Qualitative, quantitative and mixed methodologies c) Ethics in research e) Literature search strategies f) Systematic review and critical appraisal of literature g) Use of technology to seek and manage information	3	The two written and three oral assignments described above

**Course evaluation:**

<b>Method</b>	<b>% of Final Grade</b>	<b>Due date</b>
<b>Oral</b>		
Article critique (as a pair/group)	<b>15</b>	January 29 – February 14
Discussant for an article critique (with same partner/group as above)	<b>5</b>	January 29 – February 14
Individual student seminar	<b>20</b>	March 5 – March 28
<b>Written</b>		
Individual critical appraisal	<b>10</b>	February 14, 11:59 p.m.
Individual term paper	<b>30</b>	April 5, 11:59 p.m.
<b>Engagement</b>		
Peer review of term paper	<b>10</b>	April 2, in class
Participation in class discussions and learning self-assessments	<b>10</b>	Throughout

## POLICIES

### 1. E-mail Communication

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

### 2. Drop Date

The last date to drop one-semester courses, without academic penalty, is **March 8<sup>th</sup>, 2019**. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar:

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

### 3. Copies of out-of-class assignments

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

### 4. Missed Work

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

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

### 5. Statistical Assistance

To obtain assistance with statistics and experimental design for your readings, you may contact the staff at the Data Resource Centre. Go to the UG Library website and select **Get Assistance** > then **Map, GIS & Data** > then **Book an appointment for one-to-one help**. State in your message that you are in the NUTR\*4900 course. You can expect a response regarding setting up a consultation within 48 hours.

### 6. 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.

### 7. Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Accessibility Services as soon as possible. For more information, contact Accessibility Services at 519-824-4120 ext. 56208, or by email via [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca), or see the website: <https://wellness.uoguelph.ca/accessibility/>.

## 8. Academic Misconduct

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

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

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:  
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

## 9. Turnitin

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. **Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers.** Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2018/19 Undergraduate Calendar states: "Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it" (p. 31).

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

**A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you will be required to screen your own term paper through Turnitin. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.**

## 10. Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs: <http://www.uoguelph.ca/registrar/calendars/index.cfm?index>

## COURSE COMPONENT DESCRIPTIONS AND INSTRUCTIONS

### 1. ARTICLE CRITIQUE (20%)

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

In groups of 3 (choose your own partners) you will present an oral critique of an assigned article. In preparing the presentation, seek out background information necessary to understand the article, and be able to explain the research methods and results to the class, as well as provide a critique of the article. Be prepared to answer questions concerning the article. Each presentation will be followed by general class discussion led by two discussants.

Each presentation should be **20 minutes in length**. **Post your PowerPoint presentation to the CourseLink Dropbox by 10:00 AM the day of your presentation. If the presentation is posted after 10:00 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.**

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

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

- Thank the presenter
- Lead a **10-minute discussion**, facilitating class involvement.
  - Identify two (2) strengths/limitations in the arguments presented
  - Ask two (2) pertinent questions to class to encourage discussion
  - Presenter can clarify points and participate in discussion
  - Summarize discussion at the end, giving final interpretation and overview
- You will **not** use PowerPoint as the discussants.

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

### 2. INDIVIDUAL CRITICAL APPRAISAL (10%) – due February 14<sup>th</sup>, 2019 by 11:59 P.M. posted to Dropbox

You are to independently complete a critical appraisal of an assigned article. You will appraise the article for the quality of evidence and discuss the ethical concerns associated with the practice of public health nutrition.

The purpose of the critical appraisal 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 content of the article, describe the key strengths and limitations of the arguments that are presented (as you see it, not just as the authors describe them), and provide three (3) recommendations for practitioners in the field.

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

**Late critiques will be accepted up to Tuesday, February 19<sup>th</sup>, 2019 by 11:59 P.M., with 10% (out of 100) per day penalty (including weekend days), unless accompanied by a medical note. Critiques will NOT be accepted after February 19<sup>th</sup>.**

### **3. INDIVIDUAL SEMINAR & TERM PAPER (50%)**

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

You will present a **25-minute seminar (20-minute presentation + 5 minutes of discussion)** on a topic of your choice related to the ethical considerations in public health nutrition. After browsing some of the literature to identify possible topics, **please set up an appointment with me to discuss and obtain approval.** You are required to present **4 abstracts** for primary and secondary articles on the possible topic during the meeting. **Your seminar/term paper topic should be approved by February 28<sup>th</sup>, 2019.**

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

There will be three seminars per class. A lottery system will be used to determine the date of your seminar. Each seminar should be **25 minutes (including 5 minutes for discussion)**. **There are no discussants for seminars; therefore you'll be leading your own discussion on topics such as intervention design, method of evaluation, ethical issues etc.** You are expected to be able to answer questions concerning the selected topic during the seminar.

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

### **3b. Term Paper (30%) – due April 5<sup>th</sup>, 2019 at 11:59 P.M, posted to CourseLink Dropbox**

As a comprehensive literature review, the term paper (on the same topic as your seminar) should thoroughly describe the body of knowledge about your research topic. Between **15-20 primary journal articles should be included in your review.**

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

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

Checklist for the term paper:

- ☐ **Maximum of 12 pages**, 8.5" x 11" paper; double-spaced; 2.5 cm margins; 12-point Times New Roman font. If more than 12 pages are submitted, only the first 12 pages will be graded. The page limit does not include the title page, the list of references or the appendices.
- ☐ **Title page**
- ☐ **References** cited using the APA citations style - see the American Psychological Association's (2010) publication manual of the American Psychological Association (APA) (6th ed.). The APA reference style can be accessed via the page below:  
<https://www.lib.uoguelph.ca/get-assistance/writing/citations>
- ☐ **Appendix A** that includes a copy of the abstract for each journal article reviewed in your term paper – these can be screen shots.

**Submit your term paper using Dropbox in CourseLink. Late term papers will be accepted until 11:59 P.M. on April 10<sup>th</sup> with a 10% (out of 100) *per day* penalty, unless accompanied by a medical note. Term papers will NOT be accepted after 11:59 P.M. on April 10<sup>th</sup>.**

### **4. PARTICIPATION (20%)**

#### **4a. Peer Review (10%) – in class on April 2<sup>nd</sup>, 2019**

As **10%** of your final grade, you will be required to review the term paper of one of your peers during our class time. You will be presented with an e-version of their term paper. You will conduct an open review, where you and the author of the paper you are reviewing, are known.



You are asked to critique the body of work presented, and to provide feedback that allows your peer to significantly improve their term paper. You will be evaluated on: the **clarity** of your feedback; the **relevance** of your feedback; the depth of **analysis** you display in reviewing the paper; the **interconnections** you make with your previous knowledge and experiences; along with your accounting for **biases** and **assumptions** that may influence your review.

Further directions to be provided in class.

#### **4b. Class participation (10%)**

At **10%** of your final grade, participation in class discussions is an essential component of the course. Therefore, it is expected that you attend and participate fully in all sessions. As the instructor, I share with you the responsibility of creating an environment that facilitates relevant and appropriate class discussions. You are expected to come to class prepared to ask discussion questions and to comment on questions raised by the discussants. Your preparation and participation in the discussions will contribute to our learning experience and will be appreciated by all.

The required readings for the first half of the semester will be uploaded on CourseLink and are available via e-journals in the library and specified websites. **The readings for a particular week should be done before coming to class so that you are prepared to participate in class discussion. You should bring the readings to class.**

The participation grade for this course will be based on two components: a) the first component is based on **attendance** and the **frequency** and **quality** of your oral participation in class, and b) the second component is based on your **self-evaluation of your participation** (see Self-Reflection on page 19, due on **April 4<sup>th</sup> in class**). You will reflect on your participation and assign yourself a grade out of **10** and I will take this grade into consideration when determining your grade for participation.

## TEACHING AND LEARNING ACTIVITIES

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

Date	Topic	Presenter/Facilitator
<b>Course introduction</b>		
Tues, Jan. 8 <sup>th</sup>	<b>Course Introduction &amp; Learning Objectives</b>	<b>Instructor</b>
Thurs, Jan. 10 <sup>th</sup>	<b>What is Public Health Nutrition?</b> - <i>Goals and objectives</i>	<b>Instructor</b>
<b>Building capacity to evaluate research</b>		
Tues, Jan. 15 <sup>th</sup>	<b>Role of the State</b> - <i>Nanny or Steward?</i>	<b>Instructor</b>
Thurs, Jan. 17 <sup>th</sup>	<b>Evidence-based Public Health Nutrition</b> - <i>What constitutes good evidence?</i>	<b>In-class discussion</b>
Tues, Jan. 22 <sup>nd</sup>	<b>Tutorial on Writing a Literature Review</b>	<b>Madeline Donnelly</b> <i>Writing Services</i>
<b>Critical Appraisal of Literature – Articles available on CourseLink</b>		
Thurs, Jan. 24 <sup>th</sup>	<b>OPEN CLASS TIME/ STUDY BREAK</b>	TBD
Tues, Jan. 29 <sup>th</sup>	<b>Ethics in Chronic Disease Prevention &amp; Treatment</b>	Student presenters & discussants: <b>Groups 8 &amp; <u>3</u>; 7 &amp; <u>4</u></b>
Thurs, Jan. 31 <sup>st</sup>	<b>Ethics in Food Security</b>	Student presenters & discussants: <b>Groups 6 &amp; <u>5</u></b>

<b>Date</b>	<b>Topic</b>	<b>Presenter/Facilitator</b>
Tues, Feb. 5 <sup>th</sup>	<b>Ethics in Intervention Implementation &amp; Evaluation</b>	Student presenters & <u>discussants</u> : <b>Groups 5 &amp; <u>1</u>; 4 &amp; <u>2</u></b>
Thurs, Feb. 7 <sup>th</sup>	<b>Ethics in Food Fortification and Sustainability</b>	Student presenters & <u>discussants</u> : <b>Groups 3 &amp; <u>6</u></b>
Tues, Feb. 12 <sup>th</sup>	<b>Ethics in Private-Public Collaborations</b>	Student presenters & <u>discussants</u> : <b>Groups 2 &amp; <u>7</u>; 1 &amp; <u>8</u></b>
<b>Thurs, Feb. 14<sup>th</sup></b>	<b>OPEN-CLASS TIME</b>  <b>**Written critical appraisal due by 11:59 p.m.**</b>	<i>Alternate date for group presentations</i>
<b>End of first half of semester</b>		
<b>Feb. 18<sup>th</sup> - 22<sup>nd</sup></b>	<b>READING WEEK – No class this week</b>	<b>N/A</b>
<b>Start of second half of semester</b>		
<b>Tues, Feb. 26<sup>th</sup></b>	<b>Feedback on written critical appraisal</b>	<b>Simone Holligan</b>
<b>Integration of Knowledge Base</b>		
Thurs, Feb. 28 <sup>th</sup>	Individual student seminars	3 students
Tues, Mar. 5 <sup>th</sup>	Individual student seminars	3 students
Thurs, Mar. 7 <sup>th</sup>	Individual student seminars	3 students
<b>Fri, Mar. 8<sup>th</sup></b>	<b>40<sup>th</sup> CLASS DAY. Last day to drop course.</b>	<b>***</b>

<b>Date</b>	<b>Topic</b>	<b>Presenter/Facilitator</b>
Tues, Mar. 12 <sup>th</sup>	Individual student seminars	3 students
Thurs, Mar. 14 <sup>th</sup>	Individual student seminars	3 students
Tues, Mar. 19 <sup>th</sup>	Individual student seminars	3 students
Thurs, Mar. 21 <sup>st</sup>	Individual student seminars	3 students
Tues, Mar. 26 <sup>th</sup>	Individual student seminars	3 students
Thurs, Mar. 28 <sup>th</sup>	Individual student seminars	3 students
<b>Final Preparations for Term Paper &amp; Reflections on Course</b>		
<b>Tues, Apr. 2<sup>nd</sup></b>	<b>In-Class Peer Review</b> - During class time <b>**Bring your own laptop**</b>	<b>N/A</b>
<b>Thurs, Apr. 4<sup>th</sup></b>	<b>Last Day of Class</b> - Self-Reflection & Group Reflection	<b>N/A</b>
<b>Fri, Apr. 5<sup>th</sup></b>	<b>**Term paper due</b> - by 11:59 p.m. on CourseLink	<b>N/A</b>
<b>End of semester</b>		

## Appendix A: Evaluation Rubrics

# EVALUATION OF GROUP PRESENTATION / INDIVIDUAL SEMINAR

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

## CONTENT

### 1. Introduction

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

### 2. Content

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

### 3. Understanding

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

### 4. Summary/Conclusion

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

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**DELIVERY**

**5. Visual Aids**

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

**6. Audience Contact**

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

**7. Voice, Language and Mannerisms**

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

**8. Timing**

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

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

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

**Comments:**

# EVALUATION OF DISCUSSANTS

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

## 1. Issues/findings

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

## 2. Questions for audience

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

## 3. Delivery

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

Comments:

<b>Total</b>	<b>/30</b>
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## EVALUATION OF WRITTEN CRITICAL APPRAISAL

1. Brief summary of articles **(10)**
2. Demonstrated comprehension of study designs and procedures **(20)**
3. Identification of key strengths and limitations of the studies **(15)**
4. Arguments presented in a clear and concise manner **(20)**
5. Recommendations for improvement **(20)**
6. Writing style, organization and grammar **(15)**

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

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

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

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

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

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

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

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

<b>TOTAL</b>	<b>/100</b>
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## EVALUATION OF PEER REVIEW

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

Peer-review score \_\_\_\_\_ / 20

## 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** \_\_\_\_\_ / 10