



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

NUTR*4900.03 Course Name **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.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	FRHD*3070, (NUTR*3040 or NUTR*3090), NUTR*4010
Co-Requisites(s):	None
Restriction(s):	Registration in B.A.Sc. AHN major

2. COURSE DESCRIPTION

Nutrition and Dietary Transitions in the Global South. This section of NUTR*4900 will focus on the latest research and evidence on global nutrition challenges that impact the health, survival, and developmental capacity of populations in developing countries. It will emphasize the implications of current trends for dietary adequacy and diversity. Readings will focus on the triple burden of malnutrition (hunger, micronutrient deficiencies and obesity), and on the health and dietary implications of the nutrition transition unfolding across the Global South.

3. TIMETABLE

Lecture:	Tuesday / Thursday 11:30-12:50
Location:	MACN 202
Final Exam:	There is no final exam for this course.

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Dr. Lauren Sneyd
Email:	lsneyd@uoguelph.ca
Telephone:	519-824-4120 ext.
Office:	MCKN 606
Office Hours:	Tuesday/Thursday 1:00-2:20

5. LEARNING RESOURCES

Required Resource(s):
Assigned journal articles and links in Table 7 below.

6. 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.

7. TEACHING AND LEARNING ACTIVITIES

Week	Topic	Assigned Readings & Guest Speakers	Notes & Due Dates
Week 1 Jan 7	Course introduction Assignment of presentations and presentation dates	Course outline	
Jan 9	What is the nutrition transition?	Popkin, B. M., C. Corvalan, and L. M. Grummer-strawn. 2019. Series Double Burden of Malnutrition 1 Dynamics of the double burden of malnutrition and the changing nutrition reality. <i>The Lancet</i> 6736 (19):1–10. UN General Assembly. 2018. <i>Implementation of the UN Decade of Action on Nutrition (2016-2025)</i> .	https://youtu.be/iSmW1DEceic https://youtu.be/6ZU9kQpXLjA
Week 2 Jan 14	Analyzing peer-reviewed articles	Library session - details will be posted on CourseLink	

Week	Topic	Assigned Readings & Guest Speakers	Notes & Due Dates
Jan 16	Nutrition transition activity informed by Nutrition Exchange. Students practice presenting findings https://www.enonline.net/nex	Wells, J. C. et al. 2019. Series Double Burden of Malnutrition 2 The double burden of malnutrition : aetiological pathways and consequences for health. <i>The Lancet</i> 6736 (19):1–14. Swinburn, B. A. et al. 2019. The Lancet Commissions The Global Syndemic of Obesity , Undernutrition , and Climate Change : The Lancet Commission report. <i>The Lancet</i> 393 (10173):791–846.	
Week 3 Jan 21	Characterizing the nutrition transition - what are the factors?	Mendez, M. A., and B. M. Popkin. 2004. Globalization , Urbanization and Nutritional Change in the Developing World. <i>Journal of Agricultural and Development Economics</i> 1 (2):220–241. Monteiro, C. A., J. Moubarac, G. Cannon, S. W. Ng, et al. 2013. Ultra-processed products are becoming dominant in the global food system. <i>Obesity Reviews</i> 14 (2):21–28.	Presenters: Discussants: Presenters: Discussants:

Week	Topic	Assigned Readings & Guest Speakers	Notes & Due Dates
Jan 23	Characterize the nutrition transition in the developing world	<p>Headey, D. D., and H. H. Alderman. 2019. The Relative Caloric Prices of Healthy and Unhealthy Foods Differ Systematically across Income Levels and Continents. <i>The Journal of Nutrition</i> :2020–2033.</p> <p>Popkin, B. M., L. S. Adair, and S. W. Ng. 2011. Global nutrition transition and the pandemic of obesity in developing countries. <i>Nutrition Reviews</i> 70 (1):3–21.</p>	<p>Presenters: Discussants:</p> <p>Presenters: Discussants:</p>
Week 4 Jan 28	Characterizing the nutrition transition in the developing world, continued	<p>Popkin, B. 2015. Nutrition Transition and the Global Diabetes Epidemic. <i>Curr Diabetes Rep</i> 15 (64):1–8.</p> <p>Harris, J., B. Chisanga, S. Drimie, and G. Kennedy. 2019. Nutrition transition in Zambia : Changing food supply , food prices , household consumption , diet and nutrition outcomes. <i>Food Security</i>.</p>	<p>Presenters: Discussants:</p> <p>Presenters: Discussants:</p>

Week	Topic	Assigned Readings & Guest Speakers	Notes & Due Dates
Jan 30	Case studies: The nutrition transition in Africa	<p>Mbogori, T., and W. Mucherah. 2019. Nutrition Transition in Africa : Consequences and Opportunities. <i>Transformative Education 1</i> (1):5–10.</p> <p>Vorster, H. H., A. Kruger, and B. M. Margetts. 2011. The Nutrition Transition in Africa: Can It Be Steered into a More Positive Direction? <i>Nutrients</i> (3):429–441.</p>	<p>Presenters: Discussants:</p> <p>Presenters: Discussants:</p>
Week 5 Feb 4	Case studies: The nutrition transition in Latin America	<p>Monteiro, C. A., R. B. Levy, R. M. Claro, R. De Castro, et al. 2010. Increasing consumption of ultra-processed foods and likely impact on human health : evidence from Brazil. <i>Public Health Nutrition 14</i> (1):5–13.</p> <p>Barquera, S., I. Campos, and J. A. Rivera. 2013. Mexico attempts to tackle obesity : the process , results , push backs and future challenges. <i>Obesity Reviews 14</i> (November):69–78.</p> <p>Carolina, A. et al. 2019. Conditional Cash Transfers in the Amazon : From the Nutrition Transition to Complex Dietary Behavior Change. <i>Ecology of Food and Nutrition</i> :1–24.</p>	<p>Presenters: Discussants:</p> <p>Presenters: Discussants:</p>

Week	Topic	Assigned Readings & Guest Speakers	Notes & Due Dates
Feb 6	Case studies: The nutrition transition in India, and the Pacific	<p>Sievert, K., M. Lawrence, A. Naika, and P. Baker. 2019. Processed Foods and Nutrition Transition in the Pacific: Regional Trends, Patterns and Food System Drivers. <i>Nutrients</i> 11 (1328).</p> <p>Law, C., I. Fraser, and M. Piracha. 2019. Nutrition Transition and Changing Food Preferences in India. <i>Journal of Agricultural Economics</i>.</p>	<p>Presenters: Discussants:</p> <p>Presenter: Discussant:</p>
Week 6 Feb 11	Nutrition transition and double burden: areas for policy interventions	<p>Nugent, R., C. Levin, J. Hale, and B. Hutchinson. 2019. Series Double Burden of Malnutrition 4 Economic effects of the double burden of malnutrition. <i>The Lancet</i> 6736 (19):1–9.</p> <p>Hawkes, C., M. T. Ruel, L. Salm, B. Sinclair, et al. 2019. Series Double Burden of Malnutrition 3 Double-duty actions : seizing programme and policy opportunities to address malnutrition in all its forms. <i>The Lancet</i> 6736 (19).</p>	Full Class Discussion
Feb 13	Literature review	Library session - details will be posted on CourseLink	
Week 7 Feb 25		Individual student seminars	3 students
Feb 27		Individual student seminars	3 students
Week 8 March 3		Individual student seminars	3 students
March 5		Individual student seminars	3 students

Week	Topic	Assigned Readings & Guest Speakers	Notes & Due Dates
Week 9 March 10	No class Dr. Sneyd is attending the Next Einstein Forum in Nairobi. Please check out: https://nef.org	Holdsworth, Michelle and Landais. 2019. Urban food environments in Africa: implications for policy and research. Proceedings of the Nutrition Society (2019), 78, 513-525.	
March 12	Kenyan Case study	Ngundi Ndungi, Faith and Tuitoek, Prisca and Aboud, Abdullahi. 2018. Dietary practices, habits and physical activity levels of the Swahili community, Kenya in relation to obesity and chronic diseases of lifestyle African Journal of Food Science. Vol. 12(11) pp. 323-335	Please read the two articles and come to class with questions and please be prepared to discuss. Details for this activity will be discussed in class.
Week 10 March 17		Individual student seminars	3 students
March 19		Individual student seminars	3 students
Week 11 March 24		Individual student seminars	3 students
March 26		Individual student seminars	2 students
Week 12 March 31		Peer review of term paper	Please bring your own laptop.

Week	Topic	Assigned Readings & Guest Speakers	Notes & Due Dates
April 2	Directions for the future	<p>Branca, F. et al. 2019. Comment A new nutrition manifesto for a new nutrition reality. <i>The Lancet</i> 6736 (19):19–21.</p> <p>Bernstein, A. M. et al. 2015. Food Consumption and its Impact on Cardiovascular Disease: Importance of Solutions Focused on the Globalized Food System. <i>Journal of the American College of Cardiology</i> 66 (14).</p>	Last day of class. Self reflection and group reflection
3 April		Term paper due	<p>DUE: Self-reflection on engagement due in Dropbox by 11:59 pm</p> <p>DUE: Term paper due in Dropbox by 11:59 pm</p>

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
Oral			
Article critique (as a pair/group)		Jan 21- Feb 11	15%
Discussant for an article critique		Jan 21- Feb 11	5%
Individual student seminar		February 25 – March 26	20%
Written			
Individual critical appraisal		Feb 14 11:59 PM	10%
Individual term paper		April 3 11:59PM	30%
Engagement			
Peer review of term paper		31 March, in class	10%
Participation in class discussions and learning self-assessments		Throughout the term	10%
			Total: 100%

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

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.

Course Component Descriptions and Instructions

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

In groups of 2 (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 14th, 2020 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 19th, 2020 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 .

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 13th, 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 3rd, 2020 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 10th 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 12.

4. PARTICIPATION (20%)

4a. Peer Review (10%) – in class on April 2nd, 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, due on April 3rd 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.

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/>):

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

Performance Indicators:

Competency PI	How PI is met
1. Professional Practice	
1.06c 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
2. Communication and Collaboration	
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 (FKS) that are met by this course:

Foundational Knowledge Specifications:

FKS content area	Cognitive complexity level (1,2,3)	How KFS is met
3. Communication		
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
16. Professional Practice in Dietetics		
16h) Role of research and new knowledge	3	The two written and three oral assignments described above
18. Research and Evaluation		
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

Appendix A: Evaluation Rubrics

EVALUATION OF GROUP PRESENTATION / 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.			

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:

Total	/30
--------------	------------

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)**

TOTAL	/100
--------------	-------------

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)

TOTAL	/100
--------------	-------------

EVALUATION OF PEER REVIEW

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