



## NUTR\*4900 Selected Topics in Human Nutrition – Section 03: Clinical Nutrition COURSE OUTLINE – WINTER 2022

### 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 (36 lecture; 0 lab/seminar)   |
| <b>Pre-Requisite(s):</b> | <a href="#">FRHD*3070</a> , <a href="#">NUTR*3090</a> , <a href="#">NUTR*4010</a> |
| <b>Co-Requisites(s):</b> | n/a   |
| <b>Restriction(s):</b>   | Registration in B.A.Sc. AHN major   |

### 2. COURSE DESCRIPTION

This course requires reading in, and critical appraisal and discussion of, research in human nutrition. In section 03, we will investigate recent and exciting research in **clinical nutrition**. Papers have been carefully – lovingly - selected by Dr. B. to represent a range of research and analytical approaches in a variety of “hot” clinical areas. The course involves oral presentations, a written critical appraisal and a term paper. Three cheers for further developing your written and oral communication skills!

### 3. TIMETABLE

|                    |  |
|--------------------|--|
| <b>Lecture:</b>    | Tuesday and Thursday, 10:00AM -11:20AM EST   |
| <b>Location:</b>   | MCKN (MacKinnon) 307. Until further notice, class will be held synchronously via Zoom. |
| <b>Final Exam:</b> | None. Yippee.  |

### 4. INSTRUCTIONAL SUPPORT

|                           |  |
|---------------------------|--|
| <b>Course Instructor:</b> | A. Buchholz, PhD, RD (Dr. B)   |
| <b>Email:</b>             | abuchhol@uoguelph.ca   |
| <b>Telephone:</b>         | 519-824-4120 ext. 52347  |
| <b>Office:</b>            | MINS (MacDonald Institute), room 235                                   |
| <b>Office Hours:</b>      | Virtual office hour, Fridays 11:00am-12:00pm, accessed via CourseLink. |

## 5. LEARNING RESOURCES

### Required Resource(s):

There are weekly required readings. For copyright reasons, articles cannot be posted to CourseLink but all are accessible either through Open Access or U of Guelph library e-journals.

### Recommended Resource(s):

**References and Referencing Style.** Why not use a reference manager for your term paper? Such programs allow you to collect references from a wide variety of electronic resources (like PubMed) to create your own personal reference database. If you use Microsoft Word, your [collected references](#) can be seamlessly integrated into your term paper following any known standard format for the text of the paper and the reference list. Nutrition journals use many [different styles for referencing](#) – for this course, choose one style and be consistent within a piece of work.

**Statistics SOS.** Did you know that you can book an appointment with the awesome people in the Data Resource Centre (DRC) in McLaughlin library to get help with interpreting data analysis? (Your tuition dollars hard at work!). Here's how:

- Click on: <https://www.lib.uoguelph.ca/using-library/appointment-booking>
- Select Working with Data
- State in the message you are enrolled in NUTR\*4900
- Once the form is submitted, the DRC staff will forward the message accordingly.  
Within 24 hours, you can expect a response to set up a consultation.

**Paraphrasing others' ideas and work.** Knowing how to summarize or adapt others' work for different purposes is a key skill needed in applied nutrition. Visit the Library's Writing Resources page for help with citing and [paraphrasing](#).

## 6. LEARNING OUTCOMES

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

1. To develop competency in the description and critical appraisal of journal articles in selected applied nutrition topic areas.
2. To effectively communicate – in writing and orally – critical appraisal of research and research articles.
3. To gain proficiency in facilitating and participating in informed discussion about research.

## 7. TEACHING AND LEARNING ACTIVITIES

| Date   | Cool Topics  | Super Cool Assigned Readings (articles accessed via U of G library, or via Open Access)   | Not-So-Cool Due Dates   |
|--------|--|---|---|
| Jan 11 | Welcome, course overview<br>(oh, and <i>you belong</i> )           | Course outline  |   |
| Jan 13 | Study designs and hierarchy  | <p>Yetley EA et al. Options for basing Dietary Reference Intakes (DRI) on chronic disease endpoints: report from a joint US-/Canadian-sponsored working group. <i>Am J Clin Nutr.</i> 2017 Jan;105(1):249S-285S.<br/>DOI: <a href="https://doi.org/10.3945/ajcn.116.139097">10.3945/ajcn.116.139097</a></p> <p><b>Read pages 259S-265S</b></p>  | <b>DUE today in class:</b> Tell me who your article critique partner is |
| Jan 18 | Interpreting statistical results                                   | Guest speaker: Dr. Laura Forbes, AHN.<br>Synchronous virtual presentation via Zoom.   |   |
| Jan 20 | Critiquing a journal article                                       | <ul style="list-style-type: none"> <li>• Critiquing a journal article (posted to CourseLink)</li> <li>• Sossen L, Bonham M, Porter J. Does a high-energy high-protein diet reduce unintentional weight loss in residential aged care residents? <i>J Nutr Gerontol Geriatr.</i> 2020 Jan-Mar;39(1):56-68.<br/>doi: <a href="https://doi.org/10.1080/21551197.2019.1691108">10.1080/21551197.2019.1691108</a>.<br/>(Access via U of G library e-journals)</li> </ul> |   |
| Jan 25 | Sample article critique, facilitated planning of article critiques | <ul style="list-style-type: none"> <li>• Sossen et al (2020) - same article as above</li> <li>• Have read the article for your critique + article for which you are discussant</li> </ul>   |   |
| Jan 27 | How to search the literature                                       | <ul style="list-style-type: none"> <li>• Guest speaker: Nancy Birch, McLaughlin Library. Synchronous virtual presentation via Zoom.</li> </ul>  |   |

| Date         | Cool Topics      | Super Cool Assigned Readings (articles accessed via U of G library, or via Open Access)   | Not-So-Cool Due Dates |
|--------------|------------------|---|-----------------------|
| <b>Feb 1</b> | Article critique | <p>Sabour H, Javidan AN, Soltani Z, Pakpour AH, Yekaninejad MS, Mousavifar SA. The effect of behavioral intervention and nutrition education program on serum lipid profile, body weight and blood pressure in Iranian individuals with spinal cord injury: A randomized clinical trial. <i>J Spinal Cord Med.</i> 2018 Jan;41(1):28-35. doi: 10.1080/10790268.2016.1209890.</p> <p>Brochetti AM, Brose SW, Kuemmel AM, Dang DJ, Bourbeau DJ. Interdisciplinary bodyweight management program for persons with SCI. <i>J Spinal Cord Med.</i> 2020 Jan;43(1):24-30. doi: 10.1080/10790268.2018.1547860.</p> |                       |
| <b>Feb 3</b> | Article critique | <p>Boradyn KM, Jarocka-Cyrta E, Przybyłowicz KE, Obara-Gołębiowska M. Parental opinion about the low FODMAP diet in dietary treatment of children with functional abdominal pain. <i>Int J Environ Res Public Health.</i> 2020 Jul 31;17(15):5554. doi: 10.3390/ijerph17155554.</p> <p>Waingankar K, Lai C, Punwani V, Wong J, Hutson JM, Southwell BR. Dietary exclusion of fructose and lactose after positive breath tests improved rapid-transit constipation in children. <i>JGH Open.</i> 2018 Aug 14;2(6):262-269. doi: 10.1002/jgh3.12079.</p>  |                       |

| Date          | Cool Topics      | Super Cool Assigned Readings (articles accessed via U of G library, or via Open Access)   | Not-So-Cool Due Dates |
|---------------|------------------|---|-----------------------|
| <b>Feb 8</b>  | Article critique | <p>Billington EO, Bristow SM, Gamble GD, de Kwant JA, Stewart A, Mihov BV, Horne AM, Reid IR. Acute effects of calcium supplements on blood pressure: randomised, crossover trial in postmenopausal women. <i>Osteoporos Int</i>. 2017 Jan;28(1):119-125.<br/>doi: 10.1007/s00198-016-3744-y.<br/><i>Access via U of G library e-journals.</i></p> <p>Magalhães EI, Pessoa MC, Franceschini SD, Novaes JF. Dietary calcium intake is inversely associated with blood pressure in Brazilian children. <i>Int J Food Sci Nutr</i>. 2017 May;68(3):331-338.<br/>doi: 10.1080/09637486.2016.1236075.<br/><i>Access via U of G library e-journals</i></p>  |                       |
| <b>Feb 10</b> | Article critique | <p>Sundfjør TM, Svendsen M, Tonstad S. Effect of intermittent versus continuous energy restriction on weight loss, maintenance and cardiometabolic risk: A randomized 1-year trial. <i>Nutr Metab Cardiovasc Dis</i>. 2018 Jul;28(7):698-706.<br/>doi: 10.1016/j.numecd.2018.03.009.<br/><i>Access via U of G library e-journals</i></p> <p>Goday A, Bellido D, Sajoux I, Crujeiras AB, Burguera B, García-Luna PP, Oleaga A, Moreno B, Casanueva FF. Short-term safety, tolerability and efficacy of a very low-calorie-ketogenic diet interventional weight loss program versus hypocaloric diet in patients with type 2 diabetes mellitus. <i>Nutr Diabetes</i>. 2016 Sep 19;6(9):e230.<br/>doi: 10.1038/nutd.2016.36.</p> |                       |

| Date   | Cool Topics                 | Super Cool Assigned Readings (articles accessed via U of G library, or via Open Access)   | Not-So-Cool Due Dates                                      |
|--|-----------------------------|---|--|
| <b>Feb 15</b>  | Article critique            | <p>Martell K, Fairchild A, LeGerrier B, Sinha R, Baker S, Liu H, Ghose A, Olivotto IA, Kerba M. Rates of cannabis use in patients with cancer. <i>Curr Oncol.</i> 2018 Jun;25(3):219-225. doi: 10.3747/co.25.3983.</p> <p>Bar-Sela G, Zalman D, Semenysty V, Ballan E. The Effects of Dosage-Controlled Cannabis Capsules on Cancer-Related Cachexia and Anorexia Syndrome in Advanced Cancer Patients: Pilot Study. <i>Integr Cancer Ther.</i> 2019 Jan-Dec;18:1534735419881498. doi: 10.1177/1534735419881498.</p>  | <b>Due Feb 15:</b><br>Seminar/term paper topic outline     |
| <b>Feb 17</b>  | Article critique            | <p>Szeto B, Zucker JE, LaSota ED, Rubin MR, Walker MD, Yin MT, Cohen A. Vitamin D Status and COVID-19 Clinical Outcomes in Hospitalized Patients. <i>Endocr Res.</i> 2021 Feb-May;46(2):66-73. doi: 10.1080/07435800.2020.1867162.</p> <p>Jain A, Chaurasia R, Sengar NS, Singh M, Mahor S, Narain S. Analysis of vitamin D level among asymptomatic and critically ill COVID-19 patients and its correlation with inflammatory markers. <i>Sci Rep.</i> 2020 Nov 19;10(1):20191. doi: 10.1038/s41598-020-77093-z</p> |  |
| <b>Week of Feb 21: READING WEEK – NO CLASSES – TIME TO CHILL</b> |                             |   |  |
| <b>Mar 1</b>   | Writing a literature review | Guest speaker from U of G library (synchronous Zoom presentation).  |  |
| <b>Mar 3</b>   | Seminars                    | 2   |  |
| <b>Mar 8</b>   | Seminars                    | 2, + Q and A re: written critical appraisal   |  |
| <b>Mar 10</b>  | Seminars                    | 2, + Q and A re: written critical appraisal   | <b>Due March 10:</b><br>Critical appraisal of two articles |
| <b>Mar 15</b>  | Seminars                    | 3   |  |
| <b>Mar 17</b>  | Seminars                    | 3   |  |

| Date    | Cool Topics   | Super Cool Assigned Readings (articles accessed via U of G library, or via Open Access) | Not-So-Cool Due Dates  |
|---------|---|---|--|
| Mar 22  | Seminars  | 2   |  |
| Mar 24  | Seminars  | 3   |  |
| Mar 29  | Seminars  | 3   |  |
| Mar 31  | Seminars  | 2, + Q and A re: term paper   |  |
| April 5 | Seminars  | 2, + Q and A re : term paper  |  |
| April 7 | TBD – keep open in case we need to reschedule a seminar |   | <b>Due April 8:</b><br>Term paper, self-reflection on engagement |

**Note:** 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 posted CourseLink.

## 8. ASSESSMENT DETAILS

| Assessment   | LOs Addressed | Due Date                                 | % of Final  |
|--|---------------|--|-------------|
| <b>Oral Assignments</b>  |               |  |             |
| Article critique (in pairs/group)                                    | 1, 2          | Throughout (date by lottery)             | 15          |
| Discussant for an article critique (with same partner(s) as above)   | 3             | Throughout (date by lottery)             | 5           |
| Seminar (individual)   | 1, 2          | Throughout (date by lottery)             | 20          |
| <b>Written Assignments (individual)</b>                              |               |  |             |
| Seminar/term paper topic outline                                     | 1, 2          | Feb 15*                                  | 5           |
| Critical appraisal of two articles                                   | 1, 2          | March 10*                                | 15          |
| Term paper   | 1, 2          | April 8*                                 | 25          |
| <b>Engagement</b>  |               |  |             |
| Participation in class discussions and self-reflection on engagement | 3             | Throughout<br>Self-reflection due Apr 8* | 15          |
| <b>Total:</b>  |               |  | <b>100%</b> |

\*All submissions are to CourseLink Dropbox, by 11:59pm EST, either as a Word document or PDF.

## 9. COURSE STATEMENTS

We have shared responsibilities to come to class prepared, ready to work/listen and be respectful to each other. Specifically:

### Dr. B's Responsibilities:

- Support your success in the course
- Respond to email inquiries within 48 to 72 hours Monday to Friday if your email is sent from a uoguelph email address. You will not receive a response if your email is sent from a gmail or similar web-based account. Please do not email questions related to course content as these can be posted to CourseLink discussion board.
- Monitor and respond in a timely manner to questions posted on the CourseLink discussion board
- Hold virtual office hours

### Your Responsibilities as a Student:

- Come to class with an open mind and a non-judgmental stance.
- Come to classes on time and stay until the end.
- Be prepared for every class by doing the readings.
- Check the course website regularly and particularly before class for important announcements, resources, etc.
- Complete course requirements with integrity.
- Check your uoguelph email. This is the official way to get in touch with you for academic-related matters.

### 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 Dropbox. 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:

PowerPoint presentations for your oral article critique and seminar should be posted to their respective CourseLink Dropbox by 8:00am on your presentation day. If posted after 8:00am, they will be considered late and will incur at 10% penalty. Posted presentations are final; no revisions permitted.

The written assignments are due **Feb 15** (seminar/term paper topic outline), **March 10** (critical appraisal of two articles) and **April 8** (term paper, self-reflection on engagement) at 11:59pm EST. There is a 48-hour grace period for each during which the assignments will be accepted without

penalty: seminar/term paper topic outline: Feb 17; individual critical appraisal: March 12; and individual term paper and self-reflection on engagement: April 10, all at 11:59pm EST. Do not treat the grace period as the deadline, because it is not. The due date is the hard deadline. The grace period is there to accommodate potential difficulties and life events that occur at the time of the due date. You do not need to email Dr. B. requesting permission to submit during the grace period: just submit your assignment during the grace period. If you do, CourseLink will say that your assignment is late but if the submission occurred within the 48-hour grace period, it will not be considered late.

No extensions beyond the grace period will be granted. You can submit your assignments for up to 5 days (including weekend days) beyond the end of the grace period, however you will lose 10% on your assignment mark for each day beyond the grace period EXCEPT in the case of documented grounds for compassionate consideration. An assignment submitted more than 5 days after the end of the grace period without documented grounds will receive a zero (0) mark. If you are going to submit the assignments late, contact Dr. B. to inform her of when you will be submitting. This policy is in place to guarantee fairness to all students.

#### **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 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:**

This course will use 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 you will be able to educate and empower yourself 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 make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

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.

**Illness:**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

**Safety Protocols:**

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

**Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

## COURSE COMPONENTS: DESCRIPTIONS AND INSTRUCTIONS

### Oral article critique (15%)

You and a classmate (choose your own partner) will work together to present a critical review of an assigned research article (article determined by lottery).

Create and present a PowerPoint presentation about the article. When preparing, seek out background information necessary to understand the article, and be able to explain the research methods and results to the class. Provide a critique of the article and emphasize the strengths and limitations of the research design, study sample, methods and measures. Use the “Critiquing a Journal Article” handout (posted to CourseLink) to guide you. You can comment on the quality of the writing/presentation of the article, but this should be a secondary consideration. Don’t forget to summarize/conclude your presentation. Be prepared to answer questions concerning the article. Each presentation will be followed by general class discussion led by another team of students (discussants – see below).

Each presentation should be 10 minutes long. Some tips:

- ✓ A good rule of thumb for PowerPoint slides is one slide per minute. Therefore, a 10-minute presentation should contain roughly 10 slides.
- ✓ If you have to go smaller than font size 24 to get all the information in, you have too much information. Cut back. Don’t go smaller than font size 24 (except in select cases).
- ✓ Don’t feel compelled to include ALL of the study’s results, but rather those that are most relevant to the study’s research question. For example, information from tables should be simplified for slides if necessary (use judgment).

Post your PowerPoint presentation to the CourseLink Dropbox by 8:00am EST the day of your presentation. If posted after 8:00am 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 – revisions not accepted.

You and your partner will share the same marks for the content of the presentation; delivery will be evaluated individually.

## Discussant for an Article Critique (5%)

You and your same partner will be assigned via lottery to be discussants for one additional article critique presentation. Come to class extra-prepared to discuss your assigned article. You and your partner should meet prior to your discussant date to prepare to do the following:

- Thank the presenters
- Lead a 10-minute discussion, facilitating class involvement.
  - Identify two (2) issues in the areas of sampling, study design, and/or measurement
  - 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 discussant.**

## Written Critical Appraisal of Two Articles (15%)

Choose one (1) article critiqued in class. The article must NOT be the one you presented or the one for which you were a discussant. Search the literature to find one (1) more research article on the same topic. Complete a critique of these two articles. This is an individual effort.

Provide some background and context for the topic before reviewing the two articles and **critically integrate** these reviews (this means you should aim to discuss more than one article at the same time). Compare and contrast the methods used, the key results, the key strengths and limitations of each study (as you see them, not just as the authors describe them). In the last section of your paper, present a critical evaluation of what is known so far about the topic, based on the two studies, and discuss the implications for health care practitioners and further research.

Checklist for the critical appraisal:

- Include a title page with your name and the topic of your 2-article review. The title page is not included in the max 3-page count.
- Maximum 3 pages double-spaced not including references (the references can be single spaced). If more than 3 pages are submitted, only the first 3 pages will be graded.
- Use any referencing style you like, but please be consistent. Referencing software can help you with this.
- Use 8.5" x 11" paper with 2.5cm margins and a 12-point font size, double-spaced, paginated

Due March 10 by 11:59pm EST. Submit to Courselink Dropbox as a Word document or a PDF.

## Seminar and Term Paper (on the same topic)

### Outline (5%)

Choose a clinical nutrition-related research question, which will be the topic of your seminar and term paper. Prepare a max 250-word point-form outline of your topic (that's one page, double-spaced) and attach 3 (three) article abstracts for primary (i.e., original) research. The article abstracts should relate directly to your topic. Screen shots are fine – just make sure the abstracts are legible.

### Seminar Presentation (20%)

Present a **max 15-minute talk** on your topic and lead a subsequent 5-minute discussion (total **max 20 minutes**). A timer will be used; the presentation will be limited to 15 minutes and the discussion to 5 minutes.

Choose two (2) primary (i.e., original) research articles to present. Because research articles are highly focused, start by sharing some background information to help orient your audience to the specific topic. (Review articles can be used to provide this overview of the topic, but should not be included as one of the original research articles in your presentation.). Once you have provided the audience with an overview of the topic, present the two research articles. Compare and contrast the methods used, the key results, and the key strengths and limitations of each study (as you see them, not just as the authors describe them).

Think of this as a partial literature review. That is, choose two research articles that you will include in your term paper. (Can you change your mind afterwards and not include these two articles in your term paper? Yes.)

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

Post your PowerPoint presentation to Dropbox by 8:00 AM the day of your seminar. If the presentation is posted after 8:00 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 – revisions not accepted.

## Term Paper (25%)

The term paper is a review of a small body of literature. It should be a maximum of 15,000 characters (with spaces) or about eight (8) double-spaced pages, and include:

- An introduction, which will conclude with your research question.
- A summary of the main findings of the literature (research articles) you reviewed. Be sure to **critically integrate** these reviews (this means you should aim to discuss more than one article at the same time).
- An integrated discussion of the strengths and limitations of the research
- Conclusions, including implications of the results (the “so what?” factor), and your suggestions for future research.
- Use headings and sub-headings to organize your paper.
- An appendix with screen shots of the abstracts for each original research article.

The body of literature you will review should include **at least eight (8) recently published, primary (i.e., original) research articles on your research question.** Reviews or meta-analyses can be used to provide an overview of the topic but should not be included as one of the original research articles. (You may also need to review more articles, books or internet sources for background). If you decide to use tables to summarize the studies, the paragraph text must complement and integrate findings in the tables.

- How recent is “recently published”? Rule of thumb: within the past 10 years. i.e., from 2012 onwards.
- Can I use the two articles from my seminar in my term paper? Yes.
- Do I have to include the two articles from my seminar in my term paper? No.

Checklist for the term paper:

- Maximum of 15,000 characters (with spaces), or about eight (8) double-spaced pages. If more than 8 pages of review are submitted, only the first 8 pages will be graded.
- Title page, reference section (use single space for the reference section), and appendix containing the abstracts for each primary journal article reviewed in the paper. Screen shots of the abstracts are fine, just make sure these are legible. **These are NOT included in the 8-page count.**
- Use 8.5” x 11” paper with 2.5cm margins and a 12-point font size, double-spaced, paginated

Due April 8<sup>th</sup> by 11:59pm EST. Submit to CourseLink Dropbox as a Word document or a PDF.

## Participation (15%)

Participation in, and contributions towards, class discussions is an essential component of this course. Therefore, it is expected that you attend and participate fully in all sessions. 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 are all accessible via U of Guelph library e-journals or by Open Access. **You are expected to read all of these articles prior to class.**

The participation grade completed by the instructor will be based on two components:

- a) Your attendance and the frequency and quality of your oral contributions in class. I appreciate that not everybody feels comfortable speaking up in class. If this resonates with you, then email me questions/thoughts/perspectives of each article BEFORE class.
- b) Your self-reflection on your engagement. Complete the Self-reflection on Engagement form and assign yourself a grade out of 15. I will take this grade into consideration in determining your overall grade for participation.

The self-reflection on engagement is Due April 8<sup>th</sup> by 11:59pm EST. Submit to CourseLink Dropbox as a Word document or a PDF.

# RUBRICS

## Evaluation of Oral Article Critique of Assigned Reading/Seminar

### 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

| 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

| 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. |   |   |

(cont'd on next page)

**DELIVERY**

**5. Visual Aids**

| 10   | 9 | 8 | 7 | 6      | 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**

| 10  | 9 | 8 | 7 | 6      | 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. Engaged classmates. |   |   |   | ←————→ |   |   | Unprofessional. Too informal. Presented at a level too high/too low for this audience. Didn’t engage classmates. |   |   |

**Comments:**

|       |      |
|-------|------|
| Total | /100 |
|-------|------|

## Evaluation of Facilitating Discussion of Assigned Reading

### 1. Issues/findings

| 10   | 9 | 8 | 7 | 6      | 5 | 4 | 3  | 2 | 1 |  |
|--|---|---|---|--------|---|---|--|---|---|--|
| Identifies two issues in the areas of sampling, research design, measurement, etc. 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. |   |   |  |

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

## Evaluation of Term Paper/Seminar Outline

| Component  | Marks      |
|--|------------|
| <b>Outline</b><br>Topic is clearly thought out; clinical in nature; point form                             | /5         |
| <b>Abstracts</b><br>Abstracts are for three original (primary) research articles directly related to topic | /5         |
| <b>Total</b>   | <b>/10</b> |

## Evaluation of Written Critical Appraisal of Two Articles/Term Paper

| Component  | Marks        |
|--|--------------|
| <p><b>The objective (or purpose) of this paper</b> 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.</p>                               | / 5          |
| <p><b>The review of literature</b> 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.</p>                                  | / 20         |
| <p><b>The sources of information</b> were most appropriate for problem chosen. Maximum use was made of primary sources. Sources were sufficient for this project.</p>  | / 10         |
| <p><b>Critical appraisal of the literature</b> is well done with a thorough discussion of the strengths and limitations of the studies.</p>  | / 25         |
| <p><b>Recommendations for future research</b> are appropriate.</p>   | / 5          |
| <p><b>Organization, presentation, and composition.</b> Skilful, pleasant, and easy to read. Paragraphs develop logically. Meanings are clear. Sentence structure is concise, grammatically correct. Minimum use of extraneous or repetitious material. Good use of subheadings. No spelling or punctuation errors. References cited consistently throughout.</p> | / 30         |
| <p><b>Recommendations for health professionals</b> are clear and based on the review.</p>  | / 5          |
| <b>Total</b>   | <b>/ 100</b> |

## NUTR\*4900 Self-Reflection on Engagement

Name:

Date:

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

2. My level of participation was

High

Moderate

Low

Justify 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, sought assistance with writing, researching, and/or statistical interpretation, provided feedback to other groups)

**YOUR SELF-ASSIGNED GRADE FOR PARTICIPATION** \_\_\_\_\_ /15

**[This grade will be taken into consideration for your overall participation grade]**

**NUTR\*4900 PARTICIPATION (15%, INSTRUCTOR TO COMPLETE)**

|                      | <b>Number of times</b> |
|----------------------|------------------------|
| Present              |                        |
| Notified absence     |                        |
| Not notified absence |                        |

**General Participation in classes: High active/Moderately active/Low active**

**Comments:**

**TOTAL      /15**

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

The following Performance Indicators and Foundational Knowledge Specifications are met on successful completion of NUTR\*4900.

**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 for article critique and 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: appraisal and a term paper  |
| 2.02d Write clearly and concisely, in a manner responsive to the needs of the reader(s)   | Two written assignments: article critique and a term paper   |
| 2.02e Write in an organized and logical fashion   | Two written assignments: article critique and a term paper   |
| 2.02f Provide accurate and relevant information in written material                       | Two written assignments: article critique and a term paper   |
| 2.02g Ensure that written material facilitates communication                              | Two written assignments: 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 for other students' article critique                                      |
| 2.04d Communicate in a respectful manner  | Three oral assignments: student as discussant other students' seminar; article critique; seminar   |
| 2.04n Seek, respond to and provide feedback   | Submit term paper topic for approval   |

## Foundational Knowledge Specifications

| FKS content area   | Cognitive complexity level (1,2,3) | How FKS is met  |
|--|------------------------------------|---|
| <b>3. Communication</b>  |                                    |   |
| 3c) Strategies for effective written communication   | 3                                  | Two written assignments: Article critique, 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):<br>a) Theoretical foundations of research<br>b) Qualitative, quantitative and mixed methodologies<br>c) Ethics in research<br>e) Literature search strategies<br>f) Systematic review and critical appraisal of literature<br>g) Use of technology to seek and manage information | 3                                  | The two written and three oral assignments described above  |