

## PEN<sup>®</sup> Related Student/Dietetic Intern Activities

**Goal:** Partner with dietetic educators to provide meaningful student learning experiences which build critical skills they will use in their future practice and which can enhance PEN<sup>®</sup> content.

### Expected outcomes:

- formative learning in the areas of health literacy, evidence-based practice cycle, nutrition care or health promotion topics and research concepts including critical appraisal and epidemiology relevant to dietetic practice
- skill development in the areas of project management, creating systematic literature searches using PICO question format, critical appraisal of research, synthesis of evidence, writing for consumers and social media
- achievement of enabling learning objectives and practice competencies
- contribution to practical guidance and tools for the international dietetics community.

**PEN<sup>®</sup> Student Assignment Guide** - based on these experiences and incorporating the new Integrated Competences for Dietetic Education and Practice (ICDEP), PEN<sup>®</sup> has prepared a guide for dietetic educators and students/interns. This guide contains details of the evidence-based approach, assignment guidelines and the practice competency areas where assignments can contribute to the student's formative learning and evaluation towards achievement of specific competencies. The guide which also contains PEN<sup>®</sup> tools and resources (TRs) to use in developing various PEN<sup>®</sup> knowledge objects, is available from the PEN<sup>®</sup> Home page under: **Key / Useful Links:**

<http://www.pennutrition.com/Home.aspx>

Tables: Examples of Student/Dietetic Intern Activities and Role Responsibilities

Role of University/Internship	Role of PEN <sup>®</sup> Team	Role of Student/Intern
<ol style="list-style-type: none"> <li>1. Identify students to work on topics.</li> <li>2. Contact PEN<sup>®</sup> Resource Managers for suggested TRs to evaluate.</li> <li>3. Assign student the TRs to be evaluated.</li> <li>4. "Distribute" PEN<sup>®</sup> Student Assignment Guide A to students.</li> <li>5. Ensure students sign the IP &amp; DAI Waivers and return them to: PEN<sup>®</sup> Resource Managers</li> <li>6. Review and assess the work and mentor assignment completion as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide guidelines and evaluation templates for TRs - see PEN<sup>®</sup> Student Assignment Guide A for assignment guidelines.</li> <li>2. Provide priority topics/resources to evaluate: written resources e.g. client / consumer handouts, videos and websites.</li> <li>3. Act as a contact for the student / professor / internship director. Based on the needs of PEN<sup>®</sup>, determine the best approach to assignments i.e. topic, pairing or grouping of students, assignment scope.</li> <li>4. Provide general feedback on students work to university instructor/internship coordinator.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate assigned TR(s) using the PEN<sup>®</sup> Student Assignment Guide A and recommended readings. Complete the <a href="#">Guidelines for Third Party TR Approval</a>.</li> <li>2. Be respectful of commitment dates and communicate if changes are needed.</li> <li>3. TRs to be assessed against and must agree with the related evidence in PEN<sup>®</sup>.</li> <li>4. Sign IP &amp; DAI Waivers and return to university course professor or internship coordinator.</li> </ol>

Role of University/Internship	Role of PEN® Team	Role of Student/Intern
<ol style="list-style-type: none"> <li>1. Identify students to work on topics; this might be a class assignment</li> <li>2. Contact PEN® Resource Managers for handout topics for development.</li> <li>3. Assign student the client handout topic to develop.</li> <li>4. “Distribute” PEN® Student Assignment Guide B to students / interns.</li> <li>5. Get students to sign the IP &amp; DAI Waivers and return them to: PEN® Resource Managers.</li> <li>6. Review and assess the work and mentor assignment completion as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide guidelines for developing or updating a PEN® Client Handout, taking into consideration health literacy information - see PEN® Student Assignment Guide B for guidelines and assignment details.</li> <li>2. Provide priority PEN® Client Handout topics to develop or update.</li> <li>3. Act as a contact for the student / professor / internship director. Based on the needs of PEN®, determine the best approach to assignments i.e. topic, pairing or grouping of students, assignment scope.</li> <li>4. Provide general feedback on students work to university instructor / internship coordinator.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use PEN® guidelines and checklists in PEN® Student Assignment Guide B to develop or updated assigned PEN® Client Handout topic.</li> <li>2. Read PEN® KP on Health Literacy and articles in PEN eNews and Nutrition Education Resource Development KP.</li> <li>3. Be respectful of commitment dates and communicate if changes are needed.</li> <li>4. Handout content must be assessed against and agree with the related evidence in PEN®.</li> <li>5. Sign IP &amp; DAI Waivers and return to university course professor or internship coordinator.</li> </ol>

Role of University/Internship	Role of PEN® Team	Role of Student/Intern
<ol style="list-style-type: none"> <li>1. Identify students to work on topics; this might be a course assignment.</li> <li>2. Based on discussions with or suggestions from the PEN® Content Manager assign student the topic / article to be evaluated and developed for “News-making Evidence” section of PEN®</li> <li>3. “Distribute” PEN® Student Assignment Guide C to students.</li> <li>4. Get students to sign the IP &amp; DAI Waivers and return them to: PEN® Content Manager.</li> <li>5. Review and assess the work and mentor assignment completion as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide guidelines for writing up a “News-making Evidence” submission - see PEN® Student Assignment Guide C for assignment guidelines and examples.</li> <li>2. Provide or discuss priority topics / articles to evaluate.</li> <li>3. Act as a resource for the student / professor / internship director.</li> <li>4. Provide feedback on student’s work to university instructor / internship coordinator or directly to student.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use PEN® guidelines and review examples in PEN® Student Assignment Guide to write up, in a timely manner, a posting for “News-making Evidence” section.</li> <li>2. Draft a Twitter tweet, Facebook and LinkedIn posts to complement the “News-making Evidence” content.</li> <li>3. Add to PEN® ‘Evidence Clip’ or Article Analysis template (<b>Appendix 5</b>)</li> <li>4. Be respectful of commitment dates and communicate if changes are needed.</li> <li>5. Sign IP &amp; DAI Waivers and return to university course professor or internship coordinator.</li> </ol>

Role of University/Internship	Role of PEN® Team	Role of Student/Intern
<ol style="list-style-type: none"> <li>1. Identify students to work on PEN® priority topics / questions, may be a course assignment.</li> <li>2. Assign students key practice question(s) to be revised or developed or Background topic to be developed. Revising an existing question, answering a new one or developing a Background document will depend on the time available for this activity.</li> <li>3. “Distribute” PEN® Student Assignment Guide D to students.</li> <li>4. Get students to sign the IP &amp; DAI Waivers and return them to: PEN® Content Manager.</li> <li>5. Review and assess the work and mentor content development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide guidelines for revising or developing an answer to a practice question - see PEN® Student Assignment Guide D for guidelines and assignment details.</li> <li>2. Provide list of PEN® priority practice questions needing revision or developing.</li> <li>3. Act as a resource for the student / professor / internship director.</li> <li>4. Provide feedback on student’s work to university instructor / internship coordinator or directly to student.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use PEN® assignment guidelines, tools, templates in the PEN® Student Assignment Guide D to search for new literature and revise assigned practice question or develop answer to a new practice question in a timely manner.</li> <li>2. Commitment to revise based on feedback.</li> <li>3. Be respectful of commitment dates and communicate if changes are needed.</li> <li>4. Sign IP &amp; DAI Waivers and return to university course professor or internship coordinator.</li> </ol>

Role of University/Internship	Role of PEN® Team	Role of Student/Intern
<ol style="list-style-type: none"> <li>1. Identify students needing a topic.</li> <li>2. Assign student Knowledge Pathway topic for questions and Background document or special project topic.</li> <li>3. Meet with student to discuss progress and compliance with timelines agreed upon with PEN® Content Manager / PEN® Director.</li> <li>4. If needed, with the PEN® Content Manager, identify an advisor (from practice with a Master’s degree) on the thesis team.</li> <li>5. “Distribute” PEN® Student Assignment Guide to students.</li> <li>6. Ensure students sign the IP &amp; DAI Waivers and return them to: PEN® Content Manager.</li> <li>7. Review and assess the work and mentor content development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide list of topics needing Knowledge Pathway (KP) content development - should be an area of research interest for the university or discuss project topics of interest to the PEN® service.</li> <li>2. Provide assignment guidelines and PEN® Student Assignment Guide for the process.</li> <li>3. Agree on development timeline.</li> <li>4. Help link student to practitioners for question development and feedback on KP content drafts or to other PEN® team members for feedback on special projects.</li> <li>5. If needed, with the University person, identify an advisor (from practice with a Master’s degree) on the thesis team.</li> <li>6. Act as a resource for the student and professor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use PEN® templates and PEN® Student Assignment Guide to write content of KP or to complete special project.</li> <li>2. Define practice questions for topic area based on feedback from practitioners or define special project outline.</li> <li>3. Draft KP or project in a timely manner.</li> <li>4. Obtain feedback on content from practitioners and experts.</li> <li>5. Commitment to revise based on feedback.</li> <li>6. Be respectful of commitment dates and communicate if changes are needed.</li> <li>7. Sign IP &amp; DAI Waivers and return to the university course professor.</li> </ol>

Role of University/Internship	Role of PEN® Team	Role of Student/Intern
<ol style="list-style-type: none"> <li>1. Identify students needing a topic.</li> <li>2. Assign student key practice question(s) to be answered and Background or other topic to be developed.</li> <li>3. Meet with student once a week or normal frequency, to discuss progress and compliance with timelines agreed upon with PEN® Content Manager.</li> <li>4. “Distribute” PEN® Student Assignment Guide F to students.</li> <li>5. Ensure students sign the IP &amp; DAI Waivers and return them to: PEN® Content Manager.</li> <li>6. Review and assess the work and mentor content development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide practice questions or special topic needing answering or development.</li> <li>2. Student should be able to pick an area of interest from a list generated by PEN®.</li> <li>3. Provide assignment guidelines and PEN® Student Assignment Guide F for the process of developing the KP or special topic development</li> <li>4. Act as a resource for the student and professor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use PEN® templates and PEN® Student Assignment Guide to answer assigned practice questions and develop Background document or special topic.</li> <li>2. Draft response to questions, background content or special topic and suggest relevant resources in a timely manner.</li> <li>3. Commitment to revise based on feedback.</li> <li>4. Be respectful of commitment dates and communicate if changes are needed.</li> <li>5. Sign IP &amp; DAI Waivers and return to the university course professor.</li> </ol>

**Before starting a project please contact the appropriate PEN® team member:**

Updating PEN® Content - Practice Questions, Backgrounds or News-making Evidence:

**PEN® Content Manager**

Beth Armour

[beth.armour@dietitians.ca](mailto:beth.armour@dietitians.ca)

514-481-0998

Reviewing Third Party, or updating or creating PEN® TRs and client handouts:

**PEN® Resource Managers**

Jane Bellman

OR

Kerri Staden

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[kerri.staden@dietitians.ca](mailto:kerri.staden@dietitians.ca)

519-837-9268

403-242-4458

**Contact us early** - PEN® projects are confirmed on a first-come, first-served basis!

**Already using PEN® for projects** - we’d love to hear your experiences and share with our Global PEN® Partners via PEN eNews. Both dietetic educator and student perspectives are welcomed. We have a new column in PEN eNews called “Shaping our Future” where experiences will be highlighted.