



*The Global Resource
for Nutrition Practice*

PEN: Practice-based Evidence in Nutrition[®]

**PEN[®] Student Assignment Guide
Assignments A and B**

May 2015

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Forward

1.1 What is PEN®?

Practice-based Evidence in Nutrition® [PEN] is an evidence-based decision support service developed by Dietitians of Canada (DC) and launched in the fall of 2005. Thought leaders from the dietetic profession, knowledge translation and evidence-based decision-making and technology were consulted and engaged in the conceptualization, design and implementation of PEN. Review the impressive list of contributors at <http://www.pennutrition.com/contributors.aspx>.

Designed to support busy dietitians and other health professionals to keep pace with the vast amount of food and nutrition research available, PEN® enables them to be knowledge managers through ready online access to trusted and credible practice guidance based on questions arising in everyday nutrition practice.

Recognized authorities on each topic addressed in the PEN® system, identify the relevant literature from filtered and original sources and critically appraise, grade and synthesize that literature into key practice points which answer the practice questions. Additionally, client resources and other tools that are congruent with the evidence are included in PEN® to support practice, along with backgrounds, evidence summaries and toolkits.

The PEN® database is dynamic, constantly being updated in response to new practice questions submitted by users and new evidence that directs a change in current practice. The PEN® service is available as an individual or group license or through a site license for larger groups. A customized application has also been designed to support dial-a-dietitian contact centres (CC-PEN®). PEN® currently serves as the knowledge repository for three provincial dietitian contact centres (British Columbia, Manitoba and Ontario; each providing support to PEN® through contractual collaborative agreements). The PEN service is now governed by a collaborative partnership comprised of the British Dietetic Association, the Dietitians Association of Australia and Dietitians of Canada. Other national dietetic associations have joined as partners including Dietitians New Zealand, the Irish Nutrition and Dietetic Institute and The Association for Dietetics in South Africa.

1.2 Purpose of this Guide and Overview of Assignment Process

The PEN® team has worked with many students since its launch in 2005. Dietetic and nutrition undergraduate and graduate students, dietetic interns/stagiaires and practicum students have used various elements of the “PEN®- approach”. Our goal is to 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® content. **It is helpful for students to have access to PEN® prior to working on an assignment.** They can sign up for a free two week trial if they don't have current access: http://www.pennutrition.com/subscribe_dc.aspx?c=1 and we can arrange to extend that for a period of time while they are completing their assignment.

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.

Based on these experiences and incorporating the new [Integrated Competencies for Dietetic Education and Practice](#) (ICDEP), PEN® has prepared this guide for educators and students called: **PEN® Student**

Assignment Guide. This guide contains details of the evidence-based approach, assignment guidelines and examples of the formative learnings, the enabling outcomes, performance indicators and the potential competencies to be achieved along with PEN® tools and resources (TRs) to use in developing various PEN® knowledge objects. **Purple text boxes** are action items for university instructors and internship coordinators and **yellow text boxes** are action items for students.

Depending on the quality of the completed assignments the content developed will either be added to the PEN® database or be used as a base for further development of PEN® content.

University instructors and internship coordinators are asked to contact the PEN® team as early as possible to indicate their interest in having students complete one of the PEN® assignments and to get guidance on assignment topics.

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

PEN® Content Manager

Beth Armour

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514-481-0998

Updating or creating PEN® Tools and Resources and Client Handouts:

PEN® Resource Managers

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***Contact us early.** PEN® projects will be confirmed on a first-come,

For purposes of this guide, unless specified, the term student will mean: dietetic/nutrition undergraduate and graduate students, dietetic interns/stagiaires, and practicum students

1.3 What is a Knowledge Pathway? - Definition and Scope

The PEN® service was designed using a knowledge pathway (KP) approach, each KP being related to a topic from the broad scope of the dietetics field (clinical, consulting, education, food service management, community nutrition, professional issues etc). Academics, practitioners and students develop content for KPs according to a prioritized list and time line.

A KP consists of succinct guidance statements and practice recommendations synthesized from the literature, supported by more detailed levels of carefully selected references, practice guidelines and position papers. It provides the flexibility to enable the busy practitioner to quickly find the short

answer to a specific question, as well as to “drill down” to review the evidence in more detail, when time permits.

A KP contains both professional and client appropriate Tools and Resources (TR) e.g. links to electronic publications, databases, tables, calculators, algorithms, as well as client education tools and PEN® client handouts when applicable. Each KP grows in breadth and depth over time as evidence that informs practice changes. In addition, new KPs can be easily added as the need and interest for those topics arises.

Students unfamiliar with PEN® should spend time browsing the site. Start from the [PEN® home page](http://www.pennutrition.com) at: www.pennutrition.com. You can take a guided self-study tour (PEN® Orientation Tutorial) and view the PEN® webinar: Producing PEN® Pros: 10 Tips and tools to power your practice found at: <http://www.pennutrition.com/pencommunity>. Students might also find it helpful to watch a short PEN® Prezi: <http://www.pennutrition.com/pencommunity>

Note: For the Prezi - click on the “play” button (triangle) located on the black bar in the lower left-hand side of the Prezi. Select rectangle on the lower right-hand side of the Prezi for full screen view and select “play” button (triangle) so the slides will self-advance. [If you select play, and then full-screen mode, the slides will not self-advance].

All of the assignments in this guide are developing content within a KP, including revising or developing a PEN® client handout, or for the PEN® database. It is important for students to be familiar with the evidence-based practice cycle before beginning any of the assignments.

Before starting their assignment students are asked to read from the PEN® Writers Guide:
<http://www.pennutrition.com/resources/PEN%20Writers%20Guide%20New%20March%2028%202015.pdf>

- Using the Evidence-based Practice Cycle Section 3
- Plagiarism Guidelines Appendix 10

There are other tools that are linked or can be found in the Appendices to assist the student in selecting and synthesizing the information for the KP and to help them make appropriate evidence-based decisions. These tools will be noted in the specific assignments.

University instructors and internship coordinators must have student's sign both [Intellectual Property \(IP\) & Declarations of Affiliation \(DAI\) and Interests Waivers \(Appendix 1\)](#) once the details of the assignment are finalized. Signed waivers are returned to the person identified in the Assignment Tables.

2.0 Assignments

2.1 Assignment A - Evaluate Third Party Tools and Resources

Evaluate tools and resources (TRs) from sources external to PEN® (third party) for addition to Knowledge Pathways (KP). This requires reading suggested information on health literacy and completion of the PEN® Guidelines for Third Party Tools and Resources Approval

http://www.pennutrition.com/resources/PEN_resources/PEN%20Writer%20Training%20Modules/PENGuidelinesforToolResourceApprovalNov2013.pdf

Tools and resources can include written materials, websites and videos for clients and health professionals.

This could be a university course assignment or an internship program assignment. See Appendix 2 for the practice competency areas where this assignment can contribute to the student's formative learning and evaluation. In some areas, assignments provide opportunities for achievement of enabling learning outcomes contributing to the student's summative assessment of the practice competence.

Students should read the [PEN® Health Literacy KP](http://www.pennutrition.com/KnowledgePathway.aspx?kpid=19266):
<http://www.pennutrition.com/KnowledgePathway.aspx?kpid=19266>
and refer to the two articles in PEN eNews on Health Literacy in Your Practice:
[Part I - http://www.pennutrition.com/pdf/NewsletterSept2011.pdf](http://www.pennutrition.com/pdf/NewsletterSept2011.pdf)
[Part II - http://www.pennutrition.com/enews.aspx?id=4](http://www.pennutrition.com/enews.aspx?id=4)

Role of University/Internship	Role of PEN® Team	Role of Student/Intern
<ol style="list-style-type: none">1. Identify students to work on topics.2. Contact PEN® Resource Managers for suggested TRs to evaluate.3. Assign student the TRs to be evaluated.4. "Distribute" PEN® Student Assignment Guide A to students.5. Ensure students sign the IP & DAI Waivers and return them to: PEN® Resource Managers6. Review and assess the work and mentor assignment completion as needed.	<ol style="list-style-type: none">1. Provide guidelines and evaluation templates for TRs - see PEN® Student Assignment Guide A for assignment guidelines.2. Provide priority topics / resources to evaluate: written resources e.g. client / consumer handouts, videos and websites.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.4. Provide general feedback on students work to university instructor / internship coordinator.	<ol style="list-style-type: none">1. Evaluate assigned TR(s) using the PEN® Student Assignment Guide A and recommended readings. Complete the Guidelines for Third Party TR Approval2. Be respectful of commitment dates and communicate if changes are needed.3. TRs to be assessed against and must agree with the related evidence in PEN®.4. Sign IP & DAI Waivers and return to university course professor or internship coordinator.

2.1.1 Evaluating Third Party Tools and Resources

There are a number of different kinds of third party resources that can be assigned for review (see below). Tools and Resources fit under a number of different categories. Examples include fact sheets, quizzes and interactive tools, practice guidelines, reports, newsletters, websites, videos, etc. PEN[®] is looking to include the very best tools on a particular subject, not an exhaustive collection of every client or professional tool on a particular subject. Before including a TR, reviewing it against the [PEN[®] Guidelines for Third Party TR Approval](#) helps to determine the appropriateness for PEN[®].

Third party TRs are located in three main areas in PEN[®]:

- Related TRs section attached to each KP. These resources can be for clients or professionals.
- KP Background - TRs specific to health professionals found under “Key Resources for Professionals”
- KP Toolkit or Practice Guidance Summary - TRs specific for clients/patients found under “Nutrition Education Materials”

2.1.2. Topics for this Assignment

PEN[®] Resource Managers will provide a topic area and/or list of TR topics that need to be developed or reviewed to interested university instructors or internship coordinators.

2.1.3 Completing Assignment

Evaluate the TR by completing the [Guidelines for Third Party TR Approval](#).

Note: For consumer information sheets, in addition to being consistent with the evidence described in the KP, the consumer TRs should not promote any specific products or include corporate logos or promotion. However, sometimes this can be helpful information for consumers and the criteria for brand inclusion should be followed as outlined in the [PEN[®] Guidelines for Third Party TR Approval](#). Ideally, the consumer fact sheets should be visually appealing, plain language should be used and the reading level should be between grade 5 and 9. See PEN[®] [Nutrition Education Print Resource Development KP](#) available at: <http://www.pennutrition.com/KnowledgePathway.aspx?kpid=366> for more details.

Make a Conclusion

Do you recommend this resource be added/maintained on PEN[®]? ☐ Yes ☐ No (If no, please provide reasons)

The student(s) may be able to see the final product as posted on PEN[®], understanding that sometimes situations occur where materials cannot be posted such as broken links, change in evidence, copyright not obtained etc. Also, products may go through other reviews and edits so may look different from the submitted assignment.

If through this assignment the student finds the TR meets the approval criteria, please provide the following information:

Title: Tool name

Description: (include the publisher name in the description and if the resource is for a professional, consumer/patient or both.

For example: This Health Canada fact sheet provides information for consumers on calcium requirements)

URL: If a book, provide the ISBN

Developer/Publisher:

Country of Origin - note if specific to a country (e.g. Canada, United Kingdom, Australia, New Zealand) please specify or if applicable to an international population.

Other languages - If there are other languages please include links to these as well.

2.2 Assignment B - Develop or Update a PEN® Client Handout

Develop or update a PEN® Client Handout using the evidence in PEN® and clear writing principles as described below. The handout developed or updated will be added to its related Knowledge Pathway (KP) and to the appropriate [PEN® Handout collection](#) in PEN®, understanding that handouts may look different from the submitted assignment as they may go through further reviews by other professionals and clients.

This could be a university course assignment or an internship program assignment. See Appendix 2 for the practice competency areas where this assignment can contribute to the student's formative learning and evaluation. In some areas, assignments provide opportunities for achievement of enabling learning outcomes contributing to the student's summative assessment of the practice competence.

Before giving students this project, university instructors and internship coordinators interested in having students complete this project should contact the PEN® Resource Managers:
jane.bellman@dietitians.ca or kerri.staden@dietitians.ca
They will provide a list of the PEN® client handouts needing to be developed or revised.

Role of University/Internship	Role of PEN® Team	Role of Student/Intern
<ol style="list-style-type: none">1. Identify students to work on topics; this might be a class assignment2. Contact PEN® Resource Managers for handout topics for development.3. Assign student the client handout topic to develop.4. "Distribute" PEN® Student Assignment Guide B to students / interns.5. Get students to sign the IP & DAI Waivers and return them to: PEN® Resource Managers.6. Review and assess the work and mentor assignment completion as needed.	<ol style="list-style-type: none">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.2. Provide priority PEN® Client Handout topics to develop or update.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.4. Provide general feedback on students work to university instructor / internship coordinator.	<ol style="list-style-type: none">1. Use PEN® guidelines and checklists in PEN® Student Assignment Guide B to develop or updated assigned PEN® Client Handout topic.2. Read PEN® KP on Health Literacy and articles in PEN eNews and Nutrition Education Resource Development KP.3. Be respectful of commitment dates and communicate if changes are needed.4. Handout content must be assessed against and agree with the related evidence in PEN®.5. Sign IP & DAI Waivers and return to university course professor or internship coordinator.

Registered Dietitians often provide written information/handouts to their clients. Written handouts supplement verbal or auditory delivery of information, although there may be some cases where the handout is the sole source of information. Handouts help to empower clients to be active participants in their health care^{1,2}. They also:

¹ Sudore R, Schillinger D. Interventions to improve care for patients with limited health literacy. J Clin Outcomes Manag . 2009;16(1):20-29. Abstract available from: <http://www.ncbi.nlm.nih.gov/pubmed/20046798>

- reinforce verbal learning
- increase awareness or knowledge
- develop or enhance skills
- change a health behaviour
- decrease anxiety.

PEN[®] provides a number of client handouts, in a variety of languages, that dietitians can use with their clients. Students can develop or revise these evidence-based client materials for PEN[®]. Through this process students will specifically gain:

- professional development in the area of health literacy³,
- experience in tool development that will help clients overcome health literacy barriers, including plain language and design, to make healthy food choice decisions⁴,
- achieve valuable communication, professional and education dietetic competencies - see **Appendix 2** for proposed competencies to be achieved by this assignment.

2.2.1 Health Literacy - what it is and why it is important

The biggest strides are made in overcoming health literacy barriers when health professionals are adequately educated on health literacy and when organizations incorporate broad system clear language strategies.

Students should read the PEN[®] Health Literacy KP:
<http://www.pennutrition.com/KnowledgePathway.aspx?kpid=19266>
 and refer to the two articles in PEN eNews on Health Literacy in Your Practice:
 Part I - <http://www.pennutrition.com/pdf/NewsletterSept2011.pdf>
 Part II - <http://www.pennutrition.com/enews.aspx?id=4>

2.2.2 Checks for Clear Writing⁵

Written handouts must **target the clients** who will use/read them. The information should:

- only include what the client needs to know, tips and ideas for behaviour change or calls to action
- address questions a client/user/caller might ask
- be culturally appropriate and reflects the country's diversity
- be written in clear language
- provide contact information where follow-up questions can be answered
- be consistent with PEN[®] /Portal evidence and resources
 - content found within PEN[®] /Portal approved resources
 - evidence interpreted correctly and communicated accurately

Handouts help clients learn about how to prevent and/or manage their nutrition condition and provide healthy eating advice. They are not books or resources that cover the entire condition and all medical and social aspects. Important information to include is:

² Johnson A, Sandford J, Tyndall J. Written and verbal information versus verbal information only for patients being discharged from acute hospital settings to home. Cochrane Database Syst Rev. 2003;(4):CD003716. Abstract available from: <http://www.ncbi.nlm.nih.gov/pubmed/14583990>

³ Rootman, I. & Gordon-El-Bihbety, D. A vision for a health literate Canada: Report on the Expert Panel on Health Literacy. Ottawa, ON: Canadian Public Health Association; 2008. www.cpha.ca/en/portals/h-l/panel.aspx

⁴ Boehl, T. Linguistic issues and literacy barriers in Nutrition. Journal of the American Dietetic Association. 2007;107(3):380- 83.

⁵ Adapted from PEN Client Handout Writers Guide, 2012

- an overview of the issue or condition as it relates to nutrition
- specifics or scope of the diet
- food lists - foods allowed and those to avoid.

Students should read the PEN® [Nutrition Education Resource Development KP](http://www.pennutrition.com/KnowledgePathway.aspx?kpid=366) at <http://www.pennutrition.com/KnowledgePathway.aspx?kpid=366> before starting this assignment.

Developing or updating PEN® client handouts using the evidence in PEN® requires the student to understand clear writing for consumers.

2.2.3 Clear Writing Tips

- Organization:
 - use headings/titles and subtitles that are clear and flow from one idea to the next
 - provide an appropriate amount of white space (leave space in between paragraphs, space lines and paragraphs consistently)
 - use bullets to highlight key messages and to avoid large blocks of print.
- Flow:
 - present ideas in a sequence that makes sense to the reader
 - content from simple to complex
 - follow a logical order - positive to negative, general to specific and most to least important.
- Structure
 - paragraphs:
 - limit paragraph length to three or fewer sentences
 - convey one important topic or concept per paragraph
 - start each paragraph with a strong sentence that emphasizes the topic
 - have short sentences (about 10 words per sentence). Use heading to break up main points
 - use concrete examples to clarify ideas
 - avoid extra words, such as “please” and avoid using jargon or slang
 - for print, use highlighting techniques such as bold, italics and underlining to emphasize important aspects of the information, but do not overuse these. Avoid using all capital letters
 - add illustrations to give context. These should not interrupt normal reading patterns. Any captions provided should be easy to read
 - use urls that are directly related to the subject, are credible and preferably national.
- Writing Style:
 - positive conversational tone
 - speak to the reader; use 'you' and in an active voice
 - use words rather than symbols ('chicken and fish' rather than 'chicken/fish')
 - use the present tense
 - use familiar, everyday words with three or fewer syllables unless unavoidable
 - use consistent terms throughout ('doctor' or 'physician' not both)

2.2.4 Process for Writing Client Handouts

Start with determining and researching the topic area, writing an outline if a new handout and checking in with the PEN® Resource Managers, and then the content followed by formatting into the client handout template (**Appendix 3**).

A. Topic Area

- PEN® Resource Managers will provide a list of handouts topics that need to be developed or revised to interested university instructors or internship coordinators. Refer to Contact Information for PEN® Resource Managers above.

B. Content

- Base content within a client handout on the evidence within PEN®.
- When handouts are developed or revised, provide references for key information in the handouts via inserting comments in the WORD document and attesting to where the information was located in PEN®.
- Websites should not appear within the body of the document unless referring to a national organization, such as Health Canada's Canada Food Guide. Handouts are available both nationally and internationally and some provincial websites may not be acceptable to use in all situations.
- Content should be focused on need to know information that is relevant to readers.
- Clearly state all key messages/bottom line messages regarding the topic
- New words can be added to the [PEN® Glossary](#) as necessary

C. Format

The handout template (**Appendix 3**) provides the categories and format of a PEN® client handout. The last page of the template allows one to add a chart in landscape format. Handouts should be as short as possible, focusing on the need to know information related to nutrition care and healthy eating. In-depth topic areas may require more than one handout. This is determined in the outline phase and can be discussed with the PEN® Resource Managers.

The handout template (**Appendix 3**) should be used when drafting the handout, so that the style and titles from the handouts are applied. These are:

- **Introduction (although the term 'introduction' is not used in the template)**
 - Briefly covers the condition/subject matter. The introduction should be succinct and cover only relevant information for the client. It does not have the actual title of Introduction.
- **Steps You Can Take**
 - Provides dietary steps that the client needs to take to manage their condition. Include practical tips to achieve the goal.
- **Special Considerations (optional)**
 - Includes important nutritional information on the topic.
- **Additional Resources**

This list should only contain **key resources relevant to the topic**. This can include:

 - Other PEN® client handouts and Food Lists
 - Portal/provincial specific based websites or handouts
 - Canadian/national resources (i.e. Health Canada)
 - International resources are not ideal unless deemed essential

D. Layout, Design and Tone

- Font size: default within the handout template (**Appendix 3**)
- Reading level: as a guideline: grade 5-9
- Follow the principles of plain language/clear writing above. Use the Checklist for patient Education Material in ['Writing Health Information for Patients and Families'](#): page 106
- Illustrations can be imported and can only be included if they enhance the written description. Need to ensure illustrations copyright applies to outside Canada.

- Black font only
- Tone: Clear, concise and friendly
- Correct use of metric measurement equivalents and alcohol equivalent measures See [PEN® Writers Guide Appendix 12](#).

E. Time line for developing new or reviewing current handouts.

General timeframe for developing or revising a handout once student has the topic, noting at each step a check-in with the PEN® Resource Managers is recommended before proceeding to the next step:

- Student to research the topic area and other resources that exist on the topic - 2-3 weeks depending on concentrated time to do this during education
- Create a draft outline of fact sheet - 3 weeks, again depending on concentrated time to do this during education, noting references
- Using Handout Feedback - Sample Form (**Appendix 4**) obtain dietitian feedback - 2-3 weeks
- Using Handout Feedback - Sample Form (**Appendix 4**) obtain client feedback 2-3 weeks
- Update handout. If major revisions, obtain dietitian and possibly client feedback again
- A final version of the handout, along with the version with comments on references used to attest to the information in the handout can be sent to one of the PEN® Resource Managers (or this can be done through the Internship Coordinator). In addition, for handout updates or revisions, tracked changed should be sent to the PEN® Resource Manager.

F. Revisions and Updates

- Your handout will need to be reviewed by both practicing dietitians and clients with the nutrition condition. Information that has been developed from the client's perspective and is evidenced-based will provide the best resource. Ways to obtain client information includes a survey (**Appendix 4** for Sample Feedback Form), interview or through focus groups with clients to get their and possibly their family's feedback. The key questions to ask are:
 - Are the words easy to read?
 - Is the information clear?
 - Was the information helpful?
 - Does the material answer the client's questions?
 - Would they like more or less information?

The handout can be focus tested at various stages in the handout development, at the beginning to find out what key information is important to the dietitian and the client and after the draft handout is developed or revised.

G. Key Grammar Tips

Refer to separate Additional Style items, in PEN® Style Guide in the [PEN® Writers Guide Appendix 20](#), under **Key Grammar Tips** for information on: apostrophes, capitalization, use of e.g./i.e.; that/which; and who/whom, hyphens, lists, numbers, percentages, spelling and subscript(s).

H. Editorial Process (adapted from *PEN® Style Guide*)

Note that once your handout is developed and provided to PEN®, it will be further reviewed by the PEN® Team and participating portals and may undergo further edits to conform to the PEN® style and space limitations. The PEN® Resource Managers/administrators reserve the right to make editorial changes.

Appendices

Appendix 1 Intellectual Property (IP) & Declarations of Affiliation (DAI) and Interests Waivers

ASSIGNMENT OF INTELLECTUAL PROPERTY AND INTELLECTUAL PROPERTY RIGHTS AND WAIVER OF MORAL RIGHTS PEN® Student Version

TO: DIETITIANS OF CANADA

WHEREAS Dietitians of Canada ("DC") has provided a type of experience for length and dates for name of student/intern, name and location of university / internship to what the assignment will achieve or contribute to e.g. research component, meeting certain practice competencies.

WHEREAS name of student, has contributed to the Works outlined in Schedule A;

AND WHEREAS the Assignor intends that this assignment supersede any other assignment as between the Assignor and DC in respect of the subject matter of this assignment of intellectual property and intellectual property rights and waiver of moral rights ("Assignment and Waiver");

NOW THEREFORE, for the payment of \$1.00 and other good and valuable consideration, the receipt and adequacy of which is acknowledged, the Assignor agrees as follows:

1. The Assignor represents and warrants that, in respect of the Works, the Assignor has not infringed, violated or misappropriated the rights of any other person.
2. The Assignor hereby:
 - a. irrevocably sells, assigns, transfers, sets over and conveys to and in favour of DC all of the Assignor's worldwide right, title and interest in and to the Works and Intellectual Property Rights therein; and
 - b. irrevocably and unconditionally waives in favour of DC any author, moral or similar rights that the Assignor has or holds in the Works or in any part thereof.
3. This assignment and transfer shall be an irrevocable and absolute assignment to and for the sole and exclusive benefit of DC. This Assignment and Waiver is in addition to any other assignment, or similar instrument entered into, by the Assignor to and in favour of DC. If there is a conflict between this Assignment and Waiver and any other assignment or instrument between the Assignor and DC, this Assignment and Waiver shall rank in priority to any such other assignment or instrument.
4. This Assignment and Waiver shall enure to the benefit of DC and its successors and assigns and be binding upon DC and the Assignor and the Assignor's heirs, assigns, successors in interest, administrators and legal representatives, as applicable.
5. The Assignor shall execute all such further assignments and other documents, and shall do all such further acts and things as may be necessary or desirable in the opinion of DC from time to time in order to more effectively complete the assignment and transfer to DC contemplated hereunder.
6. This Assignment and Waiver shall be governed by and construed and enforced in accordance with the laws of the Province of Ontario and the federal laws of Canada applicable therein, without regard to any principles of conflicts of law. In the event of any litigation to enforce the terms of this Assignment and Waiver, the parties hereto irrevocably consent to the exclusive jurisdiction of the Courts of Ontario with the venue being the Courts of Ontario in the City of Toronto, Ontario, Canada.
7. This Assignment and Waiver may be executed either by original signature, or by facsimile signature, or by PDF signature attached to an email.

8. **IN WITNESS WHEREOF** the Assignor has executed this Assignment and Waiver as of the **day of**
the month of the year.

Assignor Signature (i.e. student):

Assignor Name(print):

Witness Signature:

Witness Name (print):

Schedule "A"
Definitions

1 "Intellectual Property Rights" means any:

- a) intellectual property rights provided in Canada under copyright law (including moral rights), trade-mark law, patent law, industrial design law or any other Law applicable to the Agreement, which may provide rights in:
 - i. any software and works (including, without limitation, any literary works) and compilations of works of any kind, word and design marks and other distinguishing features associated with wares and services, inventions, business methods, developments and industrial designs, as applicable, whether registered or unregistered, and any confidential information and trade secrets, or
 - ii. the expression or use of any of the foregoing;
- b) rights in and to any application, registration, licence, sub-licence, assignment, waiver, agreement or any other instrument or document that evidences any rights set out in subsection 1(a) above; and
- c) rights to enforce the rights and obtain remedies for any violation of any of the rights set out in subsections 1(a) and (b) above.

2. "Law" means any law, statute, code, ordinance, decree, rule, regulation, bylaw, statutory rule, principle of law, published policy and guideline, judicial or arbitral or administrative or ministerial or departmental or regulatory judgment, order, decision, ruling or award, including general principle of common and civil law, and terms and conditions of any grant of approval, permission, authority or licence of and any agreement with any governmental authority.

3. "person" means any individual, corporation, partnership, limited liability company, proprietorship, association, trust or other legal entity other than the Assignor.

"Works" means any and all materials, content and work products that have been conceived, created, written, made, produced, reduced to practice or developed by the Assignor pursuant to or in connection with the provision of the Services, including all information, software, specifications, flow charts, plans, drawings, designs, records, manuals, procedures, data and databases, reports and other documentation in all formats, whether complete or not, all of which are described below:

Description of the PEN[®] assignment / project including the topic and the knowledge objects involved.

Timeline - with specific dates

Work is to be completed following the PEN[®] student assignment guidelines and processes outlined in the PEN[®] Student Assignment Guide, and using the recommended format in the PEN[®] Style Guide. Completed checklists associated with the various assignments are to be submitted as well.

Reminders:

- The PEN[®] content being developed, including Key Practice Points (KPPs) and evidence statements that answer defined practice questions must be in one's own words. Plagiarism is not acceptable and we ask that you review the Plagiarism section in the PEN[®] Guidelines for Developing a Knowledge Pathway.
- Assurance is needed that content of the Knowledge Pathway, including evidence-based answers to practice questions submitted to PEN[®] have not have been published, submitted or accepted for publication elsewhere. Evidence-based answers must be based on a synthesis of the most recent scientific literature. However, answers adapted from work published elsewhere, (e.g., systematic reviews, technical reviews etc.) may be considered with proper referencing of the document of origin. When submitting a Knowledge Pathway or an evidence-based answer to a

practice question, the author should always make a full statement to the PEN Director about all submissions and prior reports that might be regarded as prior or duplicate publication of the same or very similar work. Copies of such material should be included with the submitted PEN® documents.

- PEN® Authors and reviewers are asked to declare any potential conflicts of interest. “A conflict of interest occurs where, in the mind of a reasonable person, a dietitian has a personal interest that could improperly influence their professional judgment” (*from: The Jurisprudence Handbook for Dietitians in Ontario p 100*)

Please complete PEN® Declaration of Affiliations and Interests form.

Student Initials (indicates the specifics of the Works section have been read) _____

**Declaration of Affiliations (DAI) and Interests Form
Practice-based Evidence in Nutrition**

Name: _____

I have reviewed my current activities and those of recent years, particularly as they relate to the ***Affiliations and Interests Checklist*** - next page. I have also considered the activities of my spouse and immediate family members in so far as they could be viewed to affect my impartiality.

I would like to bring the following to the attention of PEN: Practice-based evidence in Nutrition®:

Enter text here

I hereby certify that I am not in a position of real, potential or apparent conflict of interest except as disclosed above.

If before the PEN® content I am developing or reviewing has been completed there are any changes in circumstances that may place me in a position of real, potential or apparent conflict of interest I will inform the Director.

☐

Declaration of DC's Right to Provide Personal Contact Information in PEN® System

I agree to have my email address indicated in the Pathway contributors section of PEN® so that subscribers may contact me if they have specific questions related to the questions I have answered.

Signature _____

Date _____

Once signed please return it to: _____

- adapted from the Office of the Canadian Task Force on Preventative Health Care

Affiliations and Interests Checklist

In reviewing your activities (and those of your spouse and immediate family members) to determine whether they affect your impartiality or create a real, potential or apparent conflict of interest, among other things, consider the following:

- Investments in a business enterprise (Other than mutual funds or Registered Savings Plans)
- Retirement Savings Plans that are not self-directed);
- Participation as investigator in clinical trials of relevance to the knowledge pathway;
- Previous, present and potential Contracts, Grants and/or Contributions;
- Pending negotiations regarding potential contracts;
- Honoraria and other sources of personal income;
- Gifts and hospitality of significant value;
- Travel sponsorship;
- Promotion of a product(s) of relevance to the knowledge pathway;
- Publications;
- Public statements;
- Lobbying activities;
- Membership in special interest groups;
- Expert testimonies in court;
- Any interest or activity, which may create a reasonable apprehension of bias.

Appendix 2 Integrated Competencies According to Assignments

Integrated Competencies and Performance Indicators for Dietetic Education and Practice seen to be potentially achievable by students / interns when completing PEN® projects.

Note: / at the top of the box indicates all performance indicators listed could be assessed.

Assignment A - Students / Interns - evaluate third party tools and resources for addition to Knowledge Pathways (1 week)

Assignment B - Students / Interns to develop or update PEN® Client Handout (2 weeks)

Assignment C - Students / Interns to write up “News Making Evidence” item (2 week)

Assignment D - Students / Interns - key practice question(s) to be revised or developed or Background topic to be developed.

Assignment E - Applied Master’s Thesis / Project - develop or revise a KP. (over approx. 4-6 month time period)

Assignment F - Directed Studies Course - key practice question(s) to be answered and Background to be developed or other PEN® related Project - mutually agreed upon with the PEN® team.

Professional Practice Competencies	PEN® Assignments					
Performance Indicators	A	B	C	D	E	F
1.02 Comply with regulatory requirements relevant to dietetic practice	/	/	/	/	/	/
a. Comply with applicable regulatory requirements						
b. Recognize non-compliance with bylaws and regulations						
c. Recognize non-compliance with regulatory standards of practice and code of ethics						
g. Recognize lack of maintenance of professional boundaries						
1.03 Practice according to organizational requirements	/	/	/	/	/	/
a. Provide services in compliance with designated role within organization						
b. Comply with applicable policies and directives						
1.04 Practice within limits of individual level of professional knowledge and skills	/	/	/	/	/	/
a. Reflect upon and articulate individual level of professional knowledge and skills						
b. Recognize situations beyond personal capacity						
c. Address situations beyond personal capacity by consultation, referral, or further learning						
1.05 Address professional development needs	/	/	/	/	/	/
a. Self-assess to identify learning needs						

Professional Practice Competencies	PEN- Assignments					
Performance Indicators	A	B	C	D	E	F
1.06 Use a systematic approach to decision making a. Apply ethical principles to decision making e.g. no plagiarism b. Assess relevant evidence and best practice information e. Make and justify decisions f. Take responsibility for decisions and actions	✓	✓	✓	✓	✓	✓
1.07 Maintain a client-centered focus b. Consider clients abilities and resources c. Integrate client perspectives into practice activities (focus testing) d. Identify services and resources relevant to client demographics and needs	✓	✓	✓			
1.08 Manage time and workload effectively a. Prioritize professional activities b. Meet deadlines	✓	✓	✓	✓	✓	✓
1.09 Use technologies to support practice. a. Use technology to communicate b. Use technology to seek and manage information c. Use applications related to dietetics	✓	✓	✓	✓	✓	✓
1.11 Assess and enhance approaches to dietetic practice (from the literature) a. Assess effectiveness of approaches to practice b. Reflect on effectiveness of practice c. Seek new knowledge that may enhance or support practice d. Identify ways to enhance practice	✓	✓	✓	✓	✓	✓

Communication and Collaboration Practice Competencies	PEN- Assignments					
Performance Indicators	A	B	C	D	E	F
2.01 Select appropriate communication approaches a. Identify opportunities and barrier affecting communication b. Select appropriate communications technique c. Select appropriate terminology	✓	✓	✓	✓	✓	✓
2.02 Use effective written communication skills a. Ensure that written material facilitates communication b. Write clearly and concisely, in a manner responsive to the needs of the reader(s) c. Write in an organized and logical fashion	✓	✓	✓	✓	✓	✓

Communication and Collaboration Practice Competencies	PEN Assignments					
Performance Indicators	A	B	C	D	E	F
d. Provide accurate and relevant information						
2.03 Use effective oral communication skills	✓	✓	✓	✓	✓	✓
a. Speak clearly and concisely, in a manner responsive to the needs of the listener(s)						
b. Use appropriate tone of voice and body language						
c. Recognize and respond appropriately to non verbal communication						
2.04 Use effective interpersonal skills						
b. Communicate in a respectful manner	✓	✓	✓	✓	✓	✓
d. Establish a rapport	✓	✓	✓	✓	✓	✓
e. Apply counselling principles - Client handout development	✓		✓			
f. Apply principles of negotiation and conflict management	✓	✓	✓	✓	✓	✓
g. Seek, respond to and provide feedback	✓	✓	✓	✓	✓	✓
2.05 Contribute to the learning of others	✓	✓	✓	✓	✓	✓
a. Recognize opportunities to contribute to the learning of others						
c. Select and implement appropriate educational strategies						
d. Select learning resources						
e. Develop learning resources						
2.06 Contribute productively to teamwork and collaborative processes - only if a group project	✓	✓	✓	✓	✓	✓
a. Contribute dietetics knowledge in collaborative practice						
b. Draw upon the expertise of others						
c. Contribute to shared decision making						
d. Facilitate interactions and discussions among team members						

Nutrition Care Practice Competencies	PEN Assignments					
Performance Indicators	A	B	C	D	E	F
3.02 Develop nutrition care plans				✓	✓	✓
b. Identify appropriate nutrition interventions - Toolkit/PGS						
i. Develop client education plans - Toolkit/PGS						

Health Promotion Practice Competencies	PEN Assignments					
Performance Indicators	A	B	C	D	E	F
4.01 Assess food and nutrition related issues of groups, communities and	✓	✓	✓	✓	✓	✓

Health Promotion Practice Competencies	PEN Assignments					
Performance Indicators	A	B	C	D	E	F
populations c. Obtain and interpret food and nutrition surveillance, monitoring and intake data e. Obtain and interpret information relating to determinants of health f. Obtain and interpret information related to food systems and food practices g. Identify relevant group, community or population assets and resources						

Management Practice Competencies	PEN Assignments					
Performance Indicators	A	B	C	D	E	F
5.02 Assess strengths and needs of programs and services related to dietetics a. Analyze goals, objectives and activities with reference to strategic planning principles b. Identify relevant assessment information	✓	✓	✓	✓	✓	✓
5.02 Manage programs and projects a. Identify appropriate goals and objectives for programs and projects b. Identify strategies to meet goals and objectives for programs or projects c. Develop activity plan for programs or projects	✓	✓	✓	✓	✓	✓

Header One Document Name

SUB HEADER ONE

Header Two

SUB HEADER TWO

Example Recipe

8 oz	Marquee selectus non provisio	250 g
3 cups	Quote meon an estimate	750 mL
1 cup	Sic tempus fugit esperanto	250 mL
½ cup	Glorious baklava ex librus	125 mL
2 Tbsp	Non sequitur condominium	50 mL

Header Three

- » **Sub heading**
Non bolded text
- » **Sub heading**
Non bolded text

Header Two

SUB HEADER TWO
Non bolded

<i>Column Title 1</i>	<i>Column Title 2</i>
Chart item one	...1.1.1.1 Non bolded text
Chart item two	...1.1.1.2 Non bolded text
Chart item three	...1.1.1.3 Non bolded text



Steps you can take

Non bolded, non italicized text

Header Two

Non bolded text

Highlight text for an important “tip”/other standout information. Can be bolded.

Header Two

Non bolded text



Additional Resources

Non bolded intro text

» Health Canada, “Mercury and Fish”

http://www.hc-sc.gc.ca/fnan/securit/chem-chim/envIRON/mercur/merc_fish_qa-poisson_qreng.php

» Non bolded text



Notes

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Appendix 4 Handout Feedback - Sample Form

After reviewing the handout please answer the following questions.

Circle one choice for each question:

The handout provides information I need to know to manage my diet.	Yes	No	Unsure
--	-----	----	--------

Comments

The print size and font made the handout easy to read	Yes	No	Unsure
---	-----	----	--------

Comments

I understood the information in the handout.	Yes	No	Unsure
--	-----	----	--------

Comments

What I like the most in the handout is:

What I like the least about the handout is:

What information needs to be added or changed in this handout?

Do you have other suggestions on how to improve the handout?

Thank you for your feedback