



Teaching and Learning Enhancement Fund

Small TLEF Project – Final Report

Report Completion Date: (2017/08/17)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	New approaches to Dietetics Major clinical courses: incorporation of innovative and effective pedagogies to enhance teaching and learning in a health professional training program		
Principal Investigator:	Karol Traviss		
Report Submitted By:	Karol Traviss		
Project Initiation Date:	April 2015	Project Completion Date:	August 2017

1.2. Project Summary

This two-year course redevelopment project was aimed at enhancing preparation of Dietetics Major students for practice education placements and future professional roles in health care. The project aimed to address challenges students face in the program's practice education placements with foundational knowledge recall, clinical reasoning, and confidence.

Year 1 focused on conducting a needs assessment and redeveloping the courses based on the findings, while in year two the redeveloped courses were implemented and evaluated.

1.3. Team Members –(Please fill in the following table and include students, undergraduate or graduate, who participated in your project).

Name	Title/Affiliation	Responsibilities/Roles
Karol Traviss	Senior Instructor, Dietetics Program Leader	Project lead
Kara Vogt	Dietetics Practice Educator	Dietetics program team member
Heather Woodward	Professional Consultant	Project manager
Heather Tufts	Dietetics Education Coordinator	Dietetics program team member
Tamar Kafka	Dietetics Education Coordinator	Dietetics program team member
Kali Little	Student Project Assistant - 2016/2017	Project assistant
Karalee Boschung	Student Project Assistant -2015/2016	Project assistant
Katherine Sohm	Student Project Assistant -2015/2016	Project assistant
Laurel Burton	Student Project Assistant - 2015/2016	Project assistant
Caroline Pollock	Student Project Assistant - 2015/2016	Project assistant

1.4. Student Impact –Please fill in the following table with past, current, and future courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be impacted by your project, including any courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
FNH 470	001	From 2016w	Fall



FNH 475	001	From 2016w	Winter
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2. PROJECT EVALUATION

2.1. Project Outcomes—Please list the intended outcomes or benefits of the project for students, TAs and/or instructors.

- An opportunity to act upon feedback obtained from program stakeholders (including students and members of the dietetics profession) over the past several years about the issues students face in recall and application of clinical knowledge in practice education placement settings
- Employment, as well as professional and project skill development opportunities for hired undergraduate student project assistants
- An ongoing professional advisory mechanism to ensure that the redeveloped courses remain current and incorporate sound teaching and learning approaches
- Enhanced long-term relationships between the Dietetics Major program and its professional stakeholders
- Availability of documentation related to clinical course redesign for use by other programs or instructors wishing to undertake similar initiatives and for new sessional instructors
- Key findings and suggested course enhancements not feasible within the project budget/timeline, available for future years of the courses
- Enhanced versions of existing program surveys (i.e., annual intern survey, bi-annual preceptor survey, intermittent alumni survey), in order to assess key anticipated longer range project outcomes (i.e., student perceptions of preparedness for clinical practice education placements and future professional roles in health care; preceptor confidence in student preparation for clinical practice education placements)

2.2. Findings—Briefly describe the methods and findings of your project evaluation effort: to what extent were intended project outcomes achieved or not achieved?

- All of the shorter term (within project period) outcomes have been achieved
- A mid-course evaluation survey was designed to determine whether improvements had been made in key areas identified in the needs assessment phase (adequate feedback, enhanced course organization, content and volume and confidence in ability to complete nutrition assessments and interventions at entry to internship level)
- A comprehensive end-of-year evaluation survey was used to directly compare student responses from the pre-revision and post-revision courses
- Both surveys showed marked improvements in students' satisfaction with the key areas listed above, and increased satisfaction with the courses overall
- Longer term outcomes (e.g., student and preceptor perceptions of student preparedness for clinical practice education placements) will be assessed in coming years using regularly administered program surveys



2.3 Dissemination – Please provide a list of scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have or intend to disseminate the outcomes of this project.

- Provided an *experience sharing* presentation at the 2017 Dietitians of Canada National Conference, St. John's, Newfoundland
- Developed *Teaching and Learning Strategies* resource for use by future sessional instructors/TAs in our program courses
- Developed *Course Redesign* resource based on our experience, to share with faculty and staff

3. TEACHING PRACTICES – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways?

Teaching practices for FNH 470/475 have shifted towards creating a classroom environment that allows for:

- Enhanced instructor-student and student-student interactions in the form of class discussions, case studies and group work.
- Enhanced feedback on exams and case-studies
- Student discussion on subset of exam questions to allow students to learn from each other
- Insight into different areas of practice and real-life examples of patient cases.
- Ongoing course planning that occurs in collaboration with the practice community

4. PROJECT SUSTAINMENT – Please describe the sustainment strategy for the project components. How will your work be sustained and/or potentially expanded (e.g. over the next five years)?

- A mid-course evaluation survey will be used on an ongoing basis to assess whether students' learning needs are being met during the courses
- Feedback will be gathered from student, intern and preceptor surveys to assess students' academic preparedness for their practice education placements
- Ad hoc committees will be formed, by the course instructor and 2-3 dietitians practicing in relevant areas, to advise on updates/changes to specific course topics as the need arises
- Instructor will connect with members of the practice community at regular intervals to ensure class materials remain relevant and up to date