

**FNH 480 Professional Dietetic Practice III****May 2-20, 2016****Educational Program Plan Worksheet****Date:** May 13, 2016**Group number:** 4 (North / Vancouver Coastal I)**Topic:** Nutrition Care: "Pulling medication-related knowledge and skills together in preparation for internship"**Description**

As you know from your past educational involvements, an educational program plan is a plan for development and delivery of education to address the identified learning needs of an audience.

Instructions

1. Complete this worksheet as a team in follow-up to the needs assessment phase of planning.
2. Consult with the course technology advisor as needed as your media development plans unfold.
3. Per the Educational Needs Assessment and Plan Assignment, document is due on **Friday, May 13, 2016**. See assignment document for submission details. Course instructor will provide you with feedback over the weekend to inform your final plans.

OVERALL PLAN (Educational Media and Related Resources for Online Sharing, In-class Workshop)	
1. Topic focus	How medications relate to dietetic practice. Specifically: (1) how assessment of medications ties in with nutritional assessment in general, and scope of the RD with respect to medications; (2) a few general classes of medications that are highly relevant to dietetic practice (e.g., prokinetics, antiemetics, diabetes medications, natural remedies), including naming conventions, functions, and side effects and/or drug-nutrient interactions; and (3) preparing for internship and learning medications during internship.
2. Rationale based on needs assessment findings	Important for Dietitians to have a good understanding of the functions of medications and how they interact with certain nutrients as a part of their nutrition assessment in order to understand overall patient condition. As students entering internship it is important to understand knowledge expectations upon entering internship. Additionally, the ability to make use of resources while in internship is a key skill. Based on our needs assessment, the class expressed strong interest: (1) understanding the role of a RD in relation to medications; (2) familiarize with common categories of medications and their side effects/drug-nutrient interaction; (3) how to access credible resources efficiently; (4) how to best prepare for medication knowledge for internship
3. Define Learning Outcomes (knowledge, skills and/or attitudes you want participants to	

acquire as a result of your educational initiatives)	
<i>To remind yourself on approaches to developing effective learning outcomes, consult references on preparing learning outcomes, such as these two resources from University of Toronto: Developing Learning Outcomes, Examples of Learning Outcomes</i>	
By participating in these education initiatives, students will:	
1. Be able to explain why gathering information about a patient's medications is an important component of nutritional assessment	
2. Be able to identify 5 classes of medications that are highly relevant to dietetic practice, including naming conventions, function/purpose, and common side effects, and provide an example of each	
3. Be familiar with one or more credible sources of information on medications	
4. Be able to identify one or more strategies they can adopt to organize and facilitate their learning about medications during internship	
4. Role delineation: Describe how program plan tasks will be shared equitably within your team	
TASK	TEAM MEMBER(S)
1. Powerpoint / Add new info to meds wiki once it has been completed	Kristy
2. Jeopardy Game/ Creation of handouts for session	Jaylene
3. Medications worksheet/template	Kelly
4. Summarization of intern and dietitian feedback	Jason
5. Updating EN Wiki	Laurel

Plan for Educational Media and Related Resources for Online Sharing
1. Choice of educational media and related resources for online sharing
<p>Infographic illustrating how assessment of medications fits into the overall nutritional assessment / nutrition care process, along with some common medication classes interns will likely encounter.</p> <p>New wiki page additions include: (1) Adding common side effects and brand names to the existing "Medications 101" page (2) Including additional tips from RDs and interns related to resources and pre-internship preparation</p>
2. Rationale for your choices
<p>A video pertaining to medications is already available on the UBC Dietetics wiki, so a different type of resource would be beneficial for students. An infographic is a logical choice (and more suitable than a podcast) for displaying detailed information or a graphic such as a flow chart. During our initial needs assessment with the class, there was a very positive response to the idea of an infographic to present medications information.</p> <p>We plan to do an infographic outlining a patient at the centre, with potential health issues around them (for ex. The dietitians explained to us that common medications for dietitians are diabetes meds, anti-emetics, HTN/fluid, bowel protocol, GI meds for motility). These are 5 areas that are important according to our dietitian contacts, thereby becoming key areas</p>

<p>of our infographic.</p> <p>Additional information on common side effects and brand names was requested from the needs assessment.</p> <p>Information regarding pre-internship preparation and recommended resources from RDs and interns was also requested from the needs assessment.</p>	
3. Describe how you will ensure compliance of posted material with copyright requirements	
We will ensure that we follow the instructions for attribution provided by the site we use to create the infographic, and we will choose a site that allows distribution of the infographic on a public site such as the UBC Dietetics Wiki. We will also use the media resources provided by Duncan to ensure we take all the appropriate steps in creating a resource that complies with copyright requirements.	
4. Which of your overall learning outcomes (documented in the Overall Plan, above) will be addressed with these materials?	
The infographic will address learning objective #1 and 2.	
Tips from RDs and interns will be included in the updated Wiki page which will address objectives #3 and #4	
Addition of “common side effects” and “common brand names” in the existing “Medication 101” page on the Wiki will address learning objective #2	
5. Describe how adult learning principles will be integrated	
PRINCIPLE	DESCRIPTION OF HOW IT WILL BE INTEGRATED
a) Consider your learners’ existing knowledge and experience.	<p>Learners are already familiar with the nutrition assessment/care process, so that process will serve as a familiar framework that does not need to be described in too much detail. The focus will be on how medications fit into the process, especially in terms of what dietitians and interns are responsible for in regards to medications.</p> <p>Learners expressed they are unfamiliar with the common side effects from drugs/common brand names and have expressed interest on this subject based on the needs assessment.</p>
b) Build upon learner motivations; don’t force learning.	<p>The infographic will be a learning aid that will be available to students to use when and where needed.</p> <p>We focused our media and new Wiki additions on the results from our needs assessment which reflects what they would be most interested in learning about, therefore we can assume they will be motivated to absorb the information provided through our project.</p>

c) Focus on need to know information; avoid information overload.	<p>The use of an infographic forces us to pare the information down to the “need to know” information in order to develop a clear, useful, and appealing graphic. We also recognize the fact that medications and protocols vary greatly across the different health authorities, so we strayed away from providing too much information.</p> <p>The new additions to wiki will be expressed in a chart and point form format. The content is intended for informational use only.</p>
d) Help learners to see the relevance and applicability of new knowledge.	<p>By using the nutrition assessment/care process as the underlying framework for the infographic, we will be able to illustrate how medications are relevant to the core activities that clinical RDs perform.</p> <p>The tips from RDs and interns will give the learner’s a better sense of how much medication knowledge is expected during internship and will act as a tool to help incoming interns prepare for their placement.</p>
e) Provide practical problems and activities to enhance learning.	The infographic will be a visual aid that will complement the other materials on the wiki and that students can engage with (they will need to think things through and “fill in the gaps” as they follow along with the process presented in the infographic)
f) Create informal learning environments.	The infographic will be colorful and attractive and will be a tool that learners can refer to when and where needed in order to support their own learning.
g) Include opportunities to provide feedback to learners	N/A
h) Include strategies for evaluation.	N/A
i) Utilize varied teaching methods.	<p>The infographic is a visual teaching aid that will complement the reading materials on the wiki and the interactive educational session</p> <p>The new additions on the Wiki page will be posted as a chart and in point form for ease of reading and efficient access to information.</p>
6. Describe your evaluation plan (to assess if learning outcomes were achieved and how audience members felt about the resources)	

To evaluate how the learning outcomes were achieved, we will ask the class at the end if they are feeling more confident with each one, relative to the beginning of the workshop. We will have a brief discussion with the audience asking them how they felt about the resources, and whether or not they feel more confident in their ability to navigate, learn about, and utilize knowledge about medications going into internship
7. Other notes:
8. Key resource materials used to prepare the media:
FNH 470/475 textbook (Nelms et al.); medications page on UBC Dietetics wiki

Plan for In-class Educational Session	
1. Brief overview of the planned session (topic, approach)	
The topic for our planned session will be how medications relate to dietetics practice and the expectations of students entering internship. The beginning of the session will be taking some time to outline the objectives of our presentation and identifying the learning gaps of the students. A large portion of the class will be student activity and discussion. The students will each have a hand out with general medications and their functions. Two medications will be left blank on the worksheet for students to work through by using the online resource links on the wiki. Students will re-group to discuss findings. A jeopardy game will wrap up the session to evaluate students' learning.	
2. Rationale for your choices	
Students entering internship are often worried about their level of knowledge concerning medications. With this session we hope to put these concerns aside by giving the students a brief introduction to 5 common groups of medications that dietitians will need to know. The goal of our session is not to go into too much detail with specific medications, rather to help the students gain familiarity with common medication groups and confidence in their ability to research common medications. We want to focus more on providing students with the skills necessary to obtain information about medications, rather than providing too much information about specific medications upfront.	
3. Which of your established learning outcomes (documented in the Overall Plan, above) will be addressed by the educational session?	
Learning objectives 1 through 4.	
4. Describe how adult learning principles will be integrated	
PRINCIPLE	DESCRIPTION OF HOW IT WILL BE INTEGRATED
a) Consider your learners' existing knowledge and experience.	Prior to presentation, the students will participate in an in-class discussion in regards to their existing knowledge and experience with medication.
b) Build upon learner motivations; don't force learning.	A template/worksheet will be provided to students with functions and side effects of the

	medications and with two medications left blank so they can fill it out on their own, using recommended online resources.		
c) Focus on need to know information; avoid information overload.	Classes of medications covered will be restricted to a few classes identified by our advisor RDs and interns as being most relevant to dietetic practice (i.e., the ones they come across most frequently); focus will be on general naming conventions and common side effects or drug-nutrient interactions rather than a lot of detailed information		
d) Help learners to see the relevance and applicability of new knowledge.	Starting the session with an overview of how and why medications are an important part of nutritional assessment will help learners see the relevance to their internship and future dietetic practice		
e) Provide practical problems and activities to enhance learning.	A template/worksheet will be provided to students with functions and side effects of the medications and with two medications left blank as a template so they can fill it out on their own, using recommended online resources. Jeopardy will be used as an interactive activity to engage students in learning about the different classes of medications.		
f) Create informal learning environments.	Jeopardy will be incorporated into class session to reinforce knowledge		
g) Include opportunities to provide feedback to learners	Feedback can be provided after the template/worksheet and Jeopardy activities (i.e., students will find answers on their own and then find out if their answers were correct)		
h) Include strategies for evaluation.	Jeopardy activity will help to evaluate knowledge of students after in class session		
i) Utilize varied teaching methods.	Use of ppt to outline learning objectives Student activity (filling in blanks on the worksheet, use of resource links available on the wiki) Student discussion and evaluation (Jeopardy)		
5. Provide detailed lesson plan			
TIME	ACTIVITY	WHO	Learning Outcome This Links To
5 min	Overview of learning objectives	Laurel	1-4
10 min	How assessing medications fits into nutritional assessment:	Jason	1

	<p>Ask the students what they already know ... get them to tell us and the rest of the class how medications need to be included in the nutritional assessment -- then we'll cover anything they missed and provide an overall summary</p> <p>Touch on pointers and explanations from the RDs and interns</p> <p>Handout with flowchart</p>		
5 min	<p>Recommended online and printed resources</p> <p>Have small groups of students explore the resources to familiarize themselves with where the info is and how it's organized</p>	Laurel	3
15 min	Students familiarize themselves with medications and filling out worksheet/navigating online resources (discuss prepping for / learning during internship)	Kristy	2-4
5 min	Discussion of natural remedies	Kelly	2-3
15 min	Jeopardy	Jaylene	2-3
5 min	Wrap-up / General questions		
6. Describe your evaluation plan (to assess if learning outcomes were achieved and how audience members felt about the session and related resources)			
Students will be evaluated through Jeopardy. Questions will be related to worksheet/template and resources used during the student activity. The wrap up at the end will have some time for questions and general discussion about the overall session			
7. Other notes:			
8. Key resource materials used to prepare the session:			
Information from advisor RDs and interns; notes from PCTH 325; FNH 470/475 textbook (Nelms et al.); medications page on UBC Dietetics wiki; online resources such as DrugBank.ca			

Instructor Feedback on Plan	
Strengths:	–
Issues:	–
Recommendations:	–

Instructor: Karol Traviss
Date: May 15, 2016