FNH 480 Professional Dietetic Practice III  
May 2-20, 2016  

Educational Needs Assessment Worksheet 2016

**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”

**Introduction**  
As you are aware from past educational involvements, an educational needs assessment is a systematic approach to studying the state of knowledge, ability, interest, and/or attitude of a defined audience or group related to a specific subject area. The purpose is to inform design of educational programs that address audience learning needs and are delivered in an audience-appropriate manner.

**Instructions**  
1. Complete this worksheet as a team to summarize plans related to and key findings from your needs assessment.  
2. To align form completion with course activities, prepare Part A for use in class on Tuesday, week 2 of the course. This does not have to be handed in.  
3. Per the Educational Needs Assessment and Plan Assignment, final version is due on **Friday, May 13, 2016**. See assignment document for details.

**A. NEEDS ASSESSMENT PLAN (complete in early days of course)**

<table>
<thead>
<tr>
<th>1. Audience characteristics (e.g., knowledge, abilities, interests/motivations, attitudes, concerns)</th>
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<tbody>
<tr>
<td>What is known:</td>
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<tr>
<td>● Students are familiar with some resources used for assessing drug-nutrient interactions in case studies</td>
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<td>● Students are familiar with some electronic sources of medication information, such as Drugs.com</td>
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<td>● Some students have taken a pharmacology course, but most have not</td>
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<td>What needs to be explored:</td>
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<tr>
<td>● What is the audience’s current comfort level with medications?</td>
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<td>● What are the biggest gaps in their knowledge?</td>
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<th>2. Audience learning needs (what they need to learn on the topic)</th>
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<tr>
<td>Note: As a starting point, all groups are to prepare a concept map for their topic on a piece of flipchart paper. This will be used on Tuesday, week 2 of class.</td>
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<td>What concept map suggests about audience learning needs:</td>
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- Many gaps in knowledge in terms of RD’s scope of practice with respect to medications, intern expectations, and existing knowledge prior to internship

What needs to be explored to further assess the learning needs?
- Ask students to add other concepts to the concept map
- Ask students to point out the concepts they are most interested in learning about
- Have students identify their own personal knowledge gaps
- Have students identify tools that will be helpful for them

3. **Audience learning preferences (how they wish to learn the information)**

Initial assessment (of suitable educational media, other learning resources, and workshop focus) based on your knowledge of the audience:
- An infographic might be the most useful (e.g., picture of body with relevant meds and side effects, or flow chart outlining nutritional assessment process and where medications fit in)
- There are plenty of opportunities to build on the existing information in the wiki (e.g., types of insulin, medication side effects, information resources)

What needs to be explored to finalize the plan?
- What media are students interested in
- What workshop activities would the students be interested in

4. **Determine data collection approaches:**

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<tr>
<th>Details:</th>
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<tbody>
<tr>
<td>a) Document review</td>
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<td>b) Literature review</td>
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<td>c) Group information gathering session</td>
<td>- Go over concept map and determine which concepts class is most interested in and which concepts they would like to add to the map&lt;br&gt;- List of questions we have for class about what they want to learn/suggestions:&lt;br&gt;  - What are their biggest knowledge gaps with respect to medications / what do they want to know&lt;br&gt;  - What kind of media (video, podcast, infographic) would they find the most useful&lt;br&gt;  - What kind of activities would the class like to have during the workshop</td>
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<tr>
<td>d) Key informant interviews or role observation (advisor(s), current interns, fellow students, others)</td>
<td>- Consult advisor RDs to ask them how they would advise students to prepare for internship (with respect to medications), what tips and tricks they would suggest for learning about/keeping track of meds during internship and as an RD, what their perspectives are on the degree to which RDs need to consider medications when assessing patients&lt;br&gt;- Consult advisor interns to ask them what resources they use at the hospital and to ask them for one piece of advice for future interns</td>
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<td>e) Survey(s) (existing or new)</td>
<td></td>
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<tr>
<td>f) Review of existing online content</td>
<td><strong>Existing content includes:</strong>&lt;br&gt;- outline of the process of nutritional assessment, incorporating consideration of medications</td>
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- video that describes a case study, using the nutritional assessment framework outlined on the wiki; case study effectively illustrates the framework, but video was done with VideoScribe and contains a TON of writing -- probably would have been more effective as a screencast with narration over PowerPoint slides
- useful table of classification of drugs by name ending (e.g., “-olol” for beta blockers); might be helpful to add common nutrition-related concerns associated with each class of drugs
- Q&A with 3 interns regarding medications and internship (perspectives on preparing for internship, learning about medications during internship)
- list of electronic resources for looking up medication information

**What’s not included / could be included:**
- common drug-nutrient interactions and potential solutions (e.g., dietary modifications, supplements, meal timing, etc.)
- relevant ICDEP competencies
- specific advice from preceptors
- more detailed info on insulin
- nutritionally relevant drugs for enteral and parenteral nutrition
- Resources: DrugBank and Natural Medicines

5. Role delineation: How will the needs assessment tasks be shared amongst your team?

- Kelly: review of existing online content; concept map (with rest of team)
- Laurel: emailed dietitians; concept map (with rest of team)
- Jason: explored knowledge gaps of students during group information gathering session; concept map (with rest of team)
- Jaylene: took notes during group information gathering session; concept map (with rest of team)
- Kristy: explored knowledge gaps of students during group information gathering session; emailed interns

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### B. NEEDS ASSESSMENT FINDINGS (complete after class input session and other needs assessment information has been gathered)

1. **Learning needs:** What does your research, including class input session, tell you about the key learning needs of your audience related to your assigned topic area?

   The audience would like:
   - To become more familiar with medication terminology (e.g., classes of medications) and pronunciation of terms
   - Common side effects from various classes of medication
   - A system to deal with concepts that are most important
   - Examples of medication groups with common brand names
   - Information about medications that dietitians deal with the most
   - More information about natural remedies
   - Available resources that can be accessed during internship related to medication
2. **Audience learning gaps**: What gaps exist between current knowledge and required knowledge of the audience?

- How is medication assessment incorporated into nutrition assessment
- General functions and common side effects of common classes of medications
- Previous lack of opportunities to practically apply the information
- Scope of practice for RDs with regards to medication - what is the nutritional relevance

3. **Audience learning assets**: What knowledge, skills, and/or resources does the audience already have that could assist them to achieve required learning?

- Internet links on the wiki
- Online resources ie. Drugs.com
- Nutrition Therapies and Pathophysicsology Textbook (Marcia Nehlms)
- Some knowledge gained from other courses such as PCTH 325 and FNH 470/475

4. **Potential delivery approaches**: What does your needs assessment suggest about suitable ways of delivering the content, both online (original educational media plus other related resources) and in the classroom teaching session?

- Infographic: **how assessment of medications fits into the overall nutritional assessment**
- **Have students identify their own personal knowledge gaps**
  - Have each student personalize their own learning (e.g., creating tools that work best for them)
- **Jeopardy (fun way to teach about specific classes of medications)**

5. **Learning resources**: What resources already exist that could be adapted or used as is? What new resources are needed?

**Existing:**
- Wiki page:
  - Medication 101
  - Video: Medication - A Self Guide to Learning for Dietetic Students
  - Nutritional Assessment: What to consider in regards to medication
  - Internship Q&A from previous interns
  - Tips on internship related to medication
  - Credible web links related to medication

**New resources:**
- Additional content on wiki page:
  - Common side effects and brand names
  - Resource tips from Interns about preparing for medications knowledge (ie. books, websites etc.)
  - Infographic: **how assessment of medications fits into the overall nutritional assessment**

6. **Conclusion**: What will the specific topic focus of the educational session be (i.e. what learning needs will it seek to fulfill?) What learning needs identified in this needs assessment will not be addressed? What can you incorporate into your plan that might help the students to pursue that learning on their own?

- How assessment of medications fits in with nutritional assessment
- Familiarity with drug classes / general functions of drug classes
- Common drug-nutrient interactions and side effects of medications