

The PEN System

Student Learning & Activity Guide

Practice Based Evidence in Nutrition ®
April 2022 (v1.0)

How would you like to use the PEN System in your classroom?

- 1 Include a PEN System presentation
- 2 Use PEN System content in learning/training materials
- 3 Use PEN System content in assignments/assessments
- 4 Incorporate a PEN System knowledge product assignment

The PEN System **Student Learning & Activity Guide** provides an overview of how the Practice-based Evidence in Nutrition: PEN® System can be used in your university-level nutrition classroom or during dietetic practicum. It outlines four types of activities and considers the student learning level and support for the Canadian Integrated Competencies for Dietetic Education and Practice (ICDEP v3.0 2020 for Canadian dietetic practice).

This Guide is intended for Dietetic Educators including university professors, lecturers, practicum coordinators and preceptors.

1

Include a PEN System presentation

PEN

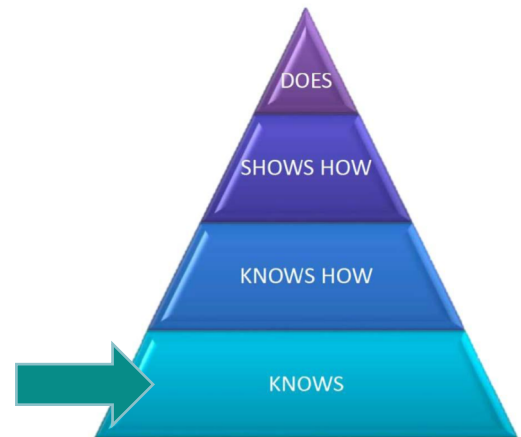
Facilitate one-hour presentation

EDUCATORS

Course support

LEARNERS

Know about role of evidence supporting dietetics practice + (career opportunities)



ICDEP:

Professionalism and Ethics (2.12)

Educators can request the PEN Team deliver a live presentation in a classroom or learning session. The presentation demonstrates the critical appraisal process that supports evidence-based practice recommendations and the role of PEN as a dynamic knowledge translation tool.

Outcome: Students will **know** about the role of evidence in supporting decisions in all areas of dietetics practice.

2

Use PEN System content as learning/training materials

PEN (optional)

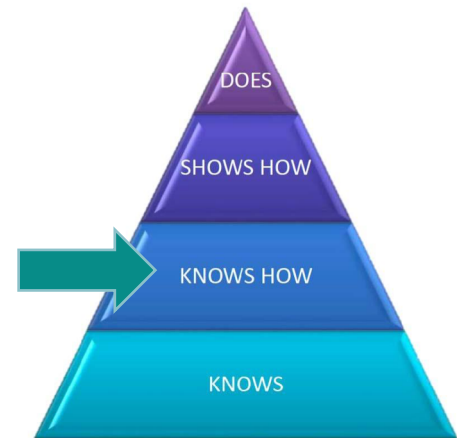
Recommend current PEN System products (mapped to ICDEP)

EDUCATORS

Content for lecture slides, course readings and resources

LEARNERS

Know how evidence informs their learning through application of knowledge



ICDEP:

Food and Nutrition Expertise (1.01-1.07)

Educators can use PEN System content* (e.g., Knowledge Pathways, Practice Guidance Toolkits, Client handouts) to support course learning and training materials (e.g., lecture slides and course readings).

**Optional consultation with a PEN team member can support the selection of PEN content to support learning/training materials.*

Outcome: Students will **know how** evidence-based practice informs their learning through the application of knowledge.

3

Use PEN System content in assignments/assessments

PEN (optional)

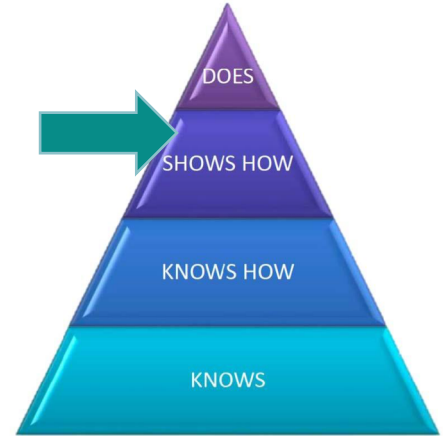
Recommend current PEN System content to support student assignment + workshop/tutorial

EDUCATORS

Expect learners to use evidence-based practice recommendations (e.g., case studies, patient simulations)

LEARNERS

Show how evidence-based knowledge informs practice recommendations



ICDEP:

Professionalism and Ethics (2.09, 2.13)
Food and Nutrition Expertise (1.01-1.07)

Educators can use PEN System content* to apply evidence-based practice recommendations in course assignments and assessments (e.g., case studies, patient simulations).

**Optional consultation with a PEN team member can support the selection of PEN content to support course assignments and assessment development.*

Outcome: Students **show how** evidence-based knowledge informs practice recommendations

4

Incorporate a PEN System knowledge product assignment

PEN

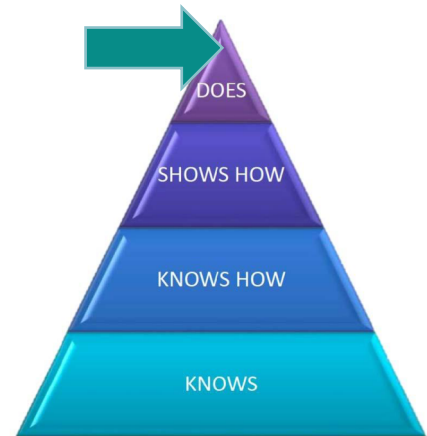
Support assignment development to create/update PEN System product

EDUCATORS

Mentor student to create/update PEN System products

LEARNERS

Translate knowledge into an evidence product **(does)**

**ICDEP:**

Professionalism and Ethics (2.09, 2.13)
 Communication and Collaboration
 (3.01, 3.02)
 Management and Leadership (4.04)

Educators can apply PEN's process to develop or update an evidence-based knowledge product for an in-class assignment.

Outcome: Students translate evidence to create or update a knowledge product using the PEN System process **(does)**. This may include:

1. Synthesize evidence to answer a practice-based question

Students learn the PEN System process: assess, ask, acquire, appraise and apply the evidence to support a practice recommendation.

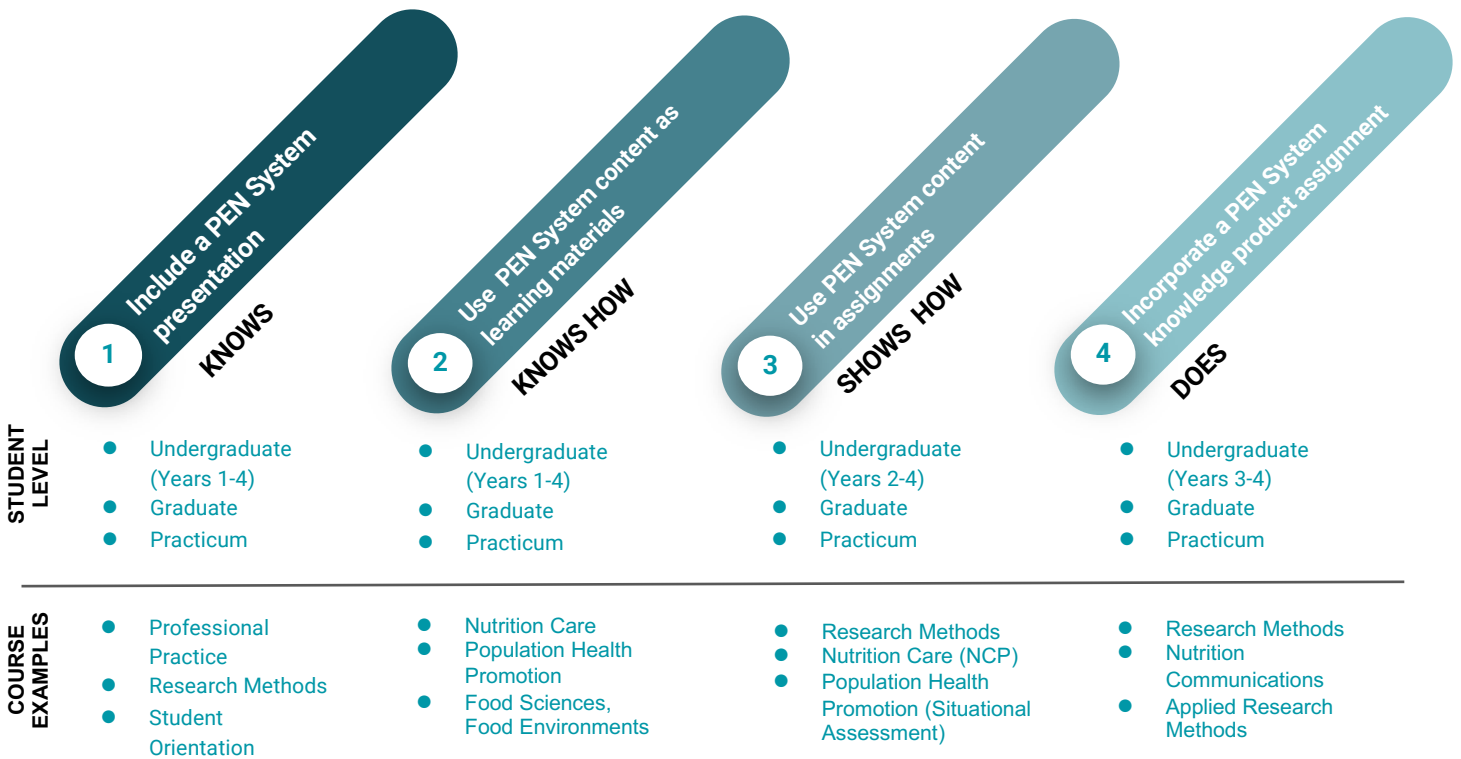
2. Develop or update a PEN System Client Handout

Students support their professional development in the area of health literacy and develop experience in consumer resource/tool development.

3. Write a Trending Topic

Students review the evidence-based process cycle, develop critical appraisal and professional writing skills and experience in developing a professional resource. Trending topics focus on writing dietetic practice implications on recent newsworthy issues.

Suggestions of PEN Student Learning & Activity Guide classroom integration



PEN Student Learning & Activity Guide - Summary

	What can Dietetic Educators expect?	What can nutrition and dietetic students/interns/stagiaire expect?
1. Include a PEN System presentation	A tailored PEN System presentation in a classroom or learning session.	Students know about the role of evidence in supporting all areas of dietetic practice.
2. Use PEN System content as learning/training materials	PEN System content is used as a resource for course/learning materials (e.g., lecture slides, course readings)	Students know how evidence-based practice informs their learning.
3. Use PEN System content in assignments/assessments	PEN System content is used as a resource for assignments and assessments (e.g., case studies, patient simulations)	Students show how evidence-based knowledge informs practice recommendations.
4. Incorporate a PEN System knowledge product assignment	PEN System knowledge product is developed/updated as an assignment	Students translate evidence to develop/update a PEN knowledge product (does).

Contact Us

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