



LEARNING DIARY

Date/Time	Learning Activity (Brief Description)	Learning resources used (list & append when applicable)	Concepts and what are the implications for future practice as a dietitian learned from reflection of activity	Other learning outcome e.g. teaching tool developed (append if possible). Identified follow-up learning needs
2012- 2013	<p><b>RESEARCH CONSULTATION</b></p> <p>Research consulting for a research group at the University of Toronto/Toronto General Hospital</p>	<p>PUBMED literature review on the use of food intake records for the specific research population in this study            PUBMED review of the evidence for and use of reliable and valid Food frequency questionnaire (FFQ) methodology.            Also performed a literature review to determine the best FFQ to use for a primarily South Asian cohort.            PUBMED reviews on dietary intake and changes in gut microorganisms.</p>	<p><b>Concepts:</b> FFQs and food intake record designs are highly variable among studies. It is important to collect meaningful, reliable and valid food intake information so that future statistical analysis of the data is clinically useful.  <b>Implications:</b> staying up-to-date on current methodology for large randomized control studies, including specific populations in Toronto, is a skill that is necessary for me as a dietetic research consultant.</p>	<p>Development of a 7-day food record for use in the study.            -Made recommendations on proper data collection            -Analyzed FFQ to be used in the study and provided suggestions so that that it would be sensitive to capturing the food intake data in a South Asian research population in Toronto.</p>
2012-ongoing	<p>Review and discuss research articles, communication letters and PowerPoint presentations with a clinical researcher</p>	<p>-The articles, letters and presentations being reviewed            -PUBMED literature search            -USDA food database</p>	<p><b>Concepts:</b> editing, nutrient intake recommendations in CVD, potassium restriction and vascular function  <b>Implications:</b> practicing editing skills and disseminating suggestions useful for research skills.</p>	<p>Recommendations were often used to improve documents, peer-review journal submissions and presentations. No <b>learning needs</b> identified</p>



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2012-ongoing	<p><b>EVIDENCE BASED READINGS</b></p> <p>Evidence-based reading in various areas of dietetics with a focus on my areas of interest (obesity, diabetes and cardiovascular disease) as well as general nutrition topics</p>	<p>-Peer-reviewed journal articles (PubMed)</p> <p>- Various sources of general readings (e.g., national disease associations, Health Canada, Centres for Disease Control, National Institutes of Health)</p> <p>-Monthly updates of newly published journal articles and other publications from Dietitians of Canada networks (diabetes obesity and cardiovascular network, October 2012-October 2015.</p>	<p><b>Concepts:</b> readings concentrated in the areas of obesity, diabetes and CVD. In addition to these areas, I focused on topics of current popular interest in the general population (that patient may ask about) and also topics that are of particular interest to me.</p> <p><b>Implications:</b> my intention is to practice in the area of obesity, diabetes and CVD. Therefore, these readings are important for evidence-based practice. The additional topics keep me current on a greater variety of nutrition topics so that my knowledge base is more diverse for general practice questions.</p>	<p>Identified follow-up <b>learning needs:</b> A need to review the most current national guidelines for obesity, diabetes and CVD before I resume practice. Also, to continue to read a diverse assortment of current popular nutrition topics.</p>



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January 2012-ongoing	<p><b>CLINICAL REVIEWS</b></p> <p>Reviewed the literature on various topics. Also prepared a lecture on teaching parents how to introduce new foods to kids in a positive/healthy way. These reviews were performed on a voluntary basis.</p>	<ul style="list-style-type: none"> <li>-PUBMED articles</li> <li>-National guidelines</li> <li>-USDA nutrient database and USDA freezer safety information</li> <li>-CFIA publications Health Canada</li> <li>-Heart and Stroke Foundation (HSF)</li> <li>-World Health Organization (WHO)</li> <li>-American Heart Association (AHA)</li> <li>-Practice Based Evidence in Nutrition (PEN) readings</li> <li>-Natural Medicines Comprehensive Database (NMCD) through DC</li> <li>-Canadian Obesity Network</li> <li>-Institute of Medicine Dietary Reference Intake Micro and Macronutrients reports</li> <li>-Canadian Diabetes Association (CDA) national guidelines</li> </ul>	<p><b>Concepts:</b> review topics included (not limited to): Food recalls and foodborne illness olive oil and healthy cooking, meal planning for dietary restrictions (vegetarianism, gluten-free) weight loss counselling, soy consumption and breast cancer, dairy alternatives, GMO, DASH diet, iron deficiency, chlorophyll drops, B12, folate supplementation, lysine, purines and uric acid, sugar controversy, DRIs, paediatrics and probiotics, high protein-gluten free meals, dietary supplements and DRIs for children, sugar intake and children, cereal consumption, freezer meal preparation and food-handling techniques, lentils and CVD risk, nuts and CVD, current topics in food, nutrition and agriculture, orthorexia, mindful eating, protein requirements in health and</p>	<p>Developed handouts and PowerPoint Presentation, discussed topics with individuals and group, became more aware of resources for particular topics, strengthened ability to disseminate new information. Reviewed information in Jurisprudence handbook to refresh memory on guidelines, identified further areas of interest, reviewed conflict of interest, consent and privacy topics</p> <p>Identified follow-up <b>learning needs:</b></p> <ul style="list-style-type: none"> <li>-read most recent clinical guidelines</li> <li>-periodically reread the Jurisprudence Handbook</li> <li>-further develop areas of interest/expertise</li> </ul>



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		<p>- Canadian Academy of Pediatrics recommendations on supplementation -Canadian Pediatric Society Recommendations on Probiotics as well as recommendations for Disordered Eating -The Jurisprudence Handbook for Dietitians in Ontario (online version)</p>	<p>disease, gestational diabetes, carbohydrate counting, insulin requirements, thyroid disease, food budgeting, food safety, evidence about cleanses, cooking and meal planning tips for parents, <b>Implications for future practice:</b> the variety of topics covered is typical of “side” questions a dietitian may be asked during counselling, regardless of specialty area. Therefore, the skills used to research and report were practice at accessing credible information efficiently. In addition, reviewing the Jurisprudence Handbook as well as listening to a Dietitians of Canada Learning on Demand Presentation on Conflict of interest, consent and privacy challenges, refreshed my memory of clinical practice guidelines for future interactions with clients as well as identifying new areas of interest in which to develop a knowledge base.</p>	

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2014-2015	<p><b>PRESENTATIONS</b></p> <p>Prepared for and presented topics to a parents group</p>	<p>USDA nutrient Database, Institute of Medicine (DRI) Canadian Pediatric Society Canadian Academy of Pediatrics USDA</p>	<p>How to manage picky eating in children (causes, strategies and physician follow-up), gluten free, vitamin and mineral supplementation in children, vegetarian meal planning, DRIs for children, probiotic intake in children, Food budgeting, women’s health topics (eg. evidence on cleanses)</p>	<p><b>Learning outcome:</b> determined the need for expertise in this area of interest, developed a knowledge base in these areas <b>Follow-up learning needs:</b> to further explore the evidence on Avoidant Restrictive Food Intake Disorder</p>



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2012-ongoing	<p><b>CONFERENCES and LECTURES</b></p> <p>Attended online educational series</p>	<p>DC knowledge centre lectures and live conferences:</p> <ol style="list-style-type: none"> <li>1. “What Were You Thinking?” Help Clients Change their Thinking Habits in Order to Change their Eating Habits</li> <li>2. Behaviour Change Counselling</li> <li>3. Dietitians: Your Time Is Now</li> <li>4. The Entrepreneur’s Toolbox</li> <li>5. A Gut-Feeling: An Inside Look at Pre and Probiotics PART 1</li> <li>6. Keeping Up with Nutrition Trends</li> </ol>	<p><b>**please note: the following concepts/implications correspond with the numbers on the previous column of resources used.</b></p> <p><b>1. Concepts:</b> Cognitive Behavioural Techniques In Dietary Counselling  <b>Implications:</b> Necessary counselling skills to keep focused on so that, as an RD, I may have stronger counselling techniques that get the cause of the desired behaviour change. Also so that I can have more sensitive skills to help coach people who require a variety of different counselling styles to be successful.</p> <p><b>2: Concepts:</b> Counsellor Relationship (don’t be judgemental – make patients want to come back to see you instead of fearing the dietitian)</p>	<p><b>Learning needs</b> identified: To continue to make use of conferences and lectures as educational resources in the future so that I can stay knowledgeable, current and evidence-based in my practice.</p>



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		<p>7. Parents and Tots Together: Integrating Family-based Obesity Prevention into FHT settings</p> <p>8. Nuts and Bolts of an Obesity Toolbox</p> <p>9. Self-Management using the mindful eating cycle</p> <p>10. Paleo, Gluten-Free and Dairy-Free, Oh My!</p> <p>11. Solving Conflict of Interest, Consent and Privacy Challenges</p> <p>12. Are Supplemented Foods Good for Canadians</p>	<p><b>Implications:</b> These skills are necessary for building professional relationships and trust with clients in a private or outpatient clinic setting.</p> <p><b>3: Concepts:</b> dietitians in the media and how a sharp, well-defined message offered with a credible voice on controversial topics matters</p> <p><b>Implications:</b> Dissemination of Nutrition Information and Career reflections</p> <p><b>4: Concepts:</b> building a thriving business with achievable goal, marketing reputation concepts. How to reach large audiences invent a product, work with the media, build a brand.</p> <p><b>Implications:</b> Important for a dietitian in business or considering building a part-time private practice in addition to their current employment.</p>	



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			<p><b>5: Concepts:</b> Microbiome, Practical Aspects of pre/probiotics in practice in health and for disease. <b>Implications:</b> Understanding scientific research supporting pre and probiotics in prevention/management of gastrointestinal diseases and in healthy populations, mechanisms of action in gut, practical applications (dosage, packaging, storage, product availability), Canadian regulations and marketplace, risks and appropriate uses of pre and probiotics in high-risk populations</p> <p><b>6: Concepts:</b> Jennifer Sygo lectured on popular topics in nutrition from an evidence-based perspective <b>Implications:</b> Demonstrated the current literature surrounding popular nutrition topics and how to answer client questions as a well-rounded, evidence based expert consultant</p>	

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			<p><b>7: Concepts:</b> How to implement a child-centred/parenting approach to counselling within the FHT and tools for obesity prevention (specifically at the patient-parent and tots program).</p> <p><b>Implications:</b> Since obesity is prevalent in children, it is important for a dietitian to have knowledge of how to forge a relationship with members of the FHT so that they can refer or help refer at-risk parents and tots to a community program</p> <p><b>8. Concepts:</b> Essentials of the newest obesity and bariatric surgery guidelines and initiatives (clinical practice guidelines, bariatric surgery guidelines, medical pharmacotherapy, obesity management foundation)</p> <p><b>Implications:</b> It is essential for a dietitian to have knowledge of the latest guidelines in his/her area of specialty. Bariatric surgery knowledge is an emerging specializes in obesity should be familiar with.</p>	

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			<p>9. <b>Concepts:</b> Mindful eating and changing the cycle of eating by habit <b>Implications:</b> These skills are important for dietitians working to help client achieve realistic changes in everyday habits/patterns</p> <p>10. <b>Concepts:</b> Evidence supporting and refuting the nutrient claims made by advocates for gluten-free, grain-free and Paleolithic diet. <b>Implications:</b> Information and tools that help answer questions regarding interest in these diets. It is important for a dietitian specializing in obesity to have evidence-based knowledge on popular diets.</p> <p>11. <b>Concepts:</b> Common and Complex practice scenarios related to conflict of interest, consent and privacy. Ethical principles and legal obligations were highlighted.</p>	



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			<p><b>Implications:</b> Professional judgement and decision making skills required to satisfy professional obligations.</p> <p>12. <b>Concepts:</b> An examination of the risks and benefits of Canadians with the fortification in the food supply.</p> <p><b>Implications:</b> Review of fortification, DRIs, and government guidelines and decision making framework. Important when asked about specific requirements and in critically analyzing food products and the way they are regulated.</p>	