

EAL Orientation Tutorial

Module 3: Development of Evidence- Based Nutrition Practice Guidelines

Slide Number	Title	Script
1	Module 3: Evidence-Based Nutrition Practice Guidelines	Welcome to Module 3 of the Evidence Analysis Library Orientation Tutorial. In this module you will learn how the Academy's Evidence-Based Nutrition Practice Guidelines are developed.
2	Module Objectives	This module will provide an overview of the Evidence-Based Nutrition Practice Guidelines so you have an understanding of how to interpret the Guideline recommendations and incorporate them into practice. Upon completion of this module, you will understand how the EAL's guidelines are developed; how to locate and navigate the guideline; and understand the major recommendations, guideline introduction and rating scale
3	What is an Evidence-Based Nutrition Guideline?	<p>The Evidence-Based Nutrition Practice Guidelines are a series of guiding statements which are developed using a systematic process for identifying, analyzing and synthesizing scientific evidence. They are designed to assist practitioner and patient decisions about appropriate nutrition care for specific disease states or conditions in typical settings.</p> <p>Key elements include scope, interventions and practices considered, major recommendations and corresponding rating of evidence strength and areas of agreement and disagreement.</p>
4	Importance of Evidence-Based Nutrition Practice Guidelines?	<p>Why are these guidelines important to the registered dietitian nutritionist? Evidence-Based Nutrition Practice Guidelines are built from the EAL systematic reviews.</p> <p>Guidelines promote consistency; achievement of expected outcomes; and assure quality care.</p> <p>Guidelines support implementation of the nutrition care process and its terminology; support reimbursement efforts and implementing guidelines</p>

		encourage recognition and collaboration by and with other healthcare professionals
5	History of the Academy's Guidelines	Some key points throughout the history of the Academy's guidelines include the Medical Nutrition Therapy Continuum of Care publication in the 1990s providing a set of MNT protocols for the registered dietitian to provided standardized care. In the early 2000's MNT evidence-based guidelines for practice were developed for Hyperlipidemia, Diabetes, Chronic Kidney Disease, and Gestational Diabetes. In 2004 the Evidence Analysis Library was created and since then the evidence-based nutrition practice guidelines have been continuously created and developed for various diseases states and conditions.
6	The EAL Development Process	In Module 2, you learned about the rigorous 5-step systematic review development process. The guideline development process is just as rigorous and includes developing recommendations based on the NCP; drafting the guideline introduction and recommendations; an internal and external review of the guideline; and the approval process.
7	Guideline Scope	Let's learn about the development of the guideline scope
8	Developing the Scope	At the start of the systematic review, the workgroup developed a scope. When developing the scope, the workgroup considered What is the guideline's targeted health condition? What is the purpose of the guideline? What is within – and outside – of the scope of the guideline? Who are the guideline's intended users? What is the target patient population to be addressed in the guideline?
9	Guideline Recommendation Process	Let's review the recommendation development process
10	Components of each guideline	All EAL guidelines include. Recommendations Recommendation Rating Classification of Conditional or Imperative Risks and Harms of Implementing the Recommendation Conditions of Application

		<p>Potential Costs Associated with Application</p> <p>Recommendation Narrative</p> <p>Recommendation Strength Rationale</p> <p>Minority Opinions (if needed)</p> <p>Supporting Evidence</p>
11	What is a “recommendation”	<p>Recommendations are the essence of evidence based guidelines. They are the unique components that distinguish practice guidelines from other clinical publications. Once the systematic review steps are completed and the evidence based conclusions and summary statements have been developed, the workgroup applies moderating factors to formulate recommendations</p>
12	Evidence Based Research	<p>What is the difference between the evidence-based research and the evidence-based recommendation? Basically, the systematic review evidence summaries and conclusion statements are what the evidence says.</p> <p>The guideline is a course of action for the practitioner based on the evidence</p>
13	Recommendations	<ul style="list-style-type: none"> •Good recommendations will contain “what to do” and “why to do it” and these should be easily identifiable. Vague recommendations are poor recommendations. •The recommendation should be written using brief and separate statements. The first sentence should be the "what" of the recommendation--what should the dietitian do or not do? The second sentence should be the “why” of the recommendation. •The workgroup should use action word so the recommendation is clear. Examples include: educate, advice, prescribe, administer, recommend, deliver, counsel, promote, determine, collaborate, incorporate, assess, coordinate, refer, consider.
14	NCP Terminology	<p>In writing each recommendation, the workgroup should identify the step of the Nutrition Care Process (NCP) where the recommendation fits and the related terminology domain (NCPT). This consideration may affect how the recommendation is stated. NCP terms from eNCPT should be used in the recommendation</p>

		when applicable and for consistency.
15	Classification Label	Each recommendation is labeled conditional or imperative. An imperative label means that the recommendation is broadly applicable to the target population w/o restraints on their pertinence. A conditional label means that the recommendation clearly defines a specific situation or a specific sub-population within the larger guideline population.
16	Recommendation Rating	Each recommendation receives a rating of Strong, Fair, Weak, Consensus or Insufficient Evidence. The rating for the recommendation is primarily based on the strength of the supporting evidence but also the balance between benefits or harms anticipated and the clinical practice implications.
17	Recommendation Ratings Chart	Here is the rating chart and the definitions for each rating category. This chart is available from the EAL under the Policy and Process tab Guideline Development section.
18	Risk/Harms	<p>Potential risks, anticipated harms or adverse consequences associated with applying the recommendation to the target population fall under this category. For each form of treatment recommended, safety issues should be considered.</p> <p>In terms of potential harm, the long term use and safety of specific dietary components or supplements is an important consideration in recommendations to treat a specific condition.</p>
19	Conditions of Application	Any condition that may limit the application of the recommendation should be indicated under the heading titled Conditions of Application. A recommendations with a Conditional label will always have conditions specified.
20	Potential Costs Associated with Application	This section covers obvious costs that may be associated with the application of the recommendation. The costs could be for the patient, the RDN, or the organization. Examples includes a specialized staff; equipment, or laboratory tests.
21	Recommendation Narrative	The recommendation narrative is a summary of the supporting evidence for each recommendation within the guideline. It clearly explains the evidence that supports the recommendation. It includes the study designs and quality ratings of the included studies.
22	Recommendation Strength Rationale	When developing a rationale, it is important to include the supporting article quality and citation when discussing the findings of each article. Begin the

		rationale by first stating the highest quality articles and the findings, as they relate to the outcomes that were addressed. As with the recommendation language, it is important to state only the facts/findings of the relevant articles and not include any opinion-based language. List the evidence strength and methodological issues that determined the recommendation strength.
23	Minority Opinion	Usually the expert workgroup reaches a consensus on the recommendation and the rating, so they will write "None". However, if they cannot come to a consensus, then any minority opinion should be listed.
24	Supporting Evidence	Since the majority of the recommendations are supported by the systematic review, the evidence analysis question is linked under this heading.
25	References	The systematic review bibliography for the question, the data extraction worksheets, are linked under the section titled References.
26	References Not Graded in the Academy's Process	Sources that were not analyzed during the systematic review process may be used to support and formulate a recommendation. All references must be credible resources like other guidelines, position papers, etc. Recommendations based solely on these types of references are rated as 'consensus'.
27	External Guidelines	Recommendations are largely based on the summarized evidence from an EAL systematic review. However, sometimes the workgroup may determine that the EAL may be strengthened and broadened by using external (non-Academy) evidence-based guidelines or other credible resources in developing the recommendation. External guidelines may be incorporated into the EAL by serving as a reference for a consensus recommendation. External guidelines may serve as evidence analysis or in addition to an Academy's evidence analysis and receive a strength rating as long as the methodology is considered comparable to that used by the Academy.
28	External Guidelines continued	To be considered for inclusion into the EAL, external guidelines must meet specific methodological criteria which is reviewed and approved by the Evidence Based Practice Committee.
29	Guideline Review	Let's take a look at the Guideline Review process.
30	External Review	Each guideline is reviewed internally and externally. An external review of the guideline ensures that the guideline has been developed using a systematic evidence analysis process. Only guidelines that meet

		the methodological criteria may be used in the EAL. Each EAL guideline is reviewed externally using the AGREE II instrument as the evaluation tool.
31	Guideline Review Process	<p>First an interdisciplinary team of experts on the topic are solicited. Reviewers could include doctors, nurses, researchers, others who work within the topic.</p> <p>Reviewers are blinded – the workgroup does not know who is selected by Academy staff.</p> <p>The reviewers are given access to the AGREE II tool to assess the quality of the guideline and the methodological rigor.</p> <p>Once the review period is over; the workgroup reviews the results of the review. Warranted edits are made. Finally, the EBPC reviews the final guideline, reviewer comments; workgroup response to the reviewer comments and approves the guideline for publication on the EAL.</p>
32	Navigating the Guideline	Now that the guideline has been published, let's review how to access it on the EAL.
33	Locating the Guideline	Module 1 explained how to access the EAL content. Mouse over the Projects tab to view a listing of the topics in alphabetical order. Select the topic. The guideline links are located in the left navigation bar with the most current information at the top. Please note that not all EAL systematic reviewed continued onto develop guidelines.
34	Guideline Links	Here is a better view of the links to access the guideline. They include: Executive Summary; Guideline Introduction; Major Recommendations; Background Information or Appendices; and References.
35	Executive Summary	The executive summary of a guideline is a list of the recommendations and rating, but no supporting evidence. This is a great way to review the recommendations at a glance. The executive summary is available to the general public.
36	Guideline Introduction	The guideline introduction includes the scope of the guideline, statement of intent, methods used to develop the guideline, benefits and risks/harms of implementing the guideline. A thorough review of the guideline introduction will help the user understand the development of the recommendations, the target audience and guideline objective.

37	Major Recommendations	Click on the Major Recommendations icon to access a list of the recommendation links. Note that recommendations are organized by nutrition care process category. Click on the link to view the recommendation and supporting evidence.
38	Additional Information	Additional guideline tabs include Background and References which provide important information on the development of the guideline.
39	Individual Recommendations	From the Major Recommendations page, click on a link to view the full recommendation, rating, risks/harms of implementing the recommendation; conditions of application, and the additional fields. To view the content, expand each section.
40	Printing Guideline Material	You can print the entire guideline from the Guideline page. Click on the title icon and select from the pdf options.
41	Updating a Guideline	Academy guidelines are revisited every 5 years. A literature search and evidence mapping is conducted to identify new research published since the previous search. When a guideline is updated, a table is created comparing the new guideline and the older version of the guideline. The document will indicate which recommendation remained unchanged; updated; new or not reviewed.
42	Next Steps	You've now learned how the research is synthesized and guidelines are developed. The next step is putting the guideline into practice.
43	Recourses	To learn more about the resources used by the Academy to develop and review its guidelines, please visit these sites. The links are also available on the Policy and Process section of the EAL under the Guideline Development section.
44	Thank you	Proceed to Module 4