## Module 4: Guideline Dissemination & Implementation

| Slide Number | Title                     | Script  |
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| 1            | Module 4: EAL Resources   | Welcome to Module 4 of the Evidence Analysis Library Orientation Tutorial. This is the last in the series designed to help acquaint you with the EAL. This module will cover the Academy's resources to promote the implementation of the guideline.  |
| 2            | Module 4 Objectives       | Upon completion of this module, you will be able to −  ✓ Understand how the Academy disseminates an EAL guideline  ✓ Learn tips on implementing an EAL guideline  ✓ Take an in-depth look at an Evidence-Based Nutrition Practice Toolkit  ✓ Learn about the different resources the Evidence Analysis Library offers |
| 3            | Guideline Dissemination   | Let's review what happens now that the guideline has been published on the EAL.   |
| 4            | Promotion                 | Following the publication of an evidence-based nutrition practice guideline on the EAL, the Academy executes a plan for dissemination and implementation of the guideline.  |
| 5            | Evidence Analysis Library | The EAL is the primary source of dissemination of Academy systematic reviews and evidence-based nutrition practice guidelines. The EAL has received over 22 million page views in over 210 countries and geographical areas.  |
| 6            | Professional Journals     | Once the guideline has been published, the workgroup starts to develop a manuscript for the Journal of the Academy of Nutrition and Dietetics and other peer-reviewed journals. This helps disseminate the results of the guideline to a much wider audience.   |
| 7            | Mobile Application        | The Academy developed NutriGuides – a mobile application. The app contains over 300 EAL recommendations and is searchable by disease / condition; topic or NCP step. It is available from iTunes or Google store and sells for \$1.99   |

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| 8  | Presentations           | This resource is designed to present the recommendations and ratings to other members of the team in a power point format. They are ideal for meetings, training, and teaching. They are not designed for the consumer/patient.   |
| 9  | Educator Modules        | Educator modules is a great resource for educators who want to introduce the EAL and systematic reviews to their students. It includes instructions for navigating the EAL, student assignments/case studies, and access to the EAL for non-members.  |
| 10 | Evidence Based Toolkits | Toolkits are companion guides to the guidelines. They assist the RDN in implementing the guideline and to help train staff. The materials incorporate the steps of the Nutrition Care Process with case studies illustrating pertinent nutrition diagnoses and nutrition interventions. Used in conjunction with the online Evidence Analysis Library, these tools enable dietitians to individualize a nutrition plan based on the current state of science, clinical judgment and monitoring of outcomes.   |
| 11 | Toolkit Contents        | Toolkit contents include MNT protocol forms; the executive summary of recommendations; MNT encounter process; referral forms, screening forms, initial and follow-up progress notes; and an excel document to collect outcomes. Some toolkits include client education resources.   |
| 12 | Available toolkits      | Here is a listing of toolkit topics. All resources are available from the Academy's store – www.eatrightstore.org   |
| 13 | Outcomes management     | Why track data? Data summarizes the results of protocol use in a specific population and increase the body of evidence or knowledge concerning the effectiveness of MNT and the role of dietetic professionals in achieving positive outcomes. To achieve appropriate reimbursement in the future, the RDN can use these forms to document the patient's condition related to nutrition diagnosis, intervention, monitoring and evaluation, and the complexity of MNT care provided, as well as indicate the time spent interacting with the patient or caregiver during the MNT visit to achieve positive outcomes. Indicating the RDN's critical thinking and the complexity of care involved with providing MNT to the patients or caregiver helps |

|    |  | justify the time spent with the patient or caregiver, and impacts the reimbursement for the MNT service  |
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| 14 | Outcomes Management: Nutrition Monitoring and Evaluation | Within the Toolkit are outcomes forms for tracking groups of clients to better see the overall effectiveness of MNT within a population. Each outcomes monitoring form has formulas entered to automatically calculate values such as percent outcome change or averages of aggregate data. In addition, there are populated outcomes monitoring forms based on the sample case studies within the toolkit. The RDN may use this as a guide to collect outcomes on individual patients/clients to assist with care planning or to set up an outcomes management system where aggregate data is collected and analyzed. When data is entered on the outcomes monitoring form, the aggregate data is automatically populated and graphed on the Outcomes Monitoring graph form. The data is useful for seeing trends across groups of patients or an individual patient. |
| 15 | ANDHII   | The Academy of Nutrition and Dietetics Health Informatics Infrastructure (ANDHII) is an online site for tracking outcomes for the entire dietetics profession, to prove the effectiveness of nutrition therapy. ANDHII is free for members of the Academy. To learn more, including viewing tutorials, visit: <a href="https://www.andhii.org/">https://www.andhii.org/</a>  |
| 16 | CPE Information  | Congratulations on completing all 4 modules of the Evidence Analysis Library Orientation Tutorial. To receive your certificate, click on the link to access the online quiz located in the EAL. With a passing grade of 80% on the quiz, you will receive a link to download your certificate.   |
| 17 | Thank you  | You have now completed the final module of the Evidence Analysis Library Orientation Tutorial. Thank you for your participation and your support of the EAL.   |