Acadia Dietetic Practicum Program

RESEARCH ROTATION GUIDE

Last Reviewed/Updated: July, 2026

nova scotia health authority

Western Zone

ACADIA UNIVERSITY

TABLE OF CONTENTS

INTRODUCTION

Practicum students complete a manageable research project over the course of the practicum program. This project must meet the appropriate *Integrated Competencies for Dietetic Education and Practice* (ICDEPs) and the requirements for a project-based non-thesis Honours Conversion Certificate, Bachelor of Science in Nutrition, as outlined in the Acadia University Academic Calendar.

The project must be manageable within the practicum program length and relevant to dietetic practice. Students will be advised at the start of the practicum that they will have dedicated time to work on research, and they will need to work independently to integrate research into activities of other rotations. This timeline will be informed by the project and supervisor. Ideas for the project should be generated **early in the practicum**, to allow work to be completed in a timely fashion.

PURPOSE

The Dietetic Practicum Research project will provide practicum students with a positive, introductory experience in dietetic research that will allow students to gain confidence in conducting research activities and to enhance critical thinking skills.

COMPETENCIES

The competencies required to be achieved through the successful completion of this research project are listed below. Other competencies may be achieved in addition; see *Integrated Competencies for Dietetic Education and Practice* (ICDEPs) and consider those relevant to the research topic.

4.03 Participate in practice-based research activities.

a. Frame question(s).

b. Critically appraise literature.
c. Identify relevant methodology
d. Interpret findings.
e. Communicate findings.

After completion of the research project, the student will send the practicum final evaluation form to the Research Supervisor. The Research Supervisor will fill in the form ensuring the research specific competencies are evaluated in addition to any other that the student identifies.

SELECTING YOUR RESEARCH TOPIC

Research topics are selected by the practicum students with guidance from preceptors.

- Research topics may be suggested by School of Nutrition and Dietetics faculty members or practicum supervisors according to practice or profession need.
- If students want to pursue a topic other than those suggested they should contact the Practicum Research Coordinator and/or practicum preceptors early in the dietetic practicum program to see if there is a need for the project and someone is able to serve as their Research Supervisor* *(*role defined in Accountability section)*

Examples of appropriate research projects include:

- Program evaluation using an already validated evaluation method/instrument.
- Assessment and benefit of a need for a particular program/plan/idea.
- A defined and smaller part of a larger study (e.g., literature review).
- Identifying and defining an issue (as identified by Nova Scotia Health Authority or Acadia University's School of Nutrition and Dietetics) by conducting an environmental scan.
- A quantitative or qualitative analysis of adherence to a practice standard of either the profession or of the institution.

- A survey or focus group using an existing validated tool (i.e., group of dietitians, group of clinic clients, a community group with whom preceptor/practicum student is already connected).
- Conduct an evidence-based literature review on a topic relevant to dietetic practice.

A student may, however, focus on a small component of a larger existing project or multiple practicum students may work on a different component of a larger project.

SCOPE

The research project must be mutually beneficial for the student and research supervisor.
The project:

- Will meet the expectations and requirements for the Acadia Dietetic Practicum Program, Honours Conversion Certificate. *See Acadia University Academic Calendar for details.*
- Must be manageable to fit within the timeframe and resources available including cost, time, equipment and participant pool.

It will be necessary to set limits on the scope of the practicum research project particularly with regard to data or material collection and analysis. For example, conducting clinical trials would be outside the scope of the practicum research.

TIMELINES

- The research component of the practicum program spans the entire length of the program and should be started ASAP when a student enrolls in the Acadia Practicum Program.

- Although students will be working on their research project throughout the entirety of their practicum, they are given four weeks for exclusive research work. These may not be consecutive. This time will be used to work on main components of the research project such as The Proposal, data or material collection, analysis, final written report, or presentation.
- The student will need to continuously communicate with the preceptor of their current rotation, their Research Supervisor, the Dietetic Coordinator-Placements and Practicum Research Coordinator about when they are working on their research, to ensure it doesn't conflict with their learning goals in practicum rotations.

Detailed suggested timelines for Integrated and Graduate Practicum programs can be found in Appendix B.

ROLES & ACCOUNTABILITY

DIETETIC PRACTICUM STUDENT

- ✓ Be familiar with, and meet the expectations for, the research project.
- ✓ Find a Research Supervisor. Students are to approach preceptors or faculty members who are a good fit and/or get suggestions from the Practicum Research Coordinator.
- ✓ Communicate regularly with the Research Supervisor to establish:
    - A research topic and a refined research question.
    - Project timelines.
    - Ongoing check-ins regarding progress of research project.
    - Feedback on each deliverable in the research project.
    - Final approval of every deliverable in the research project prior to final submissions or presentations.

      Note: The student and the Research Supervisor must work together to develop a high-quality proposal that is ready for ACRES submission.
- ✓ Submit project to Acadia School of Nutrition Advisory Committee for Research Ethics and Standards (ACRES) for ethics approval. **See discussion in Ethics Board Approval section regarding possible Nova Scotia Health or Acadia University ethics board approval.*
- ✓ Make ACRES aware of any changes to either your research protocol or consent form that are made after your submission and approval.
- ✓ Complete the deliverables associated with the research project. *See Deliverables section for details.
- ✓ Send the practicum final evaluation form to their Research Supervisor after completing the research project. The Research Supervisor will fill in the form ensuring that the research specific competencies are evaluated in addition to any other that the student identifies.

RESEARCH SUPERVISOR

The research supervisor is a preceptor, an SND faculty member, or a combination of both. They are the main supervisors of the practicum student's research project. Ideally they have some expertise or work experience in the research topic area, but this is not always possible.

A research supervisor:

- ✓ Has the opportunity to suggest research topics to the Practicum Research Coordinator for students to consider. - *Is there something you've been wanting to look into but haven't had the time? Is there a program in your workplace that needs review?*
- ✓ Supervises the research project of a practicum student.
- ✓ Discusses the project timeline with the student and understands the impact of the timeline for the successful completion of the research project. Our students are ambitious and may wish to work on a research project that is not feasible to complete within the timeframe of the practicum program. With support from you and the Practicum Research Coordinator, students will scale back their project to better fit time requirements.
- ✓ Helps guide a student to submit an application to the Nova Scotia Health Research Ethics Board (NS REB) *if required*. Note that most students do not need to go through approval from NS REB. *See Ethics section for more detail.*
- ✓ Provides timely reviews (2 weeks) and constructive feedback on all of the project's deliverables.
- ✓ Assists in knowledge dissemination:
    - Communicates practicum student research to interested organizations, departments, and health care team members. Organizes research presentation to interested groups as applicable.
    - Notifies student of applicable awards or publications they may apply for nearing research completion, and supports the application process as time allows.
- ✓ Reports any significant practicum student performance issues, relative to the research project, to the Practicum Research Coordinator.
- ✓ Fills in the practicum final evaluation form, sent by the student upon completion of the research project.

- ✓ Ensure that the research-specific competencies from the student's attestation logs are evaluated in addition to any other that the student identifies.

PRACTICUM RESEARCH COORDINATOR

- ✓ Ensures practicum students are oriented to the Dietetic Practicum Research Module and understand the expectations for the research project.
- ✓ Shares suggested research topics from preceptors with practicum students.
- ✓ Receives the student's final copy of the Proposal to pass along to ACRES.
- ✓ Provides high level oversight to all projects, serving as a resource to research teams.
- ✓ Organizes the scheduling of the practicum students' final research presentation.
- ✓ Communicates the location, date and time to practicum students, and Research Supervisor prior to the presentations.
- ✓ Ensures adherence to all institutional policies surrounding approval, conduct, and ownership of the research.

ACRES

ACRES (Acadia School of Nutrition Advisory Committee for Research Ethics and Standards) is an internal ethics committee whose responsibility is to assess projects for minimal risk adherence and approve as such or recommend full REB approval from Acadia and NSH REB as needed.

It is comprised of:

- Faculty members from the Acadia School of Nutrition and Dietetics. One member will review each project.

Responsibilities:

- ✓ Provide ethics approval for all student research projects that meet the minimal risk requirement, and/or provide clear and constructive feedback to reach minimal risk goals, within two weeks of receipt of the Proposal.

- ✓ Issue the final approval to proceed with the project. Submits “Approval to Proceed Form” (with or without ethics approval) to the Practicum Student and the Dietetic Practicum Research Coordinator.

Note: The role of this committee is not to assess the quality of the project or rigor of the methods, which is the responsibility of the Research Supervisor.

ETHICS APPROVAL

Research conducted by practicum students must fit within the timeframe of the practicum program, so in almost all circumstances this means students conduct research of ***minimal*** risk. There are circumstances where a research supervisor will have pre-existing ethics approval for a project where non-minimal risk research is possible. Speak to the Practicum Research Coordinator in advance of beginning such a project. All proposals will be submitted to Acadia School of Nutrition Advisory Committee for Research Ethics and Standards (ACRES) via the Practicum Research Coordinator.

Occasionally students conduct research of moderate risk but this is rare as it is more difficult and time intensive, so if a student is keen to do so they **must seek approval** from the Practicum Research Coordinator and Research Supervisor before proceeding. In these special cases students would still submit The Proposal to ACRES and seek their feedback about whether to then proceed to either Nova Scotia Health Research Ethics Board (NS REB) or the Acadia University Research Ethics Board. High risk research is not feasible.

Minimal Risk: "'minimal risk' research is defined as research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research." [TCPS2, Chapter 2, Section B]

Example of a Minimal Risk research question: "What are the perceived short-term impacts of the Healthy Children Breastfeeding Program at XYZ clinic having on breastfeeding behavior of participants?" Note: Methods include conducting anonymous program evaluation surveys.

Example of a Moderate Risk research question: "What impact does the Mediterranean Diet have on the blood lipid profile on middle-aged pregnant women planning to breastfeed in New Minas?" Note: Methods include dietary intervention, dietary assessment, and pre- and post-intervention bloodwork.

APPLYING FOR ETHICS APPROVAL FROM ACRES

Step 1: Prepare your proposal with guidance from your Research Supervisor

All proposals must be prepared and submitted electronically. For each project, the researcher must prepare an **application** containing the following:

a. The Proposal (Appendix A)
b. Consent forms that will be used, if applicable.
c. Any surveys, questionnaires, or interview questions that will be used.
d. Any advertisements that will be used to alert or attract research subjects.
e. Confidentiality agreements, if any, between the researcher and his/her source of funding

Step 2: Email your application

Send your application and proposal as a **single Microsoft Word by email attachment** to the Practicum Research Coordinator. Please allow two to three weeks for the initial review and anticipate that edits will be required. Do not begin to conduct research in that time. No digital signature is required on your documents.

Step 3: Proceed according to ACRES direction

If ACRES approves your research as is, paste the paragraph below into your consent form before distributing.

> *This research has been approved as minimal risk by delegated review by the School of Nutrition and Dietetics Internal Review Committee, on behalf of Acadia's Research Ethics Board on _____DATE_____. If you have questions related to the ethics of this research study, please contact the Director of the School of Nutrition and Dietetics at nutr@acadiau.ca.*

Step 4: Keep ACRES aware of future changes

If you need to make changes to either your research protocol or consent form after your ACRES approval, ACRES must be notified. To do so, immediately upon the change, notify the Practicum Research Coordinator. Your Research Supervisor should be a part of the decision to make changes as well.

APPLYING FOR ETHICS APPROVAL FROM NS REB

Approval from NS REB is only required in special circumstances discussed above. When needed, the student will submit an application for approval as described here. If submitting to NS REB, do not begin to conduct research before receiving an approval to proceed from NS REB.

RESEARCH FUNDING

The Acadia Dietetic Practicum Program does not have research funding. Projects must be designed to work within the resources available from the supervisor and/or workplace. Typically practicum research projects are low-no cost, however there may be exceptions, being:

a. Students are working with a faculty member who has grant funding for the research they are involved in.
b. Students working in placements or with supervisors who have resources that can be used in their research.

When discussing your research idea with the Practicum Research Coordinator you will discuss the feasibility of your project idea, funding included.

DELIVERABLES

The written components of the research project will follow a scientific style of writing formatted using APA Style Guide (7th edition). Written components must be concise, logical, and include appropriate references.

PROPOSAL

Practicum students will complete the Proposal Template (Appendix A) and share with the Research Supervisor for feedback. The student will revise, and the Research Supervisor must approve the final copy before it is submitted to ACRES.

FINAL REPORT

The final research report, in APA format, is submitted at least two weeks before your Presentation. The final research report **should include relevant headings**:

- ✓ Title Page
- ✓ Abstract *
- ✓ Introduction
- ✓ Objectives
- ✓ Methods (written in past tense)
- ✓ Orientation of the Researcher
- ✓ Results
- ✓ Discussion (including limitations)
- ✓ Relevance to Practice
- ✓ References
- ✓ Tables
- ✓ Figures
- ✓ Acknowledgements

* Students must follow the academic procedure for developing and formatting an abstract. See Purdue OWL Graduate Writing > Abstracts for guidelines. Students may also refer to abstracts from dietetic papers in published journals for examples.

PRESENTATION

Near the end of the dietetic practicum program each student will present a 15-minute oral presentation with a 10-minute question period to other practicum students, preceptors, members of ACRES, and other interested individuals. The student will prepare and submit an abstract to the Practicum Research Coordinator two weeks in advance of the presentation. The student will revise, and the Research Supervisor must approve the final copy before presentation day.

The presentation includes the following categories:

- Title Slide
- Background (Include pertinent points that have led to study objectives)
- Objectives

Orientation of the researcher

- Methods (include ACRES or NSHREB approval process)
- Results
- Discussion (may include points for discussing the results)
- Conclusions (which includes recommendations for future research)
- Relevance to Practice

APPENDICES

APPENDIX A: THE PROPOSAL TEMPLATE

The Proposal should contain the information outlined below using the headings provided. Note, not all headings will be appropriate for each research project. If this is the case, include the heading followed by "not applicable."
The proposal will include the 3 sections listed below as well as references and applicable appendices.

- **Section 1:** Project title and investigator identification
- **Section 2:** Research proposal
- **Section 3:** Informed Consent (Including Consent Form Checklist)
- **References**
- **Appendices**
- Annotated Bibliography
- Additional Appendices, as needed

SECTION 1: PROJECT TITLE AND INVESTIGATOR IDENTIFICATION

Project Title:

Principal Investigator (Practicum Student)	
Name:	
Institution:	School of Nutrition and Dietetics, Acadia University
NSH email, if applicable	
Telephone number:	

Research Supervisor	Name:
	Email & phone #:
	Position & Location:
	Name:
	Email & phone #:
	Position & Location:

Is this research interdisciplinary (e.g., Research is considered interdisciplinary if it is involving investigators/sub-investigators from two or more departments, divisions, programs or services)? Yes / No
Location(s) where the research will be conducted:

Signature of Principal Investigator (Practicum Student) attesting that the Principal Investigator and all co-investigators have reviewed the proposal/ethics submission and are in agreement with it.	
Signature:	Date:

Planned start date:		Planned end date:	

SECTION 2: THE RESEARCH PROPOSAL

Purpose, Rationale and Objectives

- Write a succinct, clear purpose statement for the research study.
- Develop clear measurable objectives (3-5).
- Describe the rationale. I.e. Why is the research important?
- Describe how the study will offer a new perspective, resolve a question, or provide needed data to fill a knowledge gap.

Background

- Describe the current body of knowledge relevant to your research topic.
- Demonstrate a thorough and current understanding of the peer-reviewed literature relating to the topic.

Helpful Resources:

★ Annotated Bibliography Breakdown – Purdue OWL - https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_example.html

★ Writing an Annotated Bibliography – University of Toronto - https://advice.writing.utoronto.ca/types-of-writing/annotated-bibliography/

Research Question(s)

- The research question directly reflects the stated objectives - neither broader nor narrower - and clearly addresses what the researcher sets out to investigate.
- The question is clear, focused and relevant to dietetic practice.
- The research question can be realistically investigated within the time, resources, and skills available for the project.
- If there is more than one research question, they must be related in scope and topic.

Helpful Resources:

- ★ Writing Tips and Tricks: Developing Research Questions - Michener Institute of Education - https://guides.hsict.library.utoronto.ca/c.php?g=723856&p=5180962
- ★ Formulation of Research Question: Stepwise Approach – Ratan et al - https://pmc.ncbi.nlm.nih.gov/articles/PMC6322175/#sec1-2
- ★ Develop a Research Question - University of Waterloo https://uwaterloo.ca/writing-and-communication-centre/develop-research-question
- ★ The Art of Crafting Research Questions: Aligning the Problem Statement, Goal and Objectives, and Research Questions – UAF Center for Teaching and Learning - https://ctl.uaf.edu/2025/03/18/the-art-of-crafting-research-question-aligning-the-problem-statement-goal-and-objectives-and-research-questions/

Ethics Approval

Is ethics approval required? Explain your reasoning.

Positionality of the Researcher

Declare your orientation to the research topic. For example:

- Are you, the researcher, a part of the community which you are studying?
- Do you, the researcher, have personal or professional experience with the subject matter at hand?

Methods:

- An appropriate methodology and method is selected and described.
  - Evidence-based, with documented prior use in scientific research
  - Well-matched to the objectives of the study
- The selected methodology is realistic given time, resources, budget, human resources, and facilities available.
- The individuals responsible for conducting each component of the methodology are identified, and their involvement is realistic given their other professional responsibilities.

- A timeline of steps is included, and is realistic given the length of the practicum program and/or placement.
- The method steps are described in detail such that they can be replicated.

The methods section will have the following subheadings, described below.

- Overview of data/information collection approach
- Rationale for method
- Inclusion/exclusion criteria
- Sample size (if relevant)
- Recruitment
- Informed consent
- Details of data/information collection
- Details of data/information management and analysis
- Risk analysis
- Benefits
- Deception/incomplete disclosure (if applicable)
- Confidentiality and anonymity
- Compliance with privacy legislation
- Use of quotations
- Compensation
- Provision of results to participants

Overview of data collection approach, if applicable

- Describe and justify how the data will be collected. Ensure data that is collected is imperative for answering the research question and achieving the objectives.

Rationale for method

- A justification for the chosen research design is provided and is well suited to the research question.
- Specifics of where the research will be conducted is included.
- The tasks participants will be asked to do is described thoroughly, including the time each task will take and the total time required of participants.
- The data that will be recorded (ex. Dietary intakes, survey questions, etc.) and what research instruments will be used are described.
    - The instruments are reliable, valid, and appropriate for the population, as supported by evidence.
    - Copies of tools used are included (ex. Survey questions).
- The roles and qualifications of the study investigators / research staff are specified.
    - Ensure that assigned roles align with each individual's qualifications and time availability, and confirm that all individuals have agreed to their responsibilities.

Inclusion/exclusion criteria

- A target audience is specified, and is well aligned with the research question and objectives.
- Specific measurable data is included. Ex. Age, diagnoses, location, etc.
- Justification for such criteria is included. This may be based on scientific evidence or feasibility.
- The criteria are appropriately defined to ensure the project remains focused and can be realistically completed within the practicum timeframe.

Sample size

- A target sample size is specified and described. This is based on similar studies, feasibility, or statistical reasoning.

Recruitment

- How participants will be identified, approached, and enrolled is described.
    - Who will recruit participants and how will they do so? Be specific. Which tools will they use and why?
    - Consideration of social, cultural and safety considerations are described and negative consequences avoided. Consider power dynamics and accessibility.
    - How will participants be screened to ensure they meet inclusion and exclusion criteria?
- All recruitment and screening materials are included.
    - Ex: Recruitment poster, screening questionnaire, script for asking patients at bedside.

Informed consent

- The steps for obtaining consent from participants is described thoroughly.
    - Is it written? Oral? Decision is described and appropriate to target audience and setting.
    - Copies of scripts or forms used to collect consent are attached.
- The process ensures participants have the opportunity to ask questions prior to providing consent.

Data management and analysis

- The steps for managing the data is described in detail.
    - Where will the data be stored?
    - Who will have access to stored data?
    - What software, if any, will be used.
- The steps for analyzing the data is described in detail

- The method of analyzing the data is named and described. This analysis method is evidence based and will help achieve research objectives.
- What software, if any, will be used?
- Who will be analyzing the data and how will their bias be minimized?

Risk analysis

- Possible risks or discomforts to participants are described.
  - Include the estimated probability of these risks (e.g., low, medium, high, or more precisely if possible).
  - Include the steps taken to mitigate the risks.
  - Individual and their community's risks are considered.
    - Ex. If participants are of the LGBTQ+ community, could participating in this study harm that community?

Benefits

- Describe whether participants will receive any direct or indirect benefits from participating in the study.
  - Note that participants may not be compensated for their participation in this research so there is often more indirect benefits than direct benefits to participants of practicum research.
  - Possible indirect benefits are specified and described. These may include:
    - Increased knowledge or awareness.
    - Personalized dietary or clinical feedback.
    - Skill development.
    - Opportunity to share opinions and be heard.
    - And more.

Deception/Incomplete disclosure (for moderate-risk research only): *Note this section is only completed if you are conducting an REB-approved moderate risk research project.*

- Deception is used only if the research objectives cannot be achieved in the absence of deception.
- Describe the deception/misdirection that will be used and why it is imperative to use rather than transparency.
    - What information will *not* be disclosed to participants?
- Describe how participants will be debriefed and given the opportunity to withdraw.

Helpful Resources:

★ Deception and Debriefing in Research – University of Toronto - https://research.utoronto.ca/deception-debriefing-research#:~:text=Deception%20in%20research%20is%20sometimes%20required%20because,active%20deception%20should%20be%20relatively%20low%20risk**

★ Guidelines for the Use of Partial Disclosure and Deception in Research – University of Waterloo - https://uwaterloo.ca/research/office-research-ethics/research-human-participants/pre-submission-and-training/human-research-guidelines-policies-and-resources/guidelines-use-partial-disclosure-and-deception-research

Confidentiality and anonymity

- Describe whether the data to be collected is of a personal or sensitive nature. How is patient confidential information protected?
- Describe how the data will be collected, stored, and handled in a confidential manner, and any necessary limitations of confidentiality protections, if applicable.

Collect permissions related to transportation/use of data outside of Nova Scotia, if applicable.

- State how long the data will be retained and outline the plans for its destruction.
- State whether it is possible for participants to remain anonymous and describe how this will be achieved.
- Describe how a 'duty to disclose' abuse or neglect of a child, or an adult in need of protection, will be handled.
- State whether a waiver of confidentiality will be sought from participants and justify why this is necessary.
    - A copy of the waiver is included.

Helpful Resources

★ Code of Ethics – Nova Scotia Regulator of Dietetics – https://nsrd.ca/wp-content/uploads/2024/06/For_Publish_-_Code_of_Ethics_for_Registered_Dietitians_1.pdf (see page 3 regarding duty to disclose).

★ Regulations, Standards, and Policies – Nova Scotia Health – https://innovationhub.nshealth.ca/research-ethics-board-reb/regulations-standards-and-policies

Compliance with privacy regulations

- State what software (if any) is used to collect, store, and analyze your data.
- State whether a survey company will be used to assist in data collection, management, storage or analysis.

Use of quotations

- State if participants will be quoted in the final report.
    - If so, describe how permission will be obtained for this and how participants will be given the chance to see how the quotes are used.

Compensation

- Describe what, if any, compensation will be offered to participants.
- Describe how compensation will be handled.
    - Ex. Who provides compensation? In what form is compensation (Cash, gift cards, etc.)?
    - Describe how compensation will be handled for participants who do not complete the study.
- Describe whether participants are likely to incur any additional expenses.

Provision of results to participants

- Describe how participants will receive the final results of the study overall.
- State whether *individual* results will be provided to study participants, and if so, how this will be done.

Conflict of interest

- Any financial, professional, or personal conflicts for all members of the research team are disclosed.
- Description of any conflicts of interest that exist in relation to the relationship with potential research participants are included (Ex. teacher / student).
- How conflicts will be managed (minimized) is described and is realistic.

References

Included a list of references cited.

SECTION 3: APPENDICES TO THE PROPOSAL

Appendices

Include the following appendices. Label them Appendix A, B, etc., and title them.

- Annotated bibliography: Include an annotated bibliography with sufficient sources. Depending on the topic, this is usually 8-10.
- Informed Consent Form: For research that includes human subjects, develop a consent form that includes all components of the Consent Form Checklist below.

CONSENT FORM CHECKLIST

Please complete this checklist and submit with the application.

YES	N/A	Have you included the following in your Consent Form / process?
		Identification of document as CONSENT FORM
		Title of study
		Identity and affiliation of researchers
		Contact information of individual conducting the study
		Invitation to participate in research
		Assurance of voluntariness and right to withdraw without repercussions
		Short description of the purpose of the study
		Statement of ethics approval: *This research has been approved as minimal risk by delegated review by the School of Nutrition and Dietetics Internal Review Committee, on behalf of Acadia's Research Ethics Board on _____DATE_____. If you have questions related to the ethics of this research study, please contact the Director of the School of Nutrition and Dietetics at nutr@acadiau.ca*
		Short description of the study design and how many participants are involved
		Inclusion and exclusion criteria
		Description of what the participant is being asked to do
		Estimate of the participant's time commitment
		Description of where the research will take place
		Description of special clothing or other preparations required of the participant
		Description of how anonymity will be handled
		Description of how confidentiality of the data will be assured
		Description of any necessary limitations of confidentiality protections
		Description of the nature and probability of risks for participants
		Description of the benefits for participants

		Declaration of any researcher conflict of interest
		Description of any possible commercial outcomes of the research
		Description of how participants will review transcripts of interviews
YES	**N/A**	**Have you addressed the following in your Consent Form / Process?**
		Description of how study results will be provided to participants
		Permissions requested for audio/video taping
		Permissions requested for use of quotations
		Permission for future use of data in specified studies
		Permission to re-contact participant for participation in future studies
		Permissions related to transportation/use of data outside of Nova Scotia
		How assent of participant will be sought when 3rd parties give consent
		Acadia requires **all consent forms contain the following warning:** "Any data sent electronically or stored online may be legally accessed by domestic or foreign authorities."
		Signature statement indicating that information has been provided
		Signatures of participant and person obtaining consent
		Appropriate Reading comprehension level (Grade 9)
		Avoidance of technical language
		Formatting: font size (min 12 pt), headings, page numbering
		Clear distinction between clinical care / research procedures
		No waiver of rights is sought

APPENDIX 2: SUGGESTED RESEARCH TIMELINES

Month	Activity	Supports/Resources
Phase 1: *Started ASAP	**Brainstorm research ideas** - Investigate research opportunities in your practicum placements and take note areas of interest - Thoroughly review research module and notes from Orientation - Discuss ideas with potential Research Supervisors - Discuss ideas with the Practicum Research Coordinator	- Practicum Research Coordinator - Orientation - Preceptors
Phase 2	**Finalize topic and start The Proposal** - See Appendix A for guidelines - Submit draft 1 to the Research Supervisor to receive feedback	- Research Supervisor - Moodle – examples of research questions and proposals
Phase 3	**Finalize The Proposal and submit to your Research Supervisor and Practicum Research Coordinator** - The Practicum Research Coordinator will submit final copy to ACRES - It is very important not to proceed with research until *after* you receive direction from ACRES.	- Research Supervisor - Practicum Research Coordinator

Phase 4	**Proceed with ACRES directions** - From ACRES you will receive either: a. Approval to begin research b. Changes required to meet minimal risk requirements c. Direction to submit The Proposal to Acadia University's Research Ethics Board d. Direction to submit The Proposal to Nova Scotia Health's Research Ethics Board	- Practicum Research Coordinator - ACRES
Phase 5	**Conduct Research** - Recruit subjects, collect data and material, etc.	- Research Supervisor
Phase 6	**Complete Deliverables** - As your research nears its end you should be working on your: 1. Final Report 2. Presentation - Submit first drafts of deliverables to The Research Supervisor - Integrate received feedback - Submit final copies to The Research Supervisor and Practicum Research Coordinator - Inform ACRES that research is complete - Conduct presentation	- Practicum Research Coordinator - Research Supervisor - Moodle- examples of research final report and presentation

APPENDIX 3: APPROVAL TO PROCEED FORM

Once the student's proposal is submitted to ACRES, ACRES will use the following form to assess its level of risk. This form will be returned to the Practicum Research Coordinator who will then share it with the practicum student and their Research Supervisor.

Instructions for ACRES member: The purpose of your review is not to assess quality but rather to determine whether the project is a minimal risk project. "Minimal risk" research is defined as research in which the probability and magnitude of possible harms implied by participation are no greater than those encountered by participants in those aspects of their everyday life that relate to the research. (Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2 – 2022)).

Examples of research methods that are typically minimal risk:

- Anonymous surveys or questionnaires
- Observational studies in public places where participants have no reasonable expectation of privacy
- Secondary use of data that is anonymized
- Non-invasive, routine physical measurements

Important Note: Participant vulnerability must be considered throughout your assessment**.** "Minimal risk" for the general population but "high risk" for a traumatized population.

Reviewer Name:

Date:

Practicum Student Name:

Project Title:

I have received and reviewed:

- ❑ The Proposal Section 1: Project title and investigator/supervisor identification
- ❑ The Proposal Section 2: Research Summary
- ❑ The Proposal Section 3: Consent Form Checklist
- ❑ Relevant Appendices
  - Consent Form, if applicable
  - Sample survey, if applicable
  - Sample interview questions, if applicable
  - Research advertisements, if applicable

Please use the following checklist to complete your assessment.

Probability and Magnitude of Harm

- ❑ The actual risks are no greater than those encountered in everyday life.
- ❑ Potential harms are minimal, similar to everyday inconveniences or minor, transient emotional reactions.
- ❑ The study does not involve significant physical or psychological trauma.

Physical Procedures

- ❑ No invasive procedures for human participants are used.

Note: ***Invasive procedures*** *may include procedures that the research participants would not otherwise be subject to, including but not limited to, blood draws, biopsies, and administration of drugs.* ***Non-invasive procedures*** *may include but is not limited to, surveying or interviewing the research participants, assessing biochemical or clinical assessments already conducted, taking measurement such as heart rate or blood pressure.*

Methodology

- ❑ The study does not involve deception.
- ❑ The study does not involve substantial, uncompensated, or long-term risks.

Privacy and Confidentiality

- ❑ Confidentiality is maintained throughout the research process.
- ❑ If confidential information is collected it is protected. The process for doing such is explained and is logical.
- ❑ Data is de-identified or anonymous whenever possible, and process for doing such is explained and is logical.
- ❑ Accidental disclosure would not pose a risk of criminal/civil liability, damage reputation, or hurt employability.

Participant Vulnerability

- ❑ Participants are legally capable of providing consent.
- ❑ Participants are not from a vulnerable group that requires special protection in this context (e.g., those with diminished capacity, institutionalized, or in dependent relationships).
- ❑ If the research involves vulnerable populations, the study must not exacerbate their vulnerability.

Research Involving the First Nations, Inuit, and Métis Peoples of Canada *(If Applicable)*

The student's research plan must adhere to the TCPS 2 (2022) Chapter 9 on Research Involving the First Nations, Inuit, and Métis Peoples of Canada.

- ❑ The research respects cultural norms and minimizes harm.
- ❑ The research is done in collaboration with members of the Indigenous community and a plan to do so is outlined.
- ❑ The engagement plan reflects appropriate community protocols and expectations and is not tokenistic in nature.
- ❑ A plan is included to outline *reciprocity* and benefit for Indigenous communities. I.e. The proposal describes tangible benefits, capacity building, or knowledge sharing with the community.
- ❑ There are safeguards for how Indigenous knowledge will be used, shared, stored, or disseminated and members of the community will be consulted to approve of, or adjust such safeguards.
- ❑ The proposal outlines a plan for data custodianship and how it aligns with community expectation.

Approval to Proceed:

- ❑ Granted
- ❑ Declined

Comments on Assessment: