



Newsletter 11

March 2012

Dear DIETS Partners,

With the start of 2012, we have put together the 11th DIETS Newsletter, focussing on the 5th DIETS Conference held as a joint conference with EFAD. The Conference was held on the 21st and 22nd October 2011 in the beautiful city of Barcelona and, for the first time, students participated in the Conference. The majority of students attended all plenary sessions, many presented posters and all engaged with energy and enthusiasm in the two student workshops. The DIETS2 Student Poster Award 2012 was made to the first ten students who submitted a poster abstract and personally presented the poster. As well as the lectures and briefing sessions which are reported on in this newsletter, seven workshops on specialist areas of dietetic practice were held and the conclusions of five of these are available on the DIETS2 website. These workshops aimed to begin the process of developing a European Network to improve dietetic care in the specialist area. Thanks are expressed to the Conference Organising Committee, in particular Dr Begoña Caneda, the local organiser and to the staff at Blanquerna-Ramon LLull University.

The nine work packages established for the DIETS2 project have been working hard and thanks are expressed to all those who have developed the questionnaires and are currently analysing and writing up the results as well as to those within the Network who have taken the time to respond. The outputs from DIETS2 depend on the participation of all partner organisations and on the effort of the individual members of these organisations. We can look forward to these data providing the evidence for the future work of dietitians in Europe and worldwide.

We have now started to plan the 6th DIETS/EFAD Conference which will be held in Slovenia, on the 26th/27th October 2012. This Conference will focus on the research and scholarly activities of new generations of dietitian, how learning can be sustained through new technologies and encouraged through continuing dietetic education while the outcomes from the workpackages will be presented and discussed. We look forward to seeing you there!

Please distribute this newsletter and keep information and news coming into our two editors Stefan Storcksdieck at stefan.storcksdieck@eufic.org and Clare Corish at clare.corish@dit.ie or send any items you would like included in future newsletters to the Thematic Network Manager, Judith Liddell at network.manager@thematicnetworkdietetics.eu.

Happy networking

Work package 9
Alerting, networking and sharing



www.thematicnetworkdietetics.eu



Looking back at

The 5th DIETS conference

The 5th DIETS conference – themed ‘Building a strong evidence-based approach to nutrition and dietetics’ – was held as a joint conference with EFAD in Blanquerna-Ramon LLull University, Barcelona on the 21st and 22nd October 2011. With two days of presentations and workshops, the conference explored the education required to ensure a competent dietetic workforce and areas of specialist dietetic practice such as diabetes, obesity, paediatrics, oncology, ageing and renal disease. The proceedings and abstracts for the posters presented were promoted to all 30,000 dietitians in the Network as well as Non-Governmental Organisations (NGOs), HEIs and agencies in individual nation states by dietetic association members of EFAD.

The Conference was primarily aimed at:

- Dietitians and researchers – who have a special interest in specific areas of dietetic practice as well as dietetics overall;
- Key decision makers – within the Dietetic Profession, HEIs and NGOs, industry and charities interested in nutritional health;
- Academics – including teachers, researchers, information gatherers and analysts;
- Students;
- Others – within the food and pharmaceutical industry.

Lectures included: ‘Using Life Long Learning to build your evidence’, ‘Building competences’, ‘Is a masters, doctorate or professional doctorate really necessary?’, ‘Making the most of electronic resources’ and ‘Using the International Dietetic and Nutritional Terminology (IDNT) for research and evidence’.

The following pages provide brief summaries of the presentations, to refresh the memories of those who attended, and inform those who couldn’t join us in Barcelona.



Full details of the conference are available on the DIETS website: <http://www.dieteticsthematicnetwork.eu>

We gratefully acknowledge sponsorship for the 5th DIETS conference from Kellogg’s and Ramon LLull University.



Education and Culture DG
Lifelong Learning Programme

www.thematicnetworkdietetics.eu

Looking back at

The 5th DIETS conference

Can Dietetic Research Provide The Evidence? (Professor Anne de Looy)



Professor de Looy gave the opening lecture at the 5th DIETS Conference, asking three important questions:

- What is dietetic research?
- What evidence is needed?
- Is the evidence available?

She then went on to explain that dietitians must examine the models used to gather evidence and apply a model that results in enhancement of the services they provide. All models must consider the dietitian as a diagnostician effecting behavioural change in all areas of dietetic practice, taking into account the social context, clinical knowledge and nutritional science. Professor de Looy then gave specific examples where dietitians had carried out small audit or research projects which had impacted on practice, for example, one project she described had prevented dietitians from being sidetracked to do projects for which there was no resource available.

She also emphasised the importance of reflecting on each research experience, explaining that such practice results in lifelong learning, the creation of practitioner-derived knowledge (evidence) and the ability to resolve problematic situations.

Professor de Looy then described the work of WP5 Teaching Enquiry Based Learning which aims to map and promote teaching of systematic research methodologies within HEIs at all levels of dietetic education.



How Do We Gather The Evidence? (Stojan Kostanjevec)

(summarised by Johanna Lhotta and Trudy Giesinger)



Dr. Kostanjevec addressed four key issues regarding evidence in dietetic practice: 1) finding information, 2) interpreting it critically, 3) professionally using the evidence found, and 4) the barriers that occur in practice.

An evidence-based approach and life-long learning are important features of dietetic practice. With today's modern media, a large amount of information is available which needs to be critically examined using the right criteria. The impact factor, the evidence pyramid and evidence rating systems are useful tools to find a secure source for evidence-based information. However, as shown in an Australian survey, the barriers and problems occurring in daily practice are lack of time, skills and rapid access to electronic databases. Once the evidence-based information is found, the dietitian's professional expertise and judgement, as well as the patient's values and needs should be included for decision-making. So, evidence-informed practice is important to optimise the best care for the patient as well as helping to distinguish evidence from propaganda.

Dr. Kostanjevec concluded: "Evidence-based medicine is not "cookbook" medicine. It requires a bottom up approach that integrates the best external evidence with individual clinical expertise and patients' choice. An evidence-based approach is important for the professional work of dietitians and should include life-long learning, critical examination and availability of different evidence-based sources."

Evidence-Based Practice Or Practice-Based Evidence? (Anne Payne)

(summarised by Jitka Rusko)

Dr. Payne's lecture demonstrated how we as dietitians could use Practice-Based Evidence and how and why we should make our own 'Evidence-Based Practice'. As Anne de Looy (who gave this presentation in Dr. Payne's stead) said, "there is not just one but several ways of doing Evidence-Based Practice. We have to ask many questions, in many different ways and take a look at every part of our daily work. Once we have synthesised our evidence into a practical evidence-based action plan to change clinical practice, we may have to overcome both individual and institutional barriers to its implementation". Managing their practice, but also finding the time to study and get the support from their institution to update knowledge and practice are key challenges for the dietitian.



Panel Debate – Where Should We Educate Our Students To Be Evidence-Based Practitioners?
(summarised by Clare Corish)

This novel method of sparking discussion among delegates was introduced by two intrepid presenters; Dr Marta Cuervo, University of Navarra, Spain presented the case that the education of students as evidence-based practitioners should be undertaken in 'higher education' while Daniel Buchholz, Charité Hospital, Berlin presented the case that their education as evidence-based practitioners should be undertaken 'in practice'.

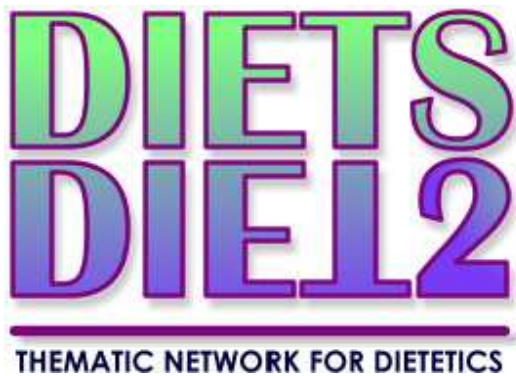
Dr Cuervo made her case by presenting data from a number of American studies that indicated low levels of participation by practicing dietitians in evidence-based practice (EBP). Few had doctorate qualifications and, although the majority had attended courses or presentations on EBP and placed value on research and practicing in an evidence-based manner, their skills to practice in this way were lacking. Awareness of bibliographic databases and understanding of research terminology was poor. The main barrier to EBP and engagement in research activities among practicing dietitians was reported as lack of time. Dr Cuervo provided suggestions on how to incorporate EBP into HEI education e.g. working with students to formulate clear clinical questions to explore, teaching them how to research literature effectively to answer specific questions, providing criteria for critically appraising research, evaluating the strength of existing evidence and determining whether research evidence supports changes in practice. Dr Cuervo argued that competence to teach students the skills required to be evidence-based practitioners is predominantly found in those dietitians teaching in the HEIs and concluded that is where our students must be taught to be evidence-based practitioners.



Mr Buchholz in his argument stressed that EBP involves integrating the professional judgement of practitioners with evidence obtained through systematic research. Therefore, as well as carrying out research, working in practice enables students to develop clinical reasoning which underpins professional practice. The Nutrition Care Process involves EBP, but also, codes of ethics, dietetics knowledge, skills and competences, critical thinking, collaboration and communication. The HEIs cannot make dietitians into lifelong learners – this is up to the dietitians themselves and their supervisors to ensure that they remain competent throughout their working lives.

Those present at the debate enthusiastically participated in the discussion. Drawing the arguments to a conclusion, moderator Dr Clare Corish, Dublin Institute of Technology, stated that all support the teaching of research skills to students in the HEI environment as such skills are required for professional practice but that it is vital that support structures are put in place to allow practicing dietitians to continue to use these skills throughout their working lives in order to remain competent dietitians.

The debate format was an innovative method of discussing an issue at a DIETS Conference and should be considered for the 6th DIETS Conference – with some additional time for audience participation included.



Looking back at

The 5th DIETS conference

Do We Apply Practice-Based Evidence? (Sue Kelly, Jane Thirsk)

(summarised by Bernadett Toth)

A particularly important part of the 5th DIETS Congress – namely, how dietitians apply Practice-based Evidence in Nutrition (PEN) – was presented by Jayne Thirsk and Sue Kellie. The presentation covered four main issues:

1. How do dietitians define evidence-based practice?
2. What is knowledge transfer/exchange (KTE) and why is it important?
3. What is PEN and how does it demonstrate best practice in KTE and promoting evidence-based dietetic practice?
4. What are the benefits of evidence-based dietetic practice?

At the beginning of the presentation the term 'evidence-based practice' was defined according to the International Confederation of Dietetic Associations (ICDA) Working Group Report (in which Jayne played a main role). Regarding KTE, the speakers explained that knowledge transfer is a process that includes synthesis, dissemination, exchange and ethically-sound application of knowledge to improve the health of a population through strengthening health services and health care systems. Knowledge exchange, on the other hand, is the interaction between researchers and decision makers to plan, disseminate and apply new research in decision making. The importance of KTE was confirmed by examples of the lack of evidence both for physicians and patients to make decisions; furthermore, one third of patients do not get treatments of proven effectiveness or they receive care that is not needed or even potentially harmful.

In the second half of the presentation, we got an insight into PEN. We all live in an information age, so it takes increasingly more time and effort for professionals to filter the real, evidence-based information for their work and practice. PEN could serve as an effective tool for making evidence-based information available in such a format that supports its application and use. In the presentation, the creation and follow-up of data collection and its evaluation process was shown, followed by a list of facilitators and barriers/suggestions that enable or prevent dietitians from using PEN in their practice. There was an interactive part as well, in which we could see the structure of the PEN website and how it can be used to find evidence.

We all know that evidence-based practice is beneficial, but at the end of the presentation we could see a whole list of benefits for all stakeholders: service users, individual dietitians, nutrition and dietetic services, professional bodies, universities and teachers and, last but not least, the health services.

DIETS2 Key Contacts Meeting

(summarised by Clare Corish)



Dr Clare Corish, Dublin Institute of Technology and Ana Catarina Moreira, Escola Superior de Tecnologia da Saúde de Lisboa hosted the Key Contacts meeting.

They firstly thanked the key contacts for attending the meeting and for their dissemination activities in DIETS1 and, to date, in DIETS2. They then summarised the role of the 'key contact' as an individual who has volunteered to disseminate information about DIETS within a DIETS partner organisation. Key contacts also promote the work of DIETS and the role of the dietitian to relevant national governmental and non-governmental organisations and provide feedback to the Exploitation (WP8) and Dissemination (WP9) Groups on dissemination activities and the impact of DIETS in their institutions and countries. This information needs to be included in all reports on DIETS prepared for the EU.

Good dissemination is made up of three features:

1. The delivering and receiving of a message;
2. The engagement of an individual in a process;
3. The transfer of a process or product.

In DIETS2, dissemination is the link between the work package outputs and the stakeholders. A summary of the work of each work package was provided for the key contacts present:

- WP1: Pedagogic standards for dietetic placements; Guidance for placement opportunities in non-clinical areas;
WP2: Dietetic competences necessary to practice at an advanced level;
WP3: Life Long Learning; Transparency of qualifications (commenced Oct 2011)
WP4: Innovative ICT-based education e.g. Facebook: <http://www.facebook.com/DIETS2>
WP5: Best practice teaching of research skills & evidence-based practice in dietetics; Database of tools & methodologies
WP6: Management of the DIETS Network
WP7: Project quality assurance
WP8: Embedding and driving change
WP9: Alerting, networking and sharing

The 'Key contact of the year' competition was then announced. The winner will be from outside work packages and the prize will be free registration at the 6th DIETS Conference in 2012.

Some of the feedback from delegates indicated that a reception where delegates could discuss dissemination and exploitation with each other should be organised as was done at the 3rd DIETS Conference in Lisbon – something to be considered for 2012!!

Looking back at

The 5th DIETS conference

Dietetic students from across Europe meet at DIETS V Conference (Kate Murphy, Vanessa Teutschländer)

(summarised by Vanessa Teutschländer)

As this was the first dietetic students' meeting at a DIETS conference, the leads Kate Murphy and Vanessa Teutschländer started off with a few ice-breaker games for group members to get to know each other. Afterwards, Judith Liddell explained the fundamentals of the EFAD extranet and the DIETS website. This was followed by Koen Vanherle showing the DIETS facebook page to the students, Eirini Bathrellou presenting the e-journal and its progress, and Kate Murphy and Vanessa Teutschländer introducing the idea of a students' network.

After the students got all the basic information, they split up into small groups and discussed what content the students' network should contain and how it would be maintained. This ended the first part of the student meeting and was followed by a trip

to La Boqueria, a famous food market in Barcelona, where the students experienced authentic Spanish food and culture. The excursion was topped with a great tapas menu in a restaurant built on top of an old bull ring, which had a fantastic view over Barcelona by night. Some students went off to the fabulous Barcelona night life.



The next day, the students reconvened to exploit the results of the first session. It was clear that the students wanted to have their own network and that it needed volunteers to maintain it. Content should include the cultural differences

between dietetic consultations, e.g. a Spanish person has a different diet than a German person, and the students wanted to learn about those differences. All agreed that this would be a basis to work from throughout Europe. The session was finished off with Anne de Looy talking about the European Dietetic Benchmark Statement (EDBS) and practice placement standards.



Overall, it was a great session and the students were very satisfied. A suggestion for improvement for the next conference was to schedule the regular workshops and the student meeting at different times so that students can attend both.

Is A Doctorate Or Professional Doctorate A Necessary Part Of Professional Development? (Colin Chandler)

(summarised by Heida Hilmisdottir)



Dr Colin Chandler addressed the question whether a doctorate or professional doctorate formed a necessary part of professional development? He started off his presentation with the different cycles of dietetic education and what role each cycle plays:

- Cycle 1 – Knowledge and skills / research informing practice / Undergraduate
- Cycle 2 – Critical evaluation / developing research skills / Masters
- Cycle 3 – Original contribution / Research Leading Practice / Doctorate

The doctoral research degree is a qualification rooted in original research that creates new scientific evidence. Comparing professional doctorates and the traditional PhD thesis the result was that professional doctorates are more professionally relevant, for both the researcher and the profession, because they contribute directly to the professional evidence base. The PhD has a long history and worldwide recognition, but is not restricted to a professional focus, even though many do have such a focus and there is a chance that they develop theory in isolation from practice.

It is important that students know this before they choose between these two different ways so they can make an informed choice, based on their position, ambition and needs.

WP2 is looking into second and third level dietetic education and analysing a mapping of Lifelong Learning (LLL) among dietitians in Europe. One of the preliminary results of the WP2 questionnaire sent to dietitians in Europe was that respondents clearly endorse the competences that have been identified.

Research is an integral part of professional practice. Life-long learning opportunities for study are needed at appropriate levels. Strategies for research, and learning and teaching emphasise the importance of research underpinning the student learning experience and the practice relevance of the research base.

Looking back at

The 5th DIETS conference

Using Electronic Resources To Enhance Dietetic Practice – Is There Any Evidence For Their Effectiveness? (Simone Bell)

(summarised by Stefan Storcksdieck)

Simone Bell, from the European Food Information Resource (EuroFIR) network, addressed the topic of electronic resource infrastructures and how they are becoming more and more important for dietitians. Nowadays, we find copious reports on the use of smartphones, handhelds, etc. in dietetic practice. Correspondingly, a study from 2007 stated that this generation of dietitians is the first expected to be able to handle new mobile electronic resources. Another article, from 2010, chimed in by saying that it is impossible to escape the spread of smartphones.



Ms Bell said that dietitians need to be able to evaluate dietary data collected by their patients through mobile electronic systems. This was studied in an EU project on personalised services for life & health (coordinated by San Raffaele scientific institute & university). In this project, even the software for monitoring dietary intake was mobile (on a USB stick), thus allowing anyone to add information to the food database “on the go”. This approach reduces gaps between experts and laymen as the information is available to everyone, everywhere.

However, certain challenges remain. So far, i) there is no quality stamp (certification) for any of the available programmes, ii) many foods do not have appropriate barcodes or these are not recognised, iii) calculations can lead to wrong results, and iv) the database may be inadequate (e.g. USDA data in European apps).

As a final note, Ms Bell mentioned the Open Platform JSI (coordinated by Prof. Barbara Koroušić from Slovenia), which allows the parallel tracking of food intake and physical activity. She also invited the audience to take a free trial with EuroFIR at <http://www.eurofir.org>.

Using lifelong learning to build your evidence (Emilia Sánchez)

(summarised by Begoña Caneda)



Not only patients but also healthcare professionals have to change their lifetime habits. Life-long learning means we must be flexible, dynamic and proactive towards our knowledge and our practice. Sometimes, we may not have enough evidence or the evidence is conflicting; solid data are essential to build evidence.

The goal of dietitians is to improve patient and population care by means of good nutrition based on a scientific approach. Without research there is no data, without data there is no evidence, without evidence there is no basis for best practice (evidence-based practice), and without good and reflective practice there is no goal achievement.

Evaluating the success of European Region initiatives to improve nutritional health (Joao Breda)
(summarised by Clare Corish)



Dr. Joao Breda, Programme Manager, Physical Activity and Obesity, WHO Regional Office for Europe gave a comprehensive overview on the contribution of nutritional factors to mortality from non-communicable diseases. He described the increasing prevalence of overweight in Europe, highlighting that a substantial reduction in mortality can be observed within 1-3 years of dietary changes. The health costs associated with overweight and obesity are considerable; 30% of total health costs in Portugal, and 21% in the Netherlands, are attributable to these two conditions. Dr. Breda specifically focussed on the beneficial effects on overweight and obesity associated with breastfeeding and fruit and vegetable intakes of at least 400 g daily. He also emphasised that saturated and trans fat intakes need to be reduced; for example in the UK, a 22% reduction in saturated fat

intakes in adults is required. While trans fat intakes are typically below 2 g daily in Germany, France and the UK, Eastern European countries such as Hungary, Poland and the Czech Republic continue to have intakes of between 10-20 g per day. Inactivity is also a major contributor to mortality, with physical inactivity contributing to 1 million deaths within the European Region per year and 41% of adults not participating in moderate activity on a weekly basis.

Dr. Breda outlined the WHO/Europe action plan which has a special focus on children and on disadvantaged socioeconomic groups. Surveillance of nutritional status, physical activity and dietary habits is being undertaken at regular intervals with the aim of improving nutrition and physical activity in the EU. Specific projects include initiatives to reduce the marketing of food to children, salt reduction and the promotion of physical activity as part of daily life, for example, the national cycling plan in Germany. There is particular emphasis on active transport for children and Professor Breda drew attention to the Parma Declaration of March, 2010 which supports the needs of children being built into planning, environment and health.

The WHO action plan 'Gaining Health' 2012-2016 was published on the 15th June 2011 with the following health promotion objectives:

- Inclusion of health in fiscal and marketing policies with particular emphasis on salt and trans fat;
- Development of healthy workplaces and schools, with active mobility a priority;
- Cardio-metabolic risk assessment and management and early detection of cancer.

Following questioning from the floor, Dr. Breda emphasised the important role that dietitians will play in achieving these objectives.

Using Standardised Dietetic and Nutrition Terminology for research and evidence (Pauline Douglas)
(summarised by Maila Hemetek)

Pauline Douglas (Northern Ireland) introduced her current work on behalf of EFAD on the topic of developing a Standardised Language for Research and Evidence with her European team (Sweden, Greece, The Netherlands).

From an historical perspective, the issue of developing a standardised language in a medical context was raised in the 19th century, in order to ensure there is common agreement for all medical practitioners on how to classify different diseases. Until now, dietitians in Europe use systems developed for medical diagnoses (ICF, ICD-10) rather than using tools developed for dietetic diagnoses and terminology. In the USA, the IDNT (International Dietetic Nutritional Terminology) was developed by the American Dietetic Association (ADA), within the process of developing the Nutrition Care Process (NCP). The intention was to provide agreed upon terms that will describe what is occurring in each step of the NCP. The IDNT might be used as an orientation for a European system and has been already been translated in several European countries.



The necessity of introducing a common standardised language in dietetics and the main problems that occur in the process were discussed in the presentation. The following aspects can be summarised: Standardised language ensures consistency and continuity of treatment, structures communication, allows evaluation and quality and facilitates research. The biggest challenges at the moment in developing a standardised language are differences between the countries within Europe. This does not necessarily mean language differences but also different stages of education and understanding of the profession in general. Agreement upon a uniform terminology within one country, where everybody speaks the same language, has proven difficult already.

The plenary discussion revealed that there is a wish to using tools that have already been developed and work with those rather than invent a completely new tool (IDNT, SNOMED, etc.). The necessity of developing standardised language and terminology within Dietetics in Europe was highly emphasised and generally agreed upon.

Defining Professional Quality – The Role of the European Federation of the Associations of Dietitians (EFAD) and National Dietetic Associations (Professor Anne de Looy)

(summarised by Clare Corish)



Professor de Looy commenced her presentation by quoting William James “Quality in a product or service is not what the supplier puts in; it is what the customer gets out and is willing to pay for”.

“We must have a minimum standard of practice across Europe, increase our evidence base through research, remain competent and prepare for the future.”

Prof. Anne de Looy.

She then described the indicators for quality improvement as follows:

- A resource of robust indicators to help teams select indicators for local quality improvement
- A source of indicators for benchmarking
- Assured by dietitians for use by dietitians
- Published with full metadata for transparency

Professor de Looy went on to describe the standards for education and practice placement produced by EFAD which are now used throughout Europe. She also presented some of the preliminary data from the 2009 education mapping questionnaire which examined the teaching life-long learning techniques included in dietetics curricula across Europe. “We must have a minimum standard of practice across Europe, increase our evidence base through research, remain competent and prepare for the future”, concluded Professor de Looy.

DIETS2 Student Poster Award 2012

The DIETS2 Student Poster Award 2012 was handed to the first ten students who submitted a poster abstract and personally presented the poster at the 5th DIETS Conference in Barcelona. Congratulations to the award winners who will each receive €100:

- 1) Jitka Rusková, Czech Republic
- 2) Angels Ribas Orobitg, Spain
- 3) Sónia Mendes et al, Portugal
- 4) Manuela Melchart et al, Austria
- 5) Aggeli M. et al, Greece
- 6) George Stylianos N. Karampolas et al. Greece
- 7) Sonja Schönberger and Lea Zürcher, Switzerland
- 8) Eleni Papadopoulou, Greece
- 9) Elena Carrillo, Spain
- 10) Simone Fernandes, Portugal



Looking back at

The 5th DIETS conference

DIETS2: How are we doing? (summarised by Judith Liddell)



A questionnaire to assess "customer satisfaction" with the DIETS2 project, including the website, the Facebook page, dissemination, valorisation and the planned deliverables was completed by 52 delegates at the 5th DIETS conference.

Website: Satisfaction with the website was high with 76% reporting they could navigate it easily and 80% having downloaded information from it.

Facebook: Only 15% of lecturers, 30% of dietitians and 33% of students had visited the DIETS Facebook. Helpful comments were provided on how the Facebook page could be improved, including calls from lecturers for more interaction e.g. for specific courses and from students who wanted more information and opportunities listed, interesting and up to date discussion topics and more news. Dietitians also wanted discussion topics

rather than just chatting and were happy to include communications in languages other than English.

Dissemination: Most (79%) claimed they found DIETS information readable and easy to understand. 77% had read a DIETS newsletter and 55% had recommended or sent the newsletter to someone else. Almost 60% claimed to regularly inform others of the work of DIETS. Over 90% said they would attend another DIETS conference and would recommend DIETS conferences to students as well as to colleagues. Reasons given included networking, chance to collaborate internationally, lots of information, can give own input e.g. in workshops, being part of progress, comparing own work to others, learning about situation in other countries, good information on education and training, information about e-learning.

Valorisation (impact of DIETS): 86% said they had informed others about the project and 60% had passed on materials from DIETS2 to someone else, including colleagues and students. Over half (52%) claimed that participation in DIETS had resulted in other benefits such as Erasmus exchanges, international activities, networking, increased knowledge about the profession of dietetics in other countries and improved English. Concrete outcomes included the creation of a master degree in Belgium, the development of national transcripts and good class materials. Some claimed that new ideas for education and for modifying concepts had been introduced as a result of DIETS. It had also inspired some to improve education, to make quality improvements and had caused others to share ideas and information. Many respondents anticipated more benefits, further projects and publications would be achieved through DIETS2, 88% reported that the Network was meeting their needs and expectations and almost all (94%) thought the Network operated in a non-discriminatory and ethical manner.

Planned deliverables DIETS2: The most popular planned deliverables were "Database for practice placement teachers", "Guide to best practice for student placements", "Pedagogic standards for dietetics teachers", "Database of LLL courses/materials", "Dietetic e-journal" and "Database of materials used to teach". However, it was stated that all the planned deliverables would be useful.

So, to summarise, as far as 52 conference delegates are concerned, DIETS2 is doing really well. This is really good news and the Quality Assurance work package will monitor progress to ensure it stays this way!



Impressions from Barcelona



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