GROUP 41 FINAL PRESENTATION

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Objective

Our self-directed online cannabis science lessons are for Registered Dieticians (RDs) who wish to expand their knowledge of medical cannabis. The training is available to any interested health care providers; however, it is tailored to RDs who practice in an outpatient setting experiencing gastrointestinal issues. Our cannabis nutrition lessons will allow RDs to counsel their patients on how to minimize risk and the potential impacts of medical cannabis on their existing gastrointestinal conditions and medication therapy while using the research currently available.

Rationale

Dieticians plan and conduct food service or nutritional programs to help people lead healthy lives. They counsel clients on nutrition issues and healthy eating habits. They are experts in the use of food and nutrition to promote health and manage disease. With the rise in state medical cannabis programs to assist patients with various conditions, it is important for dieticians to be knowledgeable about cannabis, its benefits in the treatment of disease or conditions, and understand how it works. It is also imperative for them to know the various methods of ingestion whether oral, sublingual or inhalation, how each method can potentially affect an individual, and how diet plays an integral role.

Audience

The intended audience for this course consists of dieticians, nutritionists, and physicians who are looking to implement medical cannabis into their patients' therapy regime. The target audience is expected to have prior knowledge in medicinal sciences and more specifically, dieting and nutrition. Any audience outside of these categories may have difficulties understanding when to recommend medical cannabis.

Description of Instructional Materials

Our instructional materials consist of a fifty-six slide, 5 Module, PowerPoint Presentation with voice overs. Each module consists of approximately ten slides that cover the learning objectives of the course. We start with an introduction that answers the question, "What is Medical Cannabis?" From there we go into "The difference between CBD and THC." Followed by a lesson on "How does cannabis work in the brain and the endocannabinoid system." Next, we specifically focus on "Medical Cannabis and Nutrition," and we end with how to make "Dosing Recommendations." There is a 3 to 5 question knowledge check at the end of each module. Each question is read by the narrator who briefly pauses to give the learner a chance to respond before the narrator states the correct answer.

Description of Instructional Materials continued

These instructional materials are designed to give providers in the field of dietetics and nutrition a basic understanding of the potential use and benefits of medical cannabis therapy. They start with a basic overview, then go into specific nutrition-related conditions, and end with medical cannabis dosing recommendations. Each learner will receive a workable copy of the presentation to reference and review as needed. They will also receive the opportunity to learn from additional presentations that cover cannabis therapies for specific nutritional challenges. The same types of instructional material are used in these advanced courses. The following is an example of the learning materials.

Sample of Instructional Materials
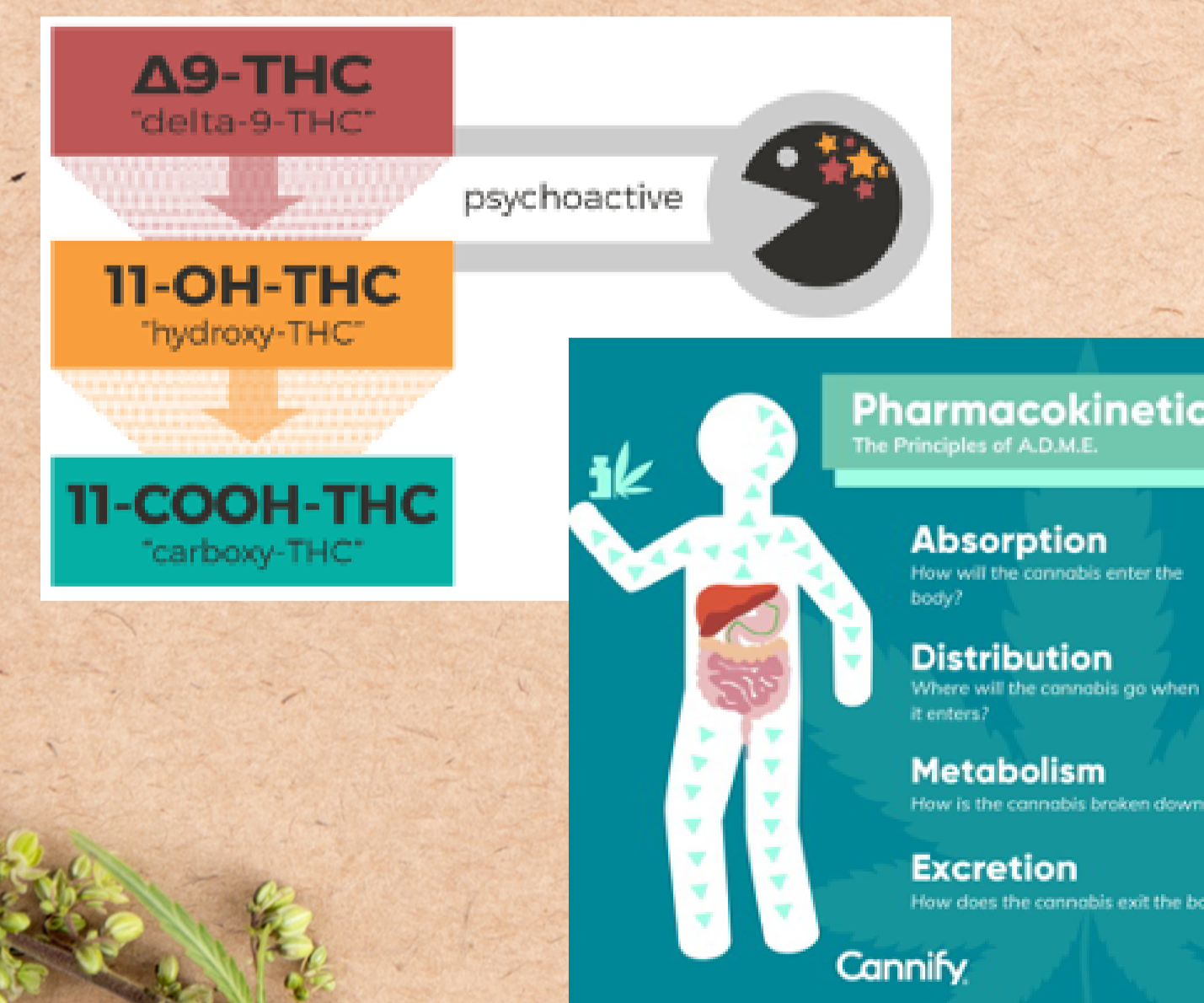
Evaluation Plan

To evaluate the effectiveness of our training we developed an evaluation plan that consisted of a knowledge check following each of our five modules. We then created an evaluation instrument that included questions to evaluate the learner's knowledge following the training. During the evaluation, we sought to understand more about the learner's reactions to the training by establishing whether the conditions were right for learning. Some of the questions we asked participants consisted of To what degree did they like the training and would they recommend the training to a colleague. We then sought to understand what they learned by establishing how far training program participants improved their knowledge and skills due to the training and asked questions like, Did the participants understand the benefits and risks of recommending medical cannabis and their level of confidence in recommending it?

Finally, we sought to understand more about how the training could potentially impact the learner's behavior or job by evaluating how the training participants will apply their knowledge and skills back to their work by asking questions like: How would they rate their knowledge about cannabis therapy or the differences between CBD and THC before and after the training.

Evaluation Plan continued

We intend to follow up with participants in six months, and one year following the conclusion of the training activity to assess whether and to what degree our training has influenced the behavior of the participants as well as access their results and business impact.

Lessons Learned

Many valuable lessons were learned throughout the course of this project which included but were not limited to the following:

- Recognize that each team member has unique talents and make sure that you use those talents to complete the projects.
- Working with an organization that is engaged is beneficial as you move through the timeline
- Creating reasonable deadlines and meeting them.
- Consistent communication is key when working with a team.
- If you need help, don't be afraid to ask for it.
- Building a good relationship with your teammates helps the project flow smoothly.