SEMINAR ON PROPOSAL WRITING FOR FINAL YEAR STUDENTS OF HUMAN NUTRITION & DIETETICS ABUAD.

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Outline

- **Part 1 – Components of the introductory section of a final year research project**

- **Part 2 - Accessing electronic literature sources**
  - **Electronic resources**
  - **Electronic sources**

- **Part 3- literature review**

Introduction

The purpose of research is to discover answers to questions through the application of the scientific method.

Scientific method is a formalised systematised approach employed by scientists in carrying out their investigations.

Sequential with identifiable steps in solving an identified problem.

Steps:

1. **Identification of the problem**
2. **Definition of the problem (precise and clear terms)**
3. **Formulation of appropriate hypotheses**
4. **Collection of data for testing the hypotheses**
5. **Analysis of data to test the hypotheses**
6. **Necessary inferences or conclusions based on data**

Salami (1998). Introduction to Research Methodology

Introduction (2)

Introduction should include

1. **Background to the study**
2. **Statement of the Problem/ The Problem Statement**
3. **General objective of the study }purpose of the study**
4. **Specific objectives }**
5. **Hypothesis (optional)**
6. **Significance of the study (justification for the study)**
7. **Delimitation and Limitation**
8. **Conceptual or theoretical definition of terms**

(Ogolo 1996)

Introduction (3)

The introductory chapter comes after the title and therefore links it with the research problem which is the subject matter of the proposal.

Therefore should contain these areas or paragraphs

a. The Research Problem

Research topic defined, method of study proposed.

this is an exposition of the research problem to be studied

b. Scope of limitation of the study

c. Definition of key words, concepts in the problem exposition.

d. Justification or Significance of the study; possible advantage as a result of the finding.

Bankole (1991)

Introduction (4)

Why was the study done?

a. To describe: to clarify a picture

b. To analyze: to establish causes or risks

c. To intervene: to solve a problem, to exercise direct control over a specific problem

The problem must be well defined, cogent background, clear questions. (THF 1992)

Purpose of Introduction:

Supply sufficient background information to allow the reader to understand and evaluate the results of the present study without the need to refer to previous publications on the study. (Day and Gastel, 2010)

(E1) Association of food consumption with total volumes of visceral and subcutaneous abdominal adipose tissue in a Northern German population

- Background/Significance: Visceral adiposity, characterised by excess accumulation of viscera adipose tissue (VAT) adipose tissue (AT) has been recognised as a risk factor for metaboli diseases, including fatty liver disease, type 2 diabetes and CVD(1). Visceral adiposity and its consequences have become a growing public health problem worldwide mainly due to increasing sedentary lifestyles and detrimental changes in dietary behaviour(1). The association o subcutaneous AT with CVD and metabolic diseases is less clear(2,3) and may depend on its distribution on the human body. Although a protective influence of thigh subcutaneous AT or ectopic energy storage and markers of chronic inflammation has been suggested(4,5), ……
- Anthropometric surrogates of fat distribution, however, do not allow the differentiation between VAT and SAAT, or any classification of individuals with high amounts of VAT or SAAT(12,13). By contrast, imaging techniques such as computed tomography (CT) or MRI enable accurate distinction between VAT and SAAT. Results from a study of Latino adolescents discriminating between VAT and SAAT have shown that intake of dietary fibre was inversely associated with VAT in overweight Latino youth(14–16). Similarly, whole-grain intake was inversely associated with VAT and SAAT in adults, whereas refined-grain intake was positively associated with VAT in adult participants of the Framingham Heart Study(17 .
  ……
- The aim of the present study was therefore to investigate whether intakes of food groups
- were associated with MRI determined total volumes of VAT and SAAT, as well as with the VAT:SAAT ratio

(E2) Health and dietary traits of organic food consumers: results from the NutriNet-Santé study

- Background/Significance: The demand for organic products is increasing rapidly in industrialised countries. In Europe, organic farmland has almost doubled since 2004, reaching 5·7 % of the total agricultural area in the EU-28 in 2013(1). In France in particular, the market has doubled in the past 5 years, and >33 % of the French population consume organic products every week(2). ……..

- The non-use of synthetic fertilisers and chemical pesticides assumes that organic production may enhance the nutritional quality of food and in turn health status(3). Consequently, with environmental and ethical motives, health remains one of the
- predominant reasons for purchasing organic food (OF)(2,4–7). ……..

- In the NutriNet-Santé study, regular organic food consumers (ROFC) have exhibited higher level of education, were more physically active than other groups and had a higher diet quality(25). However, dietary traits and the health status of this population have not yet been comprehensively described. In particular, food choices are determined by a multitude of factors, including socio-demographic factors but also nutritional knowledge and perceptions.

The aim of the study was to depict, according to OF consumption,

using data from the NutriNet-Santé study: (1) dietary traits, (2) disease history, (3) knowledge of the French nutritional guidelines and to test for a modulating effect of OF consumption in the association between nutritional knowledge and dietary consumption.

(E3) Nutrition education linked to agricultural interventions improved child dietary diversity in rural Cambodia

Poor knowledge of infant and young child feeding (IYCF) in addition to household food insecurity is a major determinant of chronic malnutrition among children aged 6–23 months. In this age group, often referred to as the ‘critical window’, the timeliness of the introduction, quality, quantity and appropriateness of complementary food are crucial to ensure adequate growth as well as motor and mental development(1,2).

However, to date, the prevalence of chronic malnutrition reflected in stunted growth globally remains high, with 162 million children under 5 years of age being affected(3).

Community-based nutrition education interventions have the potential to improve complementary feeding practices by increasing the knowledge of age-appropriate diets as well as caring and feeding practices. Through raised awareness and knowledge, changes in behaviour can be expected, and with improved quality of infants’ diets adequate growth could be expected(4,5). Even in food-secure populations, lack of knowledge of appropriate IYCF practices may lead to inadequate nutritional intakes, and thus negatively impact on infants’ health and development(5).

Food insecurity can be a major constraint for caregivers to make use of gained IYCF knowledge, as the availability, affordability and utilisation of food in a household are directly linked to the diets of young children(6,7). Combined nutrition education and agricultural interventions address not only poor IYCF knowledge and practices but also household food insecurity.

Globally, the number of such programmes has increased in recent years, but little is known about the evidence for the effects of the approach.

Stunting prevalence (height-for-age Z-score (HAZ) ≤−2 SD) among children aged 0–23 months in Cambodia was 22% in 2014, showing a slight decrease in comparison with 2010, when 26% of all children under 2 years of age were stunted(8,9). The demand for options for sustainably improving IYCF practices to further reduce stunting prevalence has been addressed by a number of programmes in Cambodia, but evidence for the determination of best practices remains limited.

Hence, the main objective of this study was to assess the impact of a nutrition education programme that aimed at improving IYCF practices by combining agricultural interventions with training on child feeding.

Part 2 - Accessing electronic literature sources

Electronic resources

Documents **(word, pdf, ppt etc)**

- E-books
- Journals
- Reports
- Newsletters
- Reviews

Multimedia

- Graphics, photos
- Audio
- Video files

Software

- Data capturing and analysis (Epi info, Spss, SAS, STATA, Anthro, Anthroplus, Total diet, Graphpad, etc)
- Referencing tools (Endnote, Reference manager, etc)
- Plagiarism tools (Plagium, etc)

Communication

- Email, Skype, video conferencing –ovoo,mail lists, etc

Electronic Sources

- Websites
  - International agencies, Research institutions, University library databases
- Scientific databases/search engines
  - HINARI, MEDLINE, EMBASSE,BIOSIS,EXTRAMED, CANCERLIT,TOXLINE, COCHRANE, PUBMED,POPLINE, AJOL, SCIENCE DIRECT, SCOPUS, SCIRUS, GOOGLE SCHOLAR,AGORA, EXCERPTA MEDICA,JSTOR, MEDLINE PLUS, BRITISH NUTRITION FOUNDATION, NUTRITION SOURCES, HARVARD NUTRITION SOURCE, NUTRITION.GOV.etc
- Virtual libraries
- Discussion groups (blogs, online discussion groups, etc)

- **Part 3- literature review**

- **Reviewing the relevant literature, writing the literature review**

What Is A Literature Review?

- A literature review is a compilation of previous research and reports on a particular topic

- It provides a critical analysis of researches and reports through summary (a recap of important information), classification (organized information), comparison and evaluation of the information.

- It provides the readers with the most pertinent information and their sources

Why Is Writing A Literature Review On A Topic Important?

- Determine what has already been written on a topic.
- Identify previous approaches to the topic.
- Identify central issues in the field.
- Integrate what previous researchers have found and reported.
- Identify important issues still unresolved
- Ensure that you are an authority concerning the information in your area of focus.

When Will Literature Review Be Required?

- In a course work assignment (as a student undertaking a research work) in which he/she is expected to review a wide range of literature on a topic.
- In the proposal of a research work.
- As a chapter of a project, thesis or dissertation.
- In the introduction of an article for publication.

Necessary Steps For Preparing And Writing A Literature Review?

- Look for other literature reviews in the area of interest or discipline and read widely on them to serve as guide to organize one's own review.
- Identify the problems in the field of interest.
- Familiarize yourself with a broad range of journals and texts that deals with those problems.
- Decide on the most appropriate way to classify the text and present the information in a systematic way for clarity and better understanding, e.g. review at the global to the local level.

- Identify the key issues of your topic
- Critically analyze what you have read to determine its relevance to your topic
- Identify important issues that are still unresolved that need to be resolved
- Decide on the texts that provides the best and current information on the topic which should be included in the literature review.
- List the issues related to the topic and organize them into sub-topics to provide clarity on the area of focus.

The Structure Of A Literature Review

- A literature review must contain at least three basic elements: an introduction (or background information), a body (containing the discussion of sources) and finally a conclusion and recommendations section to end the review

What Makes A Good Literature Review ?

A good literature review:

- Covers all important relevant literature
- The information in it is up-to-date
- Provide an insightful analysis of the ideas and conclusions in the literature

- Points out similarities and differences, strengths and weaknesses in the literature
- Identify gaps in the literature for future research
- Identify the context for which the literature is important

References

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- Day and Gastel (2010). How to write and Publish a scientific Paper. Cambridge Univ. Press.
- **Salami (1998). Introduction to Research Methodology.**
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THANK YOU