



NUTR*3070: Nutrition and Physical Activity Interventions (.50 credits)

Winter 2016 Course Syllabus

**Department of Family Relations and Applied Nutrition
University of Guelph**

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Office hours: Tuesday or Thursday, by appointment

Often, your questions about administration matters will be answered by referring to the syllabus and/or CourseLink (a website for on-campus courses: <https://courselink.uoguelph.ca/shared/login/login.html>). It is not feasible to discuss course content via email because this discussion often requires considerable time and elaboration.

Course format:

Expected enrolment is approximately 22 students. Lecture topics are listed in the course schedule. The course entails lectures, class discussions and activities, student presentations (in small groups and/or individually, depending on student enrolment), a written report (in small groups), and a final exam.

Class times: Tuesday and Thursday, 4:00 – 5:20 pm, MacKinnon, room 226

Course website:

Announcements, updated schedules, grades, and other information will be posted on CourseLink. I will post PowerPoint slides (pdf format) from lectures on CourseLink after lectures. I will not post slides before lectures because I often refine slides shortly before lectures and I sometimes modify slides (e.g., omit slides) during lectures to accommodate situations (e.g., expanding on content that students are particularly interested in; spending time responding to students' questions).

Course description:

This undergraduate course examines various approaches, theories, and models used in the development, implementation, and evaluation of interventions to improve nutrition, physical activity and sedentary behaviours of people of different ages in various settings. Focusing on physical activity and sedentariness early in the course will lay the foundation for integrating nutrition, physical activity and sedentariness later in the course.

Prerequisite(s): FRHD*3070 (Research Methods: Family Studies) and NUTR*2050 (Family and Community Nutrition)

Restriction(s): Restricted to students in B.A.Sc. program

Learning objectives for students:

1. To identify (a) how physical activity and sedentariness are conceptualized, (b) the benefits of being physically active and not sedentary, (c) how physical activity and sedentary behaviours are measured, (d) measurement issues common to physical activity, sedentary and nutrition behaviours, and (e) recommendations regarding level of physical activity and sedentary behaviours.
2. To apply exercise prescription guidelines during in-class discussions.
3. To apply various approaches, theories, and models used to develop, implement, and evaluate interventions for improving nutrition, physical activity and sedentary behaviours during in-class activities.
4. To critically appraise an empirical article in a peer-reviewed journal.
5. To effectively communicate (orally and in writing) about scientific research during a student presentation and written assignment.
6. To develop a theory- and empirical-based intervention framework for improving nutrition, physical activity and sedentary behaviours.

Accessibility:

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual, and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability, should contact Student Accessibility Services (SAS) as soon as possible. For more information, contact SAS at 519-824-4120, ext. 56208 or email csd@uoguelph.ca or refer to the SAS website.

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community (faculty, staff, and students) to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

The undergraduate calendar states:

- “Plagiarism is misrepresenting the ideas, expression of ideas or work of others as one's own. It includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks.”
- “Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.”

The academic misconduct policy is detailed in the undergraduate calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>.

The Learning Commons’ academic integrity tutorial, which includes a plagiarism module, is available at <http://www.academicintegrity.uoguelph.ca/>.

Turnitin (message from Associate Vice-President [Academic], University of Guelph, August 10, 2015) :

“In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.”

Information about Turnitin is posted on CourseLink.

Evaluation:

Method	% of final grade	Date	Comment
Student presentation (in a small group of perhaps 2 students and/or individually, depending on	30	Feb. 4 - Mar. 15	Details are in the syllabus.

Method	% of final grade	Date	Comment
student enrolment) (see Appendix A)			
Class participation	10	Feb. 4 - Mar. 15	During student presentations sessions, I will identify one of the assigned readings that a group just presented on, for a small-group (perhaps 3 students) class activity . I will distribute a handout (e.g., 1 or 2 pages) that groups will use to reflect on and discuss an issue(s) related to how the intervention was developed, implemented, and/or evaluated. Approximately 15 minutes will be allocated to complete this handout during class.
Written report (in a small group of perhaps 3 students) (see Appendix B)	30	Due Feb. 11 (in class)	Details are in the syllabus. <ul style="list-style-type: none"> Contact me by Jan. 26 to obtain approval of your topic before you go ahead to write the report.
Final exam	30	Date: Fri., Apr. 22, 11:30 am - 1:30 pm Location: TBA	The final exam will consist of multiple-choice questions based on the lectures, mini-lectures (i.e., during classes when student presentations are given), class discussions and activities, and designated readings (i.e., designated by an X in the last column of the course schedule table), during the entire semester. You need to bring a pencil and eraser to complete the final exam.

Grading system:

The grading system described in the undergraduate calendar will be used. The grading system is as follows:

Letter grade	%	Letter grade	%
A +	90 – 100	C +	67 – 69
A	85 – 89	C	63 – 66
A -	80 – 84	C -	60 – 62
B +	77 – 79	D +	57 – 59
B	73 – 76	D	53 – 56
B -	70 – 72	D -	50 – 52
		F	0 – 49

Protocol:

- It is important that you attend classes regularly and complete the readings to do well in this course. The lectures and readings complement each other, rather than duplicate each other.
- All of us share the responsibility of creating an environment that facilitates class discussions. Your preparation (e.g., completing the readings prior to the classes) and participation in the discussions will contribute to the students' learning and will be appreciated by all.
- It is particularly important that you attend classes when there are student presentations because these presentations will strengthen your understanding of course content and it shows your support for your classmates. **I will regularly provide mini-lectures and/or discuss designated readings during classes when student presentations are given.**
- Please come to class on time, turn off your cell phone, and refrain from conversations with your classmates during class. These activities (including texting in class) disrupt class, distracting me from teaching and making it difficult for your classmates to focus on the information presented. So please be considerate of others.
- The electronic recording of classes is expressly forbidden without the prior consent of the instructor. This prohibition extends to all components of the course, including but not limited to lectures, whether conducted by the instructor or other designated person. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.
- My lectures are my intellectual property. You are explicitly forbidden to post any components of the course (including but not limited to lectures) on the internet or sell these materials online.
- I anticipate that the small groups for the student presentation and written report will function well and that group members will contribute substantially. However, if there are group conflicts that cannot be resolved within the group, then arrange a meeting with me to discuss the matter.
- As per university regulations, all students are required to check their "mail.uoguelph.ca" e-mail account regularly: e-mail is the official route of communication between the University and its students.
- Information about what you should do if you are unable to complete course work because of sufficient extenuating medical, psychological or compassionate circumstances is given in the undergraduate calendar, in the "academic consideration, appeals and petitions" section. If you are not able to meet an in-course requirement due to illness or compassionate reasons, please inform me in writing. Where possible, this should be done in advance of the missed work or event. If this is not possible, this should be done as soon as possible after the due date, and certainly no later than one week. If appropriate documentation of your inability to meet the in-course requirement is necessary, I will request it of you.
- The last date to drop one-semester courses, without academic penalty, is March 11.

Readings:

The readings for each week should be read before coming to class so that you are prepared to ask questions and raise and discuss issues from your readings during class and to participate in class activities. Bring your readings to class.

The journal articles (i.e., readings) are available through the library via e-journals:
<http://www.lib.uoguelph.ca/>

Peggy Pritchard, Learning and Curriculum Support Librarian at U of G, has developed a library guide for the course. It consists of various resources that you might find helpful (e.g., American Psychological Association (APA) style referencing; critical reading; help with presentations; writing a literature review). I will post the website on CourseLink.

Additional comments about several course components:

1. Student presentation

You will be given time to create your own group during the first week of classes. After this, I will assign students who are not in groups to specific groups. Then, I will randomly assign groups to specific dates for student presentations.

Student enrolment will be considered to determine whether specific student presentations will be in a small group (and the group size) and/or individually and the number of presentations. **There is a maximum of 15 minutes for each presentation.**

You will give a presentation on an assigned research article, which examined the development, implementation, and/or evaluation of a selected intervention to improve nutrition, physical activity and/or sedentary behaviours.

The grading rubric for the presentation is Appendix A.

Email your Microsoft PowerPoint presentation to me by 4:00 p.m. one day before the presentation.

- **Use white background to make it easier for me to print slides.**
- **Use this software to ensure compatibility with my Mac laptop (for you to use in class). Using other software may distort your slides.**
- **Submit your slide show in Dropbox in CourseLink (don't submit it to my email address).**
- **There will be a 10% (out of 100) penalty for late submissions.**

Your emailed presentation will be considered the final presentation to be downloaded on my Mac laptop, which I will also use to print a hard copy of slides that I can review prior to class. Therefore, revised presentations will not be accepted after the initial submission.

- Ensure that all of your material on each slide is visible so that I can print a hard copy of slides properly (e.g., clipart should not cover text).
- Lucia Costanzo (Data Resource Centre, Library) has generously offered to provide statistics consultation to students in this course. I strongly encourage you to make an appointment with her (lcostanz@uoguelph.ca) if you want assistance to enhance your understanding of the statistics used in the assigned article. She will not provide consultation on research methodology. If you obtain statistics consultation from Lucia, then acknowledge her assistance on a specific date on your first slide (i.e., title slide that references the article, lists the presenters, etc.).

- Your final slide should briefly list each group member's contribution to developing and delivering the presentation. This is for my review to determine whether each member contributed substantially (don't show this slide in class).

2. Written report

You will be given time to create your own group during the first week of classes. After this, I will assign students who are not in groups to specific groups.

Student enrolment will be considered to determine the group size.

Groups for written report: TBD	

Using Dwyer's (2013) program logic model template (and lecture content for this topic), conceptually develop a local (e.g., Ontario) community intervention based on **integrative model of behavioral prediction** to improve nutrition, physical activity and/or sedentary behaviours (i.e., so these behavioural outcomes).

Intervention must not focus on the specific topic covered in the illustration used to describe this course assignment or the specific topic examined in the program logic model lecture.

The diagram(s) / table(s) is a stand-alone product (do not attach additional text to conceptualize the intervention).

If you want, you can show the diagram / table as a combination of a summarized general diagram / table and detailed more-specific diagrams /tables that represent specific strategies.

Program activities are to be a combination of activities that you generated on your own and activities identified in the empirical literature. To differentiate these two sets of activities, you are to provide citations in the logic model (e.g., Sallis et al., 2015) for specific activities identified in the literature.

The University of Wisconsin - Extension provides some good resources about logic models (e.g., illustrations; on-line, self-study module):

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

Your group is to complete the report independently. Don't collaborate with other groups on the report (it is not an inter-group effort).

The grading rubric for the report is Appendix B.

Use Turnitin to screen your report.

Checklist for the report:

- Should have (a) a separate title page, (b) an introduction to discuss the empirical literature to provide rationale as to why the intervention is needed (e.g., why the particular target group is chosen; prevalence of behaviours; gaps in current interventions; etc.), (c) a separate page(s) for the reference section, (d) an appendix / appendices for the logic model, and (e) an additional appendix that clearly shows where you obtained program activities identified in the literature (see the grading rubric)
- Use the style in the American Psychological Association's (2010) Publication manual of the American Psychological Association (APA) (6th ed.) for citing and listing references. You don't have to use the APA style for writing other elements of the report
- Maximum of 4 pages** for the introduction. If more than 4 pages are submitted, only the first 4 pages will be graded
- No page limit for the logic model
- 8.5" x 11" paper
- Printed on 1 side of page
- Your name is in the header of the document
- Double-spaced for the title page and introduction
- Single-spaced for the reference section and logic model
- 2.5 cm. margins
- Times New Roman font and 12-point font size
- Not stapled (using a paper clip is fine)

BOTH a paper copy and an electronic copy of the report are due by Feb. 11, 4:00 pm. Late submissions have a 10% (out of 100) per day penalty.

- **When you submit your paper copy, sign a form that will be available to ensure that you are given marks for completed work.**
- **Submit the electronic copy (Microsoft Word) in Dropbox in CourseLink (don't submit it to my email address).**

Course schedule

I reserve the right to revise the schedule of classes as needed, as long as you are given adequate notice. If class is cancelled (e.g., bad weather), all remaining lectures and/or student presentations will be shifted (e.g., cancelled presentation will be the next presentation).

Date	Topic	Readings and student presentations	X = Designated reading that will be used to create part of the final exam
Overview of intervention mapping and theories:			
Tues. Jan. 26	Program logic model	<ul style="list-style-type: none"> Dwyer, J.J.M., Hansen, B., Barrera, M., Allison, K., Ceolin-Celestini, S., Koenig, D., Young, D., Good, M., & Rees, T. (2003). Maximizing children's physical activity: An evaluability assessment to plan a community-based, multi-strategy approach in an ethno-racially and socio-economically diverse city. <i>Health Promotion International</i>, 18(3), 199-208. <p>In reference to the footnote in Figure 1 in this article, the more detailed logic model is posted on CourseLink.</p>	X
Thurs. Jan. 28	Integrative model of behavioral prediction	<ul style="list-style-type: none"> Patterson, M. S., Umstattd Meyer, M. R., & Beville, J. M. (2015). Potential predictors of college women meeting strength training recommendations: Application of the integrated behavioral model. <i>Journal of Physical Activity and Health</i>, 12(7), 998-1004. 	X
Tues. Feb. 2	Social cognitive theory	<ul style="list-style-type: none"> Marmo, J. (2013). Applying social cognitive theory to develop targeted messages: College students and physical activity. <i>Western Journal of Communication</i>, 77(4), 444-465. 	X
Thurs. Feb. 4	Student presentations re: integrative model of behavioral prediction	<ol style="list-style-type: none"> Presenters: ?? White, K. M., Terry, D. J., Troup, C., Rempel, L. A., Norman, P., Mummery, K., Riley, M., Posner, N., & Kenardy, J. (2012). An extended theory of planned behavior intervention for older adults with type 2 diabetes and cardiovascular disease. <i>Journal of Aging and Physical Activity</i>, 20(3), 2 Presenters: ?? 	

Date	Topic	Readings and student presentations	X = Designated reading that will be used to create part of the final exam
		<ul style="list-style-type: none"> • Kothe, E. J., Mullan, B. A., & Amaratunga, R. (2011). Randomised controlled trial of a brief theory-based intervention promoting breakfast consumption. <i>Appetite</i>, 56(1), 148-155. 3. Presenters: ?? • Darker, C. D., French, D. P., Eves, F. F., & Sniehotta, F. F. (2010). An intervention to promote walking amongst the general population based on an 'extended' theory of planned behaviour: A waiting list randomised controlled trial. <i>Psychology & Health</i>, 25(1), 71-88. <p style="background-color: red; color: black; margin-top: 10px;">Small-group class activity for 1 reading</p>	
Tues. Feb. 9	Student presentations re: social cognitive theory	<ul style="list-style-type: none"> 4. Presenters: ?? • Dennis, E. A., Potter, K. L., Estabrooks, P. A., & Davy, B. M. (2012). Weight gain prevention for college freshmen: Comparing two social cognitive theory-based interventions with and without explicit self-regulation training. <i>Journal of Obesity</i>, June (Epub), 1-10. 5. Presenters: ?? • Poddar, K. H., Hosig, K. W., Anderson-Bill, E. S., Nickols-Richardson, S. M., & Duncan, S. E. (2012). Dairy intake and related self-regulation improved in college students using online nutrition education. <i>Journal of the Academy of Nutrition and Dietetics</i>, 112(12), 1976-1986. 6. Presenters: ?? • Hatchett, A., Hallam, J. S., & Ford, 	

Date	Topic	Readings and student presentations	X = Designated reading that will be used to create part of the final exam
		<p>M. A. (2013). Evaluation of a social cognitive theory-based email intervention designed to influence the physical activity of survivors of breast cancer. <i>Psycho-Oncology</i>, 22(4), 829-836.</p> <p>Small-group class activity for 1 reading</p>	
Thurs. Feb. 11	Transtheoretical model	<ul style="list-style-type: none"> Mendes, E. (2013). An application of the transtheoretical model to becoming vegan. <i>Social Work in Public Health</i>, 28(2), 142-149. 	X
Mon. - Fri. Feb. 15- 19	Winter Break: No classes scheduled	<ul style="list-style-type: none"> No readings 	
Tues. Feb. 23	Self-determination theory	<ul style="list-style-type: none"> Matusitz, J., & Martin, J. (2013). The application of self-determination theory to eating disorders. <i>Journal of Creativity in Mental Health</i>, 8(4), 499-517. 	X
Thurs. Feb. 25	Student presentations re: transtheoretical model	<p>7. Presenters: ??</p> <ul style="list-style-type: none"> Zhu, L., Ho, S., Wing Hung Sit, J., & He, H. (2014). The effects of a transtheoretical model-based exercise stage-matched intervention on exercise behavior in patients with coronary heart disease: A randomized controlled trial. <i>Patient Education and Counseling</i>, 95(3), 384-392. <p>8. Presenters: ??</p> <ul style="list-style-type: none"> De Menezes, M. C., Mingoti, S. A., Cardoso, C. S., De Deus Mendonca, R., & Lopes, A. C. S. (2015). Intervention based on transtheoretical model promotes anthropometric and nutritional improvements - A randomized 	

Date	Topic	Readings and student presentations	X = Designated reading that will be used to create part of the final exam
		<p>controlled trial. Eating Behaviors, 17, 37-44.</p> <p>9. Presenters: ??</p> <ul style="list-style-type: none"> • Kao, Y., Huang, Y., Chen, P., & Wang, K. (2012). The effects of exercise education intervention on the exercise behaviour, depression, and fatigue status of chronic kidney disease patients. Health Education, 112(6), 472-484. <p>Small-group class activity for 1 reading</p>	
Tues. Mar. 1	Student presentations re: self-determination theory	<p>10. Presenters: ??</p> <ul style="list-style-type: none"> • Moustaka, F. C., Vlachopoulos, S. P., Kabitsis, C., & Theodorakis, Y. (2012). Effects of an autonomy-supportive exercise instructing style on exercise motivation, psychological well-being, and exercise attendance in middle-age women. Journal of Physical Activity and Health, 9(1), 138-150. <p>11. Presenters: ??</p> <ul style="list-style-type: none"> • Gurlan, M., Sarrazin, P., & Trouilloud, D. (2013). Motivational interviewing as a way to promote physical activity in obese adolescents: A randomised-controlled trial using self-determination theory as an explanatory framework. Psychology and Health, 28(11), 1265-1286. <p>12. Presenters: ??</p> <ul style="list-style-type: none"> • Hsu, Y., Buckworth, J., Focht, B. C., & O'Connell, A. A. (2013). Feasibility of a self-determination theory-based exercise intervention promoting healthy at every size with sedentary overweight women: 	

Date	Topic	Readings and student presentations	X = Designated reading that will be used to create part of the final exam
		Project CHANGE. Psychology of Sport and Exercise, 14(2), 283-292. Small-group class activity for 1 reading	
Thurs. Mar. 3	Health belief model	<ul style="list-style-type: none"> Wirth, C. K., James, D. C. S., Fafard, M., & Ochipa, K. (2014). Developing weight management messages and interventions for baby boomer men. American Journal of Men's Health, 8(3), 258-266. 	X
Tues. Mar. 8	Social ecological model	<ul style="list-style-type: none"> Dunton, G. F., Cousineau, M., & Reynolds, K. D. (2010). The intersection of public policy and health behavior theory in the physical activity arena. Journal of Physical Activity & Health, 7 Suppl 1, S91-S98. 	X
Thurs. Mar. 10	Student presentations re: health belief model	<p>13. Presenters: ??</p> <ul style="list-style-type: none"> LaBrosse, L., & Albrecht, J. A. (2013). Pilot intervention with adolescents to increase knowledge and consumption of folate-rich foods based on the health belief model. International Journal of Consumer Studies, 37(3), 271-278. <p>14. Presenters: ??</p> <ul style="list-style-type: none"> Nguyen, V. H., Wang, Z., & Waigandt, A. C. (2012). The development of an osteoporosis prevention education intervention: Its effectiveness, conclusions, and recommendations. American Journal of Health Education, 43(4), 209-217. <p>Small-group class activity for 1 reading</p>	
Tues. Mar. 15	Student presentations re: social ecological model	<p>15. Presenters: ??</p> <ul style="list-style-type: none"> Wilcox, S., Parrott, A., Baruth, M., Laken, M., Condrasky, M., 	

Date	Topic	Readings and student presentations	X = Designated reading that will be used to create part of the final exam
		<p>Saunders, R., Dowda, M., Evans, R., Addy, C., Warren, T. Y., Kinnard, D., & Zimmerman, L. (2013). The faith, activity, and nutrition program: A randomized controlled trial in African-American churches. <i>American Journal of Preventive Medicine</i>, 44(2), 122-131.</p> <p>16. Presenters ??</p> <ul style="list-style-type: none"> • O'Dwyer, M. V., Fairclough, S. J., Knowles, Z., & Stratton, G. (2012, October). Effect of a family focused active play intervention on sedentary time and physical activity in preschool children. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 9, 117 [13 pages]. <p>17. Presenters ??</p> <ul style="list-style-type: none"> • Rosenberg, D. E., Kerr, J., Sallis, J. F., Norman, G. J., Calfas, K., & Patrick, K. (2012). Promoting walking among older adults living in retirement communities. <i>Journal of Aging and Physical Activity</i>, 20(3), 379-394. <p>Small-group class activity for 1 reading</p>	
Thurs. Mar. 17	Village on a Diet (intervention)	<ul style="list-style-type: none"> • No readings 	
Tues. Mar. 22	Intervention mapping (steps such as (a) needs assessment, (b) preparing matrices of change objectives, (c) selecting theory-informed intervention methods and practical applications, (d) producing program components and	<ul style="list-style-type: none"> • Deforche, B., Van Dyck, D., Deliens, T., & De Bourdeaudhuij, I. (2015, February). Changes in weight, physical activity, sedentary behaviour and dietary intake during the transition to higher education: A prospective study. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 12, 16 [10 pages]. 	X

Date	Topic	Readings and student presentations	X = Designated reading that will be used to create part of the final exam
		<p>dietitian nutritionists are not doing research: Perceptions, barriers, and participation in research from the academy's dietetics practice-based research network needs assessment survey. Journal of the Academy of Nutrition and Dietetics, 115(6), 1001-1007.</p>	
<p>Thurs. Apr. 7</p>	<p>TBA</p>	<ul style="list-style-type: none"> • TBA 	<p>X</p>

Appendix A

NUTR*3070 (W16)

Grading Rubric for Student Presentation

Component	%
Critique the purpose of the study and research objectives or hypotheses; provide description of intervention. <ul style="list-style-type: none"> • If necessary, you should seek out further background information about the intervention (e.g., supplementary data linked to the article; previously cited studies; websites). 	/ 15
Your commentary re: application of theory to develop, implement, and evaluate the intervention (as appropriate).	/ 30
You provide a clear description and interpretation (including critique) of results / conclusion.	/ 25
Audience contact, voice level, and conversational pattern.	/ 10
Timing / pace.	/ 10
Visual aids.	/ 10
Total	/ 100%

Appendix B

NUTR*3070 (W16)

Grading Rubric for Written Report

Component	%
<p>Provide a comprehensive and detailed discussion of the the empirical literature to provide rationale as to why the intervention is needed.</p> <ul style="list-style-type: none"> • Your writing style, organisation, and grammar; adherence to APA style. 	/ 30
<p>Use Dwyer’s (2013) program logic model template (posted on CourseLink) (and lecture content for this topic) to diagrammatically conceptualize the intervention based on integrative model of behavioral prediction. This template consists of: why is the program needed?, target group(s), strategies, program activities, desired outcomes (shorter-term; longer-term), and goal.</p> <ul style="list-style-type: none"> • Clearly summarize why the program is needed. • Operationalize the target group(s). • Specify appropriate strategies that fit with the theory/model and relate well with the program activities. • Provide a comprehensive and detailed description of program activities that you (a) generated on your own and (b) identified in the empirical literature (provide citations in the logic model for specific activities identified in the literature). • Provide an additional appendix that clearly shows where you obtained program activities identified in the empirical literature. Specifically, for each of these activities, provide a photocopy of (a) the first page of the journal article and (b) the page(s) that describes the specific activity (highlight with colour or underline this text). • Clearly specify desired outcomes that fit with the constructs in the theory/model and any other relevant constructs. • Show a clear and logical relationship between the program activities and desired outcomes. • Show a clear and logical relationship among the desired outcomes (e.g., shorter-term and longer-term desired outcomes). • Specify an appropriate goal. • Your writing style, organisation, and grammar; adherence to APA style. 	/ 70
Total	/ 100%