

Department of Family Relations and Applied Nutrition

University of Guelph



NUTR*3110 FOOD SECURITY

Winter 2018

Instructor

Hannah Tait Neufeld, PhD
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Office Hours

Mondays after class, or by appointment

*Please note: I do my best to reply promptly to email messages, but expect up to 48 hours for me to get back to you.

Teaching Assistant

Name	Email	Office Hours
Hannah Wilson	hwilso04@uoguelph.ca	T.B.A

Class Meeting Times

Mondays 8:30 to 11:20 am in MacKinnon 229

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

COURSE OUTLINE

The course involves readings, a variety of speakers from in the field and discussions on programs and activities directed towards increasing food access for those who are food insecure. Prerequisite is NUTR*2050. This course is restricted to AHN majors. It is assumed that **all** students are familiar with Pubmed and other library searches. If not, students are **strongly** advised to sign up for one of the library tours.

Course Objectives

1. Literacy:

Students are required to read scientific journal articles and position/policy papers on aspects of food security. They will communicate their understanding of food security issues in a mid-term and a final

exam, comprised of multiple choice, short answer and essay questions. In addition, students will write a reflective paper following at least three hours of volunteer work in a community agency engaged in emergency food provision and present on a critique of a food secure program and/or article on a food security topic. For volunteer activities that require a police check, it will need to be completed in January.

2. Global understanding:

Students will acquire an understanding of the social, political, agricultural and economic influences on food security in Canada and selected industrialized and non-industrialized countries. They will gain knowledge of the various strategies used to combat food insecurity in selected countries.

3. Moral maturity:

Students will develop an enhanced awareness of society's obligations to its citizens around food availability. In addition, they will appreciate that many people who lack food security are not personally responsible for their circumstances.

4. Depth and breadth of understanding:

Students will develop an in depth understanding of the forces which place individuals at risk for food insecurity, and the need to assess the effectiveness of programs and policies designed to improve food security. Through their volunteer assignment and reflective paper, they will identify influences on food security, and the barriers faced by clients of specific programs.

5. Independence of thought:

Students are expected to be critical thinkers in reviewing published studies. The reflective paper will give them an opportunity to demonstrate independence of thought through sharing their experience of volunteering with a food provision agency.

6. Love of learning:

This course embraces intellectual curiosity. Students will be encouraged to question why food insecurity exists, to question the effectiveness of current policies and programs, and to suggest improved strategies.

Specific learning objectives:

Students who successfully complete the course will:

1. Have an understanding of food security and the factors that undermine it in both industrialized and non-industrialized countries.
2. Be aware of the prevalence of food insecurity among different populations.
3. Understand the nutritional consequences of food insecurity.
4. Be aware of the interaction of health, economic and agricultural policies in creating food security.
5. Be able to critique the effectiveness of various programs and interventions designed to improve food security.

Evaluation

There will be two examinations [mid-term and final], a reflective paper, and student presentations. The mid-term and exam will be comprised of short answer and essay questions.

Mid-term: 25% Monday, Feb. 12, 2018

Reflective paper: 25% Due date: Monday, March 12, 2018 by 11:59 pm

Group Presentation: 15% Presentations will be held on March 26th in class

Final: 30% April 16 2018; 2:30-4:30 pm (Location TBA)

Class Participation: 5%

Volunteer Placement and Reflective Paper: Food Security in Your Local Communities [25%]

The purpose is to gain hands-on experience working with local agencies and organizations who work with various population groups to alleviate circumstances of food insecurity. In consultation with the teaching assistant (TA), students will select a community agency to volunteer with for at **least 3** hours. This may be a morning or an afternoon, or may be three separate 1-hour visits. Students must be able to arrange their own transportation to the agency. The reflective paper is due **Monday March 12, 2018 in Dropbox in CourseLink by 11:59 pm.**

The TA is available to help match students to an agency. If you are or have volunteered with an agency within the last 6 months, email the TA by **February 1st** with the name and location of the agency and the TA will determine if it meets the criteria for a food security related placement. If you are interested in volunteering with one of the agencies listed on the handout on CourseLink, e-mail the TA preferably before but no later than **February 1st**. Some agencies prefer that students visit in teams of two or three and the TA will coordinate this. On **Monday Jan. 22nd** some of the placement agencies will be visiting class to provide a brief overview of their programs and meet students who might be interested in volunteering. Students can sign up with their agency choice at the end of this class if still necessary. Refer to the Course Syllabus below for the agencies that will be visiting class on January 22nd.

After completion of the volunteer activity, students will write an 8 page (double-spaced, 12 point font) paper that will include:

1. Background information: type of program; its history, purpose, objective(s), funding source(s); and description of the clients.
2. Reflect upon experience at the placement: what you learned about the clients; the barriers the clients face in trying to provide food for themselves and/or their families; your assessment of the effectiveness of the approach the agency uses; and your suggestions for improving their program. Note that reflection is more than a recount of your experience. It should delve any pre-conceived ideas you may have had before your placement, your first volunteer experience such as reflecting on what you saw and thought about how the programming is benefiting/not benefiting those involved. Your paper should end with your suggestions of some solutions/recommendations and their implementation, considerations for program improvement, based on your observations and what you have learned from the literature.

Submit your completed reflective paper by **11:59 pm on Monday March 12, 2018** via Dropbox in CourseLink.

Academic Integrity:

Detailed information, including an online tutorial about the regulations governing academic misconduct is in the Graduate Calendar at: <http://www.academicintegrity.uoguelph.ca/>. Students who have copied information from the Internet or a published source (i.e. who appear to have engaged in academic misconduct) will be reported to the Chair of Family Relations and Applied Nutrition, who will render a decision, or under certain circumstances, forward a report to the Dean of the College of Social and Applied Human Sciences for a decision. In this course, Turnitin.com will be used to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the Department and College.

Late Assignments

Late written work will be accepted up to five (5) days past the due date with 10% per day penalty including weekends and holidays (unless accompanied by a medical note). Papers are NOT accepted after five (5) days overdue. An extension can be negotiated if requested at least four (4) days **before** the due date.

Referencing

Referencing of all resources must be in the American Psychological Association (APA) style. APA style guidelines are posted on CourseLink and available in the library: <http://www.lib.uoguelph.ca/get-assistance/writing/citations>

Total Marks	Reflective Paper Rubric
/5	Volunteer Activity Set-Up <ul style="list-style-type: none">• Connect with TA for placement set-up.• Police check completed before the activity, if required.• Arrive to the placement on time and participate fully in the activity.• Share insightful feedback to the placement leader where relevant.
/15	Written Report Part A: Overview of Volunteer Placement <ul style="list-style-type: none">• Provide a short description of the volunteer placement site and the activity you participated in (history, purpose, agency objective(s), funding and clients attending).• Provide clear reason(s) on why you selected the specific site and what you wanted to get out of the experience. Part B: Reflection <ul style="list-style-type: none">• Reflect on your placement experience:<ul style="list-style-type: none">○ What you thought the placement program before attending and then what you learned when you got there;○ Barriers faced reflecting on what you saw and thought about how the how the programming is benefiting/not benefiting those involved.• Describe your assessment of the effectiveness (impact) of the approach the agency uses to help their clients. Think about its effectiveness locally and even more broadly if it is a program that is offered in other cities and provinces.• Integrate ideas from peers, if attending the activity with others. Part C: Recommendation & Conclusion <ul style="list-style-type: none">• Offer your suggestions/recommendations for program improvement and how they could be implemented.• Support your assessment and recommendations for program improvement to the literature (1-3 studies)**.
/5	Paper Organization <ul style="list-style-type: none">• Clear introduction, use of transitions and subtitles.• Formatting: double spacing, 11 point Arial font, maximum 8 pages, including title page with student name, ID number, course #, name of placement site, and list of references.• Paper is legible and easy to read; writing is clear and succinct.• All statements in the report are clearly referenced (APA style), including personal communications.• Free of spelling, punctuation and grammatical errors.
TOTAL /25	Due in Dropbox in CourseLink by 11:59 pm Monday March 12, 2018.

Presentation of a Food Security Program and/or Article Critique [15%]

Working in groups of 4-5 students, provide a 10 minute presentation (with 5 minutes for Q&As and discussion) critiquing a food security program and/or an article on a food security topic from a list that will be provided on CourseLink in February.

Details of what to present are outlined in the rubric below, however the presentation must include the following:

- Background/overview on the program and/or article.
- Critical analysis of the program's and/or article subject matter and its effectiveness or ineffectiveness in reducing food insecurity**.
- A brief summary that can be shared with other students, such as a handout or slides posted on CourseLink prior to the presentation.

It is up to each group to decide who in the group presents (one or some or all group members can present). To alleviate concerns about uneven contributions by group members, within the presentation or handout **very briefly** articulate each group member's participation towards the presentation.

Groups can be self-selected with notification to the TA of the group members **by 5:00 pm on Feb. 5, 2018**. Students without a group will be placed in a group by the TA during the week of Feb. 5-9, 2018. Final groups will be posted on CourseLink by **Feb 12th 2018**.

The program and/or article list for the presentations will be posted on CourseLink on Monday Feb. 12th. Groups are to notify the TA via email of their topic choice and will be accepted on a first come first served basis. **Topics need to be chosen by Monday Feb. 26, 2018** and the TA notified by email. There will **not** be duplications of presentation topics.

Presentation slides and/or handouts must be sent to the course instructor for posting on CourseLink under Student Presentations, by **8:00 am at the latest** the morning of their presentation.

****Critical Analysis**

Critical analysis/appraisal is the process of judging the quality of a research study's methods or a program's impact/effectiveness at meeting its objective(s). Here are some key resources to consider for your reflective paper and presentations:

- **National Collaborating Centre for Methods and Tools (NCCMT)**. A Compendium of Critical Appraisal Tools for Public Health Practice <http://www.nccmt.ca/pubs/CompendiumToolENG.pdf>
 - To learn more about how to critically appraise the literature; NCCMT provides seven videos on Understanding Research Evidence at <http://www.nccmt.ca/resources/multimedia#ure1>
- **PEN: Practice-based Evidence in Nutrition**® <http://www.pennutrition.com/index.aspx> . (Access available through the University of Guelph library using your student login).
- **Core Public Health Functions for BC**. Evidence Review: Food Security <http://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/public-health/healthy-living-and-healthy-communities/food-security-evidence-review.pdf> .
- General search for systematic reviews, meta analyses and topic articles on **PubMed**: <https://www.ncbi.nlm.nih.gov/pubmed/>

Evaluation Rubrics of Oral Presentation [15 marks]

A. Introduction /2

10	9	8	7	6	5	4	3	2	1
Appropriate introduction and adequate background or overview of what the program and/or article (history, purpose, agency objective(s), funding, clients) is about.							Gives partial information or none. No rationale given; missing background / overview information.		

B. Content /5

10	9	8	7	6	5	4	3	2	1
Information suited to audience and time available. Ideas logical; interesting and clearly explained in some depth. Appropriate amount of information demonstrating understanding of subject. Makes accurate statements; applies theory / guidelines/ practices well to explain topic. Appropriate use of references. Gives a final interpretation and overview.							Attempts too many ideas in short time. Confused and / or superficial; seems unclear about the topic. Unrelated information presented. Some inaccuracies. Little application of theory / practices. Inappropriate use of or no references used. Concludes abruptly without summarizing main points.		

C. Questions and Discussion /2

10	9	8	7	6	5	4	3	2	1
Able to facilitate, participate and control discussion through various techniques. Able to answer questions appropriately.							Unable to facilitate a discussion. Difficulties in answering questions. Disruption with transition between facilitators.		

D. Visual Aids /2

10	9	8	7	6	5	4	3	2	1
Effective use of visual aids in enhancing / supporting the audience understanding. Presentation slides or handout summaries are given to the instructor for posting on CourseLink prior to the presentation and contain: <ul style="list-style-type: none"> • A brief overview of the program or article that is being critiqued • Analysis of program's/article topic's effectiveness at reducing 							Does not add much to presentation. Poor choice of visuals. Does not provide a presentation or handout to the instructor to post that summarizes key information on the program or article; no analysis of the program or article effectiveness towards food security; does not provide pertinent links or a reference list.		

<ul style="list-style-type: none"> food insecurity Pertinent links and references. 		
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E. Voice, Language, Presentation Skills /2

10	9	8	7	6	5	4	3	2	1
Voice can be heard easily. Tone is varied and strong. Good diction. Relaxed posture and no distracting mannerisms. Minimal use of non- verbal fillers. Uses notes, but does not read. Enthusiastic.							Hard to hear. Monotonous voice. Poor pronunciation. Raises voice at end of statements. Interjects 'um' and 'ok'. Reads text. Lacks enthusiasm.		

F. Style, Timing and Organization of Presentation /2

10	9	8	7	6	5	4	3	2	1
Logical organization. Presentation well prepared and organized. Slides or handout free of spelling and grammatical errors. Starts on time and finished within time limits. Pacing good.							Illogical organization; many spelling & / or grammar errors. No slides or handout provided. Poor time management. Unable to start and / or finish on time. Rushed at end or too slow.		

COURSE SYLLABUS
NUTR*3110 Food Security

CourseLink site:

CourseLink will be used for general relaying of information between instructor and students and among students; and, distribution of assignment materials, lecture notes, marking schemes and grades. Course focus is on **readings** provided on CourseLink. There is no course textbook. The CourseLink site provides copies of the course outline, readings and other information related to the course. There are discussion forums for you to raise issues with other class members, if desired.

PowerPoint slides or links to resources will be posted on CourseLink prior to the lectures. Students are encouraged to print these out and bring them to class to annotate them during the lecture. When there are guest lecturers, sometimes slides will be posted following the lecture. It is expected that student complete the readings for each lecture as outlined below. The schedule and/or readings may change slightly or be updated throughout the course of the semester. Please continue to monitor CourseLink for announcements. The guest speakers closer to the time of their lecture may also suggest additional readings. These details will be posted on CourseLink as soon as possible to allow time to prepare prior to class.

If you have a Question:

Questions can be saved for class. Quite often if one student has a question someone has the same question and will benefit from hearing the answer. The course instructor will also be available to answer questions before and after each class and during office hours. If these routes do not work, questions can also be emailed to the course instructor if related to course content or TA if related to the placement activity. Discussions boards are also available on CourseLink to ask questions of classmates, the TA or Dr. Neufeld.

Week	Date 2017	Topic	Guest	Readings/Student Activities
1	Jan. 8	<p>Course Overview</p> <ul style="list-style-type: none"> • Review of Course Outline and Syllabus, expectations and instructor's office hours/ availability. • Review setting up volunteer placements and writing reflective paper. • Review requirements and process for presentation activity. <p>Definitions and Measurements of Food Security and Insecurity</p>		<p>All materials for the course will be posted on CourseLink, including all lecture PowerPoint slides, readings as links or document files and volunteer program information.</p> <p>There are a number of speakers that will be invited to class and their slides will be posted as soon as possible on CourseLink. The material covered by guest speakers will be on the mid-term and final exams.</p> <p>Volunteer Placement:</p> <ul style="list-style-type: none"> • Students need to pick three (3) food secure placements to volunteer at (unless currently volunteering or have done so in the last six months) no later than February 1st. You will be assigned one (1) of your choices. • For agencies that require a police check, apply as soon as possible in January. There is no cost as it is for a volunteer activity. Two pieces of ID are required at registration. <p>Readings for this class: The Household Food Security Survey Module (HFSSM) http://www.hc-sc.gc.ca/fn-an/surveill/nutrition/commun/insecurit/hfssm-mesam-eng.php</p> <p>FAO. Policy Brief - Food Security http://www.fao.org/forestry/13128-0e6f36f27e0091055bec28ebe830f46b3.pdf</p> <p>FAO. Food Insecurity Indicators http://www.fao.org/economic/ess/ess-fs/ess-fadata/en/</p> <p>Pérez-Escamilla R, Segall-Corrêa AM. Food Insecurity Measurement and Indicators. Rev. Nutr. 2008;21. http://www.scielo.br/scielo.php?pid=S1415-52732008000700003&script=sci_arttext</p>

2	Jan. 15	<p>Food Insecurity in North America:</p> <ul style="list-style-type: none"> • Individual and Household Food Insecurity • Prevalence, Challenges with Measurement, Definitions and Policy Implications 		<p>Readings for this class:</p> <p>Addressing Household Food Insecurity in Canada – Position Statement and Recommendations – Dietitians of Canada Can J Diet Pract Res. 2016;77(3):159. http://dcjournal.ca/doi/full/10.3148/cj-dpr-2016-019</p> <p>Executive Summary Addressing Household Food Insecurity in Canada: Position Statement and Recommendations –Dietitans of Canada, August 2016 http://www.dietitians.ca/Downloads/Public/HFI-Executive-Summary-Dietitians-of-Canada-FINAL.aspx</p> <p>Household Food Insecurity in Canada 2014. http://proof.utoronto.ca/wp-content/uploads/2016/04/Household-Food-Insecurity-in-Canada-2014.pdf</p>
3	Jan. 22	<p>Placement set-up confirmation for completion of refecton paper</p> <p>Food Insecurity in North America:</p> <ul style="list-style-type: none"> • Learning about Programs That Address Food Insecurity <p>Social Determinants of Health</p>	To be confirmed	<p>A variety of food security placement sites will attend class and each will present on their program. Potential programs that will attend:</p> <ul style="list-style-type: none"> • Garden Fresh Box • Guelph Food Bank • School Nutrition Programs (Children’s Wish Foundation) • Our Sustenance <p>University of Guelph Student Food Bank</p> <ul style="list-style-type: none"> • St. Ignatius Community Shared Agriculture <p>Following the presentations, students who are interested and still need a placement can sign up with one of the placement sites.</p> <p>Readings for this class:</p> <p>Core Public Health Functions for BC. Evidence Review: Food Security http://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/public-health/healthy-living-and-healthy-communities/food-security-evidence-review.pdf</p>

				<p>Food Access Guide 2016 http://www.gwpoverty.ca/wp-content/uploads/2014/01/2016-Food-Access-Guide.pdf</p> <p>Mikkonen J, Raphael D. Social Determinants of Health. The Canadian Facts. Introduction (pg 7-9), Chapter 2 Stress, Bodies and Illness (pg 10-11) and Chapter 8: Food Insecurity (pg 26-28). Toronto (ON); York University School of Health Policy and Management; 2010. http://www.thecanadianfacts.org/The_Canadian_Facts.pdf</p>
4	Jan. 29	<p>Food Insecurity in North America:</p> <ul style="list-style-type: none"> • Community Food Security and Community Level Interventions (Programs and Policies) to Improve Food Security 	Dr. Evan Fraser, Professor, Tier 1 Canada Research Chair in Global Food Security, University of Guelph	<p>Readings for this class: <i>Feeding 9 Billion:</i> https://feeding9billion.com/</p>
5	Feb. 5	Understanding Poverty	Elaine Weir Public Health Nurse, Wellington-Dufferin-Guelph Public Health	<p>Bridges Out of Poverty Workshop https://www.wdgppublichealth.ca/?q=bridges</p> <p>Readings for this class: Details to be posted on CourseLink prior to class Note: This workshop PowerPoint presentation cannot be posted as the workshop is copyrighted.</p>
6	Feb. 12	<p>*Midterm*</p> <p>Food Insecurity in Higher Resource Countries: Local Circumstances</p>	<p>Hannah Wilson MSc Student, Applied Human Nutrition</p> <p>Jacqueline Bull, MA Undergraduate Thesis Student, Applied Human Nutrition</p>	<p>First hour of the class will be the midterm.</p> <p>Following the midterm there will be a short break, then lecture the local circumstances of food security on and off campus.</p> <p>Reading for this class: Olauson, C. Engler-Stringer R, Vatanparast, H & Hanoski, R. (2017). Student food insecurity: Examining barriers to higher education at the University of Saskatchewan. Journal of Hunger and Environmental Nutrition.</p>

				http://www.tandfonline.com/doi/abs/10.1080/19320248.2017.1393365 Others TBA
7	Feb. 19	No Class - Reading Week		
8	Feb 26	Consequences of Food Insecurity: Indigenous Food Security in Canada	Nadia Andruchow, RD Adrienne Lickers PhD(c) Six Nations Health Services and Our Sustenance Program	Reading for this class: TBA
9	March 5	Food Insecurity in Less Industrialized Countries: • Community-based Nutrition Programs to Address Food Insecurity	Dr. Kelly Skinner, Assistant Professor, School of Public Health, the University of Waterloo Dr. Kendra Siekmans, International Health and Nutrition Specialist	Readings for this class: Skinner K, Burnett K, Martin D, Williams P, Stothart C, LeBlanc J, Veeraraghavan G, Sheedy A. (2016). Challenges in assessing food environments in northern and remote communities in Canada. <i>Canadian Journal of Public Health, 107(Suppl 1)</i> , eS60-eS63. doi: 10.17269/CJPH.107.5324(Retail Food Environment Supplement) Burnett K, Skinner K, LeBlanc J. (2015). From Food Mail to Nutrition North Canada: Reconsidering federal food subsidy programs for Northern Ontario. <i>Canadian Food Studies, 2(1)</i> , 141-156. Scaling Up Nutrition In Practice: The Contribution of Agriculture and Social Protection to Improving Nutrition http://docs.scalingupnutrition.org/wp-content/uploads/2015/09/SUN-IN-PRACTICE-4-SOCIAL-PROTECTION-ENGLISH.pdf
10	March 12	Food Insecurity in Less Industrialized Countries: • Nutrition Consequences o Hunger and Undernutrition o Nutrition Paradox	TBA	Readings for this class: Global Hunger Index: The Challenge of Hidden Hunger; 2014. http://www.ifpri.org/sites/default/files/publications/ghi14.pdf FAO. Key Messages for the State of Food Insecurity in the World:

		<ul style="list-style-type: none"> o Nutrition Transition • Policy and Programs to Address Food Insecurity 		<ul style="list-style-type: none"> • 2015: Hunger Report http://www.fao.org/3/a-i4671e.pdf <p>Sixth Report on the World Nutrition Situation. Progress in Nutrition. Summary Chapter 2 Regional Trends pg 8-11; Summary Chapter 3 Maternal Nutrition pg 62-63; Summary Chapter 4 Sustainable Food and Food Security pg 76-77. http://www.unscn.org/files/Publications/RWNS6/report/SCN_report.pdf</p>
11	March 19	<p>Role of Research and Monitoring in Program and Policy Development</p> <ul style="list-style-type: none"> • Nutritious Food Basket • Local food costs • Provincial food insecurity initiatives 	<p>Lisa Needham, RD WDG Public Health</p> <p>Randalin Ellery, Coordinator of the Guelph Wellington Poverty Task Force</p> <p>Mary Ellen Prange, MHSc RD, City of Hamilton Public Health Services</p>	<p>Readings for this class:</p> <p>Recommendations Report: Emergency Food Services in Guelph-Wellington. Available at: https://atrium.lib.uoguelph.ca/xmlui/bitstream/handle/10214/9066/EmergencyFoodServicesGW.pdf?sequence=1</p> <p>The Cost of Healthy Eating in Wellington and Dufferin Countries 2015 Board Report. Available at: https://www.wdgpublichealth.ca/sites/default/files/wdgphfiles/BH_01_NOV_0415_R34%20-%20Ontario%20Nutritious%20Food%20Basket%202015.pdf</p> <p>Ontario Dietitians in Public Health Position Statement on Responses to Food Insecurity available at: https://www.odph.ca/upload/membership/document/2016-02/position-statement-2015-final.pdf</p> <p>Ontario Dietitians in Public Health Food Insecurity is a serious public health problem (infographic) available at: https://www.odph.ca/upload/membership/document/2016-09/food-insecurity-infographic-sept2016.pdf</p> <p>Review before class:</p> <ul style="list-style-type: none"> • Guelph Wellington Poverty Task Force: http://www.gwpoverty.ca/ • SEED Community Hub: http://theseedguelph.ca/

12	March 26	Group Presentations		Student groups present on their program or article critique. Each group gets 10 minutes to present with 5 minutes for Q&As and discussion.
13	April 2	Sustainable Food Systems and Implications for Dietetic Practice Wrap-up and Exam Review	Mary Cranmer-Byng, MSc RD, Six Nations Health Services	Reading for this class: Tagtow A, Harmon A. Healthy Land, Healthy Food & Healthy Eaters. 2009. http://www.uwyo.edu/winwyoming/pubs/healthyland%20healthyfood%20healthyeaters.pdf McCullum C, Desjardins E, Kraak V, et al. Evidence-based Strategies to Build Community Food Security. J Am Diet Assoc. 2005;105(2):278-283. http://www.yrfn.ca/pdf/Building%20Food%20Security.pdf Others TBA
	April 16 2:30-4:30 pm	FINAL EXAM		Location TBA

Note: This syllabus is an overall semester plan and may be changed at the discretion of the instructor to post additional readings, accommodate guest speakers, snow storms, and other unforeseen circumstances. Updates on CourseLink will be posted as soon as possible if such changes become necessary.