

University of Guelph
Department of Family Relations & Applied Nutrition

FRAN*6510 NUTRITION IN THE COMMUNITY
Winter 2012

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class: Monday 2:30-5:30 p.m.
MACS 331

COURSE DESCRIPTION

Concepts and knowledge of nutrition applied in community and public health nutrition.
Examination of current programs and policies in applied nutrition.

CONTENT

We will explore the principles of population health and community nutrition practice through readings and discussions about raising awareness, changing behaviour, enhancing community capacity, building partnerships in program planning, delivery and evaluation, and using nutrition policy to promote healthy eating. We will become familiar with relevant public health legislation and policy issues.

COURSE OBJECTIVES

As a result of participation in this course, students will be able to:

1. discuss the advantages and limitations of the three general approaches to nutrition promotion for communities: (1) raising awareness of nutrition-related health problems; (2) providing the education, skills and motivation people need in order to change their behaviour; and (3) creating environments that support healthy eating, particularly by influencing food and nutrition policy;
2. critically appraise the literature on nutrition promotion/chronic disease prevention initiatives, in particular the success of strategies used and the appropriateness of outcome measures chosen
3. identify the principles involved in program planning, implementation, and evaluation; be aware of the challenges in evaluating policy interventions and capacity-building initiatives
4. discuss the role of food and nutrition policy in key public health nutrition issues.

CLASS FORMAT

Classes will be held on Monday from 2:30 to 5:20 PM. They will require active participation by students and will consist of discussions of relevant literature and student presentations.

COURSE REQUIREMENTS

Course marks are based on the following activities:

1. Participation in Class Discussions (15%)

Two students will pick one article from those marked with an * on the course outline. On the day that the article will be discussed, the students will assume the role of facilitators of the discussion, and give the class 2 questions to answer to focus the discussion.

Students will be marked both on their facilitation of their articles and their participation in each week's discussions.

2. In-Class Debate on a Public Health Topic (25%)

Students will work in pairs to prepare one side of a debate, on one of the following topics:

- Should public health be promoting local or organic foods? One side will discuss why public health should be supporting the movement towards locally-grown foods, and the other side will promote organically-grown foods.
- Should public health continue to give the message that “breast is best”, or does this create stigma in our society for formula-feeding moms? One side will argue that public health needs to continue to give the message that most moms can breastfeed, while the other will argue that public health needs to also support women who choose formula.
- In some states in the U.S., the law requires schools to weigh children, calculate their BMIs, and send this information home in a letter to parents. One side will argue that this is appropriate, given the current child obesity problem, and the other will argue that it can be harmful.
- “It’s Time to Close Canada’s Food Banks”, op ed piece in the Globe & Mail by Elaine Power on July 25, 2011. One side will argue that she is correct, that food banks are not a solution to, nor have they helped the problem of hunger, and the other will argue that this can be harmful and is not realistic at this point in time.
- Should governments ban toys in fast food meals marketed to children? One side will argue that this could help to reduce the appeal and consumption of fast food

among young children, and the other side will argue that this will have little impact on the appeal and consumption of fast food among young children.

- Should the Canadian government make it mandatory for all fast food chains and family-style chain restaurants (e.g., Pizza Hut, Kelsey's, Montana's, Swiss Chalet, etc.) to list the calories and sodium content of their menu items. One side will argue that this is good healthy public policy, and the other side will argue that this will not be effective in changing food orders.

The week before a debate is scheduled, each side will send out 1 article citation for the class to read in preparation for their debate. Each pair of debaters will have 20 minutes to present their arguments. (A coin toss will determine which side goes first). The class will then discuss the debate and reflect on whether all sides/issues were represented appropriately.

3. **Seminar on Major Paper or Book Review (20%)**

Choose one of the topics on the following pages or request a topic of your own. Make sure you have checked with the instructor before you begin to research and write your paper. The deadline for selecting a topic is **February 6th**. The presentations should be 25 min. in total (approx. 15 minutes for the presentation and 10 min. for discussion).

4. **Major Paper or Book Review (40%)**

This will be on the same topic or book as your seminar.

Major Paper

- (a) Length: Text of written papers should be 15 to 20 pages, excluding references.
- (b) Format: double spaced, on 8"x11" paper. The general form should be:
 - (i) title page
 - (ii) text (introduction and purpose, main body of text with appropriate headings and sub-headings, conclusions and summary)
 - (iii) references cited
 - (iv) page numbers
- (c) In the text, references should be **cited by name**, e.g. (Smith, 2005; or, Smith et al, 2007); and appear in the reference list in alphabetical order using either Biomedical Sciences or APA style of referencing.

Suggested Topics for Major Paper

- Should Canada Have a National School Breakfast Program?

- Community-Based Eating Disorders Prevention Programs: What Works and What Doesn't.
- The role of the 'built environment' in promoting positive change in eating behaviours.
- The role of the 'built environment' in promoting positive change in activity behaviours.
- The nutrition paradox: high prevalence of obesity among women who are experiencing food insecurity.
- Use of behavioural change theory [select one] in improving dietary behaviours.
- Critical appraisal of Mass Media/Social Marketing approaches to nutrition intervention (e.g., what does the published literature suggest about the success/lack of success of these approach? Do they appear to be successful with some types of nutrition issues or some sub-groups of the population but not others? Are there clear advantages to using these strategies vs traditional public health program development methods? What are the limitations of these strategies?)
- Critical appraisal of Coalitions or Capacity-Building approaches to nutrition/public health intervention [see note above].
- Critical appraisal of the paper "Towards a National Food Strategy". Available at: www.nationalfoodstrategy.ca

Book Review

Choose one of the following books to read and then prepare a written 'book review'. To get a sense of the content of the book, you can search on Amazon.com or Chapters.com to read comments and promotional material.

1. "The End of Poverty" by Jeffrey D. Sachs. Toronto: Penguin Group Canada, 2005.
2. "The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It" by Paul Collier. New York: Oxford University Press, 2007.
3. "Animal, Vegetable, Miracle: A Year of Food Life" by Barbara Kingsolver. Toronto: HarperCollins, Inc. 2008.
4. "Food Politics: How the Food Industry Influences Nutrition, and Health," Revised and Expanded Edition (California Studies in Food and Culture), by Marion Nestle, 2007.

5. “Stuffed and Starved: The Hidden Battle for the World Food System”, by Raj Patel, 2008.
6. “The End of Food”, by Paul Roberts, 2009.
7. “The Way We Eat: Why Our Food Choices Matter”, by Peter Singer and Jim Mason, 2006
8. “Globesity: A Planet Out of Control?” By Francis Delpeuch, Bernard Maire, Emmanuel Monnier and Michelle Holdsworth. Washington DC: Earthscan, 2009.
9. “Closing the Food Gap: Resetting the Table in the Land of Plenty”, by Mark Winne, 2009.
10. “Safe Food: The Politics of Food Safety”, Updated and Expanded (California Studies in Food and Culture), by Marion Nestle, 2010.

Your review will **follow the guidelines for the Journal of Nutrition Education & Behavior: <http://www.jneb.org/content/reviewers>.**

- Aim for a length of 400 to 500 words; **500 words is the maximum.**
- If you refer to other publications, citations should follow the system described in the American Medical Association Manual of Style (10th ed. New York: Oxford University Press; 2007).
- The review should be double-spaced with **line-numbering**.

Content:

1. Try to attract the reader's attention in the opening paragraph making a declarative statement or placing the book in the context of current trends and interests.
2. Summarize and evaluate the material (about 20% of your review should summarize, and about 80% should evaluate).
3. Your summary should include, but not be limited to:
 - An overview of the content and subjects covered.
 - A description of the intended audience.
 - Mention of anything unique about the format, use of graphics, etc.
4. Your evaluation should include, but should not be limited to:
 - Commendation of strengths and tactful criticism of weaknesses, with examples.
 - Assessment of timeliness, originality, accuracy, organization, readability, usefulness, references, graphics and/or appropriateness for intended audience.
 - Suggestion of specific improvement(s), if appropriate.
5. Avoid direct quotes, except for very short phrases.

6. In your closing remarks, include comments about the overall soundness or usefulness of the material. Briefly (one or two sentences) describe how it could be used by JNEB's readers and in what setting(s). If appropriate, state the specific type(s) of nutrition professional(s) the material would be best suited for.

Append: a full list of the strengths and the weaknesses of the book, citing examples and page numbers, so that you show your analysis of the material presented in the book. It is probably easiest for you to do this for each chapter, but there is no specific format required. This information will help me to see the depth of your analysis and the basis for your comments in the formal review.

Key Websites

- [Eat Right Ontario](http://www.ontario.ca/eatright): www.ontario.ca/eatright
- [Nutrition Resource Centre](http://www.nutritionrc.ca): www.nutritionrc.ca
- [Ontario Public Health Association](http://www.opha.on.ca): www.opha.on.ca
- [Dietitians of Canada](http://www.dietitians.ca): www.dietitians.ca
- [College of Dietitians of Ontario](http://www.cdo.on.ca): www.cdo.on.ca
- [Ministry of Health Promotion](http://www.mhp.gov.on.ca/): www.mhp.gov.on.ca/
- [Public Health Agency of Canada](http://www.phac-aspc.gc.ca/index-eng.php): www.phac-aspc.gc.ca/index-eng.php
- [Ontario Agency for Health Protection and Promotion](http://www.oahpp.ca/): www.oahpp.ca/
- [Health Canada](http://www.hc-sc.gc.ca/fn-an/nutrition/index-eng.php): www.hc-sc.gc.ca/fn-an/nutrition/index-eng.php
- Ontario Society for Nutrition Professionals in Public Health: www.osnpnh.on.ca

FRAN*6510
CLASS READINGS & PRESENTATIONS

Jan. 9 **Introduction; issues in professional ethics**

Jan. 16 **Basic concepts and terminology in health promotion and population health; high risk vs population based approaches to programming; Ontario Mandatory Programs and Services Guidelines.**

Resource: Ontario. Ministry of Health and Long-Term Care. *Ontario public health standards*. Available at:
www.health.gov.on.ca/english/providers/program/pubhealth/oph_standards/ophs/index.html

*Hancock T. Health promotion in Canada: 25 years of Unfulfilled Promise. *Health Promotion International*, 2011; Vol. 26 No. S2; ii263-ii267.

*Raine, K. Determinants of Healthy Eating in Canada: An Overview and Synthesis. *Canadian Journal of Public Health*; Jul/Aug 2005; vol. 96, supplement 3, p.S8-S14.

Resource: Fox, A., Chenhall, C., Traynor, M., Scythes, C. and Bellman, J. Public health nutrition practice in Canada: A situational assessment. *Public Health Nutrition*, 2008, 11(8), 773–781.

Jan. 23 **Principles of program evaluation; challenges in evaluating community-based, multiple site and multi-faceted interventions; logic models.**

Resource: US Dept of Health and Human Services. Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. Introduction to Program Evaluation for public health programs: A self-study guide. Atlanta, GA: Centers for Disease Control and Prevention, 2005. Available at: <http://www.cdc.gov/eval/evalguide.pdf>

Additional resources are available at:
<http://www.uwex.edu/ces/pdande/evaluation/evaldocs.html>

*Sharpe, P., Burroughs, E., Granner, M. et al. (2010). Impact of a community-based prevention marketing intervention to promote physical activity among middle-aged women. *Health Education & Behavior*, 37(3), 403-423.

Debate #1: Local or Organic?

Jan. 30 **Community-based interventions; capacity building; media advocacy.**

*McLeroy K, Norton B, Kegler M, Burdine J, Sumaya C. Community-based interventions. *Am J Pub Health* 2003;93(4):529-533.

*Rock MJ, McIntrye L, Persaud SA, Thomas KL. A media advocacy intervention linking health disparities and food insecurity. *Health Education Research*, 2011 26(6); 948-960.

Debate #2: Breastfeeding Promotion or Intimidation?

Feb. 6 Development of Nutrition Policies

Resource: Office of Nutrition Policy and Promotion website: www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/index_e.html for current nutrition policy initiatives.

Resource: Ontario Chronic Disease Prevention Alliance. 2011. Handbook to Healthier Communities – Influencing Healthy Public Policies. OCDPHA: Toronto.

*Schwartz M, Novak S, Fiore S. The Impact of Removing Snacks of Low Nutritional Value From Middle Schools. *Health Educ Behav* 2009; 36; 999-1011.

* Worsley A, Thomson L, Wang W. Australian consumers' views of fruit and vegetable policy options. *Health Promotion International* 2011; 26(4); 397-407.

Debate #3 : Weighing Children in Schools – Good Thing or Not ?

Feb. 13 Food security, abroad and at home.

*Community Food Security: Position of Dietitians of Canada. 2007. Available at: <http://www.dietitians.ca/Downloadable-Content/Public/cfs-position-paper.aspx>

*Individual and Household Food Insecurity in Canada: Position of Dietitians of Canada. 2005. Available at: <http://www.dietitians.ca/Downloadable-Content/Public/householdfoodsec-position-paper.aspx>

Resource: Golan E et al. Can low-income Americans afford a healthy diet? USDA Economic Research Service. Amber Waves, 2008; 6. Available at: <http://www.ers.usda.gov/AmberWaves/November08/Features/AffordHealthyDiet.htm>

Resource: Healthy Eating and Food Security: Promising Strategies for BC. April 2010. Available at <http://www.dietitians.ca/Downloadable-Content/Public/Healthy-Eating-and-Food-Security-Strategies-BC.aspx>

Resource: Kerstetter S, Goldberg M. A review of policy options for increasing

food security and income security in British Columbia : A discussion paper.
Available at:
<http://www.phsa.ca/NR/rdonlyres/76D687CF-6596-46FE-AA9A-A536D61FB038/24932/PHSAreportfoodinsecurityfinal.pdf>

Debate #4: It's Time to Close Canada's Food Banks

Feb. 20 WINTER BREAK WEEK

Feb. 27 Obesity prevention policy options: Children and adolescents

Resource: Good Practice Appraisal Tool for obesity prevention programmes, projects, initiatives and interventions. WHO/EC Project on monitoring progress on improving nutrition and physical activity and preventing obesity in the European Union. 2011.

*Salmon J, Jorna M, Hume C, Arundell L, Chahine N, Tienstra M, Crawford D. A translational research intervention to reduce screen behaviours and promote physical activity among children: Switch-2-Activity. *Health Promotion International*, 2011, Vol 26(3), 311-321.

*O'Dea J, Wagstaff S. Increased breakfast frequency and nutritional quality among schoolchildren after a national breakfast promotion campaign in Australia between 2000 and 2006. *Health Education Research*, 2011; 26(6), 1086-1096.

Debate #5: Should governments ban toys in fast food meals marketed to children?

Mar. 5 Obesity prevention policy options: Adults

*Webber, K., Tate, D., Ward, D. And Bowling, M. (2010). Motivation and its relationship to adherence to self-monitoring and weight loss in a 16-week Internet behavioral weight loss intervention. *Journal of Nutrition Education & Behavior*, 42(3), 161-167.

Debate #6: Should the Canadian government make it mandatory for all fast food chains and family-style chain restaurants to put the calories and sodium content of their items on their menus?

Mar. 12, 19, 26, Apr. 2 Student presentations of selected topics in community nutrition.