



**FRAN\*6510**  
**Nutrition in the Community**  
**Winter 2017**

**Course Meets:** Mondays 8:30am-11:20am in MACS 331

**Who I am and where you can find me:**

Carley O’Kane, MSc, RD

MINS 147

Phone: 416-436-8808

Email: cokane@uoguelph.ca

Office Hours: By appointment- but do come! I look forward to helping you get as much as you can out of this course.

**Purpose and Overview:**

Welcome to Nutrition in the Community. I hope you find this to be an interesting and valuable course. One of the primary roles of a community nutritionist is to develop, implement, and evaluate theory-based interventions aimed at changing a population’s nutrition-related behaviors. This course will provide you with the theoretical and practical knowledge to develop effective behavior change interventions and the grant writing skills required for you to obtain funding for these programs.

**Intended Audience:**

This course is designed for graduate students in Applied Human Nutrition or other graduate students interested in developing, implementing, and evaluating theory-based community nutrition programs.

**Course Text and Reading:**

There is no textbook for this course. Weekly readings will be assigned for this course.

**Course Objectives:**

*Content-specific objectives:*

Upon completion of this course you should be able to:

- Demonstrate how psychosocial, organizational, and community theories can be used to design, implement, and evaluate public health programs.
- Use a program planning model to develop a community nutrition intervention.
- Create a theory-driven model of the predictive factors of a health behavior.
- Describe formative assessment and its use in designing interventions.
- Write intervention objectives.
- Choose and describe appropriate intervention strategies.
- Develop process and evaluation plans for an intervention.
- Prepare a grant proposal for a community nutrition intervention based on sound program planning, development, and evaluation strategies.

### *Non-content objectives:*

Upon completion of this course you will:

- Learn to communicate your intervention plan to others by writing in a succinct and organized fashion and by presenting your plan orally in class.
- Gain experience in working with others.
- Further develop your skills in critical analyses.
- Gain experience in grant writing.

### **Methods of Instruction**

This course will involve two main forms of instruction: 1) lecture; and 2) group activities. Lectures will be given by myself or a guest instructor. Group activities will supplement the lecture by providing you an opportunity to work through a “real-life” example of how the material presented could be applied in the public health arena.

### **Your Role in this Course**

My belief regarding this class is that you “get out what you put in”. I will do my best to keep the class interesting and challenging. However, this will largely be dependent on your active involvement. Class attendance is critical to getting all you can out of this course; lectures will complement and not repeat reading material. Be sure to complete your readings prior to class. This will allow our classes to be much more interesting and conducted at a considerably higher level.

Developing a good intervention program demands a great deal of thought and hard work. When you read- take time to think about how the material applies to yourself, others, and to the program you plan to develop. In understanding factors influencing eating behaviors, it is important to be sensitive to factors influencing your own behaviors, difficulties in modifying your own behaviors, and differences across cultures. In developing effective interventions, we need to identify the perceived needs of the target population, understand the factors influencing their behaviors, and develop programs that address these factors. We need clear objectives that may be evaluated and evaluation tools to help in determining the effectiveness of our programs.

The first third of the course focuses on theory and tends to be heavy on reading assignments. The remainder of the course focuses on program development and grant proposal writing. For each segment of the program development (e.g. needs assessment, writing objectives, choosing intervention strategies) time will be given in class for small group work. There is less assigned reading for this part of the course, but I urge you to reread earlier readings and supplement your work with readings that are relevant to your particular projects.

In developing programs, community nutritionists usually work in teams. Therefore, some of the assignments in this course will be done in small groups (~4 students/group). I strongly urge you to work together with people who have different areas of expertise than your own. This will help you to learn from your classmate’s diverse experience and knowledge.

If you are having difficulties in understanding the material or the assignments, please be proactive in letting me know. It is very likely that your classmates share your questions. In addition to the formal evaluation conducted by the department, I will conduct an informal evaluation of the course midway through the semester. I also encourage you to e-mail me at any point during the course with constructive criticisms. Please take your role as critic seriously- you can influence the character of the course.

## Evaluation

Class grades will be based on the following assignments:

% Final	Assignment	Due Date
10	<p><b>Grant Review</b>  <i>Purpose:</i> The purpose of this assignment is to help you be a critical reviewer of grant proposals and to assist you in preparing your own proposals.  <i>Description:</i> In your working group of 4 individuals, you will prepare a brief review (3 pages, double-spaced) of a grant distributed in class. Include a brief description of the project (1 paragraph) that shows the applicant that you understood the proposal. Review the key strengths and weaknesses of the proposal. Take into account significance (does it address an important problem), innovativeness, clarity of presentation, feasibility, strength of study design, and relevance to funder. Provide 3 suggestions for improvements for the proposal. Explain whether you would chose to fund the grant proposal (Yes, with no revisions/questions, Yes, with revisions/questions, No, would not fund)</p>	January 23
10	<p><b>Development of Community Nutrition Intervention: Epidemiology, Rationale, and Predictive Factors</b>  <i>Purpose:</i> The purpose of this assignment is to have you identify modifiable eating patterns that are contributing to a population risk for disease and to develop a rationale for intervening on that behavior.  <i>Description:</i> In your working group of 4 individuals select a health behavior on which to intervene. As a group you will conduct a literature review to: 1) describe the epidemiology of the behavior; 2) provide a rationale for attempting to influence the target behavior; and 3) identify predictive factors of the behavior. The paper should be approximately 4 pages, double-spaced.</p>	February 6
10	<p><b>Development of a Community Nutrition Intervention: Formative Assessment</b>  <i>Purpose:</i> The purpose of this assignment is to demonstrate your understanding of the role of formative assessment methods in better understanding your target audience.  <i>Description:</i> In your working group, describe the methods that you would choose for formative assessment and questions that you would like answered through your formative assessment. Include the following: 1) Who you would want to</p>	February 27





## **Policies and Procedures:**

1. Any students who need course adaptations or accommodations because of a disability, please come speak with me as early as possible.

2. 40<sup>th</sup> class day is Friday, March 10<sup>th</sup> - this is the last day to drop without academic penalty. Refer to the Graduate Calendar for the schedule of dates:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/c03/c03-wintersem.shtml>

3. If you are unable to meet a course requirement because of illness or compassionate reasons, please advise me as soon as possible via email. See the graduate calendar for information on regulations and procedures for Academic Consideration:

[https://www.uoguelph.ca/registrar/calendars/graduate/2016-2017/genreg/sec\\_d0e2239.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/2016-2017/genreg/sec_d0e2239.shtml)

4. All assignments are to be submitted via Courselink dropbox. All assignments are due by 8:30a.m. on the due date. Late assignments are accepted up to 5 days past the due date with a 15% penalty (3% each day including weekends). After 5 days, assignments will not be accepted unless compassionate or extenuating circumstances are brought to my attention.

5. For group assignments each member of the group will receive the same grade. Please let me know if there are any problems with group members not pulling their weight. Together we will develop a plan to deal with the issue.

6. 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 Academic Misconduct Policy is detailed in the Graduate Calendar: [https://www.uoguelph.ca/registrar/calendars/graduate/2016-2017/genreg/sec\\_d0e2716.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/2016-2017/genreg/sec_d0e2716.shtml)

7. Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2016/17 Graduate Calendar states: "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" (p. 19).

In this course, we will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences. We will use Turnitin for all components of the group project.

**A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing 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.**

**A document providing tips on how to use Turnitin is posted on Courselink under the Content tab.**

## Class Outline and Reading List

Date	Topic	Readings
January 9	<p>Introduction to the course.</p> <p>Community Nutrition Interventions: Preparing a Grant Proposal</p>	<p>Eaves GN. Preparation of the research-grant application: Opportunities and pitfalls. <i>Grants Magazine</i>. 1984;7(3):151-157. Available at: <a href="http://www.pkal.org/documents/PreparationOfTheResearchGrantApplication.cfm">http://www.pkal.org/documents/PreparationOfTheResearchGrantApplication.cfm</a></p>
January 16	<p>Grant writing continued</p> <p>How does community nutrition differ from individual diet counseling?</p>	<p>Rose G. Sick individuals and sick populations. <i>Int J Epidemiol</i> 1985;14:32-8. Available at: <a href="http://ije.oxfordjournals.org/content/14/1/32.full.pdf+html">http://ije.oxfordjournals.org/content/14/1/32.full.pdf+html</a></p> <p>Doyle YG, Furey A, Flowers J. Sick individuals and sick populations: 20 years later. <i>J Epidemiol Community Health</i>. 2006; 60(5): 396–398. Available at: <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2563964/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2563964/</a></p>
January 23	<p>Oral class discussion about grant review</p> <p>Identifying Targets for Change: Epidemiology, Rationale, and Creating a Model of Predictive Factors</p> <p>Using theory to understand behavior and planning</p>	<p>Glanz K, Bishop DB. The Role of Behavioral Science Theory in Development and Implementation of Public Health Interventions. <i>Annual Review of Public Health</i>. 2010; 31: 399-418. Available at: <a href="http://www.annualreviews.org/doi/full/10.1146/annurev.publhealth.012809.103604">http://www.annualreviews.org/doi/full/10.1146/annurev.publhealth.012809.103604</a></p> <p><b>*Grant review due by 8:30am to Courselink Dropbox</b></p>

	<p>programs.</p> <p>Stimulus-Response Theory Health Belief Model</p>	
January 30	<p>Transtheoretical Model of Behavior Change</p> <p>Theory of Planned Behavior</p> <p>Self-Determination Theory</p>	<p>Kristal AR, Glanz K, Curry SJ, Patterson RE. How can stages of change be best used in dietary interventions? <i>Journal of the American Dietetic Association</i>. 1999;99(6):670-684. Available at: <a href="http://journals1.scholarsportal.info/details-sfx.xqy?uri=/00028223/v99i0006/679_hcsocbbuidi.xml">http://journals1.scholarsportal.info/details-sfx.xqy?uri=/00028223/v99i0006/679_hcsocbbuidi.xml</a></p> <p>Kim K, Reicks M, Sjoberg S. Applying the Theory of Planned Behavior to Predict Dairy Product Consumption by Older Adults. <i>Journal of Nutrition Education and Behavior</i>. 2003; 35 (6): 294-301. Available at: <a href="http://journals1.scholarsportal.info/details-sfx.xqy?uri=/14994046/v35i0006/294_attopbdpcboa.xml">http://journals1.scholarsportal.info/details-sfx.xqy?uri=/14994046/v35i0006/294_attopbdpcboa.xml</a></p> <p>Markland D, Ryan RM, Tobin VJ, Rollnick S. Motivational Interviewing and Self-Determination Theory. <i>Journal of Social and Clinical Psychology</i>. 2005; 24:811-831. Available at: <a href="http://web.ebscohost.com/subzero/lib.uoguelph.ca/ehost/pdfviewer/pdfviewer?sid=d7e300cb-680e-4377-ba48-6f4c1a14c939%40sessionmgr111&amp;vid=1&amp;hid=128">http://web.ebscohost.com/subzero.lib.uoguelph.ca/ehost/pdfviewer/pdfviewer?sid=d7e300cb-680e-4377-ba48-6f4c1a14c939%40sessionmgr111&amp;vid=1&amp;hid=128</a></p>
February 6	<p>Social Cognitive Theory</p> <p>Social Ecological</p>	<p>Lytle LA, Perry CL. Applying research and theory in program planning: An example from a nutrition education intervention. <i>Health Promotion Practice</i>. 2001;2(1):68-80. Available at: <a href="http://journals1.scholarsportal.info/details-sfx.xqy?uri=/15248399/v02i0001/68_aratipefanei.xml">http://journals1.scholarsportal.info/details-sfx.xqy?uri=/15248399/v02i0001/68_aratipefanei.xml</a></p> <p>Stokols D. Translating social ecological theory into guidelines for community health promotion. <i>American Journal of Health</i></p>

	Models	<p><i>Promotion</i>. 1996;10(4):282-298. Available at: <a href="https://webfiles.uci.edu/dstokols/Pubs/Translating.PDF">https://webfiles.uci.edu/dstokols/Pubs/Translating.PDF</a></p> <p><b>*Epidemiology, rationale and predictive factors due by 8:30am to Courselink Dropbox</b></p>
February 13	Formative Assessment: What is it? Why do we need it?	<p>Goldberg J, Rudd RE, Dietz W. Using 3 data sources and methods to shape a nutrition campaign. <i>Journal of the American Dietetic Association</i>. 1999;99:717-722. Available at: <a href="http://journals2.scholarsportal.info/details-sfx.xqy?uri=/00028223/v99i0006/717_u3dsamtsanc.xml">http://journals2.scholarsportal.info/details-sfx.xqy?uri=/00028223/v99i0006/717_u3dsamtsanc.xml</a></p> <p>Haines J, Neumark-Sztainer D, Thiel L. Addressing Weight-Related Issues in an Elementary School: What do Students, Parents, and School Staff Recommend? <i>Eating Disorders</i>. 2007;15:5-21. Available at: <a href="http://journals1.scholarsportal.info/details-sfx.xqy?uri=/10640266/v15i0001/5_awiiaepassr.xml">http://journals1.scholarsportal.info/details-sfx.xqy?uri=/10640266/v15i0001/5_awiiaepassr.xml</a></p>
<b>February 20</b>	<b>No Class</b>	<b>WINTER BREAK (woo-hoo!)</b>
February 27	Writing Objectives: The Principles  Creating a logic model	<p>Public Health Ontario, Creating a Logic Model. Available at: <a href="http://www.publichealthontario.ca/en/LearningAndDevelopment/Events/Documents/Program_logic_models_dec_2012.pdf">http://www.publichealthontario.ca/en/LearningAndDevelopment/Events/Documents/Program_logic_models_dec_2012.pdf</a></p> <p><b>*Formative assessment due by 8:30am to Courselink Dropbox</b></p>
March 6	Choosing Appropriate Intervention Strategies	<p>Perry CL, Lytle LA, Feldman H, et al. Effects of the Child and Adolescent Trial for Cardiovascular Health (CATCH) on Fruit and Vegetable Intake <i>Journal of Nutrition Education</i>. 1998;30 (6): 354-360. Available at: <a href="http://journals1.scholarsportal.info/details-sfx.xqy?uri=/00223182/v30i0006/354_eotcaahofavi.xml">http://journals1.scholarsportal.info/details-sfx.xqy?uri=/00223182/v30i0006/354_eotcaahofavi.xml</a></p> <p><b>*Theoretical model and objectives due by 8:30am to Courselink Dropbox</b></p>
March 13	Evaluation: Process and Outcome	<p>Perry CL, Sellers DE, Johnson C. The Child and Adolescent Trial for Cardiovascular Health (CATCH): Intervention, Implementation, and Feasibility for Elementary Schools in the United States. <i>Health Education and Behavior</i>. 1997; 24: 716-735. Available at: <a href="http://heb.sagepub.com/content/24/6/716">http://heb.sagepub.com/content/24/6/716</a></p> <p><b>*Intervention strategies due by 8:30am to Courselink</b></p>

		<b>Dropbox</b>
March 20	Developing Budgets  Sustaining Change in Community Intervention	Osganian SK, Hoelscher DM, Zive M, Mitchell PD, Snyder P, Webber LS. Maintenance of effects of the Eat Smart school food service program: results from the CATCH-ON study. Health Education and Behavior. 2003;30(4):418-433. Available at: <a href="http://journals1.scholarsportal.info/details-sfx.xqy?uri=/10901981/v30i0004/418_moeoteprfcs.xml">http://journals1.scholarsportal.info/details-sfx.xqy?uri=/10901981/v30i0004/418_moeoteprfcs.xml</a>  <b>*Evaluation and logic model due by 8:30am to Courselink Dropbox</b>
March 27	Work session	
April 3	Group presentation and class wrap-up	<b>* Final grant due by 8:30am to Courselink Dropbox</b>