



FRAN*6510
Nutrition in the Community
Winter 2018

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

Who I am and where you can find me:

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MACS 226

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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.
- 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.

In developing programs, community nutritionists usually work in teams. Therefore, some of the assignments in this course will be done in small groups (4-5 students). 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. 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
15	Grant Review <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> Individually, you will prepare a brief review (2 pages) 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.	January 29 by 8:30 a.m.
30	Letter of Intent <i>Purpose:</i> The purpose of this assignment is to provide you grant writing experience to request funds for a community nutrition intervention. <i>Description:</i> In your working group of 4-5 individuals, you will create a letter of intent for the Canadian Foundation for Dietetic Research application using the content outline in the description of the LOI Submission Information. (http://www.cfdr.ca/Downloads/Grants/2017-2018/CFDR-2018-Research-Grant-Competition-Letter-of-Int.aspx). To do this, your working group will select a health behavior on which to intervene and 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. With your group, you will identify which behavioural theory on which your program is based. You may want to create a diagram of your theoretical model. Describe the study objectives. Your objectives should flow from your rationale and health behaviour theory and should be specific, measureable, achievable, realistic, and time-sensitive (SMART). You will also describe your intervention strategies and your evaluation plan.	February 15
40	Full Grant Application <i>Purpose:</i> To give you experience in writing a grant proposal requesting funds for a community nutrition intervention. <i>Description:</i> As a group, will use complete the Canadian Foundation for Dietetic Research application using the guidelines outlined in the Proposal Submission	Draft for review: March 21 Final Submission: April 9

Information: <http://www.cfdr.ca/Downloads/Grants/2017-2018/CFDR-2018-Research-Grant-Competition-Proposal-Subm.aspx> to apply for funds for the program you developed in your working group.

15 **Grant Review: Class Grants** **March 26 by 8:30 a.m.**

Purpose: 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.

Description: Individually, you will prepare a brief review (2 pages) of a grant submitted by your classmates. 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 suggestions for improvements for the proposal.

Criteria for Assessment of Assignments:

The main areas I consider when assessing your work are:

- Inclusion of all the assignments required elements.
- Organization and clarity of writing and presentation.
- Extent and appropriateness of information, concepts, and data used.
- Evidence of critical evaluation.
- Use of innovative and creative ideas.

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. 40th class day is Friday, March 9th - 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/graduate/2017-2018/>

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/2017-2018/>

4. All assignments are to be submitted via Courselink dropbox by 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/2017-2018/>

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 2014/15 Undergraduate 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" (p. 31).

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.

Class Outline and Reading List

Date	Topic	Readings
January 8	<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: http://www.pkal.org/documents/PreparationOfTheResearchGrantApplication.cfm</p>
January 15	<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: http://ije.oxfordjournals.org/content/14/1/32.full.pdf+html</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: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2563964/</p>
January 22	<p>Identifying Targets for Change: Epidemiology, Rationale, and Creating a Model of Predictive Factors</p> <p>Using theory to understand behavior and planning programs.</p>	<p>Baranowski T. Understanding the behavioral linkages needed for designing effective interventions to increase fruit and vegetable intake in diverse populations. <i>Journal of the American Dietetic Association</i>. 2011;111(10):1472-5. Available at: http://journals2.scholarsportal.info/pdf/00028223/v111i0010/1472_utblnfaviidp.xml</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: http://www.annualreviews.org/doi/full/10.1146/annurev.publhealth.012809.103604</p> <p>Lytle LA, Perry CL. Applying research and theory in program</p>

		<p>planning: An example from a nutrition education intervention. <i>Health Promotion Practice</i>. 2001;2(1):68-80. Available at: http://journals1.scholarsportal.info/details-sfx.xqy?uri=/15248399/v02i0001/68_aratipefanei.xml</p>
January 29	<p>Grant review session</p> <p>Formative Assessment: What is it? Why do we need it?</p>	<p>*Grant review due by 8:30am to Courselink Dropbox</p> <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: http://journals2.scholarsportal.info/details-sfx.xqy?uri=/00028223/v99i0006/717_u3dsamtsanc.xml</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: http://journals1.scholarsportal.info/details-sfx.xqy?uri=/10640266/v15i0001/5_awiiaepassr.xml</p>
February 5	<p>Writing Objectives: The Principles</p> <p>Creating a logic model</p>	<p>The Health Communications Unit, Creating a Logic Model. Available at: http://www.blazesports.org/wp-content/uploads/2011/02/THCU-Logic-Model-Workbook.pdf</p>
February 12	LOI: Working Session	<p>Overview of Letter of Intent</p> <p>*LOI due to Courselink Dropbox on Feb 15</p>
February 19	No Class	WINTER BREAK
February 26	Choosing Appropriate Intervention Strategies	<p>Swinburn B, Egger G. Preventive strategies against weight gain and obesity. <i>Obesity Reviews</i>. 2002;3: 289–301. Available at: http://onlinelibrary.wiley.com/doi/10.1046/j.1467-789X.2002.00082.x/full</p> <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</p>

		<i>Journal of Nutrition Education</i> . 1998;30 (6): 354-360. Available at: http://journals1.scholarsportal.info/details-sfx.xqy?uri=/00223182/v30i0006/354_eotcaahofavi.xml
March 5	Evaluation: Process and Outcome Data Analysis Plan	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: http://heb.sagepub.com/content/24/6/716 Guest speaker: Dr. Gerarda Darlington
March 12	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. <i>Health Education and Behavior</i> . 2003;30(4):418-433. Available at: http://journals1.scholarsportal.info/details-sfx.xqy?uri=/10901981/v30i0004/418_moeoteprftcs.xml
March 19	Full Grant: Work Session	*Draft Grant due to Courselink Dropbox on March 21
March 26	Grant Review	* Grant Review of Class Grants due by 8:30am to Courselink Dropbox
April 2	Class wrap-up	* Final grant due to Courselink Dropbox on April 9