



# COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

## NUTR\*4070 Nutrition Education COURSE OUTLINE – FALL 2022

### 1. CALENDAR DESCRIPTION

**Description:** This course covers methods and approaches in nutrition education with particular emphasis on community programs in nutrition for different age groups; dietary counselling; nutrition education in the preschool, in prenatal and other specialized programs.

**Credit Weight:** 0.5 credits

**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)

**Pre-Requisite(s):** NUTR\*2050 and FRHD\*3400

**Co-Requisites(s):** N/A

**Restriction(s):** Registration may be restricted to those registered in a B.A.Sc. majors & the Family and Child Studies minor. Instructor consent required for non-FRAN students.

### 2. COURSE DESCRIPTION

Welcome to Nutrition Education! I hope you find this to be an interesting course that provides you with knowledge and skills that are relevant to your career. This course covers methods and approaches in nutrition education with particular emphasis on nutrition communication. Educating groups or individuals on how to make healthful food choices is an important aspect of both clinical dietetic practice and health promotion activities. This course will help you understand best practices for translating nutrition research into informative, engaging, and effective communication tools for various audiences.

**Instructional Format:** This course will include two main forms of instruction 1) Lecture; and 2) In-class activities and discussion. Classes will be interactive and may include small group discussions, group work, videos, case studies and guest lectures. These in-class activities will supplement the lecture by providing you an opportunity to think about and apply course material.

### 3. TIMETABLE

**Lecture:** Tuesdays and Thursdays 4:00-5:20pm

**Location:** MINS 300

**Final Exam:** None

#### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Kathryn Walton, PhD, RD (pronouns: she/her)

**Email:** [kwalton@uoguelph.ca](mailto:kwalton@uoguelph.ca)

**Telephone:** 519-824-4120 ext. 52210

**Office:** MACS 328

**Office Hours:** **Thursdays 11:30am-1pm or by appointment.** I look forward to helping you get as much as possible out of this course! Please note I do my best to reply promptly to email messages but expect up to 48 hours for me to respond.

#### Teaching Assistants:

Name	Email	Office Hours
Seyedeh Yasaman Ghazitabatabai	<a href="mailto:ghazitas@uoguelph.ca">ghazitas@uoguelph.ca</a>	By appointment
Katherine Eckert	<a href="mailto:kecker01@uoguelph.ca">kecker01@uoguelph.ca</a>	By appointment

#### 5. LEARNING RESOURCES

##### Required Resource(s):

There is no textbook for this course. Links to required readings will be provided here in the course outline or on Courselink.

##### Recommended Resource(s):

Links to recommended readings will be provided on Courselink.

#### 6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Discuss the role of nutrition communication in dietetic practice and public health.
2. Evaluate the research used to create communication tools to ensure nutrition messages are evidence-based.
3. Apply concepts of the health communication and knowledge-to-action cycles to develop engaging and effective nutrition communication tools.
4. Create your own:
  - a. Infographic,
  - b. Advocacy Letter
  - c. Podcast

One of the primary roles of a nutrition professional is to translate nutrition research and concepts into effective, informative communication tools for various target audiences. By the end of this course, you will be able to develop engaging and effective nutrition communication tools by meeting the learning outcomes outlined above and using the theoretical and practical communication knowledge gained throughout the semester.

## 7. TEACHING AND LEARNING ACTIVITIES

Week	Date(s)	Topics	Format	Pre-Class Readings & Activities	Notes & Due Dates	
1	Sept 8 <sup>th</sup>	Course Introduction	In-person	Course Outline		
2	Sept 13 <sup>th</sup> & Sept 15 <sup>th</sup>	Using the Health Communication and Knowledge to Action Cycle in Nutrition Communication	In-person	<b>Read:</b> NIH: <a href="#">Making Health Communication Programs Work</a> , pgs. 11-35 (Note: In the pdf, start at the <b>Overview: The Health Communication Process</b> which is pgs. 22-46)		
3	Sept 20 <sup>th</sup>	Using Plain Language	In-person	<b>Read:</b> <a href="#">Plain Language Checklist</a>		
	Sept 22 <sup>nd</sup>	Media Numeracy	In-person	<b>Pre-Class Activity:</b> Find a media/news article reporting on the benefit(s) of a health or dietary intervention. Come to class prepared to critique the article.		
4	Sept 27 <sup>th</sup>	Cultural Humility for Health Professionals	<b>Asynchronous (no in-person or online class today)</b>	<b>Watch:</b> Recordings will be posted to CourseLink under Contents <b>Read:</b> <a href="#">First Nations Health Authority Policy Statement on Cultural Safety and Humility</a>	<b>Note:</b> Office Hours for this week will be held on Tuesday from 11:30am-1pm instead of Thursday	
	Sept 29 <sup>th</sup>	Cultural Humility for Health Professionals Continued	In-person	<b>Read:</b> <a href="#">Mahajan A, Banerjee AT, Ricupero M, Beales A, Lac J, Ajwani F, et al., Call to Action to Improve Racial Diversity in Dietetics. J Critical Dietetics. 2021; 5 (2): 3-9.</a>		
5	Oct 4 <sup>th</sup>	Understanding the Needs of the Target Population: Expert Panel	<b>Online:</b> Link to access class will be posted in CourseLink under Contents		<b>Personal Reflection Assignment Due Oct 7<sup>th</sup></b>	
	Oct 6 <sup>th</sup>	Understanding the Needs of the Target Population	In-person			
6	Oct 11 <sup>th</sup>	<b>NO CLASS- Enjoy your Fall Holiday ☺</b>				

Week	Date(s)	Topics	Format	Pre-Class Readings & Activities	Notes & Due Dates
	Oct 13 <sup>th</sup>	Check-in: Description of Health Behaviour Assignment & Work session	<b>Online:</b> Link to access online portion of class will be posted in CourseLink under Contents		<b>*No in-person office hours this week.</b> Please email me schedule a meeting if you would like to touch base.
7	Oct 18 <sup>th</sup> & Oct 20 <sup>th</sup>	Creating Informative, Engaging, and Effective Podcasts	<b>In-person</b>	<b>Read:</b> <a href="#">How to Plan Your Podcast</a> <b>Pre-Class Activity:</b> Listen to a podcast of your choosing. Come to class ready to discuss what you thought was effective/less effective in the podcast.	<b>Description of Health Behaviour Due Oct 21<sup>st</sup></b>
8	Oct 25 <sup>th</sup>	Creating Effective Infographics: Part 1	<b>Asynchronous (No in-person or online class today)</b>	<b>Watch:</b> Recording will be posted to CourseLink under Contents <b>Read:</b> <a href="#">9 Tips to Create Effective Infographics</a> (you can ignore the final tip about adding your brand, but the other tips are great!)	
	Oct 27 <sup>th</sup>	Advocating for Change: Food Access & Amplifying Unheard Voices	<b>In-person</b>	<b>Watch:</b> Recording will be posted to CourseLink under Contents	
9	Nov 1 <sup>st</sup>	Creating Effective Infographics: Part 2	<b>In-person</b>	<b>Pre-Class Activity:</b> <a href="#">View these award-winning infographics</a> and come to class ready to discuss what you thought was effective or less effective with the infographics	<b>Podcast Plan Due November 4<sup>th</sup></b>
	Nov 3 <sup>rd</sup>	Advocating for Change: National School Food Program  Check-in re: Podcast & Infographic Assignments	<b>In-person</b>		

Week	Date(s)	Topics	Format	Pre-Class Readings & Activities	Notes & Due Dates	
10	Nov 8 <sup>th</sup>	Using Social Media Effectively	<b>Asynchronous (No in-person or online class today)</b>	<p><b>Watch:</b> Recording will be posted to CourseLink under Contents</p> <p><b>Read:</b>  <a href="#">Helm J, Jones, RM. Practice Paper of the Academy of Nutrition and Dietetics: Social Media and the Dietetics Practitioner: Opportunities, Challenges and Best Practices. J Acad Nutr Diet. 2016; 116(11):1825-1835</a></p> <p>College of Dietitians of Ontario Statement on <a href="#">Dietetic Practice and Social Media</a></p>	<b>Infographic Due Nov 11<sup>th</sup></b>	
	Nov 10 <sup>th</sup>	Dealing Effectively & Ethically with the Media  Check-in re: Minister Letter Assignment	<b>In-person</b>			
11	Nov 15 <sup>th</sup>	Motivational Interviewing	<b>In-person</b>	<b>Read:</b> <a href="#">Brug J, et al. Training Dietitians in Basic Motivational Interviewing Skills Results in Changes in Their Counseling Style and in Lower Saturated Fat Intakes in Their Patients. J Nutr Educ and Behav. 2007; 39 (1): 8-12.</a>		
	Nov 17 <sup>th</sup>	Nutrition Education for Children	<b>In-person</b>			
12	Nov 22 <sup>nd</sup>	Strategies for Group Education	<b>In-person</b>			
	Nov 24 <sup>th</sup>	Evaluating your Communication Strategy	<b>In-person</b>		<b>Minister Letter Due Nov 25<sup>th</sup></b>	
13	Nov 29 <sup>th</sup>	<b>No in-person class- Group work session</b>				
	Dec 1 <sup>st</sup>	Class wrap-up	<b>In-person</b>		<b>Podcast &amp; Individual Reflection Due December 2<sup>nd</sup></b>	

**Note:** This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Personal Reflection	1	October 7 <sup>th</sup>	5%
Description of Health Behaviour	2 & 3	October 21 <sup>st</sup>	15%
Infographic	3 & 4a	November 11 <sup>th</sup>	20%
Minister Letter	2, 3 & 4b	November 25 <sup>th</sup>	20%
<b>Podcast:</b>			
Part 1: Podcast Plan	2 & 3	November 4 <sup>th</sup>	10%
Part 2: Podcast	3 & 4c	December 2 <sup>nd</sup>	25%
Individual Podcast Reflection	2 & 3		5%
<b>Total:</b>			100%

### ASSESSMENT DESCRIPTIONS:

#### Personal Reflection

**Due:** October 7<sup>th</sup> to Courselink Dropbox by 5pm  
**% of Final Mark:** 5%

**Purpose:** To provide you the opportunity to reflect on course content and think about how the content will apply to your role as a nutrition professional.

**Description:** Individually, you will prepare a 1-page maximum (single spaced) reflection on specific course content from Week 3.

#### **Personal Reflection Questions to Consider:**

- In the recorded lecture material, Dr. Murray-Garcia tells the students to learn about the Tuskegee Study. What was the Tuskegee Study? What “scripts” were at work that would allow the Tuskegee Study and the nutrition experiments in Residential Schools in Canada to occur?
- How do you think cultural humility differs from cultural competency and how can cultural humility help to create a culturally safe health care system?
- In class Anisha Mahajan discussed racial diversity in dietetics. How can diversity in dietetics be increased and why is this important for improving patient care?

#### Description of Health Behaviour

**Due:** October 21<sup>st</sup> to Courselink Dropbox by 11:59pm  
**% of Final Mark:** 15%

**Purpose:** To review and briefly summarize the research literature regarding your health behaviour of interest and to identify potential groups who could serve as the audience for the nutrition communication tools you will develop in your later assignments.

**Description:** In your working group of 3, you will prepare a brief review (3 pages, single-spaced) of the health behaviour that will serve as the focus of the nutrition communication tools you will develop in your later assignments.

**Your health behaviour description should:**

1. Identify the health behaviour (what behaviour are you hoping to change?)
2. Describe the consequences associated with the health behaviour, i.e., what is the impact of the health behaviour on health outcomes (why does changing the health behaviour matter?)
3. Describe the key factors that influence the health behaviour (what are the known predictors of the behaviour, i.e., personal, social, environmental factors that influence the health behaviour?)
4. Describe the audiences who would be interested in addressing the health behaviour and associated health outcomes, e.g., the patient population that may engage in the behaviour, the health professionals who are working to address this health behaviour/ associated consequences, policy makers who could influence policy that would impact the health behaviour (who might care about changing this health behaviour?)
5. Provide citations for your work using CSE citation format (citations are NOT included in the 3-page limit): <https://guides.lib.uoguelph.ca/CSECitationName>

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**Infographic**

**Due:** November 11<sup>th</sup> to Courselink Dropbox by 11:59pm  
**% of Final Mark:** 20%

**Purpose:** To provide you the opportunity to design and create an engaging and informative infographic focused on your selected health behaviour.

**Description:** In your working group of 3, you will create:

1. 1-page infographic;
2. 1-page single-spaced brief that includes the objectives of your infographic (are you aiming to increase awareness about your health behaviour/consequences of the health behaviour; change perceptions/attitudes about a behaviour; change the behaviour?), the target audience (who are you trying to reach?), and the proposed communication plan (settings, channels, and activities) you would use to ensure your infographic reaches your target audience. If you include citations in your infographic or brief, use CSE citation format (citations are NOT included in the page limit for your brief): <https://guides.lib.uoguelph.ca/CSECitationName>

**Helpful Resources:**

- The University of Guelph Library has some helpful resources on creating infographics: <https://guides.lib.uoguelph.ca/Infographics>

- Feel free to choose whatever program you would like to create your infographic. A great option that is free and fairly intuitive is Canva – canva.com. The University of Guelph Library has a resource on using Canva: <https://guides.lib.uoguelph.ca/Canva>
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### **Minister Letter**

**Due:** November 25 to Courselink Dropbox by 11:59pm  
**% of Final Mark:** 20%

**Purpose:** To provide you the opportunity to write a letter to a Minister that advocates for change related to a health behaviour you are interested in.

**Description:** Individually, you will create:

1. 1-page (single spaced) letter that requests action related to your chosen health behaviour to a Minister whose portfolio/position is relevant to the health behaviour. The health behaviour you choose can be the same behaviour you are targeting as part of your group projects or a different behaviour.
2. 1-page (single-spaced) brief that includes the objectives of your letter, the target audience (what Minister did you write to and why), and the proposed communication plan (settings, channels, and activities) you would use to ensure your letter reaches the Minister and potentially other audiences, e.g., in addition to mailing the letter to the Minister, are there other ways your letter could be disseminated? If you include citations in your Minister Letter or brief, use CSE citation format (citations are NOT included in the page limit for your brief):  
<https://guides.lib.uoguelph.ca/CSECitationName>

**A resource on how to write the letter can be found here:** [Writing a Letter to your MP](#)

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### **Podcast**

**Due Dates:**

November 4 (Podcast plan) &

December 2 (Final Podcast & Reflection) to Courselink Dropbox by 11:59pm

**Mark Breakdown:**

- **Podcast plan:** 10%
- **Podcast:** 25%
- **Individual Podcast Reflection:** 5%

**Purpose:** To provide you the opportunity to design and create an engaging and informative podcast focused on your selected health behaviour.

**Description:** This Podcast assignment is split into two parts. Part 1 and Part 2. In your working group of 3, you will create: 1) A podcast plan; 2) ~15 minute podcast. Individually you will write an independent reflection.



## **Part 1: Podcast Plan (Due November 4 to Courselink Dropbox by 11:59pm)**

The purpose of creating a podcast plan is to help you think through how to develop and create a successful podcast. Podcasts don't always follow the plan exactly – and that's okay. However, having a plan will improve the quality of your podcast, and help you to feel prepared and ready to record! Once submitted, your group will receive feedback on your podcast plan to further support you in preparing for the podcast recording.

### **Your podcast plan should include:**

1. Please provide a 1-page single-spaced brief that includes the objectives of your podcast, the target audience, and the proposed communication plan (settings, channels, and activities) you would use to ensure your podcast reaches your target audience. If you include citations in your brief, use CSE citation format (citations are NOT included in the page limit for your brief):  
<https://guides.lib.uoguelph.ca/CSECitationName>
2. Please also provide a plan focused on resource finding and the interview. The length of this will depend on how many questions you have for your guest but aim to submit no more than 2 pages single spaced.
  - a. Explain the person/people you plan to interview and why. Provide name and expertise. What makes this person a good (qualified, knowledgeable, interesting) guest for your podcast?
  - b. Explain how you plan to interview people. Are you interviewing a few people and stringing it all together into one podcast? Are you interviewing one person?
  - c. What is your planned script/talking points? (this may change as you begin recording the podcast – and that's OK! But it's good to have a plan!).
  - d. Explain the kinds of sources (other than interviews) you're planning to use. For example, does this guest have an online presence? If so, what information will you use from that? Did your guest publish an article? If so, is that the basis for the interview?
  - e. Optional: Is there anything else you're doing to prepare? Have you thought of another clever way to prepare for this podcast recording? Explain!

## **Part 2: Podcast & Reflection (Due December 2 to Courselink Dropbox by 11:59pm)**

### **Here is what should be included in the podcast:**

1. **In your group of 3**, create and record a ~15 minutes podcast. I suggest assigning various roles for this assignment, which include:
  - a. Producer, responsible for ensuring the podcast is developed and completed according to the assignment description;
  - b. Writer, responsible for ensuring the content of the podcast is accurate, complete, and communicated in an engaging way, and;
  - c. Technology Expert, responsible for all activities related to the recording and editing of the podcast.

All group members are responsible for the podcast's success. Selection of these roles is a means to ensure that someone has the final responsibility for the major components of the assignment.

2. **Individually**, provide a podcast reflection (2 pages single spaced max). The best way to improve a podcast is to do it, reflect on what was done, and find ways to improve!

**For example, you might want to reflect on:**

- Did the format work? What would you change (of anything)?
- If you could do the interview over again, what would you do differently? What would you do the same?
- Did you feel you were well prepared? Would you prepare the same way or differently for the next time? If differently, how?
- While you won't necessarily be disseminating your podcast outside of this course, think through some of the evaluation metrics we discussed in class. What metrics could you use to measure the success or reach of your podcast? Did your final podcast meet the goals and objectives you set out in your podcast plan? How would you evaluate this?

**The following information and links may be helpful while completing your podcast assignment:**

- **The University of Guelph Media Studio.** The University of Guelph Media Studio has a helpful guide including some ideas for programs to use for editing the podcast: <https://guides.lib.uoguelph.ca/Podcasting>. You can also connect with staff at the Media Lab with questions you have about creating and editing your podcast: <https://www.lib.uoguelph.ca/using-library/media-studio>
- **For recording your podcast there are a few options:**
  - Zencastr is free and can be used with any video chat tool. It records the audio tracks separately and then you can edit them together.
  - You can also use Zoom, but the quality is usually not as good as with Zencastr.
  - I suggest you try out a few options for recording and pick the one that provides the best sound.
- **For editing your podcast, there are also a few options:**
  - Audacity is a free software available for both PC and Mac that is fairly easy to use. Mac users can also use GarageBand if they are familiar with that already. **A few resources for Audacity can be found here:**
    - <https://guides.lib.uoguelph.ca/Audacity>
    - [https://uoguelph.eu.qualtrics.com/jfe/form/SV\\_24bicQaReMUynRz](https://uoguelph.eu.qualtrics.com/jfe/form/SV_24bicQaReMUynRz)
- **Other helpful readings:**

- **How To Plan Your Podcast:**  
<https://www.voices.com/resources/articles/podcasting/plan-your-podcast>
- **CDC Audio Script Writing Guide**  
<http://www2c.cdc.gov/podcasts/audioscriptwritingguide.pdf>
- **A Public Radio Insider's Top Six Tips for Podcast Interviews**  
<http://www.prichardcommunications.com/featured-home/a-public-radio-insiders-top-six-tips-for-podcast-interviews/>
- **How To Conduct A Quality Podcast Interview**  
<https://www.entrepreneurs-journey.com/2501/how-to-conduct-a-quality-podcast-interview/>

## 9. COURSE STATEMENTS

### **Land 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.

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

I will do my best to keep each class interesting and challenging, however I believe that “you get what you put in”. The success of this class and your understanding of course material is largely dependent on your active involvement in each class and assignment. Be sure to complete required readings and pre-class activities before each class. This will allow our class discussions to be much more interesting and conducted at a considerably higher level. Class attendance is critical to getting all that you can out of this course. Developing good nutrition communication tools demands a great deal of thought and hard work. When you read, take time to think about how the material applies to the communication tools you will develop in this course.

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 encourage you to e-mail me at any point during the course with your feedback, thoughts, and ideas.

### **Late Assignments:**

*All assignment deadlines will have a 48-hour grace period.* This means that no marks will be docked if you submit before the extra 48 hours period expires. Emails asking for late submission during the grace period are not needed and will not be answered. Simply submit within the grace period. As you will notice, all assignments are due on a Friday. This means the 48-hour grace periods ends Sunday at 11:59 PM. CourseLink will say that it is late, but if it is within 48 hours of the deadline is within the grace period, your assignment is not late.

If you need additional time beyond the grace period to complete an assignment, please email me and we will create a timeline for submitting your assignment. Please note: late assignments will be accepted up to 5 days following the 48 hour grace period and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration.

Assignments submitted more than one week late (1 week past the 48-hour grace period) without documented grounds will receive a grade of zero.

#### **Course Website:**

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

#### **Receipt of Grades:**

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

#### **Turnitin Software:**

In this course, we 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 you will be able to educate and empower yourself to prevent 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.

#### **A note on Academic Integrity:**

- Instructors shall not determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.
- Instructors can determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

*Please see full details on academic misconduct starting on page 13.*

## **10. UNIVERSITY STATEMENTS**

### **E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### **When you cannot meet a course requirement:**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

### **Drop date:**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

### **Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

### **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.

Please note: 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 outlined in the Undergraduate Calendar.

**Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources:**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

**Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

**Illness:**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

**COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

## APPENDIX: Nutr\*4070 Foundational Knowledge Specifications and Performance Indicators

For those students enrolled in the Area of Emphasis in Dietetics: The Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>):

### *Foundational Knowledge Specifications (FKS) that are met by this course:*

FKS content area	Cognitive complexity level (1,2,3)	How KFS is met
<b>3. Communication</b>		
c) Strategies for effective written communication.	3	Four written nutrition communication assignments.
d) Strategies for effective oral communication.	3	Addressed in podcast assignment.
e) Strategies for effective interpersonal communication.	3	Work in groups on nutrition communication assignments.
<b>5. Food</b>		
h) Religious and cultural food practices	2	Considered as part of the nutrition communication assignments.
<b>8. Human Nutrition Across the Lifespan</b>		
i) Dietary practices	2	Population trends integrated as part of the nutrition communication assignments.
<b>9. Interprofessional Collaboration</b>		
d) Team functioning	3	Work in groups for the nutrition communication assignments.
e) Collaborative leadership	3	Work in groups for the nutrition communication assignments.
<b>12. Nutrition Assessment</b>		
a) Food and nutrient intake of individuals and populations	3	Intake trends incorporated in the nutrition communication assignments.
b) Environmental and individual factors affecting food intake	3	Population trends integrated as part of the nutrition communication assignments.
<b>15. Population Food Systems and Food Security</b>		
d) Food markets and marketing of food	2	Population trends integrated as part of the nutrition communication assignments.
e) Factors affecting access to food	3	Factors affecting food access addressed in the nutrition communication assignments.
g) Food consumption patterns and trends	2	Population trends integrated as part of the nutrition communication assignments.
<b>16. Professional Practice in Dietetics</b>		
l) Advocacy	3	Advocacy approaches applied in Minister Letter assignment.
<b>17. Population and Public Health</b>		



<b>FKS content area</b>	<b>Cognitive complexity level (1,2,3)</b>	<b>How KFS is met</b>
c) Policies, standards and guidelines for public health nutrition	3	Existing environmental influences considered in the communication assignments.
d) Values and philosophy of public and population health	3	Health promotion strategies and educational addressed in nutrition communication assignments.
e) Program planning in public and population health	3	Health promotion strategies, activities and educational materials developed for nutrition communication assignments.
f) The determinants of health	2	Key determinants included in the assess and planning components of the nutrition communication tools.
<b>18. Research and Evaluation</b>		
d) Evidence-informed practice	2	Existing evidence in the form of systematic reviews, guidelines and incorporated into nutrition communication assignments.
e) Literature search strategies	3	Literature review included as part of the rationale for nutrition communication assignments.
g) Use of technology to seek and manage information	3	Various on-line programs and software utilized in the development of the nutrition communication tools.
<b>19. Social and Psychological Foundations</b>		
b) Social and psychological aspects of eating and food choice, in health and disease	3	These aspects considered through the development of the nutrition communication tools.
d) Social justice, diversity, and equity in society	3	Components of social justice, health and food security incorporated into personal reflection and the development of the nutrition communication tools.
e) Cultural competence	2	Cultural competence (humility) addressed in personal reflection and through the development of nutrition communication tools.
<b>20. Teaching and Learning</b>		
a) Theories of teaching and learning	2	Adult education strategies incorporated into the implementation component of the nutrition communication assignments.
c) Development and assessment of learning outcomes	2	Implementation and educational resources developed as part of the nutrition intervention assignment.
d) Strategies to address the teaching and learning needs of individuals and populations	2	Population centered strategies and activities developed along with plans for evaluation as part of the nutrition communication assignments.
e) Learning resource selection and development	3	Designing nutrition communication tools.

**Performance Indicators (PI) that are met by this course:**

<b>Competency PI</b>	<b>How PI is met</b>
<b>1. Professional Practice</b>	
1.04b: Reflect upon and articulate individual level of professional knowledge and skills.	Students are asked to complete a self- reflection on cultural humility and their role in creating culturally safe health care.
1.06a: Demonstrate knowledge of the role of ethics, evidence, contextual factors and client perspectives in decision making.	The assignments in this course require students to incorporate evidence-based knowledge in the development of nutrition communication tools.
1.06d: Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision making.	Students consider other audiences and political environment in developing nutrition communication tools.
1.06g: Demonstrate knowledge of the rationale for and methods of including the client in decision making.	Students consider clients in developing their nutrition communication tools.
1.09a: Demonstrate knowledge of communication technologies relevant to practice, and their appropriate uses.	Students are asked to consider different communication strategies appropriate to disseminate their communication tools. Students generate an Infographic, and podcast.
1.09b: Use technology to communicate	Students use various software to create their infographic and podcast.
1.09c: Demonstrate knowledge of technologies to seek and manage information relevant to practice, and their appropriate uses.	Use of general literature search strategies in the development of nutrition communication tools.
1.11e: Seek new knowledge that may support or enhance practice activities.	Students conduct literature review to inform their nutrition communication tools.
1.13a: Demonstrate knowledge of research and evaluation principles	Students learn and apply the health communication cycle as part of their nutrition communication tools.
<b>2. Communication &amp; Collaboration</b>	
2.01a: Demonstrate knowledge of common opportunities for and barriers to communication.	Students design appropriate communication strategies for various audiences in their nutrition communication assignments.
2.01c: Demonstrate knowledge of common communication techniques, and their appropriate uses.	
2.02a: Demonstrate knowledge of ways to determine written communication needs of the reader.	Nutrition communication assignments require students to evaluate the reading level and use of plain language for their print materials.
2.02b: Demonstrate knowledge of the elements of effective written material.	Nutrition communication assignments require students to apply best practices for creating effective print materials.
2.02c: Edit written material for style, spelling and grammar.	Students create numerous written outputs graded on style, spelling and grammar.
2.02d: Write clearly and concisely, in a manner responsive to the needs of the reader(s).	Students create numerous written outputs graded on clarity of writing.
2.02e: Write in an organized and logical fashion.	Students create numerous written outputs graded on clarity and organization.

<b>Competency PI</b>	<b>How PI is met</b>
2.02f: Provide accurate and relevant information in written material.	Students create written nutrition communication tools designed for a particular audience.
2.02g: Ensure that written material facilitates communication.	
2.03a: Demonstrate knowledge of elements of effective oral communication.	Students apply these elements through the creation of the podcast.
2.03b: Speak clearly and concisely, in a manner responsive to the needs of the listener(s).	Podcast
2.03d Use appropriate tone of voice and body language.	
2.04d: Communicate in a respectful manner.	Nutrition communication tools.
2.04n: Seek, respond to, and provide feed-back.	Students respond to feedback from podcast plan.
2.05b: Demonstrate knowledge of ways to assess the prior knowledge and learning needs of others.	In students' description of health behaviour assignment, students are asked to demonstrate needs of a community group/population.
2.05d: Demonstrate knowledge of educational strategies relevant to practice, and their appropriate uses.	Students apply knowledge of learning strategies in the development of their nutrition communication tools.
2.05h: Demonstrate knowledge of ways to develop learning resources.	Students apply this information in the development of nutrition communication tools.
2.05j: Demonstrate knowledge of ways to establish and assess learning outcomes.	Students create learning objectives for each nutrition communication tool.
2.06e: Identify ways to draw upon the expertise of others.	Students identify, as part of their nutrition communication assignments, appropriate collaborators with complementary expertise.
<b>3. Nutrition Care</b>	
3.01c: Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment.	Students conduct a formative assessment of their target population as part of the nutrition communication assignments.
3.01e: Demonstrate knowledge of methods to obtain perspective of client, family and / or relevant others.	
3.01o: Demonstrate knowledge of principles to identify food and nutrition related learning needs of clients.	
3.03a: Identify ways to implement nutrition interventions.	Nutrition communication assignments.
<b>4. Population &amp; Public Health</b>	
4.01a: Demonstrate knowledge of types and sources of information to assess food and nutrition-related issues of groups, communities and populations.	Nutrition communication assignments.
4.01c: Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information.	
4.01e: Demonstrate knowledge of sources of and methods to obtain food and nutrition surveillance, monitoring and intake data.	
4.01g: Demonstrate knowledge of sources of and methods to obtain health status data.	

Competency PI	How PI is met
4.01i: Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health.	Nutrition communication assignments.
4.01k: Demonstrate knowledge of sources of and methods to obtain information related to food systems and food practices.	
4.01m: Demonstrate knowledge of common group, community and population assets and resources.	
4.01o Demonstrate knowledge of methods to integrate assessment data to establish priorities for population health approaches related to food and nutrition.	
4.02a: Demonstrate knowledge of ways to establish appropriate goals and objectives for population health related to food and nutrition.	
4.02c: Demonstrate knowledge of principles to establish strategies and action plans to meet population health goals and objectives.	
4.02f: Demonstrate knowledge of common monitoring approaches related to population health.	
4.03a: Demonstrate knowledge of common ways to coordinate and deliver population health activities.	
<b>5. Management</b>	
5.01k: Demonstrate knowledge of sources of nutritional, cultural, physical and other demographic client information.	Nutrition communication assignments.
5.01m: Demonstrate knowledge of sources of stakeholder satisfaction information.	
5.02a: Demonstrate knowledge of ways to define common goals and objectives for programs and projects.	
5.02d: Demonstrate knowledge of typical components of an action plan for a program or project.	