



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6510 Nutrition in the Community COURSE OUTLINE – WINTER 2025

1. GRADUATE CALENDAR DESCRIPTION

Credit Weight: 0.5 credits
Course Hours: 3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):
Co-Requisites(s):
Restriction(s): Restricted to Family Relations and Applied Nutrition students

2. COURSE DESCRIPTION

This course explores concepts and knowledge of nutrition as applied in community and public health nutrition. It will also examine current programs in applied nutrition.

3. TIMETABLE

Lecture:
Location:

4. INSTRUCTIONAL SUPPORT

Course Instructor: Brian Lo, PhD, MPH, RD
Email: blo02@uoguelph.ca
Telephone: 519-824-4120 ext. 52419
Office: Macdonald Institute (MINS) 215
Office Hours: By appointment

Course Instructor: Tamara Petresin, PhD (C), MScFN, RD
Email: petresit@uoguelph.ca
Office Hours: By appointment

5. LEARNING RESOURCES

Required Resource(s):

There is no textbook for this class. Links to required readings will be provided here on the course outline or on CourseLink. All the readings are free of charge to access.

Recommended Resource(s):

Links to resources are provided in the class schedule below. All the resources are free of charge to access.

6. LEARNING OUTCOMES

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

1. Apply a program planning model to develop a community nutrition program.
2. Create a theory-driven conceptual model of health behaviour.
3. Write clear and measurable intervention objectives.
4. Develop process and outcome evaluation plans for a community nutrition program.
5. Prepare a grant proposal for a community nutrition program.
6. Further develop critical analysis skills.
7. Further develop written and oral communication skills.

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics, Assigned Readings & Guest Speakers	Notes & Due Dates
1 Jan 6 (Brian & Tamara)	Topic(s): Introduction to the course Introduction to grant writing Assigned Reading(s): Kanji, S. Turning Your Research Idea into a Proposal Worth Funding. Can J Hosp Pharm. 2015; 68(6): 458-64. https://pmc.ncbi.nlm.nih.gov/articles/PMC4690671/	
2 Jan 13 (Brian)	Topic(s): Grant writing continued	

Week	Topics, Assigned Readings & Guest Speakers	Notes & Due Dates
<p>3 Jan 20 (Brian)</p>	<p>Topic(s): How does community nutrition differ from individual diet counselling? Step 1 in Intervention Design: Identify a behaviourally-based health problem Step 2 in Intervention Design: Identify determinants of the behaviour</p> <p>Assigned Reading(s): Rose G. Sick individuals and sick populations. Int J Epidemiol 1985;14:32-8. https://academic.oup.com/ije/article/30/3/427/736897</p> <p>Doyle YG, Furey A, Flowers J. Sick individuals and sick populations: 20 years later. J Epidemiol Community Health. 2006; 60(5): 396–398. https://pmc.ncbi.nlm.nih.gov/articles/PMC2563964/</p> <p>Glanz K, Bishop DB. The Role of behavioral science theory in development and implementation of public Hhealth interventions. Annual Review of Public Health. 2010; 31 31: 399-418. (Online access through UofG Library website)</p> <p>Lytle LA, Perry CL. Applying research and theory in program planning: An example from a nutrition education intervention. Health Promotion Practice. 2001;2(1):68-80. https://www.jstor.org/stable/26741165</p>	
<p>4 Jan 27 (Tamara & Brian)</p>	<p>Topic(s): Grant review session Engaging the community: formative assessment</p> <p>Assigned Reading(s): Leask, C.F., Sandlund, M., Skelton, D.A. et al. Framework, principles and recommendations for utilising participatory methodologies in the co-creation and evaluation of public health interventions. Research Involvement and Engagement. 2019;5:2. https://doi.org/10.1186/s40900-018-0136-9</p>	<p>Grant Review due Jan 27 by 8:30am; submit via CourseLink's Dropbox.</p>
<p>5 Feb 3 (Tamara)</p>	<p>Topic(s): Step 3: Intervention design</p> <p>Assigned Reading(s): Michie S, van Stralen MM, West R. The behaviour change wheel: A new method for characterising and designing behaviour change interventions Implementation Science. 20116:42 https://pmc.ncbi.nlm.nih.gov/articles/PMC3096582/</p> <p>Ojo, S.O., Bailey, D.P., Brierley, M.L. et al. Breaking barriers: Using the behavior change wheel to develop a tailored intervention to overcome workplace inhibitors to breaking up sitting time. BMC Public Health 19, 1126 (2019). https://bmcpublihealth.biomedcentral.com/articles/10.1186/s12889-019-7468-8</p>	

Week	Topics, Assigned Readings & Guest Speakers	Notes & Due Dates
6 Feb 10 (Brian)	Topics: Writing objectives Letter of Intent (LOI) work session	LOI due on Feb 14 by 5:30pm; submit via CourseLink's Dropbox.
Feb 17	WINTER BREAK	
7 Feb 24 (Tamara)	Topics: Step 4: Process and outcome evaluation plan data analysis Assigned Readings: 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. Health Education and Behavior. 1997; 24: 716-735. (Online access through UofG Library website)	
8 Mar 3 (Brian)	Topic(s): Budgets Logic models	
9 Mar 10 (Tamara)	Topics: Full grant work session – Optional in class or on your own. Instructor will be in class answering questions.	
10 Mar 17 (Brian)	Topic(s): Knowledge mobilization Full grant work session	Submit the full grant draft for class review to Brian's & Tamara's emails by Mar 17 at 12pm (after work session)
11 Mar 24 (Brian & Tamara)	Topic(s): Grant review: Class grants	Grant Review: Class Grants due March 24 by 8:30am; submit via CourseLink's Dropbox.
12 Mar 31 (Brian & Tamara)	Topic(s): Group presentations Course review and evaluation	Group Presentations: Slides due March 31 by 8:30am; submit via CourseLink's Dropbox. Final Grant due: April 7 by 11:59pm; ; submit via CourseLink's Dropbox.

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
Grant Review: Sample Grant; individual via CourseLink	5, 6, 7	Jan 27 by 8:30am	15%
Letter of Intent; group via CourseLink	1, 2, 3, 4, 5, 7	Feb 14 by 5:30pm	25%
Full Grant Application Draft; group via instructors' emails	1, 2, 3, 4, 5, 6, 7	Mar 17 by 12:00pm	Not graded
Grant Review: Class Grants; individual via CourseLink	5, 6, 7	Mar 24 by 8:30am	15%
Group Presentation slides; group via CourseLink	7	Mar 31 by 8:30am	5%
Full Grant Application; group via CourseLink	1, 2, 3, 4, 5, 6, 7	April 7 by 11:59pm	40%
Total:			100%

*Only one submission is required from each group for group assignments.

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.

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.

Late Assignments:

If you choose to submit your group assignments to the Dropbox tool late, the full allocated mark will be reduced by 10% per day after the deadline for the submission of the assignment to **a limit of three days** at which time access to the Dropbox folder will be closed. Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructors as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed for fairness to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help return marked materials to you in the shortest possible time.

There are 3 exceptions to this late penalty and those are the two grant review assignments (Grant Review due on Jan 27 at 8:30am and Grant Review: Class grants due on Mar 24 at 8:30am) and the

final presentation slides due on Mar 31 at 8:30am. These assignments happen in class so you must complete these assignments by 8:30am on their respective due date.

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 one week 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.

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 Graduate 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 Graduate 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

Academic misconduct:

The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar.

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.

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.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

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:

1. <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
2. <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.

Assessment Details

Assignment

Grant Review

15%

Purpose: To help you be a critical reviewer of grant proposals and to assist you in preparing your own proposal.

Description: Individually, you will prepare a brief review (2 pages, single-space, 12 point Times New Roman font, all margins set at 1 inch) of a grant distributed in class. Your grant review should: Include a brief description of the project (1 paragraph) that shows the applicant that you understood the proposed objectives and methods/research design.

Review the key strengths and weaknesses of the proposal and provide suggestions for improvement based on the criteria outlined on page 6-7 of the CFDR grant submission outline (<https://cfdr.ca/wp-content/uploads/2024/09/2025-CFDR-FullProposalSubmissionGuide.pdf>):

- Interests and Objectives of CFDR
- Present State of Knowledge
- Objectives
- Methodology
- Expertise
- Budget

Course Learning Outcomes Assessed: 5, 6, 7

**Group Project
Letter of Intent**

25%

Purpose: The purpose of this assignment is to provide you grant writing experience to request funds for a community nutrition intervention.

Description: 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 following criteria:

1. Abstract (does not count toward your 3-page limit for the LOI)

- The text of the abstract including the title must not exceed 300 words.
- Content must include the title, hypothesis or research question, the objectives of the research, a brief discussion of the methodological approach and the value of the research to future dietetic practice.

2. Letter of Intent (LOI)

Format

- The Letter of Intent must not exceed three [3] pages and text must be 12-point, Times New Roman font and single spaced; pages must be formatted to have 1-inch margins at the top, bottom and sides.
- References (if applicable) must not exceed one [1] page.
- Pages must be numbered at top right corner and include a header in the format: last name of team members and title of project.
- *All information of major relevance to the project must be presented in the Letter of Intent. Any pages beyond the page limit will be eliminated without being read by the instructors.*

Content

The Letter of Intent must include:	The Scientific Review Committee’s Assessment Criteria
I. Title of project	
II. Rationale for importance of project (10%)	<ul style="list-style-type: none"> • Fits with CFDR Research Priorities; found here: https://cfdr.ca/grants/
III. Research project hypothesis/objectives (5%)	
IV. Description of approach/methodology for project (50%)	<ul style="list-style-type: none"> • Proposed research approach & methods
V. Significant/relevance of project findings to dietetic practice (25%)	<ul style="list-style-type: none"> • Potential for contributing to the field of dietetics

VI. Time required to complete the project, including timelines for different phases of the project (5%)	<ul style="list-style-type: none"> • Adequacy, feasibility
VII. Budget projections (by year) including categories of expenses and amounts. Time allowed is 2 years max. Budget categories include: salary(ies); equipment; supplies and services; fieldwork travel; and conference travel and dissemination (maximum \$1000). (5%) <ul style="list-style-type: none"> - Salary expenditures must be justified, particularly in situations where a dietitian is employed on the project or where it is deemed necessary to pay participants. - Dietetic interns, graduate students and postdoctoral fellows will not be supported. 	<ul style="list-style-type: none"> • Adequacy, feasibility

3. General Information Sheet (does not count toward your 3-page limit for the LOI)

The general information sheet must list the full names and contact information of the team members and the role of each member on the project.

Course Learning Outcomes Assessed: 1, 2, 3, 4, 5, 7

Peer Evaluation

Grant Review: Class Grants

15%

Purpose: To help you be a critical reviewer of grant proposals, provide helpful feedback to classmates, and to assist you in preparing your own grant proposals.

Description: Individually, you will prepare a brief review (2 pages, single-space, 12 point Times New Roman font, all margins set at 1 inch) of a grant distributed in class. Your grant review should: Include a brief description of the project (1 paragraph) that shows the applicant that you understood the proposed objectives and methods/research design.

Review the key strengths and weaknesses of the proposal and provide suggestions for improvement based on the criteria outlined on page 6-7 of the CFDR grant submission outline (<https://cfdr.ca/wp-content/uploads/2024/09/2025-CFDR-FullProposalSubmissionGuide.pdf>):

- Interests and Objectives of CFDR
- Present State of Knowledge
- Objectives
- Methodology
- Expertise
- Budget

Course Learning Outcomes Assessed: 5, 6, 7

Group Project

Grant Application

40%

Purpose: To give you experience in writing a grant proposal requesting funds for a community nutrition intervention.

Description: In your working group, you will complete the Canadian Foundation for Dietetic Research application using the guidelines in the Proposal Submission Guide (<https://cfdrc.ca/wp-content/uploads/2024/09/2025-CFDR-FullProposalSubmissionGuide.pdf>)

Reference Style: CFDR requires the use of the reference style used in the Dietitians of Canada journal. Details about this reference style can be found here under Reference Style (<https://dcjournal.ca/authors/guidelines/>).

Note: You DO NOT need to submit:

- Project Description
- Human Research Ethics Approval or Plan for Approval
- Photos and Photo Release Form
- Application Form
- Response to comments/suggestions from the LOI stage
- CVs of Principal Investigator/Co-Principal Investigator for the Grant Application

A full draft of the grant is due on **March 17**.

Course Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6, 7

Group Presentation

Group Presentation

5%

Purpose: The purpose of this assignment is to provide you the opportunity to share your work with your classmates and to practice oral presentation skills.

Description: Present your study in 15 minutes using 10 powerpoint slides max that outline:

- Rationale for the Study
- Study Objectives
- Intervention
- Study Design and Evaluation
- Key Lesson(s) Learned from Completing this Project & Practice Implications

A 5-to-10-minute Q&A session will follow to allow fruitful discussions of your project.

Course Learning Outcomes Assessed: 7