



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRAN\*6510 Nutrition in the Community COURSE OUTLINE – WINTER 2023

## 1. CALENDAR DESCRIPTION

**Credit Weight:** 0.5 credits  
**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)  
**Restriction(s):** Instructor consent required for non-FRAN students.

## 2. COURSE DESCRIPTION

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

## 3. TIMETABLE

**Class time:** Mondays 8:30a-11:20a  
**Location:** MACS 331

## 4. INSTRUCTIONAL SUPPORT

Jess Haines, PhD, RD  
Email: [jhaines@uoguelph.ca](mailto:jhaines@uoguelph.ca)  
Office Hours: By appointment- but do reach out! I look forward to helping you get as much as you can out of this course.

## 5. LEARNING RESOURCES

**Required Resource(s):** There is no textbook for this class. Links to required readings and recordings will be provided either here on the course outline or on Courselink.

**Recommended Resource(s):** Links to recommended readings will be provided on Courselink.

## **6. LEARNING OBJECTIVES**

Upon completion of this course successful students will be able to:

1. Mobilize knowledge of Community Engaged Scholarship and Co-Design methods, as well as relevant behaviour change theories and program planning methods, to address a community-identified issue.
2. Prepare and critique grant proposals for a community-based intervention based on sound program planning methods.
3. Mobilize scholarly knowledge effectively using oral, written & visual tools/strategies to address the needs of the community partner.
4. Evaluate personal attitudes, values, beliefs in relation to community engagement and community engaged scholarship.

## **6. OVERVIEW OF COURSE**

One of the primary roles of a community nutritionist is to develop, implement, and evaluate interventions aimed at changing a population's nutrition-related behaviors. This course will provide you with the theoretical and practical knowledge to develop effective community-based 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.

### **Methods of Instruction**

This course will involve two main forms of instruction: 1) lecture/presentations; and 2) group activities. Lectures/presentations will be given by myself or guests. 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 to address a community-identified issue.

### **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). 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 at the end of 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. The current structure of the course is substantially influenced by feedback that I have received from students who previously took this course.

## 7. TEACHING AND LEARNING ACTIVITIES

Date	Topic	Assigned Readings & Resources	Due Dates
January 9	Introduction to the course and community partner.	Guest: Community Partner: Food Uniting Neighbours (FUN)	
	Co-Design Process	<p>Guest: Marciane Any, MSc Student Applied Human Nutrition</p> <p>Reading/Resources: What is Co-Design?  <a href="https://www.youtube.com/watch?v=54HTo63K4D4">https://www.youtube.com/watch?v=54HTo63K4D4</a></p> <p>Slattery, P., Saeri, A.K. &amp; Bragge, P. Research co-design in health: a rapid overview of reviews. <i>Health Res Policy Sys</i> 18, 17 (2020).  <a href="https://doi.org/10.1186/s12961-020-0528-9">https://doi.org/10.1186/s12961-020-0528-9</a>  <a href="https://health-policy-systems.biomedcentral.com/articles/10.1186/s12961-020-0528-9">https://health-policy-systems.biomedcentral.com/articles/10.1186/s12961-020-0528-9</a></p>	

January 16	Community Engaged Scholarship	<p>Guest: Lindsey Thomson, MSW Manager, Community Engaged Scholarship Institute, U of G</p> <p>Readings: Cynthia Gordon da Cruz (2017) Critical Community-Engaged Scholarship: Communities and Universities Striving for Racial Justice, <i>Peabody Journal of Education</i>, 92:3, 363-384. Access through U of G library: <a href="https://www.tandfonline.com/doi/abs/10.1080/0161956X.2017.1324661">https://www.tandfonline.com/doi/abs/10.1080/0161956X.2017.1324661</a></p> <p>Duncan, E., Lukawiecki, J. &amp; Bedi, G. (2022). <i>Campus Community Market</i>. Guelph, ON: Community Engaged Scholarship Institute. <a href="https://atrium.lib.uoguelph.ca/xmlui/handle/10214/2501">https://atrium.lib.uoguelph.ca/xmlui/handle/10214/2501</a></p>	
	Framework for Program Planning	<p>Taylor, N.J., <i>et al.</i> Using intervention mapping to develop a culturally appropriate intervention to prevent childhood obesity: the HAPPY (Healthy and Active Parenting Programme for Early Years) study. <i>Int J Behav Nutr Phys Act</i> <b>10</b>, 142 (2013). Available: <a href="https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-10-142">https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-10-142</a></p>	
January 23	Step 1: Needs Assessment.	<p>Using Formative Research to Develop Environmental and Ecological Interventions to Address Overweight and Obesity. <i>BMC Obesity</i>. 2007; 15(Suppl 1): 37S–47S. Available at: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2877032/pdf/nihms200324.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2877032/pdf/nihms200324.pdf</a></p>	

	Step 2: Program Outcomes and Objectives		
January 30	<p>Step 3: Program Design</p> <p>Choosing Appropriate Intervention Strategies</p> <p>Using theory to understand behavior and planning programs.</p>	<p>Michie S, van Stralen MM, West R. The behaviour change wheel: A new method for characterising and designing behaviour change interventions <i>Implementation Science</i>. 2011;6:42</p> <p>Available at:  <a href="https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-6-42">https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-6-42</a></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>Resource:  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>	
February 6	Step 4: Program Production		

	Step 5: Program Implementation Plan		
February 13	Community Check-in		<b>Midpoint Presentation to Community Partner presented in class</b>  <b>Midpoint Reflection due February 17 11:59p to Courselink Dropbox</b>
February 20	NO CLASS	<b>WINTER BREAK</b>	
February 27	Step 6: Evaluation Plan	<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>Dunton GF et al., Using the RE-AIM Framework to Evaluate the Statewide Dissemination of a School-Based Physical Activity and Nutrition Curriculum: “Exercise Your Options” <i>Am J Health Promot</i>. 2009; 23(4): 229–232. Available at:  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2657926/pdf/nihms-85287.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2657926/pdf/nihms-85287.pdf</a></p>	
March 6	Grant Writing	<p>Kanji, S. Turning Your Research Idea into a Proposal Worth Funding. <i>Can J Hosp Pharm</i>. 2015; 68(6): 458-64. Available at:  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4690671/pdf/cjhp-68-458.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4690671/pdf/cjhp-68-458.pdf</a></p>	

March 13	Grant Writing Continued:  Developing Budgets  Knowledge Translation	Overview of Knowledge Translation at Canadian Institutes of Health Research: <a href="http://www.cihr-irsc.gc.ca/e/29418.html">http://www.cihr-irsc.gc.ca/e/29418.html</a>	
March 20	Grant Review	Description of CFDR Full Grant: <a href="https://cfdr.ca/wp-content/uploads/2022/09/2023-Proposal-Submission-Guide-draft-no-dates_2022-09.docx.pdf">https://cfdr.ca/wp-content/uploads/2022/09/2023-Proposal-Submission-Guide-draft-no-dates_2022-09.docx.pdf</a>	<b>Grant Review due by March 20 8:30a (start of class) to Courselink Dropbox</b>
March 27	Grant and Final Presentation: Work Session		
April 5	Presentations to Community Partner		<b>Presentations to Community Partner will be held in the community at Shelldale Family Gateway. Details to follow.</b>  <b>Grant due on April 14 11:59pm to Courselink Dropbox</b>  <b>Final Reflection due April 17 11:50pm to Courselink Dropbox</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(s)	% of Final
Midpoint Presentation to Community Partner	1-3	February 13	20
Midpoint Reflection	4	February 17	5
Grant Review	2	March 20	15
Final Presentation to Community Partner	3	April 5	20
Grant Application	1-3	April 14	35
Final Reflection	4	April 17	5

Class grades will be based on the following assignments:

% Final	Assignment	Due Date
20	<b>Midpoint Presentation to Community Partner</b>	<b>February 13 in class</b>

*Purpose:* To provide the Community Partner with an update on your progress and to obtain feedback from the Community Partner.

*Description:* In your working group, you will prepare a 10-minute presentation outlining the rationale, objectives, and proposed intervention strategies for your project.

5	<b>Midpoint Reflection</b>	<b>February 17 by 11:59pm to Courselink Dropbox</b>
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*Purpose:* To help you reflect and capture your learning and experiences with community engagement activities.

*Description:* Individually, you will prepare a brief (1-page, single space) reflection on the community engaged process so far. Some questions you could explore include: Has the process been different than you expected? How have the readings and class presentations prepared you (or not) for the experience? What have you learned so far? How is this experience similar or different to previous projects you have worked on? What do you hope will be the outcome of the project?

15	<b>Grant Review</b>	<b>March 20 by 8:30am to Courselink Dropbox</b>
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*Purpose:* 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, single-space) of a grant distributed in class. Your grant review should:

1. Include a brief description of the project (1 paragraph) that shows the applicant that you understood the proposed objectives and methods/research design.
2. Review the key strengths and weaknesses of the proposal and provide suggestions for improvement based on the criteria outlined on page 5-7 of the CFDR grant submission outline:

[https://cfdr.ca/wp-content/uploads/2022/09/2023-Proposal-Submission-Guide-draft-no-dates\\_2022-09.docx.pdf](https://cfdr.ca/wp-content/uploads/2022/09/2023-Proposal-Submission-Guide-draft-no-dates_2022-09.docx.pdf)

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

20

### **Final Presentation to Community Partner**

**April 5 at Shelldale  
Family Gateway**

*Purpose:* To share your proposal with the Community Partner and to obtain feedback from the Community Partner.

*Description:* In your working group, you will prepare a 15-minute presentation outlining the objectives, intervention strategies, intervention and evaluation plans.

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### **Grant Application**

**April 14 11:59pm  
to Courselink Dropbox**

*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 outlined in the Proposal

Submission Information: [https://cfdr.ca/wp-content/uploads/2022/09/2023-Proposal-Submission-Guide-draft-no-dates\\_2022-09.docx.pdf](https://cfdr.ca/wp-content/uploads/2022/09/2023-Proposal-Submission-Guide-draft-no-dates_2022-09.docx.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 Ethics

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

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### **Final Reflection**

**April 17 by 11:59pm  
to Courselink Dropbox**

*Purpose:* To help you reflect and capture your learning and experiences with community engagement activities.

Description: Individually, you will prepare a brief (1-page, single space) reflection on the community engaged process you participated in throughout the course. Some questions you could explore include: Was the process been different than you expected? What was the best part of the experience? What was the most challenging part of the experience? How will this inform your work going forward? What were your key learnings from the experience?

## 9. COURSE STATEMENTS

### **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:**

*In general, deadlines have a grace period of 48 hours.* This means that there will not be docked marks 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: just submit within the grace period. CourseLink will say that it is late, but if it is within 48 hours of the deadline is within the grace period and it is not late. **There are 2 exceptions to this grace period** and those are the two grant review assignments (**Grant Review and Course Grant Reviews**). Because we are going to discuss these assignments in class you must complete these assignments by 8:30am on their respective due date.

If you need additional time beyond the grace period to complete the course assignments, email me to let me know and we will create a timeline for submitting your assignment.

### **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.

## 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](http://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:

- <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 A.** Dietetic Performance Indicators Incorporated Into FRAN\*6510

Per INTEGRATED COMPETENCIES FOR DIETETIC EDUCATION AND PRACTICE (ICDEP)

Version 3.0 (2020) July 15, 2020 (Revised August 4, 2020) [www.pdep.ca](http://www.pdep.ca)

Practice Competency	Performance Indicator	Learning Activity
<i>Food and Nutrition Expertise</i>		
1.05 Apply understanding of dietary practices	a. Demonstrate understanding of behavioural theories relevant to food choice and eating b. Demonstrate understanding of social aspects of food choice and eating c. Demonstrate understanding of psychological aspects of food choice and eating d. Demonstrate understanding of the impact of financial resources on food choice and eating	- Grant This assignment requires students to describe the rationale for their proposed community nutrition intervention project, which considers each of these factors influencing food choice and eating. Students develop their intervention based on a behavioural theory.
1.07 Integrate population health promotion principles and practices	a. Demonstrate understanding of determinants of health, health equity, and social justice b. Demonstrate knowledge of frameworks for population and public health c. Demonstrate understanding of capacity development strategies related to community food and nutrition issues d. Demonstrate understanding of health promotion concepts and approaches	- Presentation of intervention to Community Partner - Grant  Students apply their knowledge of the determinants of health, population health frameworks, and health promotion concepts to the development of their community nutrition interventions.
Practice Competency	Performance Indicator	Learning Activity

<i>Professional Practice</i>		
2.01 Practice within the context of Canadian diversity	a. Demonstrate knowledge of the diversity in Canadian society b. Demonstrate knowledge of health systems in Canada c. Demonstrate understanding of the impact of diverse attitudes and values on health d. Identify structures that impact health equity and social justice	<ul style="list-style-type: none"> <li>- Presentation of intervention to Community Partner</li> <li>- Grant</li> </ul> <p>Students will apply their knowledge of diversity, health systems, attitudes and values, and structures within the Canadian context to the development of their community nutrition interventions.</p>

Practice Competency	Performance Indicator	Learning Activity
<i>Communication and Collaboration</i>		
3.02 Use effective written communication skills	a. Write in a manner responsive to audience b. Write clearly and in an organized fashion	<ul style="list-style-type: none"> <li>- Grant</li> <li>- Grant Review</li> </ul>
3.03 Use effective oral communication skills	a. Speak in a manner responsive to audience b. Speak clearly and in an organized manner	<ul style="list-style-type: none"> <li>- Presentations to Community Partner</li> </ul>
3.06 Engage in teamwork	a. Demonstrate knowledge of principles of teamwork and collaboration b. Contribute effectively to teamwork	<ul style="list-style-type: none"> <li>- Presentations to Community Partner</li> <li>- Grant</li> </ul>
3.07 Participate in Collaborative Practice	a. Identify scenarios where dietetics knowledge is a key element in collaborative practice b. Identify scenarios where the expertise of others is a key element in dietetic practice	<ul style="list-style-type: none"> <li>- Presentations to Community Partners</li> <li>- Grant</li> </ul>

	<ul style="list-style-type: none"> <li>c. Participate in discussions with team members</li> <li>d. Contribute dietetics knowledge in collaborative practice</li> <li>e. Draw upon the expertise of others</li> <li>f. Contribute to collaborative decision making</li> </ul>	
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Practice Competency	Performance Indicator	Learning Activity
<i>Population Health Promotion</i>		
6.01 Assess food- and nutrition-related situation of communities and populations	a. Identify types and sources of information required to assess food and nutrition-related situation of communities and populations b. Identify stakeholders c. Access relevant assessment information d. Interpret food and nutrition surveillance data e. Interpret health status data f. Interpret information related to the determinants of health and health equity g. Interpret information related to food systems and dietary practices	<ul style="list-style-type: none"> <li>- Presentation of intervention to Community Partner</li> <li>- Grant</li> </ul>
6.02 Determine food- and nutrition-related issues of communities and populations	a. Integrate assessment findings to identify food- and nutrition-related assets, resources and needs b. Prioritize issues requiring action	<ul style="list-style-type: none"> <li>- Presentation of intervention to Community Partner</li> <li>- Grant</li> </ul>
6.03 Develop food- and nutrition-related community/ population health plan	a. Contribute to development of goals and objectives b. Identify strategies to meet goals and objectives c. Identify required resources and supports d. Contribute to identification of evaluation strategies	<ul style="list-style-type: none"> <li>- Presentation to Community Partner</li> <li>- Grant</li> </ul>