NUTR*3070: Nutrition and Physical Activity Interventions (3-0) [0.50 credits]

Winter 2019 Course Syllabus

Department of Family Relations and Applied Nutrition, University of Guelph

Instructor: Dr. John Dwyer, PhD (Psychology), Applied Human Nutrition
Office: Macdonald Institute Building, room 227B
Email: dwyer@uoguelph.ca

Graduate Teaching Assistant (GTA): Joel Hansen, office TBA, jhanse01@uoguelph.ca

The GTA will be available by appointment to meet with you if you have questions related to lectures, readings and exams. If you are meeting to discuss lectures or readings, please bring your written lecture notes and readings. It is not feasible for the GTA to discuss course content via email because this discussion often requires considerable time and elaboration. I expect that most of you will have your questions adequately answered by meeting with the GTA.

Office hours: In addition, I am available by appointment on Tuesday or Thursday

Often, your questions about administration matters will be answered by referring to the syllabus and/or CourseLink (a website for on-campus courses: https://courselink.uoguelph.ca/shared/login/login.html). It is not feasible to discuss course content via email because this discussion often requires considerable time and elaboration.

Course format:

Expected enrolment is approximately 100 students. Lecture topics are listed in the course schedule. The course entails lectures, class discussions and activities, small-group logic model assignment, and exams.

Class times: Tuesday and Thursday, 4:00 – 5:20 pm, John T. Powell Building, room 214

Course website:

Announcements, updated schedules, grades, and other information will be posted on CourseLink. I aim to upload PowerPoint slides from lectures, with photos and clip art removed (pdf format), on CourseLink within 24 hours after lectures. I will not upload slides before lectures because I often refine slides shortly before lectures and I sometimes modify slides (e.g., omit slides) during lectures to accommodate situations (e.g., expanding on content that students are particularly interested in; spending time responding to students' questions).

Course description:

This course examines the development, implementation, and evaluation of: a) integrated interventions to improve both nutrition and physical activity behaviours; and b) interventions to

improve physical activity behaviours of people of different ages in various settings. Various theories and models used to develop nutrition and physical activity interventions will be examined.

Prerequisite(s): FRHD*3070, NUTR*2050

Restriction(s):   Registration in the B.A.Sc. program

Learning objectives for students:

1. To identify (a) how physical activity and sedentariness are conceptualized, (b) the benefits of being physically active and not sedentary, (c) how physical activity and sedentary behaviours are measured, (d) measurement issues common to physical activity, sedentary and nutrition behaviours, and (e) recommendations regarding level of physical activity and sedentary behaviours.
2. To apply exercise prescription guidelines during in-class discussions.
3. To apply various approaches, theories, and models used to develop, implement, and evaluate interventions for improving nutrition, physical activity and sedentary behaviours during in-class activities.
4. To effectively communicate (in writing) about scientific research via a written assignment.
5. To develop a theory- and empirical-based intervention framework for improving nutrition, physical activity and sedentary behaviours.

The Integrated Competencies for Dietetic Education and Practice (2013; http://www.pdep.ca/) lists the competencies for registered dietitians in Canada. Foundational Knowledge Specifications (FKS) and Performance Indicators (PI) are elements that need to be incorporated into all mandatory AHN courses, as per accreditation requirements. Appendix A shows the FKS and PI that are met by NUTR*3070.

Accessibility:

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual, and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability, should contact Student Accessibility Services (SAS) as soon as possible. For more information, contact SAS at 519-824-4120 (ext. 56208), email accessibility@uoguelph.ca, or refer to the SAS website.

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.

The undergraduate calendar states:

- "Plagiarism is misrepresenting the ideas, expression of ideas or work of others as one's own. It includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks."
- "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 detailed in the undergraduate calendar:
http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml.

Library resources about academic integrity and plagiarism are available at
http://guides.lib.uoguelph.ca/AcademicIntegrity

Turnitin (message from Associate Vice-President [Academic], University of Guelph, August 10, 2015):

"In this course, your instructor 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 students will be able to educate and empower themselves in preventing 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."

Information about Turnitin is uploaded on CourseLink.

Evaluation:

Method	% of final grade	Date	Comment
Mid-term exam	35	Thurs. Feb. 14	Exam will consist of multiple-choice and

Method	% of final grade	Date	Comment
			short-answer questions based on the lectures, class discussions and activities, and required readings, during Jan. 8 to Feb. 7.
Final exam	35	Wednesday April 17, 7:00 pm - 9:00 pm Location: TBA	Exam will consist of multiple-choice and short-answer questions based on the lectures, class discussions and activities, and required readings, during Feb. 12 to Apr. 4.
Logic model assignment (in a small group of **perhaps 3 students**) (see Appendix B)	30	Due Mar. 28 (in class)	Details are in the syllabus. **Contact the GTA by Feb. 26 to obtain approval of your topic before you go ahead to complete the assignment.**

You need to bring a pencil and eraser to complete the exams.

Calculators are not to be used during the exams. If exam questions require math, it will be basic arithmetic that entails addition, subtraction, multiplication, and division, which can be done manually. An excellent math resource is Khan Academy: https://www.khanacademy.org

Grading system:

The grading system described in the undergraduate calendar will be used. The grading system is as follows:

Letter grade	%	Letter grade	%
A +	90 – 100	C +	67 – 69
A	85 – 89	C	63 – 66
A -	80 – 84	C -	60 – 62
B +	77 – 79	D +	57 – 59
B	73 – 76	D	53 – 56
B -	70 – 72	D -	50 – 52
		F	0 – 49

Protocol:

- It is important that you attend classes regularly and complete the readings to do well in this course. The lectures and readings complement each other, rather than duplicate each other.
- All of us share the responsibility of creating an environment that facilitates class discussions. Your preparation (e.g., completing the readings prior to the classes) and participation in the discussions will contribute to the students' learning and will be appreciated by all.

- <u>Please come to class on time, turn off your cell phone, and refrain from conversations with your classmates during class.</u> These activities (including texting in class) disrupt class, distracting me from teaching and making it difficult for your classmates to focus on the information presented. So please be considerate of others.
- The electronic recording of classes is expressly forbidden without the prior consent of the instructor. This prohibition extends to all components of the course, including but not limited to lectures, whether conducted by the instructor or other designated person. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.
- My lectures are my intellectual property. You are explicitly forbidden to post any components of the course (including but not limited to lectures) on the internet or sell these materials online.
- I anticipate that the small groups for the logic model assignment will function well and that group members will contribute substantially. However, if there are group conflicts that cannot be resolved within the group, then arrange a meeting with me to discuss the matter.
- As per university regulations, all students are required to check their "mail.uoguelph.ca" e-mail account regularly: e-mail is the official route of communication between the University and its students.
- Information about what you should do if you are unable to complete course work because of sufficient extenuating medical, psychological or compassionate circumstances is given in the undergraduate calendar, in the "academic consideration, appeals and petitions" section. If you are not able to meet an in-course requirement due to illness or compassionate reasons, please inform me in writing. Where possible, this should be done in advance of the missed work or event. If this is not possible, this should be done as soon as possible after the due date, and certainly no later than one week. If appropriate documentation of your inability to meet the in-course requirement is necessary, I (or a designated person) will request it of you.
- The last date to drop one-semester courses, without academic penalty, is March 8.

Readings and resources:

The readings for each week should be read before coming to class so that you are prepared to participate in class discussions.

The journal articles (i.e., readings) are available through the library via e-journals: http://www.lib.uoguelph.ca/

Visit the library's online NUTR*3070 guide (http://guides.lib.uoguelph.ca/NUTR3070). It contains links to resources that will help you with many aspects of this course, including finding articles, writing reports, and American Psychological Association (APA) style for citing and listing references.

Staff in the Data Resource Centre (DRC) in the library are available to provide statistics consultation to students in this course. I strongly encourage you to make an appointment with DRC staff if you want assistance to enhance your understanding of the statistics used in the required readings. DRC staff will not provide consultation on research methodology. To request DRC consultation, (a) go to the library website (http://www.lib.uoguelph.ca), (b) click get

assistance > map, GIS, & data > book maps, GIS, & data appointments, and (c) in the message, state that you are a student in Dr. Dwyer's course (NUTR*3070) and are requesting statistics consultation.

Small-group logic model assignment

Student enrolment will be considered to determine the group size for this assignment.

During the 1st two weeks of classes, choose a classmate(s) to work together on this assignment. After this time period, I will assign students who are not in groups to specific groups.

The general format for your assignment topic is:
_____ intervention (specify the specific setting such as worksite-based, church-based, etc.) to _____ (specify the direction for behaviour change such as increase, decrease, etc.) _____ (specify the specific behavioural outcome such as leisure-time physical activity, fruit and vegetable consumption, etc.) among _____ (specify the target group such as females, adults, etc.).

Groups for logic model assignment: TBD	
Student names (last name, first name) **- Please print**	**Topic**

Use Dwyer's (2013) program logic model template to diagrammatically conceptualize an intervention, which is based on **integrative model of behavioral prediction,** to improve either physical activity, sedentary, or nutrition behaviours among a specific target group in a specific setting in Ontario. Integrative model of behavioral prediction extends on theory of planned behavior. Your logic model should be based on both theory (i.e., integrative model of behavioral prediction) and research literature.
- Select only one of these 3 behavioural outcomes.
- Specific target groups may relate to gender, age group, ethnicity, overweight and obese people, people with specific chronic diseases, etc..
- Intervention must relate to a specific setting (e.g., home-based; worksite-based; school-based; church-based; community-wide; etc.).

- Intervention must not focus on the specific topic covered in the illustration used during the lectures for the logic model and integrative model of behavioral prediction.

The logic model (both a diagram and tables) is a stand-alone product that should detail the intervention (so do not attach additional text to conceptualize the intervention).

You should show the logic model as a combination of a summarized general diagram and detailed more-specific tables that represent specific strategies and activities.

Intervention activities should be a combination of activities that you generated on your own and activities identified in research literature (e.g., research examining the effectiveness of interventions). To differentiate these two sets of activities, you are to provide citations in the logic model (e.g., Sallis et al., 2016) for specific activities identified in research literature. Your literature review to specifically identify specific activities is sufficient if they are derived from at least 10 "primary" (original) journal articles published in the last 10 years.

Madeline Donnelly (Librarian, Learning and Curriculum Support, McLaughlin Library, U of G) is available for individual research consultations if you require help finding, using, or evaluating sources for your logic model assignment. You can make an appointment by emailing her at madeldon@uoguelph.ca. You can also get help at the library by dropping in, chatting online, or calling. Visit the Ask Us page for more information: http://www.lib.uoguelph.ca/ask-us.

Your group is to complete the assignment independently. Don't collaborate with other groups on the assignment (it is not an inter-group effort).

The grading rubric for the assignment is Appendix B.

Use Turnitin to screen your assignment.

Checklist for the assignment:
☑ Should have (a) a separate title page (include your topic), (b) both a diagram and tables for the logic model, (c) Appendix A that lists the references [adhere to APA style] for why the intervention is needed, and (d) Appendix B that clearly shows where you obtained intervention activities identified in research literature (see the grading rubric for details)
☑ Use the style in the American Psychological Association's (2010) Publication manual of the American Psychological Association (APA) (6th ed.) for citing and listing references. You don't have to use the APA style for writing other elements of the assignment
☑ No page limit for the logic model
☑ 8.5" x 11" paper
☑ Printed on 1 side of page
☑ Your name is on the title page
☑ On the title page, briefly list each group member's contribution to completing the assignment. This is for my review to determine whether each member contributed substantially
☑ Double-spaced for the title page
☑ Single-spaced for the logic model and reference section
☑ 2.5 cm. margins

☑ Times New Roman font and 10-point font size
☑ Not stapled (using a paper clip is fine)

Both a paper copy and an electronic copy of the assignment are due by Mar. 28, 4:00 pm. Late submissions have a 10% (out of 100) per day penalty.
- When you submit your paper copy, sign a form that will be available to ensure that you are given marks for completed work.
- Upload the electronic copy (Microsoft Word) in Dropbox in CourseLink (don't submit it to my email address).

Course schedule

I reserve the right to revise the schedule of classes as needed, as long as you are given adequate notice. If class is cancelled (e.g., bad weather), all remaining lectures will be shifted (e.g., cancelled lecture will be the next lecture).

Date	Topic	Required reading
Tues. Jan. 8	Overview of the course; conceptualizing physical activity and sedentariness; relationship between physical activity and sedentary behaviours and health	White, R. L., Babic, M. J., Parker, P. D., Lubans, D. R., Astell-Burt, T., & Lonsdale, C. (2017). Domain-specific physical activity and mental health: A meta-analysis. American Journal of Preventive Medicine, 52(5), 653-666.
Thurs. Jan. 10	Measuring physical activity and sedentary behaviours	Murphy, J. J., Murphy, M. H., MacDonncha, C., Murphy, N., Nevill, A. M., & Woods, C. B. (2017). Validity and reliability of three self-report instruments for assessing attainment of physical activity guidelines in university students. Measurement in Physical Education and Exercise Science, 21(3), 134-141.
Tues. Jan. 15	Measuring physical activity and sedentary behaviours (cont.)	Rivière, F., Aubert, S., Omorou, A. Y., Ainsworth, B. E., & Vuillemin, A. (2018). Taxonomy-based content analysis of sedentary behavior questionnaires: A systematic review. PLoS ONE, 13(3), article ID e0193812 [25 pages].
Thurs. Jan. 17	Recommendations regarding level of physical activity and sedentary behaviours; prevalence of physical activity and sedentariness	Amagasa, S., Fukushima, N., Kikuchi, H., Takamiya, T., Oka, K., & Inoue, S. (2017). Light and sporadic physical activity overlooked by current guidelines makes older women more active than older men. International Journal of Behavioral Nutrition and Physical Activity, 14 (May 2), article 59 [7 pages].
Tues. Jan. 22	Exercise prescription	Crisford, P., Winzenberg, T., Venn, A., Schultz, M., Aitken, D., & Cleland, V. (2018). Factors associated with physical activity promotion by

Date	Topic	Required reading
		allied and other non-medical health professionals: A systematic review. Patient Education and Counseling. Advance online publication.
Thurs. Jan. 24	Exercise prescription (cont.)	Powell, R. O., Siminerio, L., Kriska, A., Rickman, A., & Jakicic, J. M. (2016). Physical activity counseling by diabetes educators delivering diabetes self-management education and support. The Diabetes Educator, 42(5), 596-606.
Tues. Jan. 29	Social cognitive theory	Rankin, A., Kuznesof, S., Frewer, L. J., Orr, K., Davison, J., de Almeida, M. D. V., & Stewart-Knox, B. (2017). Public perceptions of personalised nutrition through the lens of social cognitive theory. Journal of Health Psychology, 22(10), 1233-1242.
Thurs. Jan. 31	Integrative model of behavioral prediction (extends on theory of planned behavior)	Whitaker, K. M., Wilcox, S., Liu, J., Blair, S. N., & Pate, R. R. (2016). Pregnant women's perceptions of weight gain, physical activity, and nutrition using theory of planned behavior constructs. Journal of Behavioral Medicine, 39(1), 41-54.
Tues. Feb. 5	Integrative model of behavioral prediction (cont.)	Patterson, M. S., Umstattd Meyer, M. R., & Beville, J. M. (2015). Potential predictors of college women meeting strength training recommendations: Application of the integrated behavioral model. Journal of Physical Activity and Health, 12(7), 998-1004.
Thurs. Feb. 7	Program logic model	No readings
Tues. Feb. 12	Overview of literature search and literature review (if you have a laptop, bring it) • Guest presenter: Madeline Donnelly, Librarian, Learning and Curriculum Support, McLaughlin Library, U of G	No readings
Thurs. Feb. 14	Mid-term exam	No readings
Mon. - Fri., Feb. 18-22, Winter Break: No classes scheduled		
Tues. Feb. 26	Transtheoretical model	Romain, A. J., Caudroit, J., Hokayem, M., & Bernard, P. (2018). Is there something beyond stages of change in the transtheoretical model? The state of art for physical activity. Canadian Journal of Behavioural Science, 50(1), 42-53.

Date	Topic	Required reading
Thurs. Feb. 28	Transtheoretical model (cont.)	Walker, T. J., Tullar, J. M., Taylor, W. C., Román, R., & Amick, B. C. (2017). How do stages of change for physical activity relate to employee sign-up for and completion of a worksite physical activity competition? Health Promotion Practice, 18(1), 93-101.
Tues. Mar. 5	Self-determination theory	Martin, J. J., Byrd, B., Wooster, S., & Kulik, N. (2017). Self-determination theory: The role of the health care professional in promoting mindfulness and perceived competence. Journal of Applied Biobehavioral Research, 22(4), 1-16.
Thurs. Mar. 7	Self-determination theory (cont.)	McSpadden, K. E., Patrick, H., Oh, A. Y., Yaroch, A. L., Dwyer, L. A., & Nebeling, L. C. (2016). The association between motivation and fruit and vegetable intake: The moderating role of social support. Appetite, 96, 87-94.
Tues. Mar. 12	Health belief model	Wirth, C. K., James, D. C. S., Fafard, M., & Ochipa, K. (2014). Developing weight management messages and interventions for baby boomer men. American Journal of Men's Health, 8(3), 258-266.
Thurs. Mar. 14	Social ecological model	Boulton, E. R., Horne, M., & Todd, C. (2018). Multiple influences on participating in physical activity in older age: Developing a social ecological approach. Health Expectations: An International Journal of Public Participation in Health Care & Health Policy, 21(1), 239-248.
Tues. Mar. 19	Social ecological model (cont.)	Anderson, C. K., Walch, T. J., Lindberg, S. M., Smith, A. M., Lindheim, S. R., & Whigham, L. D. (2015). Excess gestational weight gain in low-income overweight and obese women: A qualitative study. Journal of Nutrition Education and Behavior, 47(5), 404-411.
Thurs. Mar. 21	Intervention mapping (steps such as (a) needs assessment, (b) preparing matrices of change objectives, and (c) selecting theory-informed intervention methods and practical applications)	Kok, G., Peters, L. W. H., & Ruiter, R. A. C. (2017). Planning theory- and evidence-based behavior change interventions: A conceptual review of the intervention mapping protocol. Psicologia: Reflexão e Crítica (Psychology: Research and Review), 30, article 19 [13 pages].
Tues. Mar. 26	Intervention mapping (cont.)	Westgarth, C., Christley, R. M., & Christian, H. E. (2014, August). How might we increase physical activity through dog walking? A comprehensive review of dog walking

Date	Topic	Required reading
		correlates. International Journal of Behavioral Nutrition and Physical Activity, 11, article 83 [14 pages].
Thurs. Mar. 28	Intervention mapping (cont.)	Direito, A., Walsh, D., Hinbarji, M., Albatal, R., Tooley, M., Whittaker, R., & Maddison, R. (2018). Using the intervention mapping and behavioral intervention technology frameworks: Development of an m-health intervention for physical activity and sedentary behavior change. Health Education & Behavior, 45(3), 331-348.
Tues. Apr. 2	Village on a Diet (intervention)	No readings
Thurs. Apr. 4	TBA	TBA

Appendix A

NUTR*3070 (W19)

The Integrated Competencies for Dietetic Education and Practice (2013; http://www.pdep.ca/):
Foundational Knowledge Specifications (FKS) and Performance Indicators (PI) that are met by
NUTR*3070.

FKS content area	Cognitive complexity level (1,2,3)	How FKS is met
3. Communication		
3c) Strategies for effective written communication	3	Logic model assignment
8. Human Nutrition Across the Lifespan		
8d) Physical activity and energy balance	3	Exam
9. Interprofessional Collaboration		
9d) Team functioning	3	Logic model assignment
12. Nutrition Assessment		
12b) Environmental and individual factors affecting food intake	2	Exam
16. Professional Practice in Dietetics		
16h) Role of research and new knowledge	3	Exam
17. Population and Public Health		
17a) Frameworks for population and public health	2	Exam
17b) Strategies for public and population health including health promotion, education, advocacy, community development and partnerships	3	Logic model assignment
17e) Program planning in public and population health	3	Logic model assignment
17f) The determinants of health	3	Logic model assignment; exam
18. Research and Evaluation		
18a) Theoretical foundations of research 18b) Qualitative, quantitative and mixed methodologies 18c) Ethics in research 18d) Evidence-informed practice 18e) Literature search strategies 18f) Systematic review and critical appraisal of literature 18g) Use of technology to seek and manage information	3	Exam
19. Social and Psychological Foundations		
19a) Behavioural theories relevant to	3	Exam

FKS content area	Cognitive complexity level (1,2,3)	How FKS is met
eating and food choice		
19b) Social and psychological aspects of eating and food choice, in health and disease	3	Exam
19c) Relationship between mental health and nutrition	2	Exam

Competency PI	How PI is met
1. Professional Practice	
1.06e Obtain and interpret evidence	Students complete a logic model assignment in which they must do a literature review to report and interpret findings
1.13a Demonstrate knowledge of research and evaluation principles	Program logic model assignment: students read the literature and interpret to complete assignment
2. Communication and Collaboration	
2.02e Write in an organized and logical fashion	Program logic model assignment: students present a written description of intervention in logic model
2.02f Provide accurate and relevant information in written material	Program logic model assignment: students present a written description of intervention in logic model
2.02g Ensure that written material facilitates communication	Program logic model assignment: students present a written description of intervention in logic model
2.06e. Identify ways to draw upon the expertise of others	Project logic model assignment, in which students work as a team
3. Nutrition Care	
3.02c Demonstrate knowledge of ways to identify and select appropriate nutrition interventions	Program logic model assignment
3.03a Identify ways to implement nutrition interventions	Program logic model assignment
4. Population and Public Health	
4.01a Demonstrate knowledge of types and sources of information to assess food and nutrition-related issues of groups, communities and populations	Students identify these needs as part of logic model assignment
4.01c Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information	As part of program logic model assignment, students must identify stakeholders for the intervention they are proposing
4.01g Demonstrate knowledge of sources of	Students look at nutrition and physical

Competency PI	How PI is met
and methods to obtain health status data	activity prevalence data for the target population of their intervention (for program logic model assignment)
4.01i Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health	Program logic model assignment
4.02a Demonstrate knowledge of ways to establish appropriate goals and objectives for population health related to food and nutrition	Logic model intervention assignment; exam
4.02f Demonstrate knowledge of common monitoring approaches related to population health	Exam
4.04a Demonstrate knowledge of common processes and outcomes used to evaluate the effectiveness of population health activities	Program logic model assignment
5.Management	
5.01s Demonstrate knowledge of principles to evaluate effectiveness in achieving goals and objectives	Project logic model assignment
5.02a Demonstrate knowledge of ways to define common goals and objectives for programs and projects	Program logical model assignment; exam
5.02d Demonstrate knowledge of typical components of an action plan for a program or project	Program logic model assignment; exam

Appendix B

NUTR*3070 (W19)

Grading Rubric for Small-group Logic Model Assignment

Use Dwyer's (2013) logic model template to diagrammatically conceptualize the intervention / program based on **integrative model of behavioral prediction.** This template consists of: why the intervention is needed, target group(s), strategies, intervention activities, desired outcomes (shorter-term; longer-term), and goal.

Component	%
In the logic model, present results from research literature to clearly summarize why the intervention is needed. • Present citations for research that provide rationale as to why the intervention is needed (e.g., prevalence of the behavioural outcome). • In Appendix A, list the reference (adhere to APA style) that matches each citation.	/ 5
Operationalize the target group(s).	/ 5
Specify appropriate strategies that fit with integrative model of behavioral prediction and relate well with the intervention activities.	/ 5
Provide a comprehensive and detailed description of intervention activities that you generated on your own.	/ 15
Provide a comprehensive and detailed description of intervention activities that you identified in research literature (e.g., research examining the effectiveness of interventions). • Cite references (adhere to APA style) in the logic model for specific activities identified in research literature.	/ 15
Specify an appropriate goal. Also, clearly specify desired outcomes that fit with the constructs in integrative model of behavioral prediction and any other relevant constructs. Further, show a clear and logical relationship among the desired outcomes (e.g., shorter-term and longer-term desired outcomes).	/ 15
Show a clear and logical relationship between the intervention activities and desired outcomes.	/ 15
Your writing style, organisation, and grammar. Show the logic model, as an integration of a diagram and tables, in a clear and organized way.	/ 15
In Appendix B, clearly show where you obtained intervention activities identified in research literature. Specifically, for each of the 10 or more primary journal articles in your literature review, provide a screenshot or photocopy of (a) the full reference information for the journal article (i.e., authors; year; title of article; journal title; volume and issue; page numbers), (b) the abstract, and (c) the page(s) that describes the specific activity (highlight with colour or underline this text). Arrange this information in the appendix in alphabetical order by the surname of the first author.	/ 10
Total	/ 100%