



# **NUTR\*3070 Nutrition and Physical Activity Interventions**

## **COURSE OUTLINE – WINTER 2021**

### **1. CALENDAR 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.

- Credit Weight:** 0.5 credits  
**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)  
**Pre-Requisite(s):** FRHD\*3070, NUTR\*2050  
**Co-Requisites(s):** None  
**Restriction(s):**

This is a Priority Access Course. Enrolment may be restricted to particular programs or specializations or semester levels during certain periods. See departmental website for more information.

### **2. COURSE DESCRIPTION**

This course examines the development, implementation, and evaluation of theory-based interventions to increase physical activity behaviour, decrease sedentary behaviour, and increase healthy dietary behaviour. The course will first examine fundamental content about promotion of physical activity and non-sedentary behaviours and then focus on various behaviour change theories and models used to develop physical activity, non-sedentary, and nutrition interventions.

### **3. TIMETABLE**

- Lecture:** Original plan: Synchronous for Tuesday and Thursday, 4:00 - 5:20 pm  
Revised (current) delivery format: Asynchronous (pre-recorded lectures)  
**Location:** Remote (Zoom)  
**Final Exam:** Tuesday, Apr. 27, 7:00 pm

### **4. INSTRUCTIONAL SUPPORT**

**Course Instructor:** Dr. John Dwyer  
**Email:** [dwyer@uoguelph.ca](mailto:dwyer@uoguelph.ca)  
**Telephone:** 519-824-4120 ext. 52210  
**Office:** Zoom  
**Office Hours:** By appointment

**Teaching Assistant:** Amar Laila  
**Email:** [alaila@uoguelph.ca](mailto:alaila@uoguelph.ca)  
**Office:** TBA (Zoom)  
**Office Hours:** By appointment

The TA will be available by appointment to meet with you if you have questions related to the assignment, readings, lectures, and exams. If you are meeting to discuss lectures, you will need to share / show your written lecture notes. It is not feasible for the TA to discuss course content via email because this discussion often requires considerable time and elaboration.

## 5. LEARNING RESOURCES

### Required Resource(s):

A. DiClemente, R. J., Salazar, L. F., & Crosby, R. A. (2019). Health behavior theory for public health: Principles, foundations, and applications (2nd edition). Burlington, MA: Jones & Bartlett Learning.

E-book and print formats of textbook can be purchased from the university bookstore.

### B. Journal articles (i.e., readings)

Electronic journal articles (i.e., readings) are available through the library:

<https://www.lib.uoguelph.ca/find/journal-articles-databases>

### Recommended Resource(s):

Resources to help students participate in remote delivery courses (available from Open Learning and Educational Support, University of Guelph):

<https://opened.uoguelph.ca/instructor-resources/learning-remotely>

Yoonhee Lee (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 assignment. You can make an appointment by emailing her at [yoonhee@uoguelph.ca](mailto:yoonhee@uoguelph.ca). Also, you can obtain library support via <http://www.lib.uoguelph.ca/ask-us>.

Staff in Research & Scholarship in the library are available to provide statistics consultation to students in this course. I strongly encourage you to make an appointment with staff if you want assistance to enhance your understanding of the statistics used in the required readings: <https://www.lib.uoguelph.ca/about/about-our-teams/research-scholarship>

American Psychological Association (APA) website provides APA (2020) style guidelines for citing and listing references (click on “style and grammar guidelines”): <https://apastyle.apa.org>

Library resources / guides (e.g., APA (2020) style for citing and listing references): <https://www.lib.uoguelph.ca/writing-studying/writing-resources-workshops/citation-bibliography-resources-style-guides>

## **A. LEARNING OUTCOMES**

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

1. 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. Apply exercise prescription guidelines.
3. Apply various approaches, theories, and models used to develop, implement, and evaluate interventions to increase physical activity behaviour, decrease sedentary behaviour, and increase healthy dietary behaviour.
4. Communicate effectively (in writing) about scientific research.
5. Develop a theory- and empirical-based intervention framework to increase physical activity behaviour, decrease sedentary behaviour, or increase healthy dietary behaviour.

## **B. TEACHING AND LEARNING ACTIVITIES**

Date	Topic	Required readings
Tues. Jan. 12	Overview of the course; conceptualizing physical activity and sedentariness; relationship between physical activity and sedentary behaviours and health	DiClemente et al. (2019), chapter 1: Health behavior in the context of the “new” public health  Amagasa, S., Machida, M., Fukushima, N., Kikuchi, H., Takamiya, T., Odagiri, Y., & Inoue, S. (2018). Is objectively measured light-intensity physical activity associated with health outcomes after adjustment for moderate-to-vigorous physical activity in adults? A systematic review. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 15(July 9), Article 65 [13 pages].
Thurs. Jan. 14	Measuring physical activity and sedentary behaviours	Sylvia, L. G., Bernstein, E. E., Hubbard, J. L., Keating, L., & Anderson, E. J. (2014). Practical guide to measuring physical activity. <i>Journal of the Academy of Nutrition and Dietetics</i> , 114(2), 199-208.
Tues. Jan. 19	Measuring physical activity and sedentary behaviours (cont.)	Prince, S. A., Cardilli, L., Reed, J. L., Saunders, T. J., Kite, C., Douillette, K., Fournier, K., & Buckley, J. P. (2020). A comparison of self-reported and device measured sedentary behaviour in adults: A systematic review and meta-analysis. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 17, Article 31 [17 pages].

Date	Topic	Required readings
Thurs. Jan. 21	Recommendations regarding level of physical activity and sedentary behaviours; prevalence of physical activity and sedentariness	<p>Tudor-Locke, C., Craig, C. L., Brown, W. J., Clemes, S. A., De Cocker, K., Giles-Corti, B., Hatano, Y., Inoue, S., Matsudo, S. M., Mutrie, N., Oppert, J.-M., Rowe, D. A., Schmidt, M. D., Schofield, G. M., Spence, J. C., Teixeira, P. J., Tully, M. A., &amp; Blair, S. N. (2011). How many steps/day are enough? For adults. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 8(July 28), Article 79 [17 pages].</p> <p>Dempsey, P.C., Biddle, S. J. H., Buman, M. P., Chastin, S., Ekelund, U., Friedenreich, C. M., Katzmarzyk, P. T., Leitzmann, M. F., Stamatakis, E., van der Ploeg, H. P., Willumsen, J., &amp; Bull, F. (2020). New global guidelines on sedentary behaviour and health for adults: Broadening the behavioural targets. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 17(November), Article 151 [12 pages].</p>
Tues. Jan. 26	Exercise prescription	<p>Piercy, K. L. (2019). How registered dietitian nutritionists can use the new physical activity guidelines for Americans. <i>Journal of the Academy of Nutrition and Dietetics</i>, 119(8), 1263-1269.</p> <p>Crisford, P., Winzenberg, T., Venn, A., Schultz, M., Aitken, D., &amp; Cleland, V. (2018). Factors associated with physical activity promotion by allied and other non-medical health professionals: A systematic review. <i>Patient Education and Counseling</i>, 101(10), 1775-1785.</p>
Thurs. Jan. 28	Exercise prescription (cont.)	<p>Wong, J. N., McAuley, E., &amp; Trinh, L. (2018). Physical activity programming and counseling preferences among cancer survivors: A systematic review. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 15(June 7), Article 48 [21 pages].</p>

Date	Topic	Required readings
Tues. Feb. 2	Social cognitive theory	<p>DiClemente et al. (2019), chapter 2: How theory informs health promotion and public health practice</p> <p>DiClemente et al. (2019), chapter 7: Social cognitive theory applied to health behavior</p>
Thurs. Feb. 4	Theory of planned behaviour	DiClemente et al. (2019), chapter 4: Value-expectancy theories
Tues. Feb. 9	Theory of planned behaviour (cont.)	<p>Kim, J., Dunn, E., Rellinger, K., Robertson-Wilson, J., &amp; Eys, M. (2019). Social norms and physical activity in American and Canadian contexts: A scoping review. <i>International Review of Sport and Exercise Psychology</i>, 12(1), 26–48.</p> <p>Huntington, J., Dwyer, J. J. M., Shama, S., &amp; Brauer, P. (2020). Registered dietitians’ beliefs and behaviours related to counselling patients on physical activity and sedentary behaviour from a theory of planned behaviour perspective. <i>BMC Nutrition</i>, 6, Article 66 [13 pages]. [Reminder to read “supplementary information” (interview guide) in the article]</p>
Thurs. Feb. 11	Midterm exam (4:00 pm)	No readings
Mon. - Fri., Feb. 15-19, Winter Break: No classes scheduled		
Tues. Feb. 23	Program logic model	Das, B. M., & Sartore-Baldwin, M. L. (2019). Development of a logic model for a service learning, dog walking course for college students. <i>Evaluation and Program Planning</i> , 76, Article 101667 [8 pages].
Thurs. Feb. 25	<p>Overview of literature search and literature review (if you have a laptop, bring it)</p> <ul style="list-style-type: none"> <li>• Guest presenter: Yoonhee Lee, Librarian, Learning and Curriculum Support, McLaughlin Library, U of G</li> </ul>	No readings

Date	Topic	Required readings
Tues. Mar. 2	Transtheoretical model	DiClemente et al. (2019), chapter 6: Stage models for health promotion
Thurs. Mar. 4	Transtheoretical model (cont.)	<p>Romain, A. J., Caudroit, J., Hokayem, M., &amp; Bernard, P. (2018). Is there something beyond stages of change in the transtheoretical model? The state of art for physical activity. <i>Canadian Journal of Behavioural Science</i>, 50(1), 42-53.</p> <p>Hefnawi, B., Leung, L., &amp; Tomasone, J. R. (2020). Exploring barriers medical residents and established physicians face counselling patients on physical activity by stage of the transtheoretical model. <i>Psychology, Health &amp; Medicine</i>, online publication (April 16) [8 pages].</p>
Tues. Mar. 9	Self-determination theory	Burn, N., & Niven, A. (2019). Why do they do (h)it? Using self-determination theory to understand why people start and continue to do high-intensity interval training group exercise classes. <i>International Journal of Sport and Exercise Psychology</i> , 17(5), 537–551.
Thurs. Mar. 11	Self-determination theory (cont.)	Donnachie, C., Wyke, S., Mutrie, N., & Hunt, K. (2017). ‘It’s like a personal motivator that you carried around wi’ you’: Utilising self-determination theory to understand men’s experiences of using pedometers to increase physical activity in a weight management programme. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 14(May 5), Article 61 [14 pages].
Tues. Mar. 16	Health belief model	DiClemente et al. (2019), chapter 5: Models based on perceived threat and fear appeals
Thurs. Mar. 18	Social ecological model	DiClemente et al. (2019), chapter 9: Ecological and structural approaches to improving public health

Date	Topic	Required readings
Tues. Mar. 23	Social ecological model (cont.)	Abdulwasi, M., Bhardwaj, M., Nakamura, Y., Zawi, M., Price, J., Harvey, P., & Banerjee, A. T. (2018). An ecological exploration of facilitators to participation in a mosque-based physical activity program for South Asian muslim women. <i>Journal of Physical Activity and Health</i> , 15(9), 671–678.
Thurs. Mar. 25	Intervention mapping (steps such as (a) needs assessment, (b) preparing matrices of change objectives, and (c) selecting theory-informed intervention methods and practical applications)	DiClemente et al. (2019), chapter 13: Learning to combine theories: An introduction to intervention mapping
Tues. Mar. 30	Intervention mapping (cont.)	Westgarth, C., Christley, R. M., & Christian, H. E. (2014). How might we increase physical activity through dog walking? A comprehensive review of dog walking correlates. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 11(August 20), Article 83 [14 pages].
Thurs. Apr. 1	Intervention mapping (cont.)	Jiménez-Aguilar, A., Rodríguez-Oliveros, M. G., Uribe-Carvajal, R., González-Unzaga, M. A., Escalante-Izeta, E. I., & Reyes-Morales, H. (2019). Design of an educational strategy based on intervention mapping for nutritional health promotion in child care centers. <i>Evaluation and Program Planning</i> , 76, Article 101672 [11 pages].
Tues. Apr. 6	Village on a Diet (intervention)	No readings
Thurs. Apr. 8	TBA	TBA

Note: This is a tentative schedule. 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 website.

### C. ASSESSMENT DETAILS

Assessment	LOs addressed	Due date	% of final
<u>Midterm exam</u>	1-3	Feb. 11, 4:00 pm	35



Assessment	LOs addressed	Due date	% of final
Closed-book exam will consist of multiple-choice questions based on the lectures, class discussions and activities, and required readings, during Jan. 12 to Feb. 9.			
<u>Final exam</u>			
Closed-book exam will consist of multiple-choice questions based on the lectures, class discussions and activities, and required readings, during Feb. 23 to Apr. 8.	3	Apr. 27, 7:00 pm	40
<u>Assignment</u>			
Student enrolment will be considered to determine the group size for the assignment (small group of perhaps 3 students). Contact the TA by Feb. 11 to provide group members' names and to obtain approval of your topic before you go ahead to complete the assignment. After this date, the TA will assign students who are not in groups to specific groups.	3-5	Mar. 25 (Dropbox)	25
<b>Total:</b>			<b>100%</b>

### Assignment description:

**Use Dwyer's (2013) program logic model template** as a framework to diagrammatically conceptualize an intervention / program, which is based on **theory of planned behaviour** discussed in lectures, to increase physical activity behaviour, decrease sedentary behaviour, or increase healthy dietary behaviour among a specific single target group in a specific setting in Ontario.

- Intervention must not focus on the specific topic covered in the illustration used during lectures for the logic model and theory of planned behaviour (e.g., don't select an intervention in elementary, middle, and high school settings).

Select your assignment topic by integrating the following types of information:

Setting	Behavioural outcome (and direction for behaviour change)	Target group
Intervention must relate to a specific	Select only 1 of the 3 behavioural outcomes (general behaviour such as	Specific single target group may relate to a

Setting	Behavioural outcome (and direction for behaviour change)	Target group
setting (e.g., university-based; worksite-based; home-based; church-based; community-wide; etc.).	physical activity, or more specific behaviour such as leisure-time physical activity):  1. Increase physical activity behaviour (e.g., leisure-time physical activity; transportation-related physical activity; walking; occupational physical activity; etc.).  2. Decrease sedentary behaviour (e.g., leisure-time sedentary behaviour; occupational sedentary behaviour; screen time; TV viewing; etc.).  3. Increase healthy dietary behaviour (e.g., fruit and vegetable consumption; etc.).	combination of characteristics such as gender, age group, ethnicity, pregnant women, overweight and obese people, people with specific chronic diseases, etc. (e.g., female adults 18 to 34 years old).
Example of topic: University-based intervention to increase walking among undergraduate students.		

Your logic model must be based on both theory (i.e., theory of planned behaviour) and research literature.

Show the logic model as a combination of a summarized general diagram and a single table of detailed activities for specific strategies (you must use the structured table format that will be discussed in the program logic model lecture). The logic model is a stand-alone product that should detail the intervention, so do not attach additional text to conceptualize the intervention.

Intervention activities must be a combination of (a) activities that you generated on your own and (b) activities identified in or adapted from journal articles (e.g., research examining the effectiveness of interventions) published in the last 10 years. To differentiate these two sets of activities, you are to provide citations in the logic model (e.g., “our idea”; Sallis et al., 2019; adapted from Davis et al., 2018). The combination of activities must represent a coordinated / integrated intervention rather than be simply a collection of fragmented activities that don’t conceptually “hang together” well.

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

Use Turnitin, which is integrated with CourseLink Dropbox, to screen your assignment. In this course, you may screen your assignment through Turnitin as many times as you wish before the due date.

Checklist for the assignment:

- Upload (a) a separate title page, (b) both a diagram and a single table for the logic model, (c) Appendix A (see the grading rubric for details), and (d) Appendix B (see the grading rubric for details) as a single document in Dropbox in CourseLink
- Title page (double-spaced) includes the following: Your assignment topic; group members' names; Department of FRAN, University of Guelph; NUTR\*3070 Nutrition and Physical Activity Interventions (Winter 2021); Dr. John Dwyer; and date. At the bottom of 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.
- No page limit for the logic model
- Use the style in the American Psychological Association's (2020) Publication manual of the American Psychological Association (APA) (7th ed.) for citing references.
- 8.5" x 11" paper or 8.5" x 14" paper
- Single-spaced for the logic model and reference section; 2.5 cm. margins; Times New Roman font and 10-point font size (for easy reading)

Upload an electronic copy of the assignment (Microsoft Word or PowerPoint only; do not upload a pdf document) in Dropbox in CourseLink by the due date (don't submit it to my email address). Late submissions have a 10% (out of 100) per day penalty.

**Assignment grading rubric:**

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

Component	%
<p>In the logic model, present results from research literature to clearly summarize why the intervention is needed. Using APA (2020) style, present citations for research that provide rationale as to why the intervention is needed (e.g., prevalence of the behavioural outcome).</p> <ul style="list-style-type: none"> <li>• In Appendix A, clearly show where you obtained empirical results supporting the need for the intervention. Specifically, for each journal article in your</li> </ul>	/ 5

Component	%
literature review (e.g., using PsycInfo database) related to assessing the need for the intervention, provide a screenshot of (a) the full reference information for the journal article (i.e., authors; year; title of article; journal title; volume and issue; page numbers) and (b) the abstract. Arrange the screenshots in the appendix in alphabetical order by the surname of the first author.	
Operationalize the target group.	/ 5
Specify appropriate strategies that fit with theory of planned behaviour and relate well with the intervention activities.	/ 5
Provide a bulleted list (not paragraphs) of comprehensive and detailed description of feasible, coordinated intervention activities that you generated on your own.	/ 15
Provide a bulleted list (not paragraphs) of comprehensive and detailed description of feasible, coordinated intervention activities that you identified in research literature (e.g., research examining the effectiveness of interventions). <ul style="list-style-type: none"> <li>Using APA (2020) style, present citations in the logic model for specific activities identified in research literature.</li> </ul>	/ 15
Specify an appropriate goal. Also, clearly specify multiple desired outcomes that fit with the constructs in theory of planned behaviour. 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 a <u>single</u> table, in a clear and organized way.	/ 15
In Appendix B, clearly show where you obtained intervention activities identified in research literature. Specifically, for each journal article in your literature review (e.g., using PsycInfo database) related to identifying activities, provide a screenshot 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) [activities are often described in the method section of articles]. Arrange the screenshots in the appendix in alphabetical order by the surname of the first author.	/ 10
<b>Total</b>	<b>/ 100%</b>

## D. COURSE STATEMENTS

### Disclaimer:

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

The University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semesters.

**Course website:**

There is a course website at <http://courselink.uoguelph.ca>. Often, your questions about administration matters will be answered by referring to the syllabus and/or CourseLink. Announcements, updated schedules, grades, and other information will be posted on CourseLink. Regularly check your grades posted on CourseLink.

I will regularly upload pre-recorded lectures on CourseLink.

**Protocol:**

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 the TA to discuss the matter.

**Grading system:**

The grading system described in the undergraduate calendar will be used:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>

**E. 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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

**Drop date:**

Students have until the last day of classes to drop courses without academic penalty. 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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

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 detailed 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.

**Appendix:**

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:*

<b>Foundational Knowledge Specification</b>	<b>Complexity Level (1, 2, 3)</b>	<b>How FKS is met in this curriculum</b>
<i>3. Communication</i>		
3c) Strategies for effective written communication	3	Assignment
<i>8. Human Nutrition Across the Lifespan</i>		
8d) Physical activity and energy balance	3	Exam
<i>9. Interprofessional Collaboration</i>		
9d) Team functioning	3	Assignment
<i>12. Nutrition Assessment</i>		
12b) Environmental and individual factors affecting food intake	2	Exam
<i>16. Professional Practice in Dietetics</i>		
16h) Role of research and new knowledge	3	Exam
<i>17. Population and Public Health</i>		
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	Assignment
17e) Program planning in public and population health	3	Assignment
17f) The determinants of health	3	Assignment; exam
<i>18. Research and Evaluation</i>		
18a) Theoretical foundations of research	3	Exam
18b) Qualitative, quantitative and mixed methodologies	3	Exam
18c) Ethics in research	1	Exam
18d) Evidence-informed practice	3	Exam

<b>Foundational Knowledge Specification</b>	<b>Complexity Level (1, 2, 3)</b>	<b>How FKS is met in this curriculum</b>
18e) Literature search strategies	3	Assignment
18f) Systematic review and critical appraisal of literature	2	Exam
<i>19. Social and Psychological Foundations</i>		
19a) Behavioural theories relevant to eating and food choice	3	Exam
19b) Social and psychological aspects of eating and food choice, in health and disease	3	Exam

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

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



<b>Performance Indicator</b>	<b>How PI is met in this curriculum</b>
4.01i Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health	Assignment
4.02a Demonstrate knowledge of ways to establish appropriate goals and objectives for population health related to food and nutrition	Assignment
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	Assignment
<i>5. Management</i>	
5.01s Demonstrate knowledge of principles to evaluate effectiveness in achieving goals and objectives	Assignment
5.02a Demonstrate knowledge of ways to define common goals and objectives for programs and projects	Assignment
5.02d Demonstrate knowledge of typical components of an action plan for a program or project	Assignment