



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

NUTR*4070: Nutrition Education Course Outline - Fall 2018

Instructor

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Office hours

Thursdays 1:00 - 2:30pm, or by appointment

Please note: I do my best to reply promptly to email messages, but expect up to 48 hours for me to respond.

Your teaching assistants:

Name	Email	Office Hours
Andrea Kirkham	kirkhama@uoguelph.ca	By appointment
Rebecca Hanemaayer	rhanemaa@uoguelph.ca	By appointment

Class meets:

Tuesdays and Thursdays, 4:00p – 5:20 pm in ANNU Room 156.

Prerequisites: FRHD*3400, NUTR*2050

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge the Attawandaron people on whose traditional territory the University of Guelph resides and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours.

Purpose and overview of course:

Welcome to Nutrition Education! I hope you find this to be an interesting course that provides you with knowledge and skills that are relevant to your career. Educating groups or individuals on how to make healthful food choices is an important aspect of dietetic practice, health promotion and public health activities. This course will help you to understand how to assess the nutrition education needs of both groups and individuals and to develop, implement, and evaluate programs or campaigns to meet those needs.

Course objectives:*Content-specific objectives:*

Upon completion of this course you will be able to:

- 1) Discuss the role of nutrition education in dietetic practice and public health.
- 2) Describe selected theories of behaviour change and how they may be used to plan, implement, and evaluate nutrition education programs/resources.
- 3) Describe the basic steps in program planning, implementation, and evaluation.
- 4) Assess the nutritional education needs of groups and individuals.
- 5) Discuss various strategies that are used in nutrition education in a variety of settings.
- 6) Assess nutrition education resources for specific target groups.
- 7) Develop nutrition education materials following an evidence-based approach.

Skill-based objectives:

Upon completion of this course you will:

- 8) Enhance your communication skills by: a) developing nutrition education resources; b) developing a written report describing the development of a nutrition education intervention.
- 9) Enhance your critical thinking and research skills by using scientific literature to provide a rationale for your nutrition education intervention.
- 10) Enhance your level of cultural competence by examining your own cultural identity and how one's cultural identity can influence their approach to their nutritional health.

Addressing Applied Human Nutrition Outcomes

This course addresses the following AHN Learning Outcomes:

1. Core Knowledge: nutrition communication and education, community/public health nutrition
2. Supporting Knowledge: health behaviour theory, social determinants of health
3. Critical Thinking and Research Skills
4. Communication Skills: written, oral, and visual
5. Professional Skills: cultural competence, organization, time management

Methods of instruction

This course will involve two main forms of instruction: 1) lecture; and 2) in-class discussion and activities. The in-class discussion and activities will supplement the lecture by providing you an opportunity to think about and apply the material provided in lecture to "real-life" cases or examples.

Course text and reading:

There is no textbook for this course. Mandatory weekly readings will be assigned.

My Responsibilities

1. Create a course curriculum that helps students to assess the nutrition education needs of both groups and individuals and to develop, implement, and evaluate programs to meet those needs.
2. Be honest about my views while allowing students to make up their own minds about course content.
3. Be prepared for every class.

4. Be available to communicate with students about course content and assignments.
5. Be responsive to email messages within 48 hours.

Your Responsibilities

1. Be prepared for every class by doing *all required readings*.
2. Be *respectful* of other students and guest speakers.
3. Come to class on time and stay until the end of the class period.
4. Work with group members outside of class time.
5. Check Courselink every 48 hours for important announcements and use Courselink to communicate with other students, the instructor and TAs.
6. Complete course requirements with integrity.

Class Preparation

Required readings can be accessed in one of two ways, through the University of Guelph’s library website: (1) via e-journals, at <http://sfx.scholarsportal.info/guelph/az> , or (2) through the journal’s own website for open-access publications such as *BMC Public Health*. The readings for a particular week should be done before coming to class so that you are prepared to participate in class discussion.

Courselink

Courselink will be used as our **primary** mode of communication. I have created discussion boards for: 1) questions, comments or thoughts regarding course content; 2) questions or comments about course assignments; and 3) communication with your classmates (the TAs and I will not monitor this discussion board). Please do not email me directly about course content. All course related questions can be posted on these discussion boards for the whole class to access.

I will post the lecture slides each week, under the *Content* tab. Please either print the PDF and bring to class for note-taking by hand, or use the “commenting enabled” format for note-taking by laptop.

All assignments will be submitted to Courselink via **Dropbox** (due dates indicated below).

Distribution of Grades

Component	Due Date	% of Final Grade
Step 1: Assess	Sept. 27 to Courselink	10%
Step 2: Plan	Oct 18 to Courselink	10%
Step 3: Implement	Nov 8 to Courselink	10%
Project Presentations (in pairs)	Nov 20 - 29	20%
Final Nutrition Education Project Report (includes Step 4: Evaluate)	Nov 29 to Courselink	35%
Participation – Including Self-evaluation and reflection; peer feed-back on project presentations	Ongoing; self-evaluation due Nov 29 to Courselink	15%

Nutrition Education Project

In pairs, you will develop a nutrition education intervention. This project will be broken down into steps; you will individually complete Step 1- Step 3 of this project, receive feedback and be able to incorporate this feedback into your two person project presentation (**Nov 20 & 22**) and individual final report due on the last day of class (**Nov 29**). The steps required for this project are described below:

Step 1: Assess, due September 27th to Courselink

Identify nutrition-related behaviour and target population group: You and your partner will identify a nutrition-related behaviour and target population on which to target an intervention. You can select a clinical population (ie. those with a previously diagnosed chronic condition) or a general population (i.e. health promotion or disease prevention approach) to target for this assignment. Using evidence from the scientific literature, you will provide a rationale for addressing your selected behaviour (for example, how prevalent is the behaviour(s)? What are the implications of the behaviour(s) to the individual, population group or to the health care system?). In written form as separate assignments you will also need to describe a rationale with support from previously published studies on the topic. (**maximum 0.5 page, 12-point font, 1.5 spacing**)

What are known key or potential risk factors that influence this behaviour in your target population?: Using findings and/or evidence from research studies you will each outline the key predictive factors that have been shown to influence your selected nutrition related behaviour(s). You should outline what is known about how personal factors, such as knowledge, attitudes, preferences, and social factors, such as peer norms or family influence, and environmental factors, such as access to foods, may influence your behaviour(s) of interest. (**max 2 pages, 12-point font, 1.5 spacing; citations do not count in the page maximum**)

You will be individually evaluated on content (covering information requested), organization, and composition. See rubric on page 13.

Step 2: Plan, due October 18th to Courselink

Behaviour Theory: Identify a health behaviour theory on which you will base your nutrition education intervention. Identify the **key** constructs that are relevant for your particular nutrition related behavior(s) that you expect to address in your nutrition education intervention. (**max 1 page, 12-point font, 1.5 spacing**)

Goal(s) and objectives: You will create the goal(s) and objectives for your intervention. Create objectives for the behaviour(s) you intend to change, as well as the **key** predictive factors and theoretical constructs you expect to change. Your objectives should be consistent from what was stated in your previous sections and should be *specific, measurable, achievable, realistic, and time-sensitive* (SMART). (**max 0.5 page, 12-point font, 1.5 spacing**)

You will be individually evaluated on content (covering information requested), organization, and composition. See rubric on page 14.

Step 3: Implement, due November 8th to Courselink

In this portion of the overall assignment, you will individually describe the nutrition education strategies and activities you will use in your nutrition intervention to change the key predictive factors and theoretical constructs that influence your targeted behavior(s). You will provide an overview of the strategies you will use. Tables may be helpful to present this material. **(max 3 pages, 12-point font, 1.5 spacing)**

In pairs, you will also develop, in detail, **one** of the following education materials:

- 1) Written handout; or
- 2) Infographic; or
- 3) Curriculum for 1 group education/in-service session; or
- 4) Mass Media: Public Service Announcement (audio/video/print/website); or
- 5) Another creative method of getting across your message (see Instructor)

You will be evaluated on content (covering information requested), creativity, organization, and composition. See rubric on page 15.

Project Presentation, taking place during class: Nov 20-9

This time working in pairs, you will prepare a **5 minute** presentation for your classmates to give an overview on your project. The presentation should include slides with content on Steps 1-4. Presentation times will be randomly assigned during class on September 27th. **Email me your PowerPoint presentation by 5:00 PM the day BEFORE your presentation. I will email you back to confirm that it has been received. If the presentation is received after this time it will be considered late and incur a 10 percent penalty. The e-mailed presentation will be considered the final version with any revisions not accepted.** Your presentation will be graded using the evaluation form on pages 15-16. Peer evaluation forms will also be available on Courselink for each of you to submit via Dropbox following each presentation.

Final Nutrition Education Intervention Assignment, due Nov 29th to Courselink

In this assignment, you will:

- 1) Create an Executive Summary that briefly describes the rationale, intervention and evaluation methods and expected impact of your nutrition education intervention. (max 0.5 pages, 12-point font, single spaced)
- 2) Describe and provide rationale for your target behaviour(s), target population and key factors influencing your target behaviour(s). (max 2.5 pages, 12-point font, 1.5 spacing)
- 3) Describe the health behaviour theory and key constructs on which you based your nutrition education intervention. (max 2 pages, 12-point font, 1.5 spacing)
- 4) Identify the goals and objectives and the strategies and activities of your intervention program (max 3.5 pages, 12-point font, 1.5 spacing).
- 5) Describe your evaluation plan: including your outcome and process evaluation plan (max 3 pages, 12-point font, 1.5 spacing)

You will be evaluated on content (covering information requested), creativity, organization, and composition. Citations do not count in the page maximums. See rubric on page 18-19.

Participation, post self-reflection to CourseLink by Nov 29th

Worth 15% of your final grade, participation in class and class discussions is an essential component of this course. Therefore, it is expected that you attend and participate fully in all classes. As the instructor, I share with you the responsibility of creating an environment that facilitates relevant and appropriate class discussions. 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 as we will be covering in detail the material you need to complete your assignments.

The participation grade for this course will be based on three components: a) the first component is based on attendance and the frequency and quality of your oral participation, familiarity with assigned readings and being respectful and listening in class; b) the quality and consistency of your peer evaluation form submissions for the in-class presentations taking place Nov 20-29, and c) your self-evaluation of your participation (see Self-Reflection on page 20, due on **Nov 29 to CourseLink**). You will reflect on your participation and assign yourself a grade out of 10 and I will take this grade into consideration when determining your grade for participation.

WEEK	Date	TOPIC	READINGS
Intro Class	Sept 6	Course overview	Course syllabus
Week 1	Sept 11	Overview of nutrition education/health promotion planning	Kirkpatrick, SI, Raffoul, A, Maynard, M, Lee, KM, Stapleton, J. (2018). Gaps in the evidence on population interventions to reduce consumption of sugars: A review of reviews, 10(8), 1036; doi: 10.3390/nu10081036
	Sept 13	Step 1: Assess	GROUP ACTIVITY
Week 2	Sept 18	Step 2: Plan What is health behaviour theory? How do we use theory?	Kim H-S, Joo A, No J-K. (2012) Applying the Health Belief Model to college students’ health behavior. Nutrition Research and Practice, 6(6): 551-558.
	Sept 20	Review of Health behaviour theories, continued Theory of Planned Behaviour Self-Determination Theory Social Cognitive Theory	Kothe EJ, Mullan BA, Butow P. (2012). Promoting fruit and vegetable consumption. Testing an intervention based on the theory of planned behaviour. Appetite, 58: 997-1004. Woo, T, Lee, KH. (2017). Factors affecting vegetable preference in adolescents: stages of change and social cognitive theory. Nutrition Research and Practice, 11(4): 340-346; https://doi.org/10.4162/nrp.2017.11.4.340

Week 3	Sept 25	Review of Health behaviour theories, continued and their application Stages of Change Theory Social Ecologic Approach/Framework	Laberge Gaudin, V, Receveur, O, Walz, L, Girard, F, & Potvin, L. (2014). A mixed methods inquiry into the determinants of traditional food consumption among three Cree communities of Eeyou Istchee from an ecological perspective. International Journal of Circumpolar Health, 73, 24918.
	Sept 27	Step 2: Plan Creating Goals and Objectives Evaluating evidence Part 1: Assess, DUE	Swindle, T and Phelps, J. (2018) How does context relate to nutrition promotion and mealtime practice in early care and education settings? A qualitative exploration. Journal of the Academy of Nutrition and Dietetics, DOI: https://doi.org/10.1016/j.jand.2018.05.003 SIGN-UP SHEETS FOR PRESENTATION ORDER
Week 4	Oct 2	How does culture influence one's approach to nutrition and health?	Setiloane KT. (2016) Beyond the melting pot and salad bowl views of cultural diversity: Advancing cultural diversity education of nutrition educators. Journal of Nutrition Education and Behavior. 48(9):664-668. Huycke P, Ingridelli J, Rysdale L. (2017). Aboriginal cultural competency in dietetics: A national survey of Canadian registered dietitians. Canadian Journal of Dietetic Practice and Research. 23:1-5.
	Oct 4	NO CLASS	TAKE TIME TO WORK ON STEP 2
Week 5	Oct 9	NO CLASS Fall Break Day	
	Oct 11	Step 3: Implementation Nutrition Education Strategies Overview Development of Print Nutrition Education Materials	Smith, SA, Sheats, JQ, Whitehead, MS, Delmoor, E, Britt, T, Harris, CL, ... Coughlin, SS. (2015). Developing a cookbook with lifestyle tips: A community-engaged approach to promoting diet-related cancer prevention guidelines. Jacobs Journal of Food and Nutrition, 2(2), 012.
Week 6	Oct 16	Nutrition Education Strategies: Infographics	

	Oct 18	Nutrition Education Strategies: Curriculum planning and programming Step 2: Plan DUE	Ball, R, Duncanson, K, Burrows, T, & Collins, C. (2017). Experiences of parent peer nutrition educators sharing child feeding and nutrition information. <i>Children</i> , 4(9), 78. http://doi.org/10.3390/children4090078
Week 7	Oct 23	Nutrition Education Strategies: Working with Hard to Reach Populations	Gans, K. M., Risica, P. M., Keita, A. D., Dionne, L., Mello, J., Stowers, K. C., ... Gorham, G. (2018). Multilevel approaches to increase fruit and vegetable intake in low-income housing communities: final results of the “Live Well, Viva Bien” cluster-randomized trial. <i>The International Journal of Behavioral Nutrition and Physical Activity</i> , 15, 80. http://doi.org/10.1186/s12966-018-0704-2 Bridges Out of Poverty http://circlesgw.ca/bridges-out-of-poverty/
	Oct 25	Nutrition Education Strategies: Group-based education/ in-service	Bluestone J, Johnson P, Fullerton J, Carr C, Alderman J & BonTempo J. (2013) Effective in-service design and delivery: evidence from an integrative literature review. <i>Human Resources for Health</i> . 11 (51): doi: 10.1186/1478-4491-11-51. McCall M et al. (2014). Lessons learned from implementing a novel feeding protocol: Results of a multicenter evaluation of educational strategies. <i>ASPEN</i> , 29 (4): 510-517.
Week 8	Oct 30	Nutrition Education strategies: Mass Media	Bou-Karroum, L, El-Jardali, F, Hemadi, N, Faraj, Y, Ojha, U, Shahrour, M, ... Akl, EA. (2017). Using media to impact health policy-making: an integrative systematic review. <i>Implementation Science : IS</i> , 12, 52. http://doi.org/10.1186/s13012-017-0581-0 Poddar KH, Hosig KW, Anderson ES, Nickols-Richardson SM, Duncan SE. (2010). Web-based nutrition education intervention improves self-efficacy and self-regulation related to increased dairy intake in college students. <i>Journal of the American Dietetic Association</i> , 110:1723-7.
	Nov 1	Nutrition education strategies: Motivational Interviewing	Resnicow, K et al. (2015). Motivational interviewing and dietary counseling for obesity in primary care: An RCT. <i>Pediatrics</i> , 135 (4): 649-657. Pearson, ES, Irwin JD, Morrow D. (2013). The CHANGE Program: Methodology for comparing interactive Co-Active coaching with a prescriptive lifestyle treatment for obesity. <i>International Journal of Evidence Based Coaching and Mentoring</i> , 11 (1): 69-84.

Week 9	Nov 6	Step 4: Evaluation Outcome evaluation & Process evaluation Part 3: Implementation DUE	Gael Myers, Shannon Wright, Sally Blane, Iain S. Pratt, Simone Pettigrew. (2018). A process and outcome evaluation of an in-class vegetable promotion program. <i>Appetite</i> , 125: 182-189.
	Nov 8	Nutrition education strategies: Programming within schools	Micha R, Karageorgou D, Bakogianni I, Trichia E, Whitsel LP, et al. (2018) Effectiveness of school food environment policies on children’s dietary behaviors: A systematic review and meta-analysis. <i>PLOS ONE</i> 13(3): e0194555. https://doi.org/10.1371/journal.pone.0194555
Week 10	Nov 13	Nutrition education strategies: Policy & Advocacy	Trieu, K, Webster, J, Jan, S, Hope, S, Naseri, T, Ieremia, M, ... Moodie, M. (2018). Process evaluation of Samoa’s national salt reduction strategy (MASIMA): what interventions can be successfully replicated in lower-income countries? <i>Implementation Science : IS</i> , 13, 107. http://doi.org/10.1186/s13012-018-0802-1 Cullerton, K, Donnet T, Lee A, Gallegos D. (2018) Effective advocacy strategies for influencing government nutrition policy: a conceptual model. <i>International Journal of Behavioral Nutrition and Physical Activity</i> . 15:83 https://doi.org/10.1186/s12966-018-0716-y
	Nov 15	Nutrition Education Strategies: Knowledge Translation	Practice-based Evidence in Nutrition https://www.pennutrition.com/index.aspx WHO electronic Library of Evidence on Nutrition Actions http://www.who.int/elena/en/
Week 11	Nov 20	Presentations	
	Nov 22	Presentations	
Week 12	Nov 27	Presentations	
	Nov 29	Presentations Final Nutrition Education Project DUE Self- Participation DUE	

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.

Policies and Procedures

Course Statements:

1. 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.
2. Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.
3. After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)
4. 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.

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:

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

Copies of out-of-class assignments:

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

Accessibility:

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

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

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

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day. More information: 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.

APPENDICES

Grading Rubric for Step 1: Assess

Name: _____

Target behaviour and population are justified based on scientific literature (4).

The predictive factors of the nutrition behaviour of interest are clearly described and justified based on findings from scientific literature (4).

Skilful, pleasant and easy to read. Sentence structure is concise, grammatically correct, cohesive. Minimum use of extraneous or repetitious material. No spelling or punctuation errors. References are cited correctly. (2)

Total

/10

Grading Rubric for Step 2: Plan

Name: _____

Description of health behaviour theory is easy to follow and includes key components of the theory. Choice of theory is well justified. (4)

The goal(s) and objectives of the program are clear, specific, and measurable and flow from predictive factors/health theory (4)

Skilful, pleasant and easy to read. Sentence structure is concise, grammatically correct, cohesive. Minimum use of extraneous or repetitious material. No spelling or punctuation errors. References are cited correctly. (2)

Total

/10

Grading Rubric for Step 3: Implement

Name: _____

Program strategies and activities are theory-based and are appropriate given the intervention objectives. (4)

The educational objective associated with the sample nutrition education tool is clear and appropriate given the intervention objectives. (1)

Language and message of the sample nutrition education tool is appropriate for the target audience. Easy to understand and follow. Engaging and creative. (4)

Skilful, pleasant and easy to read. Sentence structure is concise, grammatically correct, cohesive. Minimum use of extraneous or repetitious material. No spelling or punctuation errors. References are cited correctly. (1)

Total

/10

ORAL PRESENTATION EVALUATION FORM

Names of Presenters: _____

Introduction

5	4	3	2	1
Begins with attention-getter. Provides rationale/objective(s) for presentation. It is clear which aspects of the problem will be considered.			Dull opening. Partial or no introduction. No rationale or objective given. Topic, scope not clear.	

Content

5	4	3	2	1
Relevant, original, insightful and creative. Interesting and clearly explained. Logical flow. Organized.			Some irrelevant content. Confused and/or superficial. Poor flow. Disorganized.	

Visual Aids

5	4	3	2	1
Are effective in enhancing talk and helping understanding. Slides are easy to read, not crowded with information. Took enough time to explain them. Slides include references to research.			Do not add to presentation. Poor choice. Shown too quickly. Slides cluttered. Printing too small. Not well explained. No references included on slides.	

Audience Contact

5	4	3	2	1
Maintains interest. Establishes eye contact. Enthusiastic.			Audience bored, and not involved. Does not look at audience. Lacks enthusiasm.	

Voice and Language

5	4	3	2	1
Voice can be heard easily. Tone of voice varied. Good diction, enunciation.			Hard to hear. Monotonous voice. Poor diction, enunciation. Interjects "um", "ok".	

Timing

5	4	3	2	1
Pacing good. Finished within time limits.			Rushed. Too short or too long.	

Overall Style and Level of Presentation

5	4	3	2	1
Appropriate for audience. Relaxed. Mannerisms not distracting. Confident.			Unprofessional/too informal. Mannerisms distracting. Lacks confidence.	

Additional Comments:

TOTAL	/35
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Grading Rubric for Final Project

Name: _____

1. Executive Summary

Includes sufficient relevant information for the reader to understand the rationale, intervention and evaluation methods, and impact of the proposed intervention program. (5)

2. Step 1: Assess

Target behaviour and population are justified based on scientific literature (2).

The predictive factors of the nutrition behaviour of interest are clearly described and justified based on findings from scientific literature (3).

3. Step 2: Plan

Description of health behaviour theory is easy to follow and includes key components of the theory. Choice of theory is well justified. (3)

The goal(s) and objectives of the program are clear, specific, and measurable and flow from predictive factors/health theory (2)

4. Step 3: Implement

Program strategies and activities are theory-based and are appropriate given the intervention objectives. (3)

The educational objective associated with the sample nutrition education tool is clear and appropriate given the intervention objectives. (1)

Language and message of the sample nutrition education tool is appropriate for the target audience. Easy to understand and follow. (2)

5. Step 4: Evaluate

Clear, comprehensive process evaluation plan that is consistent with the nutrition intervention strategies. (5)

Clear, comprehensive outcome evaluation plan that is consistent with the stated objectives. (5)

Proposed measures are suitable given the stated outcomes and target population. (3)

6. Organization, presentation and composition.

Skilful, pleasant and easy to read. Sentence structure is concise, grammatically correct, cohesive. Ideas are consistent throughout the project. Minimum use of extraneous or repetitious material. Systematic using subheadings. No spelling or punctuation errors. References are cited correctly. (6)

Total

/35

Self-Reflection on Participation

NAME: _____

DATE: _____

1. Within the classroom, I contributed to the class in the following ways:

2. My level of participation was
 - a. High
 - b. Average
 - c. Low

Provide justification for your rating.

3. To prepare for class, I:

4. Outside of the classroom, I contributed to the class in the following ways (e.g., discussed content with classmates/others, extra readings, provided feedback to other groups)

My self-assessment grade for my participation _____ / 15