



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

NUTR*4070 Nutrition Education COURSE OUTLINE – FALL 2019

1. CALENDAR DESCRIPTION

This course covers methods and approaches in nutrition education with particular emphasis on community programs in nutrition for different age groups; dietary counselling; nutrition education in the preschool, in prenatal and other specialized programs.

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

Pre-Requisite(s):

Co-Requisites(s):

Restriction(s): This is a Priority Access Course. Registration may be restricted to students registered in B.A.Sc. majors and the Family and Child Studies minor during certain time periods

2. COURSE DESCRIPTION

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.

3. TIMETABLE

Lecture: Tuesdays and Thursdays, 4:00 – 5:20 pm

Location: MacKinnon 031

Final Exam: No exam

4. INSTRUCTIONAL SUPPORT

Course Instructor: Mary Cranmer-Byng, MSc., RD, CDE

Email: cranmerm@uoguelph.ca

Telephone: 519-824-4120 ext. 56325 *note – this is a shared extension
Office: MINS 121
Office Hours: Thursdays 2:30-3:45 pm

Teaching Assistant: Mwalu Peeters and Sabrina Douglas

Email: peetersm@uoguelph.ca; sdougl02@uoguelph.ca

Office Hours: By appointment only

5. LEARNING RESOURCES

Required Resource(s):

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

Recommended Resource(s):

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.

6. LEARNING OUTCOMES

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

Content-specific objectives:

- 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:

- 1) Enhance your communication skills by: a) developing nutrition education resources; b) developing a written report describing the development of a nutrition education intervention.

- 2) Enhance your critical thinking and research skills by using scientific literature to provide a rationale for your nutrition education intervention.
- 3) 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.

7. TEACHING AND LEARNING ACTIVITIES

Week	Date	Topics & Due Dates	Assigned Readings & Guest Speakers
1	Sept 5	Course overview	Course syllabus review
2	Sept 10	Overview of nutrition education/health promotion planning <i>Active Learning Activity 1 (1%)</i>	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 12	Step 1: Assess <i>Active Learning Activity 2 (1%)</i>	GROUP ACTIVITY
3	Sept 17	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.

Week	Date	Topics & Due Dates	Assigned Readings & Guest Speakers
3	Sept 19	<p>Review of Health behaviour theories, continued</p> <p>Theory of Planned Behaviour</p> <p>Self-Determination Theory</p> <p>Social Cognitive Theory</p> <p><i>Active Learning Activity 3 (1%)</i></p>	<p>Kothe EJ, Mullan BA, Butow P. (2012). Promoting fruit and vegetable consumption. Testing an intervention based on the theory of planned behaviour. <i>Appetite</i>, 58: 997-1004.</p> <p>Woo, T, Lee, KH. (2017). Factors affecting vegetable preference in adolescents: stages of change and social cognitive theory. <i>Nutrition Research and Practice</i>, 11(4): 340-346; https://doi.org/10.4162/nrp.2017.11.4.340</p>
4	Sept 24	<p>Review of Health behaviour theories, continued and their application</p> <p>Stages of Change Theory</p> <p>Social Ecologic Approach/Framework</p> <p><i>Active Learning Activity 4 (1%)</i></p>	<p>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. <i>International Journal of Circumpolar Health</i>, 73, 24918.</p>
	Sept 26	Step 1: Assess, DUE	No class :D

Week	Date	Topics & Due Dates	Assigned Readings & Guest Speakers
5	Oct 1	Nutrition Education Strategies: Working with Hard to Reach Populations <i>Active Learning Activity 5 (1%)</i>	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/ Guest Lecturer: Elaine Weir, RN SIGN-UP SHEETS FOR PRESENTATION ORDER
	Oct 3	Step 2: Plan Creating Goals and Objectives Evaluating evidence <i>Active Learning Activity 6 (1%)</i>	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. <i>Journal of the Academy of Nutrition and Dietetics</i> , DOI: https://doi.org/10.1016/j.jand.2018.05.003
6	Oct 8	Step 3: Implementation Nutrition Education Strategies Overview Development of Print Nutrition Education Materials <i>Active Learning Activity 7 (1%)</i>	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. <i>Jacobs Journal of Food and Nutrition</i> , 2(2), 012.

Week	Date	Topics & Due Dates	Assigned Readings & Guest Speakers
	Oct 10	Nutrition Education Strategies: Infographics	Guest Lecturer: Jacqueline Kreller-Vanderkooy, BSc, MLIS Digital Media Librarian
7	Oct 15	NO CLASS- Fall Break Day	
	Oct 17	Nutrition Education Strategies: Blogs and Podcasts Step 2: Plan DUE <i>Active Learning Activity 8 (1%)</i>	Readings TBA
8	Oct 22	Nutrition Education Strategies: Group-based education/ in-service <i>Active Learning Activity 9 (1%)</i>	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. Human Resources for Health. 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. ASPEN, 29 (4): 510-517.
	Oct 24	Nutrition Education Strategies: How does culture influence one's approach to nutrition and health? <i>Active Learning Activity 10 (1%)</i>	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. Guest Lecture: Dr. Hannah Tait-Neufeld

Week	Date	Topics & Due Dates	Assigned Readings & Guest Speakers
9	Oct 29	Nutrition Education strategies: Mass Media Blog assignment due <i>Active Learning Activity 11 (1%)</i>	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 <u>Poddar KH, Hosig KW, Anderson ES, Nickols-Richardson SM, Duncan SE.</u> (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. Guest Lecturer: Mary Ellen Prange, MHSc, RD
	Oct 31	Nutrition education strategies: Motivational Interviewing/ Communication <i>Active Learning Activity 12 (1%)</i>	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.
10	Nov 5	Step 4: Evaluation Outcome evaluation & Process evaluation <i>Active Learning Activity 13 (1%)</i>	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.

Week	Date	Topics & Due Dates	Assigned Readings & Guest Speakers
	Nov 7	<p>Nutrition education strategies: Programming within schools</p> <p><i>Active Learning Activity 14 (1%)</i></p> <p>Step 3: Implementation DUE (includes learning tool)</p>	<p>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. PLOS ONE 13(3): e0194555. https://doi.org/10.1371/journal.pone.0194555</p> <p>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</p> <p>Guest Lecturers: Andrea Kirkham, MSc. RD, PhD (c) and Amy Skeoch, MHSc, RD</p>
11	Nov 12	<p>Nutrition education strategies: Policy & Advocacy</p> <p><i>Active Learning Activity 15 (1%)</i></p>	<p>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</p> <p>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</p>
	Nov 14	<p>Nutrition Education Strategies:</p> <p>Knowledge Translation</p> <p><i>Active Learning Activity 16 (1%)</i></p>	<p>Practice-based Evidence in Nutrition https://www.pennutrition.com/index.aspx</p> <p>WHO electronic Library of Evidence on Nutrition Actions http://www.who.int/elena/en/</p>

Week	Date	Topics & Due Dates	Assigned Readings & Guest Speakers
1 2	Nov 19	Presentations and <i>Active Learning Activity 17 (1%)</i>	
	Nov 21	Presentations and <i>Active Learning Activity 18 (1%)</i>	
1	Nov 26	Presentations and <i>Active Learning Activity 19 (1%)</i>	
3	Nov 28	Presentations and <i>Active Learning Activity 20 (1%)</i> Final Nutrition Education Project 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.

8. ASSESSMENT DETAILS

Component	Due Date	% of Final Grade
Step 1: Assess	Sept. 26 to CourseLink	10%
Step 2: Plan	Oct 17 to CourseLink	10%
Step 3: Implement	Nov 7 to CourseLink	10%
Project Presentations (in pairs)	Nov 19 – 28	15%
Final Nutrition Education Project Report (includes Step 4: Evaluate)	Nov 28 to CourseLink	30%
Blog post assignment	October 29 th to CourseLink group discussion board	10%
Active Learning Activities – best 15/20 activities for a total of 15% (worth 1% each)	Ongoing, see table above for due dates	15%

Instructor Policy Regarding Course Work Worth <10%: Throughout the lectures, you will participate in 20 Active Learning Activities (ALAs) spread throughout the entire course to enhance your knowledge of the course content, each worth 1% of your final grade. There are a total of 20 ALAs assigned throughout the course, with your best 15 counting towards 15% of your overall grade.

Grading of ALAs: You will not lose marks if you are right or wrong with your answers. You will receive a participation mark only for completing the ALAs.

Perfect Score (1/1): You will get a perfect 1/1 mark if you attend class and fully complete the ALA assigned that day and hand it in.

Zero Score (0/1): You will get 0/1 if you skip class, arrive late, leave early, or fail to submit an ALA on the day it is assigned.

Make-up Policy for ALAs worth 1% each: There are **no make-ups** for missed ALAs, because you have 5 built-in “freebies” that you are allowed to miss for any reason without penalty. As long as 15 ALAs are completed during the course (out of 20), you will still end up with a perfect 15/15 overall mark for this component of your grade. That means if you joined the course late, have to miss class due to illness, or have personal reasons for skipping lecture, arrive late, or leave early, any ALAs you miss will count towards your 5 freebies that you are allowed to skip without penalty. If you miss more than 15 ALAs (out of 20) due to serious medical illness, please meet with an Academic Advisor with valid documentation in order to qualify for a make-up assignment to replace the missed ALAs.

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

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.

Late Assignments:

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.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

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.

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet 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

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:

Foundational Knowledge Specification	Complexity Level (1, 2, 3)	How FKS is met in this curriculum
Opportunities for and barriers to communication; Communication channels and techniques, and their appropriate usage	2	Lectures and projects
Strategies for effective written communication; Strategies for effective oral communication; Strategies for effective interpersonal communication	3	Lectures and projects
Counselling theories; Counselling strategies and techniques; Counselling processes; Patient / client / family /community-centred care	2	Lectures and projects
Behavioural theories relevant to eating and food choice; Social and psychological aspects of eating and food choice, in health and disease; Relationship between mental health and nutrition; Social justice, diversity and equity in society; Cultural competence	2	Lectures and projects
Theories of teaching and learning; Strategies to assess teaching and learning needs; Development and assessment of learning outcomes; Strategies to address the teaching and learning needs of individuals and populations; Learning resource selection and development	2	Lectures and projects

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

Performance Indicator	How PI is met in this curriculum