



# COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

## NUTR\*4900 Nutrition Education COURSE OUTLINE – FALL 2020

### 1. CALENDAR DESCRIPTION

**Credit Weight:** 0.5 credits  
**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)  
**Pre-requisites:** NUTR\*2050 and FRHD\*3400  
**Restriction(s):** Registration may be restricted to student registered in a B.A.Sc. majors and the Family and Child Studies minor during certain periods of time. Instructor consent required for non-FRAN students.

### 2. COURSE DESCRIPTION

This course covers methods and approaches in nutrition education with particular emphasis on nutrition communication.

### 3. TIMETABLE

**Lecture** Tuesdays and Thursday 4:00p-5:20p  
**Location:** virtually  
**Final Exam:** none

### 4. INSTRUCTIONAL SUPPORT

**Instructor:**

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

**Teaching Assistants:**

Name	Email	Office Hours
Sabrina Douglas (she/her)	<a href="mailto:sdougl02@uoguelph.ca">sdougl02@uoguelph.ca</a>	By appointment
Katherine Eckert (she/they)	<a href="mailto:kecker01@uoguelph.ca">kecker01@uoguelph.ca</a>	By appointment
Julie Rochefort (she/her)	<a href="mailto:jrochefo@uoguelph.ca">jrochefo@uoguelph.ca</a>	By appointment

## 5. LEARNING RESOURCES

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

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

## 6. LEARNING OUTCOMES

One of the primary roles of a nutrition professional is to translate nutrition research and concepts into effective, informative communication tools for various stakeholders. This course will provide you with the theoretical and practical knowledge to develop engaging and effective nutrition communication tools.

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

1. Discuss the role of nutrition communication in dietetic practice and public health.
2. Apply concepts of the health communication and knowledge-to-action cycles to develop engaging and effective nutrition communication tools, specifically:
  - 2a. Recipe information card
  - 2b. Infographic
  - 2c. Podcast
  - 2d. Advocacy Letter

## 7. TEACHING AND LEARNING ACTIVITIES

Week	Date	Topic	Recordings and Readings	Format	Assignments and Due Dates
Intro	Sept 10	Introduction to the Course	Reading: Course Outline	Synchronistic	<b>Select your group members (3/group) for the group assignments; have 1 group member email me the names of your group members</b>
1	Sept 15	Using the Health Communication and Knowledge to Action Cycle in	Reading: CDC. <a href="#">Making Health Communications Programs Work.</a> , p. 11-35 (note: start at	Asynchronistic	<b>Select your group members (3/group) for the group</b>

		Nutrition Communication	Overview: The Health Communication Process: in the pdf these are pages 22-46)  <b>Recordings:</b> will be posted to Courselink under Contents		<b>assignments; have 1 group member email me the names of your group members</b>
	Sept 17	Small Group Discussion: Approaches in Nutrition Communication and overview of course assignments		Synchronistic in small groups between 4-5:30 – I will send your time and Zoom link via email by noon on Sept 17	
2	Sept 22	Cultural Humility for Health Professionals	<b>Reading:</b> <a href="#">First Nations Health Authority Policy Statement on Cultural Safety and Humility</a>  <b>Recordings:</b> will be posted to Courselink under Contents	Asynchronistic	
	Sept 24	Small Group Discussion: Cultural Humility for Health Professionals		Synchronistic as small groups	
3	Sept 29	Using Plain Language	<b>Reading:</b> <a href="#">Plain Language Checklist</a>  <b>Recording:</b> will be posted to Courselink under Contents	Asynchronistic	<b>Personal Reflection Due</b>
	Oct 1	Small Group Discussion/ Activities: Using Plain Language		Synchronistic as small groups	
4	Oct 6	Community Engaged Project: Understanding the	<b>Recording:</b> will be posted to Courselink under Contents	Asynchronistic	

		Needs of the Target Population			
	Oct 8	Small Group Discussion: Recipe Information Card		Synchronistic as small groups	
5	Oct 13	NO CLASS			
	Oct 15	NO CLASS			
6	Oct 20	Creating Engaging and Informative Podcasts	<p><b>Reading:</b>  <a href="#">How To Plan Your Podcast</a></p> <p><b>Recording:</b> will be posted to Courselink under Contents</p>		<b>Recipe Information Card Due</b>
	Oct 22	Small Group Discussion: Creating Engaging and Effective Podcasts	<p><b>Reading/Pre-Class Activity:</b> Before our small group discussion, listen to a podcast of your choosing and be ready to come to class to discuss what you thought was effective/less effective in the podcast.</p>	Synchronistic as small groups	
7	Oct 27	Creating Effective Infographics: Week 1	<p><b>Reading:</b> <a href="#">Infographic Design 101 for Healthcare Professionals</a></p> <p><b>Recording:</b> will be posted to Courselink under Contents</p>		<b>Description of Health Behaviour Due</b>
	Oct 29	Creating Effective Infographics: Week 1: Small Group Discussion	<p><b>Reading/Pre-Class Activity:</b> Before our small group discussion, view these <a href="#">award-winning infographics</a> and come to class ready to talk about what you thought was</p>	Synchronistic as small groups	

			effective/less effective with the infographics		
8	Nov 3	Creating Effective Infographics: Week 2	<b>Recording:</b> will be posted to Courselink under Contents		
	Nov 5	Small Group Discussion: Check-in re: podcast and infographic assignments			
9	Nov 10	Advocating for Change: Writing a Minister	<b>Reading:</b> National Collaborating Centre for Determinants of Health, Learning from practice: <a href="#">Advocacy Health Equity: Food Security</a>  <b>Recording:</b> will be posted to Courselink under Contents		
	Nov 12	Small Group Discussion: Advocating for Change			<b>Infographic Due</b>
10	Nov 17	Using Social Media Effectively	<b>Readings:</b> <a href="#">Helm J, Jones RM. Practice Paper of the Academy of Nutrition and Dietetics: Social Media and the Dietetics Practitioner: Opportunities, Challenges, and Best Practices. J Acad Nutr Diet. 2016;116(11):1825-1835.</a>  Health Law Institute, University of Alberta, <a href="#">Fighting</a>		

			<a href="#">Misinformation, Infographic</a> <b>Recording:</b> will be posted to Courselink under Contents		
	Nov 19	Using Social Media Effectively: Small Group Discussion			
11	Nov 24	Dealing Effectively and Ethically the with Media	<b>Reading:</b> Janet Murray, <a href="#">7 must-do tips for media interviews</a> <b>Recording:</b> will be posted to Courselink under Contents		<b>Minister Letter Due</b>
	Nov 26	Small Group Discussion: Dealing Effectively with Media			
12	Dec 1	Work Session			
	Dec 3	Class Follow-up		Synchronistic: Full Class	<b>Podcast Due</b>

**Note:** 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.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date(s)	% of Final
Personal Reflection	1	Sept 29	5
Recipe Information Card	2a	Oct 20	10
Description of Health Behaviour	2	Oct 27	15
Infographic	2a	Nov 12	20
Minister Letter	2b	Nov 24	20
Podcast	2c	Dec 3	30

% Final	Assignment	Due Date
5	<b>Personal Reflection</b>	<b>September 29 to Courselink Dropbox</b>

*Purpose:* To provide you the opportunity to reflect on course content and think about how the content will apply to your role as a nutrition professional.

*Description:* **Individually**, you will prepare a 1-page maximum (single spaced) reflections on specific course content.

Personal Reflection Questions to Consider:

In the lecture, Dr. Murray-Garcia tells the students to learn about the Tuskegee Study. What was the Tuskegee Study? What “scripts” were at work that would allow the Tuskegee Study and the nutrition experiments in Residential Schools in Canada to occur? How do you think cultural humility differs from cultural competency and how can cultural humility help to create a culturally safe health care system?

10	<b>Recipe Information Card</b>	<b>October 20 to Courselink Dropbox</b>
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*Purpose:* To provide you with the opportunity to create a nutrition communication tool that meets the needs of a community partner.

*Description:* **In your working group of 3**, you will prepare a recipe information card that aims to help individuals receiving home food delivery to use the foods in a simple to prepare recipe. Our community partner, The SEED (<https://www.theseedguelph.ca/>), has created an emergency home food delivery program in response to COVID-19. They are looking for easy-to-follow recipes that help support people receiving these foods to use them. As

part of our class, you will view a recording with The SEED which will help to understand the needs and target audience for this assignment.

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### **Description of Health Behaviour**

**October 27  
to Courselink Dropbox**

*Purpose:* To review and briefly summarize the research literature regarding your health behaviour of interest and to identify potential stakeholders who could serve as the audience for the nutrition communication tools you will develop in your later assignments.

*Description:* **In your working group of 3**, you will prepare a brief review (2 pages, single-spaced; citations are **NOT** included in the page limit) of the health behaviour that will serve as the focus of the nutrition communication tools you will develop in your later assignments.

Your health behaviour description should:

1. Identify the health behaviour (what behaviour are you hoping to change?)
2. Describe the consequences associated with the health behaviour, i.e., what is the impact of the health behaviour on health outcomes (why does changing the health behaviour matter?)
3. Describe the key factors that influence the health behaviour (what are the known predictors of the behaviour, i.e., personal, social, environmental factors that influence the health behaviour?)
4. Describe the stakeholders who would be interested in addressing the health behaviour and associated health outcomes, e.g., the patient population that may engage in the behaviour, the health professionals who are working to address this health behaviour/ associated consequences, policy makers who could influence policy that would impact the health behaviour (who might care about changing this health behaviour?)
5. Provide citations for your work using CSE citation format (citations are **NOT** included in the page limit): <https://guides.lib.uoguelph.ca/CSECitationName>

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### **Infographic**

**November 12  
to Courselink Dropbox**

*Purpose:* To provide you the opportunity to design and create an engaging and informative infographic focused on your selected health behaviour.

*Description:* **In your working group of 3**, you will create: 1) a 1-page infographic; and 2) a 1-page single-spaced brief that includes the objectives of your infographic (are you aiming to increase awareness about an issues; change perceptions/attitudes about a behaviour; change the behaviour?), the target audience (who are you trying to reach?), and the proposed



communication plan (settings, channels, and activities) you would use to ensure your infographic reaches your target audience. If you include citations in your infographic or brief, use CSE citation format (citations are NOT included in the page limit for your brief):

<https://guides.lib.uoguelph.ca/CSECitationName>

You can use whatever program you would like to create your infographic. A great free and fairly intuitive program is Canva – canva.com.

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### **Minister Letter**

**November 24  
to Courselink Dropbox**

*Purpose:* To provide you the opportunity to write a letter to a Minister that advocates for change related to your health behaviour.

*Description:* **In your working group of 3**, you will create: 1) a 1-page (single spaced) letter that requests action related to your health behaviour to a Minister whose portfolio/position is relevant to your health behaviour; and 2) a 1-page (single-spaced) brief that includes the objectives of your letter, the target audience (what Minister did you write to and why), and the proposed communication plan (settings, channels, and activities) you would use to ensure your letter reaches the Minister and potentially other stakeholders, e.g., in addition to mailing the letter to the Minister, are there other ways your letter could be disseminated? If you include citations in your Minister Letter or brief, use CSE citation format (citations are NOT included in the page limit for your brief): <https://guides.lib.uoguelph.ca/CSECitationName>

A resource on how to write the letter as well as example letters can be found here:

[Writing a Letter to Your MP](#)

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### **Podcast**

**December 3  
to Courselink Dropbox**

*Purpose:* To provide you the opportunity to design and create an engaging and informative podcast focused on your selected health behaviour.

*Description:* **In your working group of 3**, you will create: 1) a ~15 minute podcast; and 2) a 1-page single-spaced brief that includes the objectives of your podcast, the target audience, and the proposed communication plan (settings, channels, and activities) you would use to ensure your podcast reaches your target audience. If you include citations in your brief, use CSE

citation format (citations are NOT included in the page limit for your brief):  
<https://guides.lib.uoguelph.ca/CSECitationName>

I suggest assigning various roles for this assignment, which include: Producer, responsible for ensuring the podcast is developed and completed according to the assignment description, Writer, responsible for ensuring the content of the podcast is accurate, complete, and communicated in an engaging way, and Technology Expert, responsible for all activities related to the recording and editing of the podcast. All group members are responsible for the podcast's success. Selection of these roles is a means to ensure that someone has the final responsibility for the major components of the assignment.

Below are some readings and links on podcasts that provide helpful tips on how to create an effective podcast.

*The University of Guelph Media Studio*

The University of Guelph Media Studio has a helpful guide including some ideas for programs to use for editing the podcast:

<https://guides.lib.uoguelph.ca/Podcasting>

You can also connect with staff at the Media Lab with questions you have about creating and editing your podcast - <https://www.lib.uoguelph.ca/using-library/media-studio>

For **recording** your podcast there are a few options:

[Zencastr](#) is free and can be used with any video chat tool. It records the audio tracks separately and then you can edit them together.

You can also use Zoom, but the quality is usually not as good as with Zencastr.

I suggest you try out a few options for recording and pick the one that provides the best sound.

For **editing** your podcast, there are also a few options:

Audacity is a free software available for both PC and Mac that is fairly easy to use. Mac users can also use GarageBand if they are familiar with that already.

A few resources for Audacity can be found here:

- <https://guides.lib.uoguelph.ca/Audacity>
- [https://uoguelph.eu.qualtrics.com/jfe/form/SV\\_24bicQaReMUynRz](https://uoguelph.eu.qualtrics.com/jfe/form/SV_24bicQaReMUynRz)

*Other helpful readings:*

How To Plan Your Podcast:

<https://www.voices.com/resources/articles/podcasting/plan-your-podcast>

CDC Audio Script Writing Guide

<http://www2.cdc.gov/podcasts/audioscriptwritingguide.pdf>

A Public Radio Insider's Top Six Tips for Podcast Interviews

<http://www.prichardcommunications.com/featured-home/a-public-radio-insiders-top-six-tips-for-podcast-interviews/>

How To Conduct A Quality Podcast Interview

<https://www.entrepreneurs-journey.com/2501/how-to-conduct-a-quality-podcast-interview/>

## 9. COURSE STATEMENTS

### **Methods of Instruction**

This course will involve two main forms of instruction: 1) synchronistic lectures/small group discussions (meaning we all join zoom together); and 2) asynchronistic lectures (meaning you watch the recording of the class content independently).

### **Your Role in this Course:**

My belief regarding this class is that you “get out what you put in”. I will do my best to keep the content interesting and challenging. However, this will largely be dependent on your active involvement. Be sure to watch all required recordings and complete required readings prior to our small class discussions. This will allow our small class discussions to be much more interesting and conducted at a considerably higher level.

Developing good nutrition communication tools demands a great deal of thought and hard work. When you read- take time to think about how the material applies to the communication tools you will develop in this course.

If you are having difficulties in understanding the material or the assignments, please be proactive in letting me know. It is very likely that your classmates share your questions. In addition to the formal evaluation conducted by the department, I will conduct an informal evaluation of the course at the end of the semester. I also encourage you to e-mail me at any point during the course with constructive criticisms. Please take your role as critic seriously- you can influence the character of the course.

### **Late Assignments:**

This is the first time we’ve all started and completed a semester during a global pandemic. We need to be kind to ourselves and each other through this extremely challenging time.

*All deadlines have a grace period of 48 hours.* This means that there will not be docked marks if you submit before the extra 48 hours period expires. Emails asking for late submission during the grace period are not needed and will not be answered: just submit within the grace period. CourseLink will say that it is late, but if it is within 48 hours of the deadline is within the grace period and it is not late.

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

### **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, links to class recordings and further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Any questions you have about the course content and course assignments should be posted to the Courselink site.

## 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](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.

## Nutrition 4070 Performance Indicators and Foundational Knowledge Specifications

For those students enrolled in the Area of Emphasis in Dietetics: The Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>)

### Performance Indicators:

Competency PI	How PI is met
<b>1. Professional Practice</b>	
1.04b: Reflect upon and articulate individual level of professional knowledge and skills.	Students are asked to complete a self-reflection on cultural humility and their role in creating culturally safe health care.
1.06a: Demonstrate knowledge of the role of ethics, evidence, contextual factors and client perspectives in decision making.	The assignments in this course require students to incorporate evidence-based knowledge in the development of nutrition communication tools.
1.06d: Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision making.	Students consider other stakeholders and political environment in developing nutrition communication tools.
1.06g: Demonstrate knowledge of the rationale for and methods of including the client in decision making.	Students consider clients in developing their nutrition communication tools.
1.09a: Demonstrate knowledge of communication technologies relevant to practice, and their appropriate uses.	Students are asked to consider different communication strategies appropriate to disseminate their communication tools tools. Students generate an Infographic, and podcast.
1.09b: Use technology to communicate	Students use various software to create their infographic and podcast.
1.09c: Demonstrate knowledge of	Use of general literature-searching

<b>Competency PI</b>	<b>How PI is met</b>
technologies to seek and manage information relevant to practice, and their appropriate uses.	strategies in the development of nutrition communication tools.
1.11e: Seek new knowledge that may support or enhance practice activities.	Students conduct literature review to inform their nutrition communication tools.
1.13a: Demonstrate knowledge of research and evaluation principles	Students learn and apply the health communication cycle as part of their nutrition communication tools.
<b>2. Communication and Collaboration</b>	
2.01a: Demonstrate knowledge of common opportunities for and barriers to communication.	Students design appropriate communication strategies for various audiences in their nutrition communication assignments.
2.01c: Demonstrate knowledge of common communication techniques, and their appropriate uses.	Students design appropriate communication strategies for various audiences in their nutrition communication assignments.
2.02a: Demonstrate knowledge of ways to determine written communication needs of the reader.	Nutrition communication assignments require students to evaluate the reading level and use of plain language for their print materials.
2.02b: Demonstrate knowledge of the elements of effective written material.	Nutrition communication assignments require students to apply best practices for creating effective print materials.
2.02c: Edit written material for style, spelling and grammar.	Students create numerous written outputs graded on style, spelling and grammar.
2.02d: Write clearly and concisely, in a manner responsive to the needs of the reader(s).	Students create numerous written outputs graded on clarity of writing.



<b>Competency PI</b>	<b>How PI is met</b>
2.02e: Write in an organized and logical fashion.	Students create numerous written outputs graded on clarity and organization.
2.02f: Provide accurate and relevant information in written material.	Students create written nutrition communication tools designed for a particular audience.
2.02g: Ensure that written material facilitates communication.	Students create written nutrition communication tools designed for a particular audience.
2.03a: Demonstrate knowledge of elements of effective oral communication.	Students apply these elements through the creation of the podcast.
2.03b: Speak clearly and concisely, in a manner responsive to the needs of the listener(s).	Podcast
2.03d Use appropriate tone of voice and body language	Podcast
2.04d: Communicate in a respectful manner.	Nutrition communication tools.
2.04n: Seek, respond to, and provide feed-back.	Students respond to feedback from on nutrition communication assignments.
2.05b: Demonstrate knowledge of ways to assess the prior knowledge and learning needs of others.	In students' description of health behaviour assignment, students are asked to demonstrate needs of a community group/population.
2.05d: Demonstrate knowledge of educational strategies relevant to practice, and their appropriate uses.	Students apply knowledge of learning strategies in the development of their nutrition communication tools.
2.05h: Demonstrate knowledge of ways to develop learning resources.	Students apply this information in the development of nutrition communication tools.
2.05j: Demonstrate knowledge of ways to establish and assess learning outcomes.	Students create learning objectives for each nutrition communication tool.
2.06e: Identify ways to draw upon the expertise of others.	Students identify, as part of their nutrition communication

Competency PI	How PI is met
	assignments, appropriate collaborators with complementary expertise.
<b>3. Nutrition Care</b>	
3.01c: Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment.	Students conduct a formative assessment of their target population as part of the nutrition communication assignments.
3.01e: Demonstrate knowledge of methods to obtain perspective of client, family and / or relevant others.	Students conduct a formative assessment of their target population as part of the nutrition communication assignments.
3.01o: Demonstrate knowledge of principles to identify food and nutrition related learning needs of clients.	Students conduct a formative assessment of their target population as part of the nutrition communication assignments.
3.03a: Identify ways to implement nutrition interventions.	Nutrition communication assignments.
<b>4. Population and Public Health</b>	
4.01a: Demonstrate knowledge of types and sources of information to assess food and nutrition-related issues of groups, communities and populations.	Nutrition communication assignments.
4.01c: Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information.	Nutrition communication assignments.
4.01e: Demonstrate knowledge of sources of and methods to obtain food and nutrition surveillance, monitoring and intake data.	Nutrition communication assignments.
4.01g: Demonstrate knowledge of sources of and methods to obtain health status data.	Nutrition communication assignments.
4.01i: Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health.	Nutrition communication assignments.
4.01k: Demonstrate knowledge of sources of and methods to obtain information related to food systems and food practices.	Nutrition communication assignments.
4.01m: Demonstrate knowledge of common group, community and population assets and resources.	Nutrition communication assignments.
4.01o: Demonstrate knowledge of	Nutrition communication assignments.

<b>Competency PI</b>	<b>How PI is met</b>
methods to integrate assessment data to establish priorities for population health approaches related to food and nutrition.	
4.02a: Demonstrate knowledge of ways to establish appropriate goals and objectives for population health related to food and nutrition.	Nutrition communication assignments.
4.02c: Demonstrate knowledge of principles to establish strategies and action plans to meet population health goals and objectives.	Nutrition communication assignments.
4.02f: Demonstrate knowledge of common monitoring approaches related to population health.	Nutrition communication assignments.
4.03a: Demonstrate knowledge of common ways to coordinate and deliver population health activities.	Nutrition communication assignments.
<b>5. Management</b>	
5.01k: Demonstrate knowledge of sources of nutritional, cultural, physical and other demographic client information.	Nutrition communication assignments.
5.01m: Demonstrate knowledge of sources of stakeholder satisfaction information.	Nutrition communication assignments.
5.02a: Demonstrate knowledge of ways to define common goals and objectives for programs and projects.	Nutrition communication assignments.
5.02d: Demonstrate knowledge of typical components of an action plan for a program or project.	Nutrition communication assignments.

<b>FKS content area</b>	<b>Cognitive complexity level (1,2,3)</b>	<b>How KFS is met</b>
<b>3. Communication</b>		
c) Strategies for effective written communication.	3	Four written nutrition communication assignments.
d) Strategies for effective oral communication.	3	Addressed in podcast assignment.
e) Strategies for effective interpersonal communication.	3	Work in groups on nutrition communication assignments.
<b>5. Food</b>		
h) Religious and cultural food practices	2	Considered as part of the nutrition communication assignments.
<b>8. Human Nutrition Across the Lifespan</b>		
i) Dietary practices	2	Population trends integrated as part of the nutrition communication assignments.
<b>9. Interprofessional Collaboration</b>		
d) Team functioning	3	Work in groups for the nutrition communication assignments.
e) Collaborative leadership	3	Work in groups for the nutrition communication assignments.
<b>12. Nutrition Assessment</b>		
a) Food and nutrient intake of individuals and populations	3	Intake trends incorporated in the nutrition communication assignments.
b) Environmental and individual factors affecting food intake	3	Population trends integrated as part of the nutrition

<b>FKS content area</b>	<b>Cognitive complexity level (1,2,3)</b>	<b>How KFS is met</b>
		Communication assignments.
<b>15. Population Food Systems and Food Security</b>		
d) Food markets and marketing of food	2	Population trends integrated as part of the nutrition communication assignments.
e) Factors affecting access to food	3	Factors affecting food access addressed in the nutrition communication assignments.
g) Food consumption patterns and trends	2	Population trends integrated as part of the nutrition communication assignments.
<b>16. Professional Practice in Dietetics</b>		
l) Advocacy	3	Advocacy approaches applied in Minister Letter assignment.
<b>17. Population and Public Health</b>		
c) Policies, standards and guidelines for public health nutrition	3	Existing environmental influences considered in the communication assignments.
d) Values and philosophy of public and population health	3	Health promotion strategies and educational addressed in nutrition communication assignments.
e) Program planning in public and	3	Health promotion strategies,

<b>FKS content area</b>	<b>Cognitive complexity level (1,2,3)</b>	<b>How KFS is met</b>
population health		activities and educational materials developed for nutrition communication assignments.
f) The determinants of health	2	Key determinants included in the assess and planning components of the nutrition communication tools.
<b>18. Research and Evaluation</b>		
d) Evidence-informed practice	2	Existing evidence in the form of systematic reviews, guidelines and incorporated into nutrition communication assignments.
e) Literature search strategies	3	Literature review included as part of the rationale and assess formative portion of the nutrition communication assignments.
g) Use of technology to seek and manage information	3	Various on-line programs and software utilized in the development of the nutrition communication tools.
<b>19. Social and Psychological Foundations</b>		
b) Social and psychological aspects of eating and food choice, in health and disease	3	These aspects considered through the development of the nutrition communication tools.
d) Social justice, diversity and equity in society	3	Components of social justice, health and food security incorporated into the development of the recipe information cards.
e) Cultural competence	2	Cultural competence (humility) addressed in personal reflection and through

<b>FKS content area</b>	<b>Cognitive complexity level (1,2,3)</b>	<b>How KFS is met</b>
		development of nutrition communication tools.
<b>20. Teaching and Learning</b>		
a) Theories of teaching and learning	2	Adult education strategies incorporated into the implementation component of the nutrition communication assignments.
c) Development and assessment of learning outcomes	2	Implementation and educational resources developed as part of the nutrition intervention assignment.
d) Strategies to address the teaching and learning needs of individuals and populations	2	Population centred strategies and activities developed along with plans for evaluation as part of the nutrition communication assignments.
e) Learning resource selection and development	3	Designing nutrition communication tools.