

NUTR*4070 Nutrition Education COURSE OUTLINE – FALL 2021

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: MacKinnon 117
Final Exam: none

4. INSTRUCTIONAL SUPPORT

Instructor:

Lisa Tang, MSc, RD.
 Email: lisa.tang@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	sdougl02@uoguelph.ca	By appointment
Tamara Petresin	petresit@uoguelph.ca	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. Infographic
 - 2b. Advocacy Letter
 - 2c. Podcast

7. TEACHING AND LEARNING ACTIVITIES

Week	Date	Topics	Assigned Readings & Recordings	Notes & Due Dates
1	Sept 9	Online: Introduction to the course	Course Outline	
2	Sept 14	Online: Using the Health Communication and Knowledge to Action Cycle in Nutrition Communication	Reading: CDC. Making Health Communications Programs Work. , p. 11-35 (note: start at Overview: The Health Communication Process: in the pdf these are pages 22-46) Please view recording: will be posted to Courselink under Contents	*** This class will be asynchronous. This lecture will be recorded and posted online.

Week	Date	Topics	Assigned Readings & Recordings	Notes & Due Dates
	Sept 16	Online: Approaches in Nutrition Communication and overview of course assignments		**Please note: Beginning next week you will be either attending the Tuesday or Thursday group discussion class. I will email you which day of the week you will be attending.
3	Sept 21 & 23	Online: Cultural Humility for Health Professionals	Reading: First Nations Health Authority Policy Statement on Cultural Safety and Humility Please view recording: will be posted to Courselink under Contents	
4	Sept 28 & 30	Online: Using Plain Language	Reading: Plain Language Checklist Please view recording: will be posted to Courselink under Contents	Personal Reflection Due
5	Oct 5 & 7	In Class: Understanding the Needs of the Target Population.	Please view recording: will be posted to Courselink under Contents	
6	Oct 12	NO CLASS		
	Oct 14	Online: Check-in: Description of Health Behaviour assignment. Work session.		Link will be posted in Courselink under Contents.

Week	Date	Topics	Assigned Readings & Recordings	Notes & Due Dates
7	Oct 19 & 21	In Class: Creating Informative, Engaging, and Effective Podcasts	<p>Reading: How To Plan Your Podcast</p> <p>Please view recording: will be posted to Courselink under Contents.</p> <p>Pre-Class Activity: Before our 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>	Description of Health Behaviour Due
8	Oct 26 & 28	In Class: Creating Effective Infographics: Week 1	<p>Reading: 9 Tips to Create Effective Infographics (you can ignore the final tip about adding your brand, but other tips are great)</p> <p>Please view recording: will be posted to Courselink under Contents</p> <p>Pre-Class Activity: Before class, please view these award-winning infographics and come to class ready to talk about what you thought was effective/less effective with the infographics</p>	

Week	Date	Topics	Assigned Readings & Recordings	Notes & Due Dates
9	Nov 2 & 4	In Class: Creating Effective Infographics: Week 2. Check-in re: podcast and infographic assignments	Please view recording: will be posted to Courselink under Contents	Podcast Plan Due
10	Nov 9 & 11	In Class: Advocating for Change: Writing a Minister	Reading: National Collaborating Centre for Determinants of Health, Learning from practice: Advocacy Health Equity: Food Security Please view recording: will be posted to Courselink under Contents	Infographic Due
11	Nov 16 & 18	In Class: Using Social Media Effectively. Check-in re Minister Letter assignment.	Readings: 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. Health Law Institute, University of Alberta, Fighting Misinformation, Infographic Please view recording: will be posted to Courselink under Contents	

Week	Date	Topics	Assigned Readings & Recordings	Notes & Due Dates
12	Nov 23 & 25	In Class: Dealing Effectively and Ethically the with Media	Reading: Janet Murray, 7 must-do tips for media interviews Please view recording: will be posted to Courselink under Contents	Minister Letter Due
13	Nov 30	Work Session		
	Dec 2	In Class: Class Follow-up		Podcast 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

Assessment	LOs Addressed	Due Date(s)	% of Final
Personal Reflection	1	October 1	5
Description of Health Behaviour	2	October 23	15
Infographic	2a	November 12	20
Minister Letter	2b	November 26	20
Podcast	2c	December 3	40

% Final	Assignment	Due Date
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Personal Reflection

Due: October 1 to Courselink Dropbox

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) reflection on specific course content from September 22.

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?

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Description of Health Behaviour

**Due: October 23
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 (3 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

**Due: 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 your health behaviour/consequences of the health behaviour; 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>

The University of Guelph Library has some helpful resources on creating infographics:

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

Feel free to choose whatever program you would like to create your infographic. A great option that is free and fairly intuitive is Canva – canva.com. The University of Guelph Library has a resource on using Canva:

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

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Minister Letter

**Due: November 26
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 can be found here:

[Writing a Letter to Your MP](#)

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Podcast

**Due: November 5 (Podcast plan), December 3 (Final Podcast)
to Courselink Dropbox**

Mark Breakdown:

Podcast plan: 10%

Podcast: 25%
Reflection: 5%

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

Description: This Podcast assignment is split into two parts. Part 1 and Part 2. **In your working group of 3**, you will create: 1) A podcast plan; 2) ~15 minute podcast & independent reflection.

Part 1: Podcast Plan. (Due November 5)

The purpose of creating a podcast plan is to help you think through how to develop and create a successful podcast. Podcasts don't always follow the plan exactly – and that's OK. However, having a plan will improve the quality of your podcast, and help you to feel prepared and ready to record!

Once submitted, you will receive feedback on your podcast plan to further support you in preparing for the podcast recording.

Here is what should be included in the podcast plan:

A) Please provide 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>

B) Please also provide a plan focused on resource finding and the interview. The length of this will depend on how many questions you have for your guest but ***aim to submit no more than 2 pages single spaced.***

- **Explain the person/people you plan to interview and why.** Provide name and expertise. What makes this person a good (qualified, knowledgeable, interesting) guest for your podcast?

- **Explain how you plan to interview people.**

Are you interviewing a few people and stringing it all together into one podcast? Are you interviewing one person?

What is your planned script/talking points? (this may change as you begin recording the podcast – and that's OK! But it's good to have a plan!).

- **Explain the kinds of sources (other than interviews) you're planning to use.** For example, does this guest have an online presence? If so, what information will you use from that? Did your guest publish an article? If so, is that the basis for the interview?

- **Optional:** Is there anything else you're doing to prepare? Have you thought of another clever way to prepare for this podcast recording? Explain!

Part 2: Podcast & Reflection (Due December 3)

Here is what should be included in the podcast:

- A) In your **group of 3**, create a ~15 minutes podcast
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.
- B) **Individually**, provide a podcast reflection. (1/2 – 1 page single spaced)
The best way to improve a podcast is to do it, reflect on what was done, and find ways to improve!
For example, you might want to reflect on:
Did the format work? What would you change (of anything)?
If you could do the interview over again, what would you do differently?
What would you do the same?
Did you feel you were well prepared? Would you prepare the same way or differently for the next time? If differently, how?

The following information and links may be helpful while completing your podcast 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

Other helpful readings:

How To Plan Your Podcast:

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

CDC Audio Script Writing Guide

<http://www2c.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) in-person lectures/small group discussions; and 2) asynchronous 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 in-person small class discussions. This will allow our 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 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:

Given this is the first time we are returning to in-person classes during a continuing 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. As you will notice, all assignments are due on a Friday. This means the 48-hour grace period ends Sunday at 11:59 PM. 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 any 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

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.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

Safety Protocols:

For information on current safety protocols, follow these

links: <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

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
1. Professional Practice	
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. 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

Competency PI	How PI is met
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.
2. Communication and Collaboration	
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.

Competency PI	How PI is met
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.
3. Nutrition Care	
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.
4. Population and Public Health	
4.01a: Demonstrate knowledge of types and sources of information to assess food and nutrition-related issues of groups, communities and populations.	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.

Competency PI	How PI is met
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.
5. Management	
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.

FKS content area	Cognitive complexity level (1,2,3)	How KFS is met
3. Communication		
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.
5. Food		
h) Religious and cultural food practices	2	Considered as part of the nutrition communication assignments.
8. Human Nutrition Across the Lifespan		
i) Dietary practices	2	Population trends integrated as part of the nutrition communication assignments.
9. Interprofessional Collaboration		
d) Team functioning	3	Work in groups for the nutrition communication assignments.
e) Collaborative leadership	3	Work in groups for the nutrition communication assignments.
12. Nutrition Assessment		
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

FKS content area	Cognitive complexity level (1,2,3)	How KFS is met
		Communication assignments.
15. Population Food Systems and Food Security		
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.
16. Professional Practice in Dietetics		
l) Advocacy	3	Advocacy approaches applied in Minister Letter assignment.
17. Population and Public Health		
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,

FKS content area	Cognitive complexity level (1,2,3)	How KFS is met
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.
18. Research and Evaluation		
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.
19. Social and Psychological Foundations		
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 nutrition communication tools.
e) Cultural competence	2	Cultural competence (humility) addressed in personal reflection and through

FKS content area	Cognitive complexity level (1,2,3)	How KFS is met
		development of nutrition communication tools.
20. Teaching and Learning		
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 centered 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.