



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

NUTR*4900 (01) Selected Topics in Human Nutrition COURSE OUTLINE – WINTER 2020

1. CALENDAR DESCRIPTION

This course requires reading and discussion on selected areas in human nutrition and its application; formal class reports and term papers. Primarily for Applied Human Nutrition majors.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	FRHD*3070, (NUTR*3040 or NUTR*3090), NUTR*4010
Co-Requisites(s):	N/A
Restriction(s):	Registration in B.A.Sc. AHN major

2. COURSE DESCRIPTION

Section 01 of NUTR*4900 involves readings and discussions on selected topics on the ethics associated with public health nutrition policies and interventions, as well as a critical appraisal of the literature, discussions, seminars, and a term paper.

3. TIMETABLE

Lecture:	TUES/THUR, 11:30 AM – 12:50 PM
Location:	MACKN 309
Final Exam:	N/A

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Dr. Simone Holligan
Email:	holligas@uoguelph.ca
Telephone:	519-824-4120 ext. 53006
Office:	MACS 335
Office Hours:	By appointment only
Teaching Assistant:	
Email:	N/A
Office:	N/A
Office Hours:	N/A

5. LEARNING RESOURCES

Required Resource(s):

To be provided by instructor.

Recommended Resource(s):

To be provided by instructor.

6. LEARNING OUTCOMES

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

1. To develop competency in the description and critical appraisal of journal articles in selected applied nutrition topic areas.
2. To effectively communicate – in writing and orally – critical appraisals of research and research articles.
3. To gain proficiency in facilitating and participating in informed discussion about research.
4. To develop peer review skills on oral and written work appraising the research literature.
5. To facilitate discussion of a research article.

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1	Course Introduction & Learning Objectives What is Public Health Nutrition? <i>- Goals and objectives</i>	Simone Holligan	-
2	Tutorial on Literature Searching Role of the State <i>- Nanny or Steward?</i>	Guest Speaker (TBD) Simone Holligan	-
3	Evidence-based Public Health Nutrition <i>- What constitutes good evidence?</i> <i>OPEN CLASS TIME/ STUDY BREAK</i>	Simone Holligan -	- <i>Alternate date for re-scheduled class</i>
4	Ethics in Chronic Disease Prevention & Treatment Ethics in Food Security	Student presenters & discussants	Groups ##
5	Ethics in Intervention Implementation & Evaluation Ethics in Food Fortification and Sustainability	Student presenters & discussants	Groups ##

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
6	Ethics in Private-Public Collaborations Tutorial on Writing a Literature Review	Student presenters & discussants Guest Speaker (TBD)	Groups ## **Written critical appraisal due.**
7	Feedback on written critical appraisal <i>OPEN CLASS TIME/ STUDY BREAK</i>	Simone Holligan	- <i>Alternate date for re-scheduled class</i>
8	Individual seminars	Student presenters	-
9	Individual seminars	Student presenters	-
10	Individual seminars	Student presenters	-
11	Individual seminars	Student presenters	-
12	In-Class Peer Review - During class time Last Day of Class - Group reflection & Self-reflection	N/A N/A	** Bring your own laptop ** *Term paper 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	% of Final
Oral Communication:			
Oral critique of assigned reading (evaluation rubric is Appendix B)	1	Jan 23 – Feb 11	15
Facilitate discussion of critique of assigned reading (evaluation rubric is Appendix C)	1, 3	Jan 23 – Feb 11	5
Presentation on term topic (individual seminar; evaluation rubric is Appendix B)	1, 2, 3, 4	Feb 27 – Mar 26	20
Participation in class discussions	1, 2, 3, 5	Throughout	10
Self-reflection on participation (Appendix H)	3	Mar 31	
Written Communication:			
Written critique of assigned research article (evaluation rubric is Appendix D)	1, 2	Feb 13	10
Peer review of term paper (evaluation rubric is Appendix F)	1, 5	Mar 26	10
Comprehensive literature review term paper (evaluation rubric is Appendix G)	1, 2, 4	Apr 2	30

Assessment	LOs Addressed	Due Date	% of Final
			Total: 100%

Please see Grading Rubrics for details.

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.

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 A:

The Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>): Foundational Knowledge Specifications (FKS) and Performance Indicators (PI) that are met by NUTR*4900.

FKS content area	Cognitive complexity level (1,2,3)	How FKS is met
3. Communication		
3c) Strategies for effective written communication	3	Two written assignments: one individual article critique and one term paper
3e) Strategies for effective oral communication	3	Three oral presentation assignments: one article critique, one discussant presentation and one individual seminar
16. Professional Practice in Dietetics		
16h) Role of research and new knowledge	3	The two written and three oral assignments described above
18. Research and Evaluation		
18a) Theoretical foundations of research 18b) Qualitative, quantitative and mixed methodologies 18c) Ethics in research 18e) Literature search strategies 18f) Systematic review and critical appraisal of literature 18g) Use of technology to seek and manage information	3	The two written and three oral assignments described above

Competency PI	How PI is met
1. Professional Practice	
1.06e Obtain and interpret evidence	Final term paper and seminar presentation
1.09b Use technology to communicate	Use PowerPoint to present a research article critique and a seminar
1.09d Use technology to seek and manage information	Use various health science databases to find research articles
1.11d Recognize the importance of new knowledge to support or enhance practice	Part of the critical assessment of an article
1.13a Demonstrate knowledge of research and evaluation principles	Two research article critique assignments: one oral, one written
2. Communication and Collaboration	
2.02c Edit written material for style, spelling and grammar	Two written assignments: an article critique and a term paper
2.02d Write clearly and concisely, in a	Two written assignments: an article critique

Competency PI	How PI is met
manner responsive to the needs of the reader(s)	and a term paper
2.02e Write in an organized and logical fashion	Two written assignments: an article critique and a term paper
2.02f Provide accurate and relevant information in written material	Two written assignments: an article critique and a term paper
2.02g Ensure that written material facilitates communication	Two written assignments: an article critique and a term paper
2.03b Speak clearly and concisely, in a manner responsive to the needs of the listener(s)	Three oral assignments: student as discussant for a classmate's seminar; article critique; seminar
2.03d Use appropriate tone of voice and body language	Three oral assignments: student as discussant for a classmate's seminar; article critique; seminar
2.04b Utilize active listening	Students are discussants of another student's article critique
2.04d Communicate in a respectful manner	Three oral assignments: student as discussant for a classmate's seminar; article critique; seminar
2.04n Seek, respond to and provide feedback	Students do peer review of another student's final paper

Appendix B:

EVALUATION OF GROUP PRESENTATION / INDIVIDUAL SEMINAR

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Presenter(s): _____ Date: _____

CONTENT

1. Introduction

10	9	8	7	6	5	4	3	2	1
Gives appropriate introduction. Sets the stage for what is to follow.								Dull opening. Partial or no introduction. No rationale given.	

2. Content

25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Treated in some depth. Critical thinking demonstrated. Evidence of synthesis/integration. Important points stressed. Interesting. Logical flow. Organized.										Superficial. Lack of critical thinking. Poor synthesis/integration. Important points lacking. Uninteresting. Poor flow. Disorganized.														

3. Understanding

25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Understanding of topic and article(s) is clear. Makes accurate statements. Answers questions well.										Unclear, confused. Some inaccuracies. Difficulty answering questions.														

4. Summary/Conclusion

10	9	8	7	6	5	4	3	2	1
Repeats key ideas. Places content in larger context. Gives a final interpretation and overview.								Concludes abruptly without summarizing main points. Does not repeat key ideas. Does not place what was presented into context.	

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DELIVERY

5. Visual Aids

5	4	3	2	1
Are effective in enhancing talk and help understanding. Slides are easy to read, and not crowded with information.				Do not add much to presentation. Poor choice of fonts/graphics. Shown too quickly. Slides cluttered. Not well explained.

6. Audience Contact

5	4	3	2	1
Maintains interest. Establishes eye contact. Minimal reading from slides/notes. Enthusiastic.				Audience bored, and not involved. Does not look at audience. Reads slides/notes. Lacks enthusiasm.

7. Voice, Language and Mannerisms

5	4	3	2	1
Voice can be heard easily. Tone of voice varied. Good diction. Does not raise voice at end of sentences. Relaxed posture, no distracting mannerisms.				Hard to hear. Monotonous voice. Poor pronunciation. Raises voice at end of sentences. Interjects "um" and/or "OK". Tense, stiff, and/or displays mannerisms which detract.

8. Timing

5	4	3	2	1
Pace is good throughout. Number of slides and content suited to time available. Right amount of time to explain each slide.				Rushed at end, or too slow. Attempted too many ideas/slides for time available. Not enough/too much time spent on slides.

9. Overall Style and Level of Presentation

10	9	8	7	6	5	4	3	2	1
Appropriate for audience (professional, "pitched" at suitable level). Relaxed. Confident.						Unprofessional. Too informal. Presented at a level too high/too low for this audience.			

Comments:

TOTAL	/100
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Appendix C:

EVALUATION OF DISCUSSANTS

Discussants: _____ **Date:** _____

1. Issues/findings

10	9	8	7	6	5	4	3	2	1
Identifies two issues in the areas of sampling, measurement or evaluation/interpretation. Provides background for the audience.							Focuses on only one issue or covers too many for the audience to grasp. No background.		

2. Questions for audience

10	9	8	7	6	5	4	3	2	1
Posed two relevant questions for the audience to encourage discussion of critical issues. Able to keep the discussion going.							No questions, or trivial questions which do not help the audience to understand critical points. Discussion falls flat.		

3. Delivery

10	9	8	7	6	5	4	3	2	1
Relaxed, enthusiastic. Is concise and clear. Professional. Easily heard.							Tense, appears bored. Rambles and/or confuses audience with explanations. Unprofessional. Too quiet or too loud.		

Comments:

Total	/30
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Appendix D:

Grading Rubric for Written Critique of “Common” Assigned Article

Student: _____

Component	%
Introduction in article (including objectives or hypotheses)	/ 15
Sample	/ 10
Measures	/ 20
Specific research design (including design issues)	/ 10
Procedure	/ 15
Results and discussion (including conclusion)	/ 15
Your writing style, organization, and grammar	/ 15
Total	/ 100%

Comments:

TOTAL	/100
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Appendix E:

A Sample Peer Review Form (adapted from guidelines for a Canadian journal)

Title:

Word count:

After reading the manuscript, please answer the questions by circling your response. If you respond “no”, “uncertain” or “improvement required”, a detailed explanation should be provided to assist the author of the manuscript.

Introduction:

1. Is the research question or hypothesis clearly stated?
 Yes Improvement required No
2. Is the stated research question relevant?
 Yes Uncertain No
3. Is the relevant background literature analyzed and referenced in a thorough yet concise fashion?
 Yes Improvement required No

Results:

4. Are the literature review results clearly presented?
 Yes Improvement required No
5. Are the results relevant to the research topic?
 Yes Improvement required No
6. Are the tables and figures (if any) appropriate and clear?
 Yes Improvement required No
7. Are the results credible (i.e., do they seem probable)?
 Yes Improvement required No

Discussion:

8. Do the discussion and conclusions follow from the results?
 Yes Improvement required No
9. Are other interpretations examined and discussed?
 Yes Improvement required No
10. Are the limits of the review and of the results described?
 Yes Improvement required No

References:

11. Are the references appropriate?
 Yes Improvement required No

Please provide your detailed comments on the above answers or on other aspects of the review which, in your opinion, will assist the author of the manuscript. Use comments and track changes to assist the author to make revisions.

Appendix F: Evaluation of Peer Review

Level	Criteria	Score
Reflective review	Clarity: Language is clear and expressive. Concepts explained accurately.	4
	Relevance: Review is relevant and meaningful to the course learning goals.	4
	Analysis: Review indicates how the paper contributes to student's understanding of course concepts, self, and others.	4
	Interconnections: Review demonstrates connections between material from other courses and/or past experience.	4
	Self-criticism: Reviewer displayed strong ability to question their biases, stereotypes, pre-conceptions, and/or assumptions while conducting the review.	4
Constructive review	Clarity: Minor, infrequent lapses in clarity and accuracy.	3
	Relevance: Review is mostly meaningful, but somewhat irrelevant to the course learning goals.	3
	Analysis: Review demonstrates student attempts to analyze the paper, but the analysis lacks depth.	3
	Interconnections: Review demonstrates some connections between material from other courses and/or past experience.	3
	Self-criticism: Reviewer displayed moderate ability to question their biases, stereotypes, pre-conceptions, and/or assumptions while conducting the review.	3
Novice review	Clarity: There are frequent lapses in clarity and accuracy.	2
	Relevance: Review makes attempts to demonstrate relevance, but the relevance is unclear.	2
	Analysis: Review fails to demonstrate a depth of analysis.	2
	Interconnections: There is little to no attempt to demonstrate connections between material from other courses and/or past experience.	2
	Self-criticism: There is some attempt at self-criticism, but reviewer fails to question their biases, stereotypes, pre-conceptions, and/or assumptions.	2
Unacceptable review	Clarity: Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	1
	Relevance: Review is mostly irrelevant to the student and/or course learning goals.	1
	Analysis: Review does not move beyond basic descriptions.	1
	Interconnections: No attempt to demonstrate connections to previous learning or experiences.	1
	Self-criticism: No attempt at self-criticism.	1

Peer-review score _____ / 20

Appendix G:

Grading Rubric for Comprehensive Literature Review Paper

Student: _____

Component	%
In the introduction section, it is clear which aspects of the problem will be considered and the objective (or purpose) of this paper is stated in specific terms. It is sufficiently restricted to permit analysis in some depth. The meanings of terms or concepts that are central to this paper are clearly explained. Definitions are given.	/ 5
In the method section, the strategy for searching articles to address your research question (e.g., databases; search terms) is appropriate and detailed. A comprehensive search is conducted. The sources of information are appropriate for the problem chosen. Maximum use is made of “primary” sources. Sources are sufficient for this project. An appendix shows the abstract (and entire reference information) for each "primary" journal article reviewed to specifically address your research question.	/ 10
The review of literature is comprehensive. It provides a synthesis of relevant material, ideas are well understood, and information is used accurately. The results from the studies are reported in an integrated way. It is structured to be consistent with the scope of the topic and shows breadth and depth of coverage of the topic.	/ 20
Critical appraisal of the literature is well done with a thorough discussion of the strengths and limitations of the studies. Appropriate conclusions are stated based on reviewing and critiquing the research.	/ 25
Recommendations for health professionals are clear and based on the review.	/ 5
Recommendations for future research are appropriate.	/ 5
There is strong organization, presentation, and composition . Skillful, pleasant, and easy to read. Paragraphs develop logically. Meanings are clear. Sentence structure is concise, grammatically correct, and cohesive. There is minimum use of extraneous or repetitious material. Headings and sub-headings are systematically used. There is no or minimal spelling and punctuation errors. The APA style is used correctly for citations and references.	/ 30
Total	/ 100%

Comments:

Appendix H:

SELF-REFLECTION ON PARTICIPATION

NAME: _____

DATE: _____

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

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

Provide justification for your rating.

3. To prepare for class, I:

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

My self-assessment grade for my participation _____ / 10