



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6510 Nutrition in the Community COURSE OUTLINE – WINTER 2019

1. CALENDAR DESCRIPTION

Credit Weight: 0.5 credits
Course Hours: 3-0 (36 lecture; 0 lab/seminar)
Restriction(s): Instructor consent required for non-FRAN students.

2. COURSE DESCRIPTION

Concepts and knowledge of nutrition as applied in community and public health nutrition.
Examination of current programs in applied nutrition.

3. TIMETABLE

Lecture Mondays 8:30a-11:20a
Location: MACS 331

4. INSTRUCTIONAL SUPPORT

Jess Haines, PhD, RD
MINS 231B
Phone: X53780
Email: jhaines@uoguelph.ca
Office Hours: By appointment- but do come! I look forward to helping you get as much as you can out of this course.

5. COURSE OBJECTIVES

Content-specific objectives:

Upon completion of this course you should be able to:

- Demonstrate how psychosocial, organizational, and community theories can be used to design, implement, and evaluate community nutrition programs.
- Use a program planning model to develop a community nutrition intervention.
- Create a theory-driven model of the predictive factors of a health behavior.
- Write objectives.

- Choose and describe appropriate intervention strategies.
- Develop process and evaluation plans for an intervention.
- Prepare a grant proposal for a community nutrition intervention based on sound program planning, development, and evaluation strategies.

Non-content objectives:

Upon completion of this course you will:

- Learn to communicate your intervention and research plan to others by writing in a succinct and organized fashion and through a brief oral presentation.
- Gain experience in working with others.
- Further develop your skills in critical analyses.
- Gain experience in grant writing.

6. OVERVIEW OF COURSE

One of the primary roles of a community nutritionist is to develop, implement, and evaluate theory-based interventions aimed at changing a population's nutrition-related behaviors. This course will provide you with the theoretical and practical knowledge to develop effective behavior change interventions and the grant writing skills required for you to obtain funding for these programs.

Intended Audience

This course is designed for graduate students in Applied Human Nutrition or other graduate students interested in developing, implementing, and evaluating theory-based community nutrition programs.

Methods of Instruction

This course will involve two main forms of instruction: 1) lecture; and 2) group activities. Lectures will be given by myself or a guest instructor. Group activities will supplement the lecture by providing you an opportunity to work through a "real-life" example of how the material presented could be applied in the public health arena.

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 class interesting and challenging. However, this will largely be dependent on your active involvement. Class attendance is critical to getting all you can out of this course; lectures will complement and not repeat reading material. Be sure to complete your readings prior to class. This will allow our classes to be much more interesting and conducted at a considerably higher level.

Developing a good intervention program demands a great deal of thought and hard work. When you read- take time to think about how the material applies to yourself, others, and to the program you plan to develop. In understanding factors influencing eating behaviors, it is

important to be sensitive to factors influencing your own behaviors, difficulties in modifying your own behaviors, and differences across cultures. In developing effective interventions, we need to identify the perceived needs of the target population, understand the factors influencing their behaviors, and develop programs that address these factors. We need clear objectives that may be evaluated and evaluation tools to help in determining the effectiveness of our programs.

In developing programs, community nutritionists usually work in teams. Therefore, some of the assignments in this course will be done in small groups (4-5 students). For each segment of the grant application time will be given in class for small group work. I strongly urge you to work together with people who have different areas of expertise than your own. This will help you to learn from your classmate's diverse experience and knowledge.

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. The current structure of the course is substantially influenced by feedback that I have received from students who previously took this course.

7. TEACHING AND LEARNING ACTIVITIES

Date	Topic	Assigned Readings & Resources	Due Dates
January 7	Introduction to the course. Community Nutrition Interventions: Preparing a Grant Proposal	Kanji, S. Turning Your Research Idea into a Proposal Worth Funding. <i>Can J Hosp Pharm.</i> 2015; 68(6): 458-64. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4690671/pdf/cjhp-68-458.pdf	
January 14	Grant writing continued How does community nutrition differ from individual diet counseling?	Rose G. Sick individuals and sick populations. <i>Int J Epidemiol</i> 1985;14:32-8. Available at: http://ije.oxfordjournals.org/content/14/1/32.full.pdf+html Doyle YG, Furey A, Flowers J. Sick individuals and sick populations: 20	

	Program Planning and Grant Writing in Practice	<p>years later. <i>J Epidemiol Community Health</i>. 2006; 60(5): 396–398. Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2563964/</p> <p>Guest Speaker: Jennifer Green, RD, MSc Trillium Health Partners</p>	
January 21	<p>Identifying Targets for Change: Creating your Rationale</p> <p>Using theory to understand behavior and planning programs.</p>	<p>Baranowski T. Understanding the behavioral linkages needed for designing effective interventions to increase fruit and vegetable intake in diverse populations. <i>Journal of the American Dietetic Association</i>. 2011;111(10):1472-5. Available at: http://journals2.scholarsportal.info/pdf/00028223/v111i0010/1472_utblnfavii dp.xml</p> <p>Glanz K, Bishop DB. The Role of Behavioral Science Theory in Development and Implementation of Public Health Interventions. <i>Annual Review of Public Health</i>. 2010; 31 31: 399-418. Available at: http://www.annualreviews.org/doi/full/10.1146/annurev.publhealth.012809.103604</p> <p>Lytle LA, Perry CL. Applying research and theory in program planning: An example from a nutrition education intervention. <i>Health Promotion Practice</i>. 2001;2(1):68-80. Available at: http://journals1.scholarsportal.info/details-sfx.xqy?uri=/15248399/v02i0001/68_aratipefanei.xml</p>	

January 28	<p>Grant review session</p> <p>Frameworks for Program Planning</p>	<p>Steps to Program Planning: Ontario Agency for Health Protection and Promotion (Public Health Ontario). At a glance: The six steps for planning a health promotion program. Toronto, ON: Queen's Printer for Ontario; 2015. Available at: https://www.publichealthontario.ca/en/eRepository/Six_steps_planning_health_promotion_programs_2015.pdf</p> <p>Intervention Mapping: Lloyd JJ et al., Evidence, theory and context - using intervention mapping to develop a school-based intervention to prevent obesity in children. <i>International Journal of Behavioral Nutrition and Physical Activity</i>. 2011; 8:73 Available: https://ijbnpa.biomedcentral.com/track/pdf/10.1186/1479-5868-8-73</p> <p>Precede Proceed Model: Crosby R, Noar SM. What is a planning model? An introduction to Precede-Proceed. <i>Journal of Public Health Dentistry</i>. 2011; 7: S7–S15. Available at: https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1752-7325.2011.00235.x</p>	Grant review due by 8:30am to Courselink Dropbox
February 4	Formative Assessment: What is it? Why do we need it?	<p>Haines J, Neumark-Sztainer D, Thiel L. Addressing Weight-Related Issues in an Elementary School: What do Students, Parents, and School Staff Recommend? <i>Eating Disorders</i>. 2007;15:5-21. Available at: http://journals1.scholarsportal.info/details-</p>	

		sfx.xqy?uri=/10640266/v15i0001/5_a_wiiaepassr.xml Using Formative Research to Develop Environmental and Ecological Interventions to Address Overweight and Obesity. <i>BMC Obesity</i> . 2007; 15(Suppl 1): 37S–47S. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2877032/pdf/nihms200324.pdf	
February 11	Writing Objectives: The Principles LOI: Working Session	Description of the CFDR Letter of Intent: http://www.cfdr.ca/Downloads/Grants/2018-2019/CFDR-2019-Research-Grant-Competition-Letter-of-Int.aspx	LOI due on Feb 15 to Courselink Dropbox
February 18	No Class	WINTER BREAK	
February 25	Choosing Appropriate Intervention Strategies	Michie S, van Stralen MM, West R. The behaviour change wheel: A new method for characterising and designing behaviour change interventions <i>Implementation Science</i> . 2011;6:42 Available at: https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-6-42	
March 4	Evaluation: Process and Outcome	Perry CL, Sellers DE, Johnson C. The Child and Adolescent Trial for Cardiovascular Health (CATCH): Intervention, Implementation, and Feasibility for Elementary Schools in the United States. <i>Health Education and Behavior</i> . 1997; 24: 716-735. Available at:	

	Data Analysis Plan	http://heb.sagepub.com/content/24/6/716 Dunton GF et al., Using the RE-AIM Framework to Evaluate the Statewide Dissemination of a School-Based Physical Activity and Nutrition Curriculum: “Exercise Your Options” <i>Am J Health Promot.</i> 2009; 23(4): 229–232. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2657926/pdf/nihms-85287.pdf Guest Speaker: Gerarda Darlington, PhD Department of Mathematic and Statistics	
March 11	Full Grant: Work Session		Draft Grant due on March 15 to Courselink Dropbox <i>Note: Draft grant does NOT need to include the budget.</i>
March 18	Developing Budgets Knowledge Translation Logic Model	Resource: Overview of Knowledge Translation at Canadian Institutes of Health Research: http://www.cihr-irsc.gc.ca/e/29418.html Resource: The Health Communications Unit, Creating a Logic Model. Available at: http://www.blazesports.org/wp-content/uploads/2011/02/THCU-Logic-Model-Workbook.pdf	
March 25	Grant Review		Review of Class Grants due by 8:30am to Courselink Dropbox

April 1	Group Presentation		Group presentation: 5 slides in 10 minutes
	Final Full Grant: Work Session		Final grant due on April 8 to Courselink Dropbox

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

Class grades will be based on the following assignments:

% Final	Assignment	Due Date
15	Grant Review <i>Purpose:</i> The purpose of this assignment is to help you be a critical reviewer of grant proposals and to assist you in preparing your own proposals. <i>Description:</i> Individually, you will prepare a brief review (2 pages, single-space) of a grant distributed in class. Your grant review should: Include a brief description of the project (1 paragraph) that shows the applicant that you understood the proposed objectives and methods/research design. Review the key strengths and weaknesses of the proposal with regards to: <ul style="list-style-type: none">- Rationale: does the study propose to address an important problem?- Clarity: are objectives and methods clearly described?- Strength of study design/methods: will the proposed methods adequately answer the study objectives?- Feasibility: are the proposed methods feasible with the study team in place, the proposed timeline and budget?- Relevance to funder: is it clear how the study fits with the interests of the funding agency? Provide 3 suggestions for improvements for the proposal.	January 28 by 8:30 a.m.
25	Letter of Intent <i>Purpose:</i> The purpose of this assignment is to provide you grant writing experience to request funds for a community nutrition intervention. <i>Description:</i> In your working group of 4-5 individuals, you will create a letter of intent for the Canadian Foundation for Dietetic Research application using the content outline in the description of the LOI Submission Information found here: http://www.cfdr.ca/Downloads/Grants/2018-2019/CFDR-2019-Research-Grant-Competition-Letter-of-Int.aspx <i>Note:</i> The General Information Sheet does NOT need to include the Name or Charitable Registration number of the sponsoring institution.	February 15
40	Full Grant Application <i>Purpose:</i> To give you experience in writing a grant proposal requesting funds for a community nutrition intervention.	Draft for class review: March 15 Final Submission: April 8

Description: In your working group, you will complete the Canadian Foundation for Dietetic Research application using the guidelines outlined in the Proposal Submission Information: <http://www.cfdr.ca/Downloads/Grants/2018-2019/CFDR-2019-Research-Grant-Competition-Proposal-Subm.aspx>

Note:

Items 2 (Project Description), 3 (Human Ethics), 4 (Photos and Photo Release Form) and 5 (Application Form) are **NOT** required in the Full Grant Application (not for the Draft Grant nor for the Final Submission).

The budget is **NOT** required for the Draft Grant (due March 15)

The budget **IS** required for the Final Submission (due April 8).

15 Grant Review: Class Grants March 25 by 8:30 a.m.

Purpose: The purpose of this assignment is to help you be a critical reviewer of grant proposals and to assist you in preparing your own proposals.

Description: Individually, you will prepare a brief review (2 pages, single space) of a grant submitted by your classmates. Your grant review should:

Include a brief description of the project (1 paragraph) that shows the applicant that you understood the objectives and methods/research design described in the proposal.

Review the grant based on the criteria outlined on page 5 of the CFDR grant submission outline: <http://www.cfdr.ca/Downloads/Grants/2018-2019/CFDR-2019-Research-Grant-Competition-Proposal-Subm.aspx>

Note: Your grant review should **NOT** address the budget.

Provide suggestions for improvements for the proposal.

5 Group Presentation April 1

Purpose: The purpose of this assignment is to provide you the opportunity to share your work with your classmates and to practice oral presentation skills.

Description: Present your study in 10 minutes using 5 powerpoint slides that outline:

- Rationale for the Study
- Study Objectives
- Intervention
- Study Design and Evaluation
- Key Lesson(s) Learned

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 me to let me know 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.

Turnitin Software:

In this course, we 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 me in writing.

Drop date:

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester.

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