



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRAN\*6510 Nutrition in the Community

## COURSE OUTLINE – WINTER 2022

### 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

**Class time:** Mondays 8:30a-11:20a

**8:30-9a** will be an optional drop in. I will be on our zoom call and you can join me and your other classmates to chat and check-in.

**9-11:20a** will be our formal class time on-line. There will be some lecture time, but also some time for you to connect and work with your group members on your assignments.

**Location:** We will connect via Zoom: [ADD LINK](#)

### 4. INSTRUCTIONAL SUPPORT

Jess Haines, PhD, RD

Email: [jhaines@uoguelph.ca](mailto:jhaines@uoguelph.ca)

Office Hours: By appointment- but do reach out! I look forward to helping you get as much as you can out of this course.

### 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 OBJECTIVES**

Upon completion of this course successful students will be able to:

1. Demonstrate how psychosocial, organizational, and community theories can be used to design, implement, and evaluate community nutrition programs.
2. Use a program planning model to develop a community nutrition intervention.
3. Create a theory-driven model of the predictive factors of a health behavior.
4. Write clear and measurable objectives.
5. Choose and describe appropriate intervention strategies.
6. Develop process and evaluation plans for a community nutrition intervention.
7. Prepare and critique grant proposals for a community nutrition intervention based on sound program planning, development, and evaluation strategies.

## **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 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 10	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: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4690671/pdf/cjhp-68-458.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4690671/pdf/cjhp-68-458.pdf</a>	
January 17	Preparing a Grant Proposal - continued  Program Planning and Grant Writing in Practice	Guest Speaker: Liz Miltenburg, MSc student Grant writer for 10C	
January 24	Creating the rationale for your program	Baranowski T. Understanding the behavioral linkages needed for designing effective interventions to increase fruit and vegetable intake in diverse populations. <i>Journal of the</i>	

	Using theory to understand behavior and planning programs.	<p><i>American Dietetic Association</i>. 2011;111(10):1472-5. Available at: <a href="http://journals2.scholarsportal.info/pdf/00028223/v111i0010/1472_utblnfavii dp.xml">http://journals2.scholarsportal.info/pdf/00028223/v111i0010/1472_utblnfavii dp.xml</a></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: 399-418. Available at: <a href="http://www.annualreviews.org/doi/full/10.1146/annurev.publhealth.012809.103604">http://www.annualreviews.org/doi/full/10.1146/annurev.publhealth.012809.103604</a></p> <p>Resource: 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: <a href="http://journals1.scholarsportal.info/details-sfx.xqy?uri=/15248399/v02i0001/68_aratipefanei.xml">http://journals1.scholarsportal.info/details-sfx.xqy?uri=/15248399/v02i0001/68_aratipefanei.xml</a></p>	
January 31	<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: <a href="https://www.publichealthontario.ca/en/eRepository/Six_steps_planning_health_promotion_programs_2015.pdf">https://www.publichealthontario.ca/en/eRepository/Six_steps_planning_health_promotion_programs_2015.pdf</a></p> <p>Intervention Mapping:</p>	<b>Grant review due Jan 31 by 8:30am to Courselink Dropbox</b>

		<p>Taylor, N.J., <i>et al.</i> Using intervention mapping to develop a culturally appropriate intervention to prevent childhood obesity: the HAPPY (Healthy and Active Parenting Programme for Early Years) study. <i>Int J Behav Nutr Phys Act</i> <b>10</b>, 142 (2013). Available: <a href="https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-10-142">https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-10-142</a></p> <p>Precede Proceed Model: Moshki, M., Dehnoalian, A., &amp; Alami, A. (2017). Effect of precede–proceed model on preventive behaviors for type 2 diabetes mellitus in high-risk individuals. <i>Clinical Nursing Research</i>, 26(2), 241–253 Available at: <a href="https://journals.sagepub.com/doi/pdf/10.1177/1054773815621026">https://journals.sagepub.com/doi/pdf/10.1177/1054773815621026</a></p>	
February 7	Formative Assessment: What is it? Why do we need it?	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: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2877032/pdf/nihms200324.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2877032/pdf/nihms200324.pdf</a>	
February 14	Writing Objectives: The Principles  LOI: Working Session	Description of the CFDR Letter of Intent: <a href="https://www.cfdr.ca/Downloads/Grants/2021-2022/2022-Letter-of-Intent-Submission-Guide.aspx">https://www.cfdr.ca/Downloads/Grants/2021-2022/2022-Letter-of-Intent-Submission-Guide.aspx</a>	
February 21	NO CLASS	<b>WINTER BREAK</b>	



	Logic Model	Resource: The Health Communications Unit, Creating a Logic Model. Available at: <a href="http://www.hqontario.ca/Portals/0/documents/qi/qi-rg-logic-model-1012-en.pdf">http://www.hqontario.ca/Portals/0/documents/qi/qi-rg-logic-model-1012-en.pdf</a>	
March 21	Full Grant Work Session	Description of CFDR Full Grant: <a href="https://www.cfdr.ca/Downloads/Grants/2021-2022/2022-Proposal-Submission-Guide.aspx">https://www.cfdr.ca/Downloads/Grants/2021-2022/2022-Proposal-Submission-Guide.aspx</a>	<b>Draft of Grant due by midnight March 21 11:59pm; send to me at <a href="mailto:ihaines@uoguelph.ca">ihaines@uoguelph.ca</a></b>
March 28	Grant Review  Final Full Grant: Work Session		<b>Review of Class Grants due March 28 by 8:30a to Courselink Dropbox</b>
April 4	Final class check-in		<b>Final grant due on April 11 11:59pm to Courselink Dropbox</b>

**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
Grant Review	7	January 31	15
Letter of Intent	1-7	February 28	25
Grant Review – Class Grants	7	March 28	20
Full Grant Application	1-7	April 11	40

Class grades will be based on the following assignments:

% Final	Assignment	Due Date
15	<b>Grant Review</b>  <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: <ol style="list-style-type: none"> <li>1. Include a brief description of the project (1 paragraph) that shows the applicant that you understood the proposed objectives and methods/research design.</li> <li>2. Review the key strengths and weaknesses of the proposal and provide suggestions for improvement based on the criteria outlined on page 5 of the CFDR grant submission outline:  <a href="https://www.cfdr.ca/Downloads/Grants/2021-2022/2022-Proposal-Submission-Guide.aspx">https://www.cfdr.ca/Downloads/Grants/2021-2022/2022-Proposal-Submission-Guide.aspx</a> <ul style="list-style-type: none"> <li>• Interests and Objectives of CFDR</li> <li>• Present State of Knowledge</li> <li>• Objectives</li> <li>• Methodology</li> <li>• Expertise</li> <li>• Budget</li> </ul> </li> </ol>	<b>January 31 by 8:30am to Courselink Dropbox</b>
25	<b>Letter of Intent</b>  <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 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:	<b>February 28 by 11:59pm to Courselink Dropbox</b>



<https://www.cfdr.ca/Downloads/Grants/2021-2022/2022-Letter-of-Intent-Submission-Guide.aspx>

*Note:*

You **DO** need to submit an abstract (note: it does not count toward your 3-page limit for the LOI). You **DO** need to complete the General Information Sheet; however you do **NOT** need to include the Name or Charitable Registration number of the sponsoring institution.

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### **Full Grant Application**

**Draft for class review  
March 28 by 8:30am  
to [jhaines@uoguelph.ca](mailto:jhaines@uoguelph.ca)**

**Final Submission by  
April 11 11:59pm to  
Courselink Dropbox**

*Purpose:* To give you experience in writing a grant proposal requesting funds for a community nutrition intervention.

*Description:* In your working group, you will complete the Canadian Foundation for Dietetic Research application using the guidelines outlined in the Proposal Submission Information: <https://www.cfdr.ca/Downloads/Grants/2021-2022/2022-Proposal-Submission-Guide.aspx>

*Note:*

You **DO NOT** need to submit Items 2 (Project Description), 3 (Human Ethics), 4 (Photos and Photo Release Form) and 5 (Application Form), the Response to comments/suggestions from the LOI stage and the brief CV of Principal Investigator/Co-Principal Investigator for the the Full Grant Application (neither the Draft Grant nor for the Final Submission).

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### **Grant Review: Class Grants**

**March 29 by 8:30 a.m.  
to Courselink Dropbox**

*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:

1. 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.
2. Review the key strengths and weaknesses of the grant and provide suggestions for improvement based on the criteria outlined on page 5 of the CFDR grant

submission outline: <https://www.cfdr.ca/Downloads/Grants/2021-2022/2022-Proposal-Submission-Guide.aspx>

- Interests and Objectives of CFDR
- Present State of Knowledge
- Objectives
- Methodology
- Expertise
- Budget

## **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:**

If you are going to hand an assignment in late, please 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.

## **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 an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

**Drop date:**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate 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 make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

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 outlined in the Graduate 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.

**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.

**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).

**COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

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

**Appendix A. Dietetic Performance Indicators Incorporated Into FRAN\*6510**

Per INTEGRATED COMPETENCIES FOR DIETETIC EDUCATION AND PRACTICE (ICDEP)

Version 3.0 (2020) July 15, 2020 (Revised August 4, 2020) [www.pdep.ca](http://www.pdep.ca)

Practice Competency	Performance Indicator	Learning Activity
<i>Food and Nutrition Expertise</i>		
1.05 Apply understanding of dietary practices	a. Demonstrate understanding of behavioural theories relevant to food choice and eating b. Demonstrate understanding of social aspects of food choice and eating c. Demonstrate understanding of psychological aspects of food choice and eating d. Demonstrate understanding of the impact of financial resources on food choice and eating	<ul style="list-style-type: none"><li>- Letter of Intent</li><li>- Full Grant</li></ul> Both assignments require students to describe the rationale for their proposed community nutrition intervention project, which considers each of these factors influencing food choice and eating. Students develop their intervention based on a behavioural theory.
1.07 Integrate population health promotion principles and practices	a. Demonstrate understanding of determinants of health, health equity, and social justice b. Demonstrate knowledge of frameworks for population and public health c. Demonstrate understanding of capacity development strategies related to community food and nutrition issues d. Demonstrate understanding of health promotion concepts and approaches	<ul style="list-style-type: none"><li>- Letter of Intent</li><li>- Full Grant</li></ul> Students apply their knowledge of the determinants of health, population health frameworks, and health promotion concepts to the development of their community nutrition interventions.
Practice Competency	Performance Indicator	Learning Activity
<i>Professional Practice</i>		
2.01 Practice within the context of Canadian diversity	a. Demonstrate knowledge of the diversity in Canadian society b. Demonstrate knowledge of health systems in Canada c. Demonstrate understanding of the impact of diverse attitudes and values on health d. Identify structures that impact health equity and social justice	<ul style="list-style-type: none"><li>- Letter of Intent</li><li>- Full Grant</li></ul> Students will apply their knowledge of diversity, health systems, attitudes and values, and structures within the Canadian context to the development of their community nutrition interventions.

Practice Competency	Performance Indicator	Learning Activity
<i>Communication and Collaboration</i>		
3.02 Use effective written communication skills	a. Write in a manner responsive to audience b. Write clearly and in an organized fashion	- Letter of Intent - Full Grant
3.06 Engage in teamwork	a. Demonstrate knowledge of principles of teamwork and collaboration b. Contribute effectively to teamwork	- Letter of Intent - Full Grant

Practice Competency	Performance Indicator	Learning Activity
<i>Population Health Promotion</i>		
6.01 Assess food- and nutrition-related situation of communities and populations	a. Identify types and sources of information required to assess food and nutrition-related situation of communities and populations b. Identify stakeholders c. Access relevant assessment information d. Interpret food and nutrition surveillance data e. Interpret health status data f. Interpret information related to the determinants of health and health equity g. Interpret information related to food systems and dietary practices	- Letter of Intent - Full Grant
6.02 Determine food- and nutrition-related issues of communities and populations	a. Integrate assessment findings to identify food- and nutrition-related assets, resources and needs b. Prioritize issues requiring action	- Letter of Intent - Full Grant
6.03 Develop food- and nutrition-related community/ population health plan	a. Contribute to development of goals and objectives b. Identify strategies to meet goals and objectives c. Identify required resources and supports d. Contribute to identification of evaluation strategies	- Letter of Intent - Full Grant