COLLEGE *of* SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

UNIVERSITY *of* GUELPH

NUTR*3070 Nutrition and Physical Activity Interventions

COURSE OUTLINE – WINTER 2024

1. CALENDAR DESCRIPTION

This course examines the development, implementation, and evaluation of a) integrated interventions to improve both nutrition and physical activity behaviours and b) interventions to improve physical activity behaviours of people of different ages in various settings. Various theories and models used to develop nutrition and physical activity interventions will be examined.

Credit Weight: 0.5 credits
Course Hours: 3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):   FRHD*3070, NUTR*2050
Co-Requisites(s):   None
Restriction(s):
This is a Priority Access Course. Enrolment may be restricted to particular programs or specializations or semester levels during certain periods. See the departmental website for more information.

2. COURSE DESCRIPTION

This course examines the development, implementation, and evaluation of theory-based interventions to increase physical activity behaviour, decrease sedentary behaviour, and increase healthy dietary behaviour. The course will first examine fundamental content about behaviours measurements and then focus on various behaviour change theories and models used to develop physical activity, non-sedentary, and nutrition interventions.

3. TIMETABLE

Lecture:
Location:
Final Exam: None

4. INSTRUCTIONAL SUPPORT

Course Instructor: Brian Lo, PhD, MPH, RD

Email: brian.lo@uoguelph.ca
Telephone: 519-824-4120 ext. 52419
Office: Macdonald Institute (MINS), Room 215
Office Hours: By appointment

Teaching Assistant: Xi Zhao
Email: xzhao21@uoguelph.ca
Office Hours: By appointment

The TA will be available by appointment to meet with you if you have questions related to the assignments, readings, lectures, and quizzes.

5. LEARNING RESOURCES

Required Resource(s):

There is no textbook for this course. Links to required readings will be provided here in the course outline or on CourseLink.

Recommended Resource(s):

Theory-focused book: DiClemente RJ, Salazar LF, Crosby RA. Health behavior theory for public health: Principles, foundations, and applications. Second Edition. Jones & Bartlett Publishers; 2018. Free e-book copies are available at the University of Guelph Library.

Nancy Birch (Librarian, Learning and Curriculum Support, McLaughlin Library, U of G) is available for individual research consultations if you require help finding, using, or evaluating sources for your assignment. You can make an appointment by emailing her at nbirch@uoguelph.ca. Also, you can obtain library support via http://www.lib.uoguelph.ca/ask- us.

Staff in Research & Scholarship in the library are available to provide statistics consultation to students in this course. I strongly encourage you to make an appointment with staff if you want assistance to enhance your understanding of the statistics used in the required readings: https://www.lib.uoguelph.ca/about/about-our-teams/research-scholarship

6. LEARNING OUTCOMES

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

1. Identify (a) how physical activity and sedentariness are conceptualized, (b) the benefits of being physically active and not sedentary, (c) how physical activity, sedentary behaviours and dietary behaviours are measured, (d) measurement issues

common to physical activity, sedentary and dietary behaviours, and (e) recommendations regarding level of physical activity and sedentary behaviours.

2. Apply various approaches, theories, and models used to develop, implement, and evaluate interventions to increase physical activity behaviour, decrease sedentary behaviour, and increase healthy dietary behaviour.

3. Communicate effectively (in both writing and oral presentation) about scientific research.

4. Develop a theory- and empirical-based intervention to increase physical activity behaviour, decrease sedentary behaviour, or increase healthy dietary behaviour.

5. Apply ethical considerations in planning behaviour change interventions.

6. Provide constructive feedback to peers.

7. TEACHING AND LEARNING ACTIVITIES

Week	Date	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1	Tues. Jan 9	Course Introduction	Course Outline CourseLink	
	Thurs. Jan 11	Conceptualizing physical activity and sedentary behaviours and recommendations	Bull FC, Al-Ansari SS, Biddle S, Borodulin K, Buman MP, Cardon G, Carty C, Chaput JP, Chastin S, Chou R, Dempsey PC. World Health Organization 2020 guidelines on physical activity and sedentary behaviour. British journal of sports medicine. 2020;54(24):1451-1462. Haines J, Douglas S, Mirotta JA, O'Kane C, Breau R, Walton K, Krystia O, Chamoun E, Annis A, Darlington GA, Buchholz AC. Guelph Family Health Study: pilot study of a home-based obesity prevention intervention. Canadian Journal of Public Health. 2018;109(4):549-560. **Katarina Osojnicki** MSc Student, Human Health & Nutritional Science University of Guelph	

Week	Date	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
2	Tues. Jan 16	Measuring physical activity and sedentary behaviours	Bull FC, Al-Ansari SS, Biddle S, Borodulin K, Buman MP, Cardon G, Carty C, Chaput JP, Chastin S, Chou R, Dempsey PC. World Health Organization 2020 guidelines on physical activity and sedentary behaviour. British journal of sports medicine. 2020;54(24):1451-1462. Haines J, Douglas S, Mirotta JA, O'Kane C, Breau R, Walton K, Krystia O, Chamoun E, Annis A, Darlington GA, Buchholz AC. Guelph Family Health Study: pilot study of a home-based obesity prevention intervention. Canadian Journal of Public Health. 2018;109(4):549-560. **Katarina Osojnicki** MSc Student, Human Health & Nutritional Science University of Guelph	
	Thurs. Jan 18	Measuring dietary behaviours	https://www.nccor.org/tools-mruserguides/individual-diet/overview-of-individual-diet-measures/ https://www.nccor.org/tools-mruserguides/individual-diet/selecting-measures/ **Hillary Lo** BASc Student, Applied Human Nutrition University of Guelph	
3	Tues. Jan 23	Intervention study designs	Aggarwal R, Ranganathan P. Study designs: Part 4–interventional studies. Perspectives in Clinical Research. 2019;10(3):137. Deaton A, Cartwright N. Understanding and misunderstanding randomized controlled trials. Social Science & Medicine. 2018;210:2-21.	**Quiz 1 (week 1 -2 materials): in class**
	Thurs. Jan 25	Study bias	No assigned reading	
4	Tues. Jan 30	Deconstructing an intervention research paper	Franckle RL, Levy DE, Macias-Navarro L, Rimm EB, Thorndike AN. Traffic-light labels and financial incentives to reduce sugar-sweetened beverage purchases by low-income Latino families: a randomized controlled trial. Public Health Nutrition. 2018 Jun;21(8):1426-1434.	

Week	Date	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
	Thurs. Feb 1	COM-B model & the behaviour change wheel	Michie, S., Van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. Implementation Science,6(1), 42. Moore, A. P., Rivas, C. A., Stanton-Fay, S., Harding, S., & Goff, L. M. (2019). Designing the Healthy Eating and Active Lifestyles for Diabetes (HEAL-D) self-management and support programme for UK African and Caribbean communities: a culturally tailored, complex intervention under-pinned by behaviour change theory. BMC Public Health,19(1), 1146.	**REB training due: Feb 1 at 23:59pm**
5	Tues. Feb 6	Overview of literature search and literature review	**Nancy Birch, MISt, OCT** Associate Librarian, Learning and Curriculum Support Team	
	Thurs. Feb 8	Publishing, impact factors, peer review: Are all journals the same? Are peer-reviewed = trustworthy?	**Jordan Pedersen** Research and Scholarship Librarian, McLaughlin Library University of Guelph Radiolab: "The Library of Alexandra": https://radiolab.org/podcast/library-alexandra	**COM-B model due: Feb 8 at 23:59pm**
6	Tues. Feb 13	Knowledge mobilization	**Lindsey Thomson** Community Engaged Learning Manager, Community Engaged Scholarship Institute, University of Guelph	
	Thurs. Feb 15	Health belief model	Wright L, Arce KS, Himmelgreen D, Epps JB. Farm2Fork: use of the health belief model to increase fresh fruit and vegetable intake among food pantry participants. Journal of Hunger & Environmental Nutrition. 2019;14(1-2):252-261. Reading guiding questions	**Quiz 2 (week 3 – 5 materials): in class**
7	Tues. Feb 27	Theory of planned behaviour	Khani Jeihooni A, Rakhshani T, Harsini PA, Layeghiasl M. Effect of educational program based on theory of planned behavior on promoting nutritional behaviors preventing Anemia in a sample of Iranian pregnant women. BMC Public Health. 2021;21(1):1-9. Reading guiding questions	
	Thurs. Feb 29	Social cognitive theory	Stacey FG, James EL, Chapman K, Lubans DR. Social cognitive theory mediators of physical activity in a lifestyle program for cancer survivors and carers: findings from the ENRICH randomized controlled trial. International Journal of Behavioral Nutrition and Physical Activity. 2016;13(1):1-13. Reading guiding questions	

Week	Date	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
8	Tues. Mar 5	Transtheoretical model	Gur K, Erol S, Kadioglu H, Ergun A, Boluktas R. The impact on adolescents of a Transtheoretical Model-based programme on fruit and vegetable consumption. Public Health Nutrition. 2019;22(13):2500-2508. Reading guiding questions	**Quiz 3 (week 6 – 7 materials): in class**
	Thurs. Mar 7	Socio-ecological model	Trude AC, Surkan PJ, Cheskin LJ, Gittelsohn J. A multilevel, multicomponent childhood obesity prevention group-randomized controlled trial improves healthier food purchasing and reduces sweet-snack consumption among low-income African-American youth. Nutrition Journal. 2018;17(1):1-5. Reading guiding questions	**Intro & Methods outline due: Mar 7 at 23:59pm**
9	Tues. Mar 12	Intervention planning and evaluation	Fernandez ME, Ruiter RA, Markham CM, Kok G. Intervention mapping: theory-and evidence-based health promotion program planning: perspective and examples. Frontiers in Public Health. 2019;14;7:209. Prestwich A, Webb TL, Conner M. Using theory to develop and test interventions to promote changes in health behaviour: evidence, issues, and recommendations. Current Opinion in Psychology. 2015;5:1-5. https://www.cdc.gov/std/program/pupestd/types%20of%20evaluation.pdf	
	Thurs. Mar 14	Real-life intervention study examples	Activities TBD D'Alonzo KT. Getting started in CBPR: lessons in building community partnerships for new researchers. Nursing Inquiry. 2010;17(4):282-288.	
10	Tues. Mar 19	**Final Project Q&A**	Dr. Lo and/or TA will be in class answering questions related to the Final Project.	**Quiz 4 (week 8 – 9 materials): in class**
	Thurs. Mar 21	*Group work session – no class*	Dr. Lo and/or TA will be in class answering questions related to the Final Project.	

Week	Date	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
11	Tues. Mar 26	Student presentation 1	Student presenters	**Presentation slides due: Mar 25 at 11:59pm** **Final project presentations evaluations: in class**
	Thurs. Mar 28	Student presentation 2	Student presenters	**Final project presentations evaluations: in class**
12	Tues. Apr 2	Student presentation 3	Student presenters	**Final project presentations evaluations: in class**
	Thurs. Apr 4	Student presentation 4	Student presenters	**Final project presentations evaluations: in class**

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
REB training	5	Feb 1	5
Quizzes (4 quizzes; 10% each)	1, 2, 3, 4, 5	Jan 23, Feb 15, Mar 5, Mar 19	40
Intervention design project			
• COM-B and Behaviour Change Wheel Table	2, 4	Feb 8	10
• Introduction & Methods outline	1, 2, 3, 4, 5	Mar 7	5
• Project presentation slides	3	Mar 25	5
• Group project peer evaluations	6	Apr 11	5
• Final project paper	1, 2, 3, 4, 5	Apr 11	25
• Final project presentation evaluations-in class	6	Mar 26 through Apr 4	5
		Total:	100%

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

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 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 Undergraduate 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 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 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

Academic misconduct:

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity

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

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

Appendix:

For those students enrolled in the Area of Emphasis in Dietetics, the following table describes how various Integrated Competencies for Dietetic Education and Practice (2020) are covered and assessed in NUTR*3070.

Practice Competency	Performance Indicator	PI Assessment Required (Knows, Knows How, Shows How, Does)	Related Contents and Assessment in NUTR*3070
Nutrition and Food Expertise			
1.05 Apply understanding of dietary practices	a. Demonstrate understanding of behavioural theories relevant to food choice and eating	Knows how	Content: Lectures on behaviour change theories Assessment: Quizzes Final project: Developing a community-based behaviour change intervention
	b. Demonstrate understanding of social aspects of food choice and eating	Knows how	Content: Lectures on behaviour change theories Assessment: Quizzes Final project: Developing a community-based behaviour change intervention
	c. Demonstrate understanding of psychological aspects of food choice and eating	Knows how	Content: Lectures on behaviour change theories Assessment: Quizzes Final project: Developing a community-based behaviour change intervention

1.07 Integrate population health promotion principles and practices	b. Demonstrate knowledge of frameworks for population and public health	Knows	Contents: Lectures on behaviour change theories, intervention study designs, intervention strategies, intervention evaluation, knowledge mobilization Assessment: Quizzes Final project: Developing a community-based behaviour change intervention
	d. Demonstrate understanding of health promotion concepts and approaches	Knows	Contents: Lectures on behaviour change theories, intervention study designs, intervention strategies, intervention evaluation, knowledge mobilization Assessment: Quizzes Final project: Developing a community-based behaviour change intervention
Professionalism and Ethics			
2.04 Employ a client-centred approach	b. Ensure informed consent	Knows	Content: Self-directed REB training Assessment: REB training certificate Final project: Developing a community-based behaviour change intervention
2.08 Manage time and workload	b. Meet deadlines	Shows how	Content: Students are required to submit final project components on-time

			Assessment: Final project components: on-time submissions will be assessed.
2.09 Employ an evidence-informed approach to practice	a. Demonstrate knowledge of factors that inform decision making	Knows how	Content: Lectures on intervention development and evaluation Assessment: Quizzes Final project: Developing a community-based behaviour change intervention
	b. Demonstrate knowledge of the process of evidence-informed decision making	Knows how	Content: Lectures on intervention development and evaluation Assessment: Quizzes Final project: Developing a community-based behaviour change intervention
	c. Make evidence-informed decisions	Knows how	Contents: Lectures on intervention development and evaluation Assessment: Quizzes Final project: Developing a community-based behaviour change intervention
2.12 Maintain comprehensive and	a. Use relevant terminology	Shows how	Content: Students are required to use appropriate terms and

current knowledge relevant to practice			knowledge to complete the final project (Developing a community-based behaviour change intervention) Assessment: Final project
	b. Identify relevant sources of information	Knows how	Content: Students are required to use relevant information to complete the final project (Developing a community-based behaviour change intervention) Assessment: Final project
	c. Critically appraise information relevant to practice	Knows how	Content: Students are required to critically appraise scientific literature and use relevant information to complete the final project (Developing a community-based behaviour change intervention) Assessment: Final project
2.13 Use information management technologies to support practice	a. Demonstrate knowledge of information technologies relevant to practice	Knows	Content: Lectures are provided to teach students how to use electronic library resources to conduct literature reviews and use reference management tools to complete the final project (Developing a community-based behaviour change intervention) Assessment: Final project

	b. Use information management systems	Shows how	Content: Students are required to use electronic library resources to conduct literature reviews and use reference management tools to complete the final project (Developing a community-based behaviour change intervention) Assessment: Final project
Communication & Collaboration			
3.02 Use effective written communication skills	a. Write in a manner responsive to audience	Shows how	Content: Students are required to write in an appropriate manner for the final project (Developing a community-based behaviour change intervention) Assessment: Final project
	b. Write clearly and in organized fashion	Shows how	Content: Students are required to write clearly and in an organized fashion for the final project (Developing a community-based behaviour change intervention) Assessment: Final project
3.03 Use effective oral communication skills	a. Speak in a manner responsive to audience	Shows how	Content: Students are required to present final project (Developing a community-based behaviour change intervention) Assessment:

			Final project presentation
	b. Speak clearly and in an organized fashion	Shows how	<u>Content:</u> Students are required to present final project (Developing a community-based behaviour change intervention) <u>Assessment:</u> Final project presentation
3.06 Engage in teamwork	a. Demonstrate knowledge of principles of teamwork and collaboration	Shows how	<u>Content:</u> Students are required to use effective teamwork to complete the final project in groups (Developing a community-based behaviour change intervention) <u>Assessment:</u> Final project Final project peer evaluation
	b. Contribute effectively to teamwork	Shows how	<u>Content:</u> Students are required to use effective teamwork to complete the final project in groups (Developing a community-based behaviour change intervention) <u>Assessment:</u> Final project Final project peer evaluation
3.07 Participate in collaborative practice	c. Participate in discussion with team members	Shows how	<u>Content:</u> Students are required to use effective teamwork to complete the final project in groups (Developing a community-based

			behaviour change intervention) <u>Assessment:</u> Final project Final project peer evaluation
	e. Draw upon the expertise of others	Shows how	<u>Content:</u> Students are required to use effective teamwork to complete the final project in groups (Developing a community-based behaviour change intervention) <u>Assessment:</u> Final project Final project peer evaluation
	f. Contribute to collaborative decision making	Shows how	<u>Content:</u> Students are required to use effective teamwork to complete the final project in groups (Developing a community-based behaviour change intervention) <u>Assessment:</u> Final project Final project peer evaluation
Management & Leadership			
4.02 Assess and enhance approaches to practice	a. Assess a practice situation	Knows how	<u>Content:</u> Students are required to assess a given public health problem and design a community-based behaviour change intervention to tackle that

			problem for the Final Project <u>Assessment:</u> Final project
	b. Interpret and consolidate evidence to establish a course of action	Knows how	<u>Content:</u> Students are required to assess a given public health problem and design a community-based behaviour change intervention to tackle that problem based on scientific evidence for the Final Project <u>Assessment:</u> Final project
	c. Plan the implementation of change	Knows how	<u>Content:</u> Students are required to assess a given public health problem and design a community-based behaviour change intervention to tackle that problem for the Final Project <u>Assessment:</u> Final project
	d. Plan the evaluation of change	Knows how	<u>Content:</u> Students are required to assess a given public health problem and design a community-based behaviour change intervention to tackle that problem based on scientific evidence for the Final Project; students are required to outline an evaluation plan for the project <u>Assessment:</u>

			Final project
4.03 Participate in practice-based research activities	a. Frame question(s)	Knows how	Content: Students are required to assess a given public health problem and design a community-based behaviour change intervention to tackle that problem based on scientific evidence for the Final Project; the PICO research question format will be used for the Final Project Assessment: Final project
	b. Critically appraise literature	Knows how	Content: Students are required to conduct literature review to inform the development of a community-based behaviour change intervention to tackle an assigned public health problem Assessment: Final project
	c. Identify relevant methodology	Knows how	Content: Students are required to identify relevant intervention study design and strategies to inform the development of a community-based behaviour change intervention to tackle an assigned public health problem Assessment: Final project
	d. Interpret findings	Knows how	Content:

			Students are required to interpret findings of prior studies to identify knowledge gaps to inform the development of a community-based behaviour change intervention to tackle an assigned public health problem Assessment: Final project
	e. Communicate findings	Knows how	Content: Students are required to summarize prior studies' findings and provide a rationale for the development of a community-based behaviour change intervention to tackle an assigned public health problem Assessment: Final project
Population Health Promotion			
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	Knows how	Contents: Lectures on literature search and literature review Assessment: Final project
	b. Identify stakeholders	Knows how	Contents: Lecture on knowledge mobilization Assessment: Quizzes Final project

	c. Access relevant assessment information	Knows how	Contents: Lectures on diet and physical activity assessment tools for community-based interventions Assessment: Quizzes Final project
	d. Interpret food and nutrition surveillance data	Knows how	Content: Students are required to use food and nutrition surveillance data to inform the development of a community-based behaviour change intervention to tackle an assigned public health problem Assessment: Final project
	e. Interpret health status data	Knows how	Content: Students are required to interpret community health status data to inform the development of a community-based behaviour change intervention to tackle an assigned public health problem Assessment: Final project
	f. Interpret information related to the determinants of health and health equity	Knows how	Contents: Lectures on behaviour changes theories Assessment: Quizzes Final project

6.03 Develop food- and nutrition-related community/population health plan	a. Contribute to the development of goals and objectives	Knows how	Content: Students are required to identify behaviour change goals for the final project where they will develop a community-based behaviour change intervention to tackle an assigned public health problem Assessment: Final project
	b. Identify strategies to meet goals and objectives	Knows how	Content: Students are required to identify behaviour change plans and strategies for the final project where they will develop a community-based behaviour change intervention to tackle an assigned public health problem Assessment: Final project
	c. Identify required resources and support	Knows how	Content: Students are required to identify resources and supports needed for the implementation a community-based behaviour change intervention for the Final Project Assessment: Final project
	d. Contribute to identification of evaluation strategies	Knows how	Content: Students are required to identify relevant measurement tools to assess the impacts of community-based

			behaviour change intervention for the Final Project <u>Assessment:</u> Final project