

**FN 4462A**  
**Selected Topics in Community Nutrition**

Wednesday: 12:30 pm – 4:30 pm  
Room 302

Dr. Danielle Battram  
Rm 216 St James Building (Merici wing)  
Tel: 432-8353 x28228  
Email: [dbattra@uwo.ca](mailto:dbattra@uwo.ca)  
Office hours: By appointment only

**COURSE OUTLINE**

**COURSE DESCRIPTION**

This course will examine current issues in the practice of community nutrition. Practical experience will be emphasized through community placements.

**OBJECTIVES:**

This course is designed to enable students to:

- develop knowledge & skills in assessing community nutrition needs.
- develop knowledge & skills in designing, implementing, & evaluating food and nutrition programs that are appropriate for different population groups.
- acquire practical experience through self-directed learning, independent study, and team work.
- establish strong leadership skills by developing and/or implementing a community-based program

**APPROACH:** This course includes lectures, class discussions, problem-based learning activities and a community placement.

**PREREQUISITES:**

Registration is limited to BScFN Honors students in Year IV of the Foods & Nutrition Program.

Prerequisites: FN3361B, with a mark of at least 70% and permission of the Division.

**TEXTS:**

Boyle MA, Holben DH. 2013. Community Nutrition in Action: An Entrepreneurial Approach. 6th ed, Wadsworth, Cengage Learning, USA.

Contento IR. 2007. Nutrition Education: Linking research, theory and Practice. Jones and Bartlett Publishers, Massachusetts.

**READINGS**

Jochelson K. Nanny or steward: The role of government in public health. *Public Health* 2006; 120: 1149-1155.

Gostin LO. General justifications for public health regulations. *Public Health* 2007; 121: 829-834.

Adshead F, Thorpe A. The role of government in public health: A national perspective. *Public Health* 2007; 121: 835-839.

Langseth L. Nutritional epidemiology: Possibilities and limitations. International Life Sciences Institute. 1996: 1-40.

Alberta Health. Assessing community health needs: A guide for regional health authorities. Alberta Health: Edmonton, 1990.

McKillip, Jack. Identifying needs. In: *Need Analysis: Tools for Human Services and Education*. London: Sage Publications. 1990: 7-17.

Kaufman M. Assessing the Community's Needs for Nutrition Services. In: *Nutrition in Public Health: A Handbook for Developing Programs and Services*. Aspen Publications, Maryland, 1990.

Lansing D, Kolasa K. Applying a new model, principles and process in nutrition intervention partnerships. *J Am Diet Assoc*. 1996;96:806-809.

Rush B, Osborne A. Program logic models: Expanding their role and structure for program planning and evaluation. *Canadian Journal of Program Evaluation* 1991; 6 (2): 95-106.

Kaufman M. Planning and Evaluating Nutrition Services for the Community. In: *Nutrition in Public Health: A Handbook for Developing Programs and Services*. Aspen Publications, Maryland, 1990.

Doner L. Charting the Course for Evaluation: How Do We Measure the Success of Nutrition Education and Promotion in Food Assistance Programs? Summary of Proceedings, February 28, 1997.

A Guide to Program planning and proposal writing, 1998. (adapted from Griffin, Carole. Taking action on health promotion: a proposal writing guide for project grants. Health Promotion Branch, Ontario Ministry of Health 1994).

## SPECIFIC COURSE POLICIES

**Penalty for late assignments:** Assignments are due at the beginning of class on the date specified. There will be a **deduction of 20% of the value of the assignment** for a late submission. NO assignment will be accepted one (1) week after the due date, except with documentation for a confirmed personal illness or death in the students' immediate family.

**Accommodation for medical illness:** Any student who misses a course component worth 10% or higher can request accommodation on medical grounds. **A UWO Student Medical Certificate (SMC) must be submitted to a Senior Academic Advisor.** The SMC can be downloaded from the Web (<http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>).

**EVALUATION:**

<b>Assignment</b>	<b>Marks</b>
Individual project	50%
Literature review and statement of purpose (20%)	
Program design and evaluation (30%)	
Research article evaluation (3 x 10% each)	30%
Seminar participation (4 x 2.5%)	10%
Community placement project reflection	10%
<b>Total</b>	<b>100%</b>

**SCHEDULE OF LECTURES**

<b>Week</b>	<b>Date</b>	<b>Content</b>
1	Sept. 11	Course introduction and overview The community placement project: To form project teams
2	Sept. 18	Lecture: Overview of Behavioural Theories
3	Sept. 25	Seminar: Topic – Using behavioural theory to inform community-based lifestyle interventions <i>Research Article Evaluation #1 due (10%)</i>
4	Oct. 2	Lecture: Community Nutrition Needs Assessment
5	Oct. 9	Seminar: Topic – Community Needs Assessment <i>Research Article Evaluation #2 due (10%)</i>
6	Oct. 16	Community Placement Project / Individual project work
7	Oct. 23	Lecture: Designing community nutrition interventions <i>Literature review and statement of purpose due (20%)</i>
8	Oct. 30	Lecture: Designing community nutrition intervention evaluations
9	Nov. 6	Seminar: Topic - School-based interventions for children <i>Research Article Evaluation #3 due (10%)</i>
10	Nov. 13	Seminar: Topic – Workplace wellness initiatives for adults <i>Research Article Evaluation #4 due (10%)</i>
11	Nov. 20	Community Placement Project / Individual project work
12	Nov. 27	Seminar: Topic – Culturally-based interventions <i>Program design and evaluation plan due (30%)</i>
13	Dec. 6	<i>Community Placement reflection due (10%)</i>

BRESCIA UNIVERSITY COLLEGE  
Division of Food and Nutritional Sciences

FOODS AND NUTRITION 4462A  
Selected Topics in Community Nutrition  
2013

Dr Danielle Battram, PhD, RD

**INDIVIDUAL PROJECT  
PROGRAM DESIGN AND EVALUATION PLAN**

This project is designed to provide students with an opportunity to design a community-based nutrition program and develop an evaluation plan for that program on a topic of their choice. This project will involve a review of the literature to identify a program need within a specific community (chosen by the student), the development of a program to meet this need and the development of a brief evaluation plan to monitor the program.

**The literature review and statement of purpose (20%):**  
***DUE OCT 16, 2013 at the beginning of class***

This literature review should identify a program need within a specific population. Information to be included in the review is: the nature and extent of the selected nutrition-related problem (e.g. prevalence data, health consequences of problem, etc), what factors contribute to the problem, strategies to address the issue, as well as some well-recognized community-based nutrition programs in the literature. This section should end with your statement of purpose or why the program is being done and should include your specific goals and objectives for the program. This section should set the background for why a program is needed, why your program will be superior to those already implemented and the specific goals/objectives of your program.

Suggested length of literature review: no more than 5 pages

**Program design and evaluation plan (30%):**  
***DUE NOV 27, 2013 at the beginning of class***

Students are to provide a detailed description of both their program design plan and an outline of their evaluation plan. These plans should incorporate topics covered throughout the course, including the behavioural theory to which the program design is based. The more detail in this section the better. Students will be evaluated on their ability to convince the instructor that the program is feasible to implement and that their evaluation plan is appropriate to monitor the success of their program.

Suggested length of program design and evaluation plan: no more than 10 pages

- The evaluation plan is to be brief (1 page only) and should include both process and outcome measures. Students should discuss in general terms the types of information they would collect and when appropriate must also identify the "tools" they would use in their evaluation plan (e.g. survey, interviews). Students are not required to develop tools themselves.

Guidelines for project: Double-spaced, 1 inch margins, 12 pt font, Times New Roman

**THIS PROJECT IS WORTH 50% OF YOUR OVERALL MARK.**

BRESCIA UNIVERSITY COLLEGE  
Division of Food and Nutritional Sciences

FOODS AND NUTRITION 4462A  
Selected Topics in Community Nutrition  
2013

Dr Danielle Battram, PhD, RD

**RESEARCH ARTICLE EVALUATION**

Students will participate in 4 seminars (2 hours each) that will discuss current literature in the areas of using behavioural theory in community-based interventions, community needs assessment, school-based obesity prevention programs for children and workplace wellness initiatives. Students will be provided with 2-3 articles for each topic and will be asked to complete a **3 page** evaluation for 1 of the articles provided in each area. While 4 topics will be presented, students are required to submit evaluations for only 3 topics of their choice over the course of the semester. Each evaluation should include: identifying the need for the given program and the target population; an overview of the program components; the program's goal and/or specific objectives and the tools used to measure the success of the objectives; the behavioural theory constructs addressed; the outcome of the program; and strengths and limitations of the program.

Guidelines for evaluation: Double-spaced, 1 inch margins, 12 pt font, Times New Roman

**ASSIGNMENT DUE (all due at the beginning of class):**

**\*\*\*\*\*Students are required to submit only 3 of the following 4 evaluations\*\*\*\*\***

USING BEHAVIOURAL THEORY IN COMMUNITY-BASED INTERVENTIONS: SEPT 25, 2013

COMMUNITY NEEDS ASSESSMENT: OCT 9, 2013

SCHOOL-BASED PROGRAMS FOR CHILDREN: NOVEMBER 6, 2013

WORKPLACE WELLNESS INITIATIVES: NOVEMBER 13, 2013

**THESE ASSIGNMENTS ARE WORTH 30% OF YOUR OVERALL MARK OR 10% EACH.**

BRESCIA UNIVERSITY COLLEGE  
Division of Food and Nutritional Sciences

FOODS AND NUTRITION 4462A  
Selected Topics in Community Nutrition  
2013

Dr Danielle Battram, PhD, RD

**TEAM PROJECT (OPTION 1)**

**COMMUNITY PLACEMENT PROJECT:  
DEVELOPING A NUTRITION-BASED, COOKING PROGRAM FOR SENIORS**

This project is designed to provide students with the opportunity to plan and implement a community based nutrition program. Specifically, students will plan a nutrition talk (10-15 min; topic to be determined), prepare a handout on the topic covered in the talk and conduct a cooking demonstration for seniors at the Hamilton Rd Senior Centre (525 Hamilton Rd, London, Ont). The aim of this program is to provide seniors with some nutrition knowledge and a healthy meal. The meal chosen should be suitable for 1-2 people, can be stored for later use, and require a reasonable budget. This placement requires a **fall-semester only** commitment.

Guidelines:

1. Students will work in pairs. Each group will be required to provide a short 10-15 min presentation and a cooking demonstration on 2 occasions (one in October; one in November) at the senior centre. Each session will take place Mondays mornings (10:30am to noon).
2. As a group, students will decide the topics to be covered in each session.
3. Each group will be required to submit 1 handout (1 page maximum) and 1 recipe. Note: the handout and recipe should be something appealing and suitable to these participants. Both the handout and recipe will be given to the cooking program participants.
4. Finally, each student will be asked to write a 5-page reflection on their experience. Reflection guidelines will be provided at the beginning of the first class of the semester.

Guidelines for reflection: Double-spaced, 1 inch margins, 12 pt font, Times New Roman

**PROJECT DUE: December 6, 2013 by 4pm (Dr Battram's office)**

**THIS PROJECT IS WORTH 10% OF YOUR OVERALL MARK.**

BRESCIA UNIVERSITY COLLEGE  
Division of Food and Nutritional Sciences

FOODS AND NUTRITION 4462A  
Selected Topics in Community Nutrition  
2013

Dr Danielle Battram, PhD, RD

**TEAM PROJECT (OPTION 2)**

**COMMUNITY PLACEMENT PROJECT:  
DEVELOPMENT OF A NUTRITION CURRICULUM AND RECIPE BOOK FOR A GRADE 7-8  
SUMMER CAMP**

This project is designed to provide students with the opportunity to develop a nutrition curriculum and recipe book for a day camp for grade 7-8 students at John Paul II High School. The curriculum should include interactive activities aimed at discussing key nutrition issues in 13-14 years old. In addition, a recipe book (lunch only) should also be developed that will highlight the topics covered in the curriculum component and should include an interactive component as well. This placement requires a ***fall-semester only*** commitment; however, interested students may wish (on a voluntary basis only) to implement their curriculum during the camp in the summer of 2014.

Guidelines:

1. Students will work in a group of 2-4 students.
2. Students will work with Cathy Hird or her representative from the Centre of Lifelong Learning.
3. Students will be given the opportunity (on a volunteer basis only) to deliver the curriculum in the summer of 2014.
4. Finally, each student will be asked to write a 5-page reflection on their experience. Reflection guidelines will be provided at the beginning of the first class of the semester.

Guidelines for reflection: Double-spaced, 1 inch margins, 12 pt font, Times New Roman

**PROJECT DUE: December 6, 2013 by 4 pm (Dr Battram's office)**

**THIS PROJECT IS WORTH 10% OF YOUR OVERALL MARK.**

BRESCIA UNIVERSITY COLLEGE  
Division of Food and Nutritional Sciences

FOODS AND NUTRITION 4462A  
Selected Topics in Community Nutrition  
2013

Dr Danielle Battram, PhD, RD

**TEAM PROJECT (OPTION 3)**

**COMMUNITY PLACEMENT PROJECT:  
NUTRITION IGNITION! A SCHOOL-BASED NUTRITION AND PHYSICAL ACTIVITY  
PROGRAM FOR CHILDREN**

This project is designed to provide students with the opportunity to implement a school-based nutrition and physical activity program for children at high-risk for obesity. Students will work closely with a graduate student and a research coordinator to implement this program at St Robert and St Anne catholic schools in London, Ontario. These schools are located in East London and while accessible by bus will likely require car pooling, so access to a car is an asset (although not required). This placement requires a ***full-year*** commitment, although ***your mark will be based on your participation in the fall semester.***

Guidelines:

1. Students (6 total) will be required to deliver classroom curriculum and implement “special events”, such as “snack attacks” and “fun fitness” events (e.g. dance-a-thon) throughout the school year.
2. Each student will be asked to write a 5-page reflection on their experience. Reflection guidelines will be provided at the beginning of the first class of the semester.

Guidelines for reflection: Double-spaced, 1 inch margins, 12 pt font, Times New Roman

**PROJECT DUE: December 6, 2013 by 4pm (Dr Battram’s office)**

**THIS PROJECT IS WORTH 10% OF YOUR OVERALL MARK.**

BRESCIA UNIVERSITY COLLEGE  
Division of Food and Nutritional Sciences

FOODS AND NUTRITION 4462A  
Selected Topics in Community Nutrition  
2013

Dr Danielle Battram, PhD, RD

**TEAM PROJECT (OPTION 4)**

**COMMUNITY PLACEMENT PROJECT:  
DEVELOPMENT OF A NUTRITION-BASED, INTERACTIVE WORK STATION FOR HIGH  
SCHOOL STUDENTS**

This project is designed to provide students with the opportunity to design and implement an interactive work station for secondary school students. The overall goal of this placement is to educate secondary students about healthy eating. This placement requires a 2-day commitment- one in October-November and one in March. A total of 3 students are required for this placement. This placement requires a ***full-year*** commitment, although *your mark will be based on your participation in the fall semester.*

Guidelines:

1. Students will be required to develop and implement a nutrition-based, interactive work station for a one day workshop for secondary school students. The content of this work station will be decided upon by the students and the contact person from Regina Mundi and Catholic Central high schools in London Ontario.
2. Each student will be asked to write a 5-page reflection on their experience. Reflection guidelines will be provided at the beginning of the first class of the semester.

Guidelines for reflection: Double-spaced, 1 inch margins, 12 pt font, Times New Roman

**PROJECT DUE: December 6, 2013 by 4pm (Dr Battram's office)**

**THIS PROJECT IS WORTH 10% OF YOUR OVERALL MARK.**

# BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

## 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

## 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

#### **4. POLICY ON CHEATING & ACADEMIC MISCONDUCT**

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

##### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

##### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

#### **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

#### **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at [http://www.brescia.uwo.ca/academics/registrar\\_services/index.html](http://www.brescia.uwo.ca/academics/registrar_services/index.html) . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

---

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western O