



Course Outline – FN9666B

Community Nutrition and Program Planning

School of Food and Nutritional Sciences

General Information

Course #:	FN9666B
Section #:	530
Term:	Winter
Year:	2021
Course Day and Time:	Tuesday 1:30pm-4:30pm
Course Location:	Online; Synchronous

Instructor Information

Name:	Dr. June Matthews, PhD, RD, P.H.Ec.
E-mail:	jmatth22@uwo.ca
Office hours for students:	Contact via email
Office location:	Contact via email

Course Description

An advanced study of the principles and practice of community nutrition and population health promotion, as well as program planning and evaluation. Emphasis placed on critical analyses of population health strategies from awareness-building, nutrition education, and skill-building to community partnerships, supportive environments, and healthy public policy.

Learning Outcomes

Upon successful completion of this course, students will demonstrate the following objectives: Brescia Competencies of Communication, Critical Thinking, Inquiry & Analysis, Problem Solving, Self-Awareness & Development, Social Awareness & Engagement, and Valuing through the following learning objectives and evaluation components.

1. Demonstrate a critical understanding of the concepts of community nutrition, health promotion, and social determinants of health: Critical Thinking [Level 3], Inquiry & Analysis [Level 3], Social Awareness & Engagement [Level 3]
2. Discuss and evaluate population health strategies and programs/interventions using the Population Health Promotion Model: Critical Thinking [Level 3], Inquiry & Analysis [Level 3], Social Awareness & Engagement [Level 3]

3. Identify and discuss important behaviour change theories underlying community nutrition interventions: Critical Thinking [Level 3], Inquiry & Analysis [Level 3], Social Awareness & Engagement [Level 3]
4. Develop leadership skills by facilitating class discussions on course readings: Self-Awareness & Development [Level 3], Communication [Level 4]
5. Conduct a situational assessment in collaboration with community stakeholders: Inquiry & Analysis [Level 3], Critical Thinking [Level 3]
6. Based on the results of the situational assessment, create a comprehensive program plan and logic model: Critical Thinking [Level 3]
7. Enhance research, critical thinking, and communication skills through active participation in class discussions and assignments: Self-Awareness & Development [Level 3], Communication [Level 4]
8. Value the complexity of, and challenges and opportunities associated with, community nutrition practice in Canada: Valuing [Level 4], Inquiry & Analysis [Level 3], Self-Awareness & Development [Level 2]
9. Reflect upon dietitians' roles in communicating accurate, evidence-based information: Critical Thinking [Level 3], Inquiry & Analysis [Level 3], Valuing [Level 4]
10. Synthesize learning through individual and group assignments: Problem Solving [Level 3], Communication [Level 4], Social Awareness & Engagement [Level 3]
11. Demonstrate professional skills and behaviours (e.g., time and workload management; efficient and effective teamwork; effective and respectful written, oral, and interpersonal communication; leadership; self-reflection; ethics and judgment; as well as independent and collaborative literature searching, retrieval, and management): Communication [Level 4], Critical Thinking [Level 3], Inquiry & Analysis [Level 3], Problem Solving [Level 3], Self-Awareness & Development [Level 3]

Brescia Competencies

Communication

The ability to exchange information and meaning across cultures, space, and time appropriately and correctly. This competency includes oral, written, and interpersonal communication, and the ability to use current or innovative media.

Critical Thinking

The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis

The ability to ask questions, examine issues, and reach informed conclusions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Problem Solving

The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Self-Awareness and Development

The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth.

Social Awareness and Engagement

The ability to respect and be open to diversity (e.g. cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

Valuing

The ability to make decisions or choose actions based on the consistent application of principles expressing fundamental values that are accepted on account of reason or spiritual insight.

Teaching Methodology and Expectations of Students

Format

This course is reading intensive and is highly reliant on student preparation and participation. The class will meet for three hours per week. Class sessions will be participatory and will involve critically-informed scholarly discussions of assigned readings. Participation involves asking relevant questions, providing relevant background information, relating current events to the material, and providing clarification of points and issues.

Students (individually/pairs) will assume the role of facilitator for one class session. One week in advance of their facilitated discussion, the facilitator(s) will distribute to the class one 'theoretical' reading (e.g., report, toolkit, theoretical summary article, systematic review) and one 'application' reading (peer-reviewed implementation article) related to the assigned topic for that week. All students are expected to critically appraise the theory and apply their learning through an in-depth analysis of an intervention related to community nutrition and program planning.

Communication: Email tends to be the most efficient and effective mode of communication between the professor and students. Your emailed comments and questions are most welcome and will be responded to in a timely fashion.

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 for a confirmed personal illness or a death in your immediate family.

Request for Re-Evaluation

If you wish to have an assignment re-evaluated, you must follow these steps:

1. Re-read the assignment instructions. Carefully review the grading scheme and comments provided.

2. If you (and your teammates, if a group assignment) still wish to have your assignment re-evaluated, collaboratively prepare a half-page written explanation and submit it with your original assignment and marking scheme.
3. Requests for re-evaluations must be submitted within one week of the assignment being returned. If you are absent from the class when assignments are returned, make an appointment with the professor to retrieve your assignment. The deadline for submission of a request for re-evaluation is based solely upon the date the assignment is returned in class.
4. Remember to communicate respectfully and clearly why you believe a grade should be re-considered. The re-evaluation will be based on the strength of your explanation, as well as the assignment instructions and grading scheme. Please note that, after re-evaluation, your grade could go up, down, or stay the same.

Evaluation

Component	Weight	Date/Deadline	Brescia Competencies
Individual Assignment – Knowledge Translation Policy Brief Class discussion	25%	Tues., Feb. 2 , 2021	<i>Communication; Critical Thinking; Inquiry & Analysis; Problem Solving</i>
Group Project – Phase 1: <i>Present</i> Situational Assessment and <i>Preliminary</i> Program Plan	20%	Tues., Mar. 2 , 2021 Fri., Mar. 5 , 2021	<i>Communication; Critical Thinking; Inquiry & Analysis; Problem Solving; Social Awareness & Engagement; Self Awareness & Development; and Valuing</i>
Group Project – Phase 2: <i>Present Final</i> Program Plan and Logic Model <i>Submit Final</i> Program Plan and Logic Model	30%	Tues., Apr. 6 , 2021 Fri., Apr. 9 , 2021	<i>Communication; Critical Thinking; Inquiry & Analysis; Problem Solving; Social Awareness & Engagement; Self Awareness & Development; and Valuing</i>
Facilitated Discussion and Knowledge Translation Summary of research article for lay audience	25%	As assigned	<i>Communication; Critical Thinking; Inquiry & Analysis; Problem Solving</i>

Academic Accommodation

For course components worth 10% or more of the total course grade, documentation will be required. Medical or other supporting documentation should be submitted to your Academic Advisor. Please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

Course Content

Class	Date	Description
1	Jan. 12	Public Health: Standards, Guidelines, & Protocols Population Health Promotion Model Core competencies for Public Health in Canada Knowledge Translation
2	Jan. 19	Background for major project Situational Assessments
3	Jan. 26	Guest speaker: Program planning and evaluation Logic models and their development
4	Feb. 2	Individual Assignment – Knowledge Translation (Policy Brief) due Class discussion of submitted policy briefs
5	Feb. 9	Student-facilitated discussion Population health strategies for nutrition education
	Feb. 16	Reading Week
6	Feb. 23	Student-facilitated discussion Population health strategies for skill-building
7	Mar. 2	Presentation Day Situational Assessment and Preliminary Program Plan Feedback from professor and stakeholders Phase 1 due Fri., Mar. 5
8	Mar. 9	Student-facilitated discussion Population health strategies to build community partnerships
9	Mar. 16	Student-facilitated discussion Population health strategies to build supportive environments
10	Mar. 23	Student-facilitated discussion Population health strategies to build healthy public policy
11	Mar. 30	Student-facilitated discussion Population health strategies using advocacy
12	Apr. 6	Presentation Day Final Program Plan and Logic Model Feedback from professor and stakeholders Phase 2 due Fri., Apr. 9

Brescia Graduate Course Academic Policies and Regulations

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Additionally;

A) When written work is assigned, 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 (<http://www.turnitin.com>).

B) 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.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Policy for Accommodation for Illness or Other Exceptional, Extenuating Circumstances

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by physical or mental illness, or other exceptional, extenuating circumstances. The University recognizes and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be considered only in those cases where there is documentation indicating that the student was seriously affected by illness or other exceptional, extenuating circumstances and could not reasonably be expected to meet his/her academic responsibilities.

When Seeking Accommodation For Work Representing 10% Or More Of The Overall Grade: The course instructor should be notified in advance of deadlines and documentation shall be submitted as

soon as possible in accordance with the below guidelines. Students should submit documentation to the Graduate Program Coordinator in the School of Food and Nutritional Sciences. For students enrolled in a graduate program outside of the School of Food and Nutritional Sciences, contact the Graduate Program Office in your program for accommodation and have them notify the Food and Nutritional Sciences instructor(s). Once the supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the student's home Graduate Program office in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, reweighting course requirements, or granting late withdrawals without academic penalty. Academic accommodation shall be considered and granted only where the proper documentation is received, using the guidelines noted below, and the severity of the illness/condition are such that the student could not reasonably be expected to complete his/her academic responsibilities. The medical professional providing the documentation must be able to make a reasonable assessment of the student's physical or mental state during the period for which accommodation is sought. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Note that there is no expectation that a student must be in optimum condition to carry out his or her academic responsibilities.

When Seeking Accommodation For Work Worth Less Than 10% Of The Overall Grade In A Course: the student must contact the instructor in advance of missing the deadline. In arranging accommodation, instructors will use good judgment and ensure fair treatment for all students. Instructors must indicate whether documentation will be required for absences, late assignments or essays, missed tests, laboratory experiments or tutorials, etc. Where medical or other documentation is required, the guidelines for accommodation for 10% or more should be followed. Students who have been denied accommodation by an instructor may appeal this decision to the Chair of the School of Food and Nutritional Sciences.

Medical (Or Other) Documentation Required For Accommodation: must be sought immediately, indicate a timeline including when the student should be able to resume academic responsibilities, and include the professional person's name, qualifications, the professional office name and contact details, the student name, and the date. Documentation will be retained in the student's file within their home Graduate Program Office, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy.

Related Student Resources:

Academic Advising: Please contact the Graduate Program Coordinator in your home Graduate Program Office for academic advising and support.

Student Accessibility Services

Western is committed to achieving barrier-free accessibility for all its members, including graduate

students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Sexual Violence: All members of the Western University community have a right to work and study in an environment that is free from any form of sexual violence. Western University recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence will not be tolerated. The university is committed to preventing Sexual Violence and creating a safe space for anyone who has experienced Sexual Violence. If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://safecampus.uwo.ca/sexual_violence/

Mental Health and Wellness: Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Students who are in emotional/mental distress should refer to Health and Wellness at Western University http://uwo.ca/health/mental_wellbeing/index.html. Further information to find help for yourself or others is available at Western University School of Graduate and Postdoctoral student Wellness Resources https://grad.uwo.ca/life_community/self/index.html. Students seeking help regarding mental health concerns are also encouraged to speak to someone they feel comfortable confiding in, such as their Faculty Supervisor, their Program Director (Graduate Program Chair), or other relevant staff/administrators in their unit. Additional campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

Health and Wellness: As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca> In addition, numerous cultural events are offered throughout the year. For examples, please check out the Faculty of Music <http://www.music.uwo.ca/> and Western's McIntosh Gallery <http://www.mcintoshgallery.ca/>