



SYLLABUS

FNH 473: Applied Public Health Nutrition

January – April 2017

The University of British Columbia

Faculty of Land and Food Systems: Food, Nutrition and Health

INSTRUCTOR: Dr. Gail Hammond **OFFICE:** FNH 214

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CLASS TIME and LOCATIONS: Mondays from 1:00 PM to 4:00 PM in MacMillan 160 (and group breakout rooms in MCML)

OFFICE HOURS: Wednesdays from 3:00 PM to 4:00 PM in FNH 214 (or after class, or by appointment)

COURSE DESCRIPTION: Theory and methods in nutrition education; factors affecting behaviour modification and health promotion. The practice of nutrition education through education, health care delivery or media systems.

PREREQUISITE: FNH 250

LEARNING OUTCOMES: *Upon successful completion of this course, you should be able to:*

1. Characterize the current Canadian context for nutrition education and public health nutrition, including Canadians' eating habits, Canadians' nutritional and health status, and demographic trends.
2. Identify and discuss individual, interpersonal, and environmental determinants of nutrition-related behaviours.
3. Describe, critically evaluate, and apply program planning models and theories of health behaviour change (including Health Belief Model, Social Cognitive Theory, Transtheoretical Model/Stages of Change).
4. Explain the importance of policy in public health nutrition education and food security advocacy and propose strategies to support policy development and implementation.
5. Work effectively in small groups to assess, plan, implement, and evaluate public health nutrition initiatives; and successfully communicate the results of your group's work to others.
6. Engage in meaningful reflection on personal learning and professional activities; provide effective, relevant, and constructive feedback to others; and receive and respond to the same from others.

INFORMATION FOR STUDENTS IN THE DIETETICS MAJOR: This course, like all required courses in the Dietetics Major, contributes to coverage of the *Integrated Competencies for Dietetic Education and Practice (ICDEP)*. All students in the Dietetics Major should refer to the [Mapping of Curriculum to ICDEP](#) page on the dietetics website to familiarize themselves with the requirements.

REQUIRED READINGS: No textbook is required for FNH 473. However, you are required to complete a series of readings and view various course videos (listed in the Course Outline). Readings are available via the "Course Readings" tab in Connect; videos are available in Connect and on the public course website (fnh473.landfood.ubc.ca).

CLASS FORMAT: We will use a combination of interactive lectures, in-class learning activities, small group work, guest presentations, and independent reflection throughout this course. You have some flexibility in planning your learning experience, including choosing among three options for your small group learning project: i) engage in a community-based experiential learning (CBEL) project, ii) complete a problem-based learning (PBL) case related to nutrition education in the community, or iii) create a short video documentary focused on a current issue or initiative in community nutrition. Additional details will be provided in class and in Connect. From January 30 to March 20, we will meet as a whole class in MCML 160 for the first hour or so of the class session and then you will work on your group projects with your team of classmates in the assigned breakout rooms for the remainder of the class session.

EVALUATION:

	Date	Value (% Final Grade)*
1. Online Module: Population and Public Health Needs Assessments (through Dietitians of Canada): <ul style="list-style-type: none"> Certificate of Completion indicating score on test 	January 27	5
2. Online quizzes based on readings and videos: <ul style="list-style-type: none"> Ten quizzes worth 4% each (dates indicated below) 	Throughout term	40
3. Group Project: Choose Option A, B, or C** <u>Option A: Community-based Experiential Learning (CBEL) Project</u> <ul style="list-style-type: none"> Team Work Session Evaluation Forms (after each work session) Submit Sections A, B, C of Written Report for Feedback Presentation and Discussion Written Report: Full Report <u>Option B: Problem-based Learning (PBL) Case</u> <ul style="list-style-type: none"> Team Work Session Evaluation Forms (after each work session) Submit Sections A, B, C of Written Report for Feedback Presentation and Discussion Written Report: Full Report <u>Option C: Create a Video Documentary</u> <ul style="list-style-type: none"> Team Work Session Evaluation Forms (after each work session) Submit Sections A, B, C of Written Report for Feedback Video and Discussion Written Report: Full Report 	Throughout term March 6 April 3 April 10	5 NG 10 20 } 35 5 NG 10 20 } 35 5 NG 15 15 } 35
4. Individual Reflections: <ul style="list-style-type: none"> First submission (your response to questions 1–3) Second submission (your response to questions 4–7) 	March 16 April 15	10 10 } 20

*NG = No Grade will be given; feedback (comments and suggestions) will be offered to help improve the final graded submission.

Complete the "Group Project Preferences" quiz in Connect **before 11:59 PM on January 20 to indicate your preference.

1. Online Module "Population and Public Health Needs Assessments"

This online learning module is offered through Dietitians of Canada at a cost of \$15 per student. Details on how to access this learning module will be posted in Connect. The online module will guide you through a series of scenarios related to conducting a needs assessment. An offline workbook is also available as an additional resource. After completing this module, you will be prompted to take a brief test related to the material. Upon satisfactory completion of this test (i.e., receiving a score of 80% or greater within 3 attempts) you will obtain a Certificate of Completion. This Certificate of Completion must be submitted via Connect by 11:59 PM on Friday, January 27. Completion of the online module and the test is estimated to take 3–5 hours. Your % score on the final test in the module will be converted to a score /5 in the calculation of your final grade. (Note: You may wish to include your completion of this course on your CV/resume for future applications.)

2. Online quizzes based on readings and videos

There is an online quiz to be completed in Connect in preparation for each class, with the exception of our last class (10 quizzes in total). Quizzes will be available as indicated in the following table. Each quiz will focus on the reading(s) and/or video assigned for that week (the materials you need to review for each quiz are listed in following table and in the Course Outline, below). You will have up to 2 hours to complete each quiz – this should provide you with plenty of time to deepen your review of the materials and reflect upon your answers to the quiz questions. Quizzes will include various question types, including multiple choice questions, multiple answer questions, true/false questions, and short answer questions. The quizzes are equally weighted in the calculation of your final grade: your % score on each quiz counts for 4% of your final grade (in total, your scores on the 10 quizzes count for 40% of your final grade). The quizzes

are “open book” – in other words, you may consult the readings and videos (and any other materials you created) as you complete the quizzes. ***Each quiz must be completed independently, without consulting other students.***

Summary of Quiz Availability:

Quiz # and Related Content	Quiz will be available from noon to noon on the following days:*
#1: Mikkonen & Raphael, 2010 (pp. 7-27)	Jan 7 – Jan 23
#2: Theory at a Glance (pp. 3-31) <u>and</u> <i>Video 1</i>	Jan 10 – Jan 16
#3: Planning Health Promotion Programs (pp. 12-27)	Jan 17 – Jan 23
#4: Planning Health Promotion Programs (pp. 28-52)	Jan 24 – Jan 30
#5: Logic Model for Program Planning and Evaluation <u>and</u> <i>Video 2</i>	Jan 31 – Feb 6
#6: Planning Health Promotion Programs (pp.53-59), Burrows et al, 2015 <u>and</u> <i>Video 3</i>	Feb 13 – Feb 27
#7: Moreau et al, 2015 <u>and</u> <i>Video 4</i>	Feb 28 – Mar 6
#8: Wise, 2015	Mar 7 – Mar 13
#9: Masse, Naiman & Naylor, 2013 <u>and</u> <i>Video 5</i>	Mar 14 – Mar 20
#10: Chen et al, 2015 <u>and</u> Thomas, 2015	Mar 21 – Mar 27

**Note: Most quizzes will be available from NOON on a Tuesday morning until NOON on the following Monday (just before class). There are two exceptions to this: Quiz #1 (available from noon on the Saturday before our first class until noon on January 23) and Quiz #6 (available from noon on February 13 until noon on February 27, the day of our first class back after Reading Week).*

3. Group projects (choose your focus: CBEL, PBL, or video documentary)

Over the course of the semester, you will work as part of a team of students to complete one of the following: a community-based experiential learning (CBEL) project, a problem-based learning (PBL) case, OR a short video documentary. We will discuss the three options in class and additional detailed instructions for each option are available in Connect (all CBEL project options will be posted in Connect by January 8). You must indicate your preferred project type via the ‘Group Projects Preferences’ quiz in Connect by 11:59 PM on January 20 and groups will be formed by January 23. From January 30 to March 22, you will have up to 2 hours of class time during each class session to work with your teammates on your group project. After each team work session (January 30 to March 22; 6 sessions in total), your group must complete a Team Work Session Evaluation Form and submit it via Connect before 11:59 PM on the Wednesday following the session. Effective evaluations of your team sessions as documented in these forms will contribute up to 5% to your final grade (a score will be assigned for each Team Work Evaluation Form, each of the six forms will be equally weighted in the calculation of your group’s overall score for this task). There are three additional key deadlines related to your group project: 1) sections A, B, and C of your written report must be submitted via Connect for formative feedback before 11:59 PM on March 6, 2) the results of your project will be highlighted in a presentation and discussion in class on April 3, and 3) your group’s final written report must be submitted via Connect before 11:59 PM on April 10.

4. Individual reflections on your learning in FNH 473

Complete instructions for this task are posted in Connect. You will submit two guided reflections on your learning in FNH 473: your first submission is due by 11:59 PM on March 15 (responses to questions 1–3; maximum 2 pages, 1.5 line-spaced; worth 10% of your final grade) and your second submission is due by 11:59 PM on April 14 (responses to questions 4–7; maximum 2 pages, 1.5 line-spaced; worth 10% of your final grade).

COURSE OUTLINE:

Date	Focus
Jan 9	<p>Introduction: Course overview, hopes & expectations, preparing for your learning in FNH 473; Also: i) evaluate context for community nutrition work, ii) examine determinants of health and determinants of food choice, and iii) consider the wisdom in 'A PIE'</p> <p>Prepare for class:</p> <p>1) Read <i>Social Determinants of Health: The Canadian Facts</i> (Mikkonen & Raphael, 2010), pp. 7–54, focus on pp. 7–27 (the quiz questions will be drawn from pp. 7–27 only)</p> <p>2) Quiz 1 available from noon on Saturday, January 7 to noon on Monday, January 23</p>
January 16	<p>Health behaviour theories, taking an evidence-based approach to promoting health behaviour change; detailed overview of options available for group projects</p> <p>Prepare for class:</p> <p>1) Watch <i>Video 1: Introduction to Health Behaviour Theories</i> on course website</p> <p>2) Read <i>Theory at a Glance: A Guide for Health Promotion Practice (2 ed.)</i> (National Cancer Institute, US Department of Health and Human Services, National Institutes of Health, 2005), focus on pp. 3–31</p> <p>3) Quiz 2 available from noon on Tuesday, January 10 to noon on Monday, January 16</p> <p>Deadline:</p> <p>1) Complete Group Project Preference Quiz in Connect before 11:59 PM on Friday, Jan 20</p>
January 23	<p>Health promotion project planning 1; identify strategies for effective teamwork; first team meeting</p> <p>Prepare for class:</p> <p>1) Read <i>Planning Health Promotion Programs: Introductory Workbook, 4th ed.</i> (Public Health Ontario, 2015), pp. 12–27</p> <p>2) Quiz 3 available from noon on Tuesday, January 17 to noon on Monday, January 23</p> <p>Deadline:</p> <p>1) Submit Certificate of Completion for Online Module 'Assessing Needs and Setting Priorities in Population and Public Health' sometime before 11:59 PM on Friday, January 27</p>
January 30	<p>Health promotion project planning 2; first team work session</p> <p>Prepare for class:</p> <p>1) Read <i>Planning Health Promotion Programs: Introductory Workbook, 4th ed.</i> (Public Health Ontario, 2015), pp. 28–52</p> <p>2) Quiz 4 available from noon on Tuesday, January 24 to noon on Monday, January 30</p>
February 6	<p>Health promotion program planning 3; team work session</p> <p>Prepare for class:</p> <p>1) Watch <i>Video 2: Logic Model</i> on course website</p> <p>2) Read <i>The logic model for program planning and evaluation</i> (McCawley, ND)</p> <p>3) Quiz 5 available from noon on Tuesday, January 31 to noon on Monday, February 6</p> <p>4) Complete your <i>Learning Issues</i> related to your group project</p>
February 13	Family Day: No Class
February 20	Reading Week: No Class
February 27	<p>Evaluating health promotion programs; team work session</p> <p>Prepare for class:</p> <p>1) Watch <i>Video 3: Evaluation</i> on course website</p> <p>2) Read <i>Planning Health Promotion Programs: Introductory Workbook, 4th ed.</i> (Public Health Ontario, 2015), pp. 53–59</p> <p>3) Read <i>Impact evaluation of an after-school cooking skills program in a disadvantaged community: Back to Basics</i> (Burrows et al., 2015)</p> <p>4) Quiz 6 available from noon on Tuesday, February 13 to noon on Monday, February 27</p> <p>5) Complete your <i>Learning Issues</i> related to your group project</p>

Date	Focus
March 6	<p>Food security & community nutrition in action: examples of initiatives; team work session</p> <p>Prepare for class:</p> <p>1) Watch <i>Video 4: Implementing Community-based Initiatives</i> on course website</p> <p>2) Read <i>Efficacy of Nutrition education-based cooking workshops in community-dwelling adults aged 50 years and older</i> (Moreau, Plourde, Hendrickson-Nelson & Martin, 2015)</p> <p>3) Quiz 7 available from noon on Tuesday, February 28 to noon on Monday, March 6</p> <p>4) Complete your <i>Learning Issues</i> related to your group project</p> <p>Deadline:</p> <p>1) Submit Sections A, B, C of Written Report for formative feedback by 11:59 PM on Monday, March 6</p>
March 13	<p>Community nutrition education, learning styles; team work session</p> <p>Prepare for class:</p> <p>1) Read <i>Pregnant Adolescents, Beliefs About Healthy Eating, Factors that Influence Food Choices, and Nutrition Education Preferences</i> (Wise, 2015)</p> <p>2) Quiz 8 available from noon on Tuesday, March 7 to noon on Monday, March 13</p> <p>3) Complete your <i>Learning Issues</i> related to your group project</p>
March 20	<p>Nutrition advocacy and policy interventions; team work session</p> <p>Prepare for class:</p> <p>1) Watch <i>Video 5: Nutrition-related Policy</i> on course website</p> <p>2) Read <i>From policy to practice: implementation of physical activity and food policies in schools</i> (Masse, Naiman & Naylor, 2013)</p> <p>3) Quiz 9 available from noon on Tuesday, March 14 to noon on Monday, March 20</p> <p>4) Complete your <i>Learning Issues</i> related to your group project</p> <p>Deadline:</p> <p>1) Submit first Individual Reflection Paper (responses to questions 1–3) by 11:59 PM on March 16</p>
March 27	<p>Community nutrition in action: menu labeling; team work session</p> <p>Prepare for class:</p> <p>1) Read <i>Changes in awareness and use of calorie information after mandatory menu labeling in restaurants in King County, Washington</i> (Chen, Smyser, Chan, Ta, Saelens & Krieger, 2015)</p> <p>2) Read <i>Food for thought: obstacles to menu labeling in restaurants and cafeterias</i> (Thomas, 2015)</p> <p>3) Quiz 10 available from noon on Tuesday, March 21 to noon on Monday, March 27</p> <p>4) Complete your <i>Learning Issues</i> related to your group project</p>
April 3	<p>Last class: team presentations and discussions; course review and synthesis.</p> <p>Deadlines:</p> <p>1) Group presentation (or video) and discussion in class on April 3</p> <p>2) Submit Full Group Written Report by 11:59 PM on April 10</p> <p>3) Submit second Individual Reflection Paper (responses to questions 4–7) by 11:59 PM on April 14</p>

MY HOPES AND EXPECTATIONS FOR STUDENTS IN FNH 473

1. Prepare for (and attend!) each class and teamwork session. If you must miss a class due to illness or emergency, it is your responsibility to obtain notes for that day from a classmate and complete any work you may have missed. Ensure that you are “pulling your weight” on your group project and that you effectively complete all tasks assigned to you.
2. *Actively participate* in the various learning activities – this will greatly enhance your learning and engagement.
3. Use the class slides (posted in Connect before class) as a framework for your own note taking during class and use the course website as a learning resource and interactive tool.
4. Take advantage of my drop-in office hour on Wednesdays from 3:00 to 4:00pm (I’m also available after class, or by appointment) to ask questions, seek clarification, and/or discuss issues further. You are welcome to come as a group to discuss your group project during this time.
5. Connect what you learn in this course to your existing and developing networks of knowledge and skills. Use your pre-existing knowledge of nutrition and teamwork to better understand issues presented in class and to effectively work in your small group. Moving forward, take the knowledge and skills you gain from this class to affect real-world nutrition-related behaviours to achieve improved health outcomes for others.
6. Enjoy this learning experience! I am looking forward to sharing this learning experience with you, as we critically evaluate and reflect upon key issues in public health nutrition – and develop extremely useful (and transferable) skills in health promotion program planning.

ACADEMIC INTEGRITY: Academic honesty is a core value of scholarship. Students are reminded of the importance of academic integrity (more information available here: <http://bit.ly/16MRoQe>) and of the University’s regulations regarding academic misconduct and plagiarism, including disciplinary measures (excerpted below and available here: <http://bit.ly/1cbGHJ2> and here: <http://bit.ly/18h6VG3>)

Ignorance of the appropriate standard of academic honesty is no defense to an allegation of Academic Misconduct. Academic Misconduct that is subject to penalty includes, but is not limited to, the following:

1. *Plagiarism. Plagiarism occurs where an individual submits or presents the work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when excerpts are used in paragraphs or essays, the author must be acknowledged in the text, through footnotes, in endnotes, or in other accepted forms of academic citation. Plagiarism extends from where there is no recognition given to the author for phrases, sentences, or ideas of the author incorporated in an essay to where an entire essay is copied from an author, or composed by another person, and presented as original work. Students must ensure that when they seek assistance from a tutor or anyone else that the work they submit is actually their own. Where collaborative work is permitted by the instructor, students must ensure that they comply with the instructor’s requirements for such collaboration. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.*
2. *Cheating. Cheating includes, but is not limited to: falsifying any material subject to academic evaluation; having in an examination any materials other than those permitted by the examiner; and using unauthorized means to complete an examination (e.g. receiving unauthorized assistance from a fellow student).*
3. *Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution), unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.*

In other words... Be sure to do your work with honesty and integrity. Appropriately acknowledge sources of information and ideas. Make sure you make every effort to avoid what could be considered plagiarism! Discuss course work with classmates and learn from each other as you complete your group project – but complete all quizzes and other individual assessments independently.