

**BRESCIA UNIVERSITY COLLEGE
DIVISION OF FOOD AND NUTRITIONAL SCIENCES
2011–2012**

FOODS AND NUTRITION 3361B: Fundamentals of Community Nutrition

Thursdays 2:30–5:30 pm

Office Hours: by appointment

Course Instructors: Paula Dworatzek Section 531 Room BR-304	pdworatz@uwo.ca	ext. 28020
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COURSE OUTLINE

DESCRIPTION:	An introduction to the role of nutrition at the local, national and international levels. Emphasis is placed on nutrition education, food habits, survey methodology, and current topics in the area of community nutrition.
LEARNING OBJECTIVES:	By the end of the course, students will be able to: <ol style="list-style-type: none">1. demonstrate knowledge & understanding of community nutrition and the social determinants of health.2. demonstrate knowledge of behaviour change theories, health promotion strategies, needs assessment and program planning, as they are used by community nutrition professionals to meet the needs of communities.3. assess a variety of issues in community nutrition e.g. empowerment, lifecycle related nutritional status, food security, obesity, etc.4. create a nutrition education resource for a specific population group utilizing appropriate literature and design strategies.5. formulate an understanding of the value systems associated with the social determinants of health and reconcile these with their current value systems.6. demonstrate leadership skills through effective and efficient group work.

PREREQUISITE(S): Pre-requisite: Foods and Nutrition 2241A/B

FORMAT: Three (3) hours per week. Lectures will be enhanced by class discussions.

REQUIRED TEXT Contento, IR. *Nutrition Education: Linking Research, Theory, and Practice*. 2nd Ed. Massachusetts: Jones and Bartlett; 2011.

REQUIRED AND OPTIONAL READINGS See attached list and review as per the lecture schedule.

DISTRIBUTION OF MARKS:

ITEM	% FINAL MARK	DUE DATE
<u>Mid-Term Examination</u> 2 hour in-class examination	20 %	February 9, 2012
<u>Nutrition Education Resource</u> Team assignment & Team Presentation	30 % 10%	April 5, 2012
<u>Final Examination</u> 3 hour cumulative examination	40%	TBA
<u>Total:</u> 100%		

DIVISIONAL AND COURSE POLICIES:

1. Attendance at class and participation are mandatory. Students must attend classes in the sections in which they have been registered.
2. Assignments are due at time and date noted. Late assignments will be reduced by 20% of the value of the assignment. Assignments submitted more than seven days late will NOT be accepted, except with documentation for a confirmed personal illness or a death in the student's immediate family.
3. Assignments assigned in teams must be completed as a team. Individual submissions will be automatically reduced by 20%.
4. Any requests for academic accommodation must be submitted through the academic advisors.

COMMUNICATION:

E-mail communication can be an efficient and effective mode of communication between course Instructors and students. Please direct your email to the appropriate instructor, but copy all instructors. Your e-mailed comments and questions are most welcome and will be

responded to within 2-3 business days. E-mails should be respectful, use formal English language (not “text” talk), and should not ask for information that was delivered during a lecture. Please be concise in your email communication. If you have more than three questions, it would be best to make an appointment.

LECTURE SCHEDULE:

Week: Date	Section 530, BR-203	Section 531, BR- 304	Section 532, BR MRW 152
1: Jan 12	What determines health? Community vs. public health nutrition.	What determines health? Community vs. public health nutrition.	What determines health? Community vs. public health nutrition.
2: Jan 19	Determinants of food choice. Health promotion strategies.	How & why to take action. Awareness & motivation.	Population groups.
3: Jan 26	Population groups.	Determinants of food choice. Health promotion strategies.	How & why to take action. Awareness & motivation.
4: Feb 2	How & why to take action. Awareness & motivation.	Population groups.	Determinants of food choice. Health promotion strategies.
5: Feb 9	In-class mid-term exam	In-class mid-term exam	In-class mid-term exam
6: Feb 16	Situational assessment and program planning.	Designing print materials. Social marketing.	Ability to take action.
Feb. 23	READING WEEK		
7: March 1	Ability to take action.	Situational assessment and program planning.	Designing print materials. Social marketing.
8: March 8	Designing print materials.	Ability to take action.	Situational assessment and program planning.

Week: Date	Section 530, BR-203	Section 531, BR- 304	Section 532, BR MRW 152
	Social marketing.		
9: March 15	Epidemiology. Nutrition Transition.	Food security.	Environmental action.
10: March 22	Environmental action.	Epidemiology. Nutrition Transition.	Food security.
11: March 29	Food security.	Environmental action.	Epidemiology. Nutrition Transition.
12: Apr 5	Team presentations.	Team presentations.	Team presentations.
DUE: Nutrition Education Resource by <u>2:30pm in class</u>			

READINGS FOR SPECIFIC LECTURES:

Instructor	Lecture Topic	Readings (see list below for numbers)
Section Instructor	What determines health? Community vs. Public Health Nutrition. Course outline & assignments.	Chapter 1 (pgs.12-21); PHAC website (1); Ottawa Charter, 1986 (2); Understanding Public Health (3) <i>Optional: Chapter 1 (pgs. 3-11); DC, 2004b (7)</i>
Thomas	Determinants of Food Choice. Health Promotion Strategies.	Chapter 2; Raine, 2004 (4); Ottawa Charter (2)
Glynn	Population Groups.	Chapter 17
Dworatzek	Why & How to Take Action. Awareness and motivation.	Chapter 3 (pgs. 46-49, 53-56, 60); Chapter 4 (omit Precaution Adoption Process pgs. 70-73, and Self-determination Theory pgs. 82-84)

Thomas	Situational Assessment and Program Planning.	Boyle & Holben (8): Chapter 2 (pgs. 39-59); Chapter 3 (pgs. 65-79); Chapter 4 (pgs. 97-125)
Dworatzek	Ability to Take Action.	Chapter 5 (Social Cognitive Theory and Transtheoretical Model; omit Self-Regulation / Self-Efficacy Models and Grounded Theory Approach, pgs. 102-108)
Glynn	Designing Print Materials. Social Marketing.	Chapter 15; Chapter 16
Dworatzek	Epidemiology. Nutrition Transition.	Boyle & Holben (8): Chapter 5 (omit Hypothesis Testing and Explaining Research Observations, pgs. 145-148); The Nutrition Transition (9).
Thomas	Environmental Action.	Chapter 6; Chapter 18 (pgs. 422-426)
Glynn	Food security.	DC, 2005 (5); DC, 2007 (6).
Section Instructor	Team presentations.	Attendance mandatory; Be prepared to ask questions.

READING LIST:

Please review the lecture schedule for required and optional weekly readings.

1. What determines health? Public Health Agency of Canada. <http://www.phac-aspc.gc.ca/phsp/determinants/index-eng.php#What>.
2. World Health Organization. The Ottawa Charter for Health Promotion: First International Conference on Health Promotion. 1986. <http://www.who.int/healthpromotion/conferences/previous/ottawa/en/index.html>.
3. Association of Local Public Health Agencies, Ontario Public Health Association. Understanding the Role of Public Health in Chronic Disease Prevention in Ontario. 2010 <http://www.alphaweb.org/>

4. Raine K. Determinants of Healthy Eating in Canada: An Overview and Synthesis. *Can J Pub Health*. 2005;96(S3):S8-S14.
5. Dietitians of Canada. Individual and Household Food Insecurity in Canada: Position of Dietitians of Canada. Toronto: Dietitians of Canada; 2005.
http://www.dietitians.ca/news/downloads/Food_Insecurity_position.pdf
6. Dietitians of Canada. Community Food Security: Position of Dietitians of Canada. Toronto: Dietitians of Canada; 2007.
<http://www.dietitians.ca/resources/resourcesearch.asp?fn=view&contentid=8737>
7. Dietitians of Canada. Community Dietitians: Trusted Food and Nutrition Experts. Role Paper of the Dietitians of Canada Community Dietitians in Health Centres Network. Toronto: Dietitians of Canada; 2004b.
http://www.dietitians.ca/pdf/CDHC_role_paper_March2004.pdf
8. Boyle MA, Holben DH. Chapter 2: Assessing Community Resources, Chapter 3: Assessing the Target Population's Nutritional Status, Chapter 4: Program Planning for Success, and Chapter 5: Principles of Epidemiology. In: *Community Nutrition in Action: An Entrepreneurial Approach*. 5th Ed. California: Thomson Wadsworth; 2010. [On reserve in the library]
9. Popkin B. The Nutrition Transition: What is the Nutrition Transition. University of North Carolina. <http://www.cpc.unc.edu/projects/nutrans/whatis>

USEFUL WEBSITES:

Canadian Public Health Association. <http://www.cpha.ca/english/index.htm>

Centers for Disease Control and Prevention (CDC). www.cdc.gov

Dietitians of Canada. <http://www.dietitians.ca>

Food and Agriculture Organization (FAO). <http://www.fao.org/>

Health Nexus. http://www.healthnexus.ca/index_eng.php

Nutrition Resource Centre. <http://www.nutritionrc.ca/index.html>

Ontario Society of Nutrition Professionals in Public Health. <http://www.osnp-ph.on.ca/>

Ontario Public Health Association. <http://www.opha.on.ca/>

Public Health Agency of Canada. <http://www.phac-aspc.gc.ca>

Public Health Agency of Canada. Best Practices Portal – Glossary
http://cbpp-pcpe.phac-aspc.gc.ca/glossary/all_terms-eng.html

The Health Communications Unit. <http://www.thcu.ca/>

World Health Organization (WHO). <http://www.who.int/en>

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.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, 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** considered 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/2011/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, 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.

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

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 Ontario.