

COURSE OUTLINE

BRESCIA UNIVERSITY COLLEGE SCHOOL OF FOOD & NUTRITIONAL SCIENCES

FN3361F – Section 530 – Fundamentals of Community Nutrition – Fall 2022-23

Instructor: Scholastica Madu. MSc. Medicine, RD

Email: smadu2@uwo.ca

Course Date/Time: Thursdays 8:30 a.m. to 11:30 a.m.

Lecture Duration: 3 lecture hours.

Office hours for students: 12:00 pm to 1:00 pm (after class as per appointment)

Delivery: In-person

Course Location: BR 2001B

COURSE DESCRIPTION

The role of nutrition at the local, regional, national and international levels. Emphasis will be placed on processes involved in planning and evaluating nutrition interventions and policy efforts to support population health.

Anti-requisite(s): The former Foods and Nutrition 3361A/B.

Prerequisite(s): Foods and Nutrition 1070A/B or the former Foods and Nutrition 1030E, and Foods and Nutrition 1241A/B or Foods and Nutrition 2241A/B. Foods and Nutrition 2266F/G or Human Ecology 2266F/

PREREQUISITE(S): Registration in the *Foods and Nutrition* or *Nutrition and Families* modules (Honors Specialization, Specialization, Major, Minor in Foods and Nutrition)

COREQUISITE(S): Foods and Nutrition 2241A/B or Foods and Nutrition 2245 A/B.

FORMAT:

Three hours in one lecture per week with the expectation that students be prepared for classes by covering suggested readings or activities or assignments. Lectures will include PowerPoint presentations, audio-visuals, seminars and discussions sessions, individually or in groups. Exams will cover all learning experiences. Students are welcome to ask for extra support by appointment through email.

ASSIGNED READINGS: All readings will be posted in OWL

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

Learning Objective	Competency
Define the concepts of community and community nutrition	<i>Inquiry and Analysis [Level 1], and Social Awareness and Engagement [Level 1]</i>
Analyze the Population Health Promotion Model as a framework for program planning and evaluation	<i>Communication [Level 2], Critical Thinking [Level 3], and Social Awareness and Engagement [Level 1]</i>
Interpret important behaviour change theories	<i>Communication [Level 2], Critical Thinking [Level 3], Problem Solving [Level 1], and Social Awareness and Engagement [Level 1]</i>
Explain the process and value of conducting situational assessments	<i>Communication [Level 2], Critical Thinking [Level 3], Problem Solving [Level 2], Social Awareness and Engagement [Level 3], and Valuing [Level 3]</i>
Identify the steps in program planning and evaluation	<i>Communication [Level 4], Critical Thinking [Level 4], Inquiry and Analysis [Level 4], Problem Solving [Level 4], Self-Awareness and Engagement [Level 3], Social Awareness and Engagement [Level 3], and Valuing [Level 3]</i>
Learn intervention strategies in different community settings	<i>Communication [Level 2], Critical Thinking [Level 3], Inquiry and Analysis [Level 2], Social Awareness and Engagement [Level 3], and Valuing [Level 3]</i>
Analyze current population health issues at local, national, international levels	<i>Communication [Level 2], Critical Thinking [Level 3], Inquiry and Analysis [Level 2], Social Awareness and Engagement [Level 3], and Valuing [Level 3]</i>
Learn advocacy approaches to build healthy public policy	<i>Communication [Level 2], Critical Thinking [Level 3], Inquiry and Analysis [Level 2], Social Awareness and Engagement [Level 3], and Valuing [Level 3]</i>
Learn Cultural Competence in Community Nutrition	<i>Communication [Level 2], Social Awareness and Engagement [Level 3], and Valuing [Level 3]</i>
Demonstrate basic skills necessary for professional performance (e.g., time and workload management; efficient and effective teamwork; effective and respectful written, oral, and inter-personal communication; leadership; self-reflection; ethics and judgment; as well as independent and collaborative literature searching, retrieval, and management)	<i>Communication [Level 4] and Self Awareness and Development [Level 4]</i>

EVALUATION:

Component	Weight	Date - Tentative	Brescia Competency
Mid-term Exam	30%	OCT 20th (in class)	Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Social Awareness and Engagement
Program Plan (Team Project)	30%	NOV. 10th	Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Social Awareness and Engagement, Self Awareness and Development, Valuing
Final Examination	40%	TBD	Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Social Awareness and Engagement, Valuing
Total	100%		

TENTATIVE SCHEDULE OF TOPICS

Week	Date	Course Content
1	SEPT. 08	Introduction Community and Community Nutrition. Llegislations, regulations, and policies applicable to public health.
2	SEPT. 15	Population Health Promotion Model. Program Plan Assignment
3	SEPT. 22	Theories of Behaviour Change.
4	SEPT. 29	Community Need Assessment Situation Assessment
5	OCT. 6	Program Planning
6	OCT. 13	Program Evaluation
Mid-term	OCT. 20	Mid-term Exam – (30%) Weeks 1 – 6
Reading Week	OCT. 31-NOV. 6	NO CLASS

9	NOV. 10	Team Project DUE – (30%)
10	NOV 17	Seminar: Intervention Strategies in Different Settings. - Nutrition education
11	NOV 24	Current Local, National, and International Food and Nutrition Issues.
12	DEC 1	Advocacy and Developing Healthy Public Policy.
13	DEC 8	Seminar: Cultural Competence in Community Nutrition
Exam week	DEC 10 - 22	Final Exam – (40%) Weeks 9 – 13 (plus integration of concepts and theories learned throughout course)

COURSE READINGS

Week	Readings
1	<ul style="list-style-type: none"> Boyle, M. A. (8th Ed). (2021). <i>Community Nutrition in Action: An Entrepreneurial Approach</i>. (pp 3-48). Wadsworth: Cengage Learning, USA
2	<ul style="list-style-type: none"> Epp, J. (1986, January 1). <i>Achieving Health for All: A Framework for Health Promotion</i>. Ottawa, ON: Health and Welfare Canada. Retrieved from http://www.hc-sc.gc.ca/hcs-sss/pubs/system-regime/1986-frame-plan-promotion/index-eng.php Government of Canada (2001). <i>Population Health Promotion: An Integrated Model of Population Health and Health Promotion</i>. Retrieved from https://www.canada.ca/en/public-health/services/health-promotion/population-health/population-health-promotion-integrated-model-population-health-health-promotion/developing-population-health-promotion-model.html Determinants of health. Public Health Agency of Canada. https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health.html Public Health Ontario (2018). <i>Health Promotion Foundations</i>. Retrieved from (https://www.publichealthontario.ca/en/LearningAndDevelopment/OnlineLearning/HealthPromotion/Pages/HP-Foundations.aspx) World Health Organization (1986). <i>Ottawa Charter for Health Promotion</i>. Retrieved from: http://www.who.int/healthpromotion/conferences/previous/ottawa/en/

3	<ul style="list-style-type: none"> • Boyle, M. A. (7th Ed). (2021). <i>Community Nutrition in Action: An Entrepreneurial Approach</i>. (pp 125-152). Wadsworth: Cengage Learning, USA • Diep, C. S., Chen T-A, Davies V.F, Baranowski J.C, and Baranowski T. (2014). Influence of behavioral theory on fruit and vegetable intervention effectiveness among children: A meta-analysis. <i>J Nutr Educ Behav</i>. 46(6): 506–546. Retrieved From https://www.jneb.org/article/s1499-4046(14)00555-7/abstract • Hagger, M.S., Wong, G. G., & Davey, S. R. (2015). A theory-based behavior-change intervention to reduce alcohol consumption in undergraduate students: Trial protocol. <i>BMC Public Health</i>; 15: 306. doi: 10.1186/s12889-015-1648-y Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4392782/ <p>Mead, E., Gittelsohn, J., Roache, C., Corriveau, A., & Sharma, S. (2013). <u>A community-based environmental chronic disease prevention intervention to improve healthy eating psychosocial factors and behaviors in indigenous populations in the Canadian Arctic</u>. <i>Health Educ Behav</i>. 40(5):592-602.</p> <ul style="list-style-type: none"> • Public Health Ontario (2018). <i>Health Promotion Foundations: Introduction to Models and Theories</i>. Retrieved from www.publichealthontario.ca/en/LearningAndDevelopment/OnlineLearning/HealthPromotion/Documents/Transcript-%20Health%20Promotion%20Foundations%20Module%20Three.pdf
4	<ul style="list-style-type: none"> • Community Need Assessment - Boyle, M. A. (8th Ed). (2021). <i>Community Nutrition in Action: An Entrepreneurial Approach</i>. (pp 153-201). Wadsworth: Cengage Learning, USA • Public Health Ontario (2015). <i>Focus on: Six strategic steps for situation Assessment</i>. Retrieved from https://www.publichealthontario.ca/en/eRepository/FocusOn-Situational Assessment 2015.pdf
5	<ul style="list-style-type: none"> • Boyle, M. A. (8th Ed). (2021). <i>Community Nutrition in Action: An Entrepreneurial Approach</i>. (pp 202-246). Wadsworth: Cengage Learning, USA • Ontario Agency for Health Protection and Promotion (Public Health Ontario). Planning health promotion programs: Retrieved from https://www.publichealthontario.ca/en/health-topics/public-health-practice/program-planning-evaluation • Ontario Agency for Health Protection and Promotion (Public Health Ontario) (2016). <i>Focus On: Logic model–A planning and evaluation tool</i>. Retrieved from https://www.publichealthontario.ca/-/media/Documents/F/2016/focus-on-logic-model.pdf?sc_lang=en
9	<p>Seminar: Intervention Strategies in Different Settings.</p> <ul style="list-style-type: none"> • Boyle, M. A. (8th Ed). (2021). <i>Community Nutrition in Action: An Entrepreneurial Approach</i>. (pp212 - 216; 655-659). Wadsworth: Cengage Learning, USA

10	<ul style="list-style-type: none"> • Winnipeg Regional Health Authority (2017). <i>Healthy Public Policy Toolkit</i>. Retrieved from https://professionals.wrha.mb.ca/old/extranet/publichealth/files/UnderstandingandEngaginginHealthyPublicPolicy.pdf • Public Health Ontario (2013). <i>Health Promotion Capacity Building Services: Developing a healthy public policy</i>. Retrieved from- https://www.publichealthontario.ca/-/media/Documents/E/2012/eight-steps-policy-development.pdf?sc_lang=en • The Art and Science of Policy Making: Community Need Assessment - Boyle, M. A. (8th Ed). (2021). <i>Community Nutrition in Action: An Entrepreneurial Approach</i>. (pp 247-292). Wadsworth: Cengage Learning, USA • Principles of Nutrition Education, Boyle, M. A. (8th Ed). (2021). <i>Community Nutrition in Action: An Entrepreneurial Approach</i>. (pp 670-722). Wadsworth: Cengage Learning, USA
11	<p>Current Local, National, and International Food and Nutrition Issues.</p> <ul style="list-style-type: none"> • Boyle, M. A. (8th Ed). (2021). <i>Community Nutrition in Action: An Entrepreneurial Approach</i>. (pp 582-632). Wadsworth: Cengage Learning, USA • https://www.odph.ca/upload/membership/document/2021-04/ps-eng-corrected-07april21_2.pdf • https://www.odph.ca/upload/membership/document/2020-12/copy-of-centslessinfographicdec2020-3-003-.pdf
12	<p>Advocacy and Developing Healthy Public Policy.</p> <ul style="list-style-type: none"> • Boyle, M. A. (8th Ed). (2021). <i>Community Nutrition in Action: An Entrepreneurial Approach</i>. (pp 249 - 259). Wadsworth: Cengage Learning, USA
13	<p>Seminar: Cultural Competence in Community Nutrition</p> <ul style="list-style-type: none"> • Boyle, M. A. (8th Ed). (2021). <i>Community Nutrition in Action: An Entrepreneurial Approach</i>. (pp 634-669). Wadsworth: Cengage Learning, USA

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 for a confirmed personal illness or a death in a student's immediate family.

Copyright: PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and any other components of the course materials are the **intellectual property of the instructor**. Reproduction through tape-recording, video-recording, photographing, sharing on any social

media site, or posting on course-sharing websites is an infringement of copyright and is absolutely **prohibited**. Such action may also be considered a Scholastic Offence, which may lead to sanctions. Further information on Scholastic Offences is available at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Request for Academic Consideration for a Medical Absence

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 for illness 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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students must communicate with their instructors no later than 24 hours after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor

(https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php).

If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar

<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.

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.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

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 and warranted.

It is important to note that the Academic 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
https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64).

4. SCHOLASTIC 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:
https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and

appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

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. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through Health & Wellness at Brescia, https://brescia.uwo.ca/student_life/health_and_wellness/index.php and Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

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.