Department of Nutritional Sciences
Community Nutrition: Principles of Effective Practice
NFS1211 Course Outline, Fall 2015
Thursday 9 - noon, FG129

Course Instructors
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Prerequisites

There are no specific prerequisites for this course, however all students must have a significant background in human nutrition and interest in pursuing careers in dietetics. NFS 1211 is a requirement for MPH Nutrition and Dietetics students.

Course Description

NFS1211 is designed to familiarize students with the foundations of community nutrition practice. Students will learn to identify, acquire and practice key skills required as a community nutrition professional. This course consists of a variety of learning activities, in the classroom and in the community, and students are expected to participate fully in order to build professional skills. The work in the community is conducted in groups.

Skill development will take place through:
- in-class learning modules: 1) adult education; 2) communication tools; and 3) program planning and evaluation, and
- the development, promotion, implementation and evaluation of workshops in the community.

The course enables students to engage with dietetic entry-level performance indicators to match the practice competencies in the areas of Professional Practice, Communication and Collaboration, Population and Public Health, and Management.

Learning Outcomes

Upon completion of the course, students will be able to:

1.   Incorporate adult learning principles into the development of nutrition education initiatives
2.   Demonstrate effective written and oral communication skills, including preliminary website design
3.   Develop a program funding proposal based on sound program planning, development and evaluation strategies
4.   Plan, develop, implement and evaluate a nutrition education workshop in the community.

Course Format

This course will be offered through a series of three hour in-class sessions that cover the three learning modules, as well as time in the community planning and implementing nutrition workshops. Students will give presentations to classmates and to community participants, complete course readings and assignments, and will engage in self-directed learning. The course provides opportunities for critical reflection on both theoretical perspectives and application of skills.

Course Schedule

Week and Date	Content	Assignments
Week 1, September 17	Introduction and Course overview. Adult education workshop.	
Week 2, September 24	Orientation to TPL and workshop sites	
Week 3, October 1	Communication workshop 1 Cheryl Carter, Wordslinger	
Week 4, October 8	Article review presentations. Begin working on workshops in class	Workshop fact sheet Article Review Presentations
Week 5, October 15	Communication workshop 2 Cheryl Carter, Wordslinger	Workshop promotional flyer Workshop outline, draft 1
Week 6, October 22	Program planning and evaluation. Ann Fox	Webpage Wire frame Workshop outline, draft 2
Week 7, October 29	Program planning and evaluation. Ann Fox	Workshop content draft 1
Week 8, November 5	Students in community promoting workshops.	Workshop content draft 2

Week and Date	Content	Assignments
Week 9, November 12	WORKSHOP 1	Workshop 1 delivery
Week 10, November 19	Debrief from Workshop 1 and discuss changes with instructor. Program planning and evaluation. Ann Fox	
Week 11, November 26	WORKSHOP 2	Workshop 2 delivery
Week 12, December 3	Wrap up class Reflective Activity	Program proposal

Course Assignments - Overview

Assignment	To be completed	Grade Weight (%)	Due Date
Module 1: Adult Education (30%)			
Workshop planning and development for 2 workshops. Students will submit the following materials to instructor prior to each workshop: (i) workshop delivery outline and (ii) workshop content. For each workshop, students will first develop an outline for delivery of the workshop. Instructor will review and provide feedback. Student will revise. Once outline is approved students will develop workshop content. Instructor will provide feedback. Student will revise content.	groups	Students are not graded on their workshop planning and development work.	Oct 15, 22, 29 and Nov 5
Workshop delivery and evaluation for 2 workshops. Delivery of two 1-hour community workshops including evaluation. Workshops will be based on approved outline and content.	groups	30 = 2 workshops x15 marks each	Nov 12 and 26
Communication Tools (30%)			
Workshop fact sheet Students will develop a nutrition fact sheet that will be distributed to participants at 2 workshops	groups	10	Oct 8
Promotional flyer Students will develop a workshop promotional flyer. Students will use flyer to promote workshops in the community on November 5.	groups	10	Oct 15

Webpage wire frame Students will develop a wireframe for a mock TPL webpage related to the workshop.	groups	10	Oct 22
Program Planning and Evaluation (30%)			
Program proposal Students will prepare a mock program funding proposal.	groups	30	Dec 3
Supportive Assignment (10%)			
Article review presentations. Students will present on one article. Timekeeping will be strictly adhered to with 5 minutes for presentation and 2 minutes for Q&A. Students will distribute a (maximum) one page handout to classmates highlighting key messages from article. Handout will have correct article citation included. Tips for preparing presentation: Begin your presentation with the complete material citation, including a sentence or two on the authors. Highlight the key messages and the relevance of those messages to dietetic practice and to nutrition education workshops. List of articles below. Sign-up sheet in first class.	individual	10	Oct 8

Module Resources:

Module 1: Adult Education component
All materials provided in class.

Supplementary articles:

Hutchinson, L (2003). ABC of learning and teaching: Educational environment. *British Medical Journal*; 326, 810-812.
Russell, S.S. (2006). An Overview of Adult-Learning Processes. *Urologic Nursing*, 26:5, 349 – 352.

Workshop Materials Supplementary Resources:

City of Toronto demographics:
City of Toronto. Wellbeing Toronto. 2012. http://www.toronto.ca/wellbeing/

City of Toronto Demographics and Neighbourhood Maps. http://www.toronto.ca/demographics/

Toronto Community Health Profiles. http://torontohealthprofiles.ca/

Seniors Health:
McMaster Health Forum Citizen Panel Summary. 2015. Addressing Nutritional Risk among Older Adults in Ontario
https://www.mcmasterhealthforum.org/docs/default-source/Product-Documents/citizen-panel-summaries/nutritional-risk-and-older-adults-in-ontario_cps.pdf?sfvrsn=4

Nutri-e Screen, Dietitians of Canada and EatRight Ontario
http://www.nutritionscreen.ca/escreen/

Saskatoon Council on Aging, (SCOA). 2011-2013. Age-friendly Saskatoon initiative Reports.
http://scoa.ca/publications.html

The Toronto Seniors Strategy. This website contains useful information including the 2013 report, Towards an Age-Friendly City.
http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=6fc8f40f9aae0410VgnVCM10000071d60f89RCRD

World Health Organization, 2007. Global Age-friendly Cities: A Guide
http://www.who.int/kobe_centre/publications/age_friendly_cities_guide/en/

Canadian stats:
Canadian Index of Wellbeing http://ciw.ca/en/

National Collaborating Centre for Determinants of Health http://nccdh.ca/

Module 2: Communication tools
All materials provided in class.

Module 3: Program planning and evaluation
Online Resource:

The Online Health Program Planner (OHPP)
Public Health Ontario
http://www.publichealthontario.ca/en/ServicesAndTools/ohpp/Pages/default.aspx
The OHPP is a collection of health planning tools. You will need to create an account to gain access to the program planning worksheets.

Supplementary Resources

The Change Foundation Website, Ontario's Independent Health Policy Think Tank.
http://www.changefoundation.ca/

Canadian Foundation for Healthcare Improvement. Publications and Resources. Resources and Tools. Communication Notes.
http://www.cfhi-fcass.ca/PublicationsAndResources/ResourcesAndTools/CommunicationNotes.aspx

Supportive Assignment Resources:

Article review presentation Assignment:
Sign-up sheet will be provided in first class.

Davis, B. (1989). Community nutrition in Canada: An overview. *Journal of the Canadian Dietetic Association*, 50 (2), 85-88. <mark>(PDF)</mark>

Fox, A. Chenhall, C, Traynor, M, Scythes, C and Bellman, J. (2008).Public health nutrition practice in Canada: a situational assessment. *Public Health Nutrition* 11(8), 773-781.

Dietitians of Canada (2009). The pan-Canadian task force on public health nutrition practice. Strengthening public health nutrition practice in Canada. Recommendations for action. October 2009.

Raine, K. (2005). Determinants of healthy eating in Canada. An overview and synthesis. *Canadian Journal of Public Health*, 96 (3), S8 - S14.

Power, E. (2005), Determinants of healthy eating among low-income Canadians. *Canadian Journal of Public Health.* Jul-Aug;96 Suppl 3:S37-42, S42-8.

Wilkins, J. L., Lapp, J., Tagtow, A., & Roberts, S. (2010). Beyond eating right: The emergence of civic dietetics to foster health and sustainability through food system change. *Journal of Hunger & Environmental Nutrition*, 5 (1), 2-12.

Passidomo, C. (2013). Going "beyond food": Confronting structures of injustice in food systems research and praxis. *Journal of Agriculture, Food Systems, and Community Development*, 3 (4), 89–93.

Labonte, R. (2014). Community, community development, and the forming of authentic partnerships. Some critical reflections. In M. Minkler, (Ed.), Community organizing and community building for health and welfare (pp. 95 – 109). New Brunswick, New Jersey, and London. Rutgers University Press. <mark>(PDF)</mark>

Devine, C, Brunson, R, Jastran, M and Bisogni, C (2006). "It just really clicked: participant-perceived outcomes of community nutrition education programs". *Journal of Nutrition Education and Behavior,* 38:1, 42-50.

Mah, C., Vanderlinden, L., Mamatis, D., Ansara, D., Levy, J., & Swimmer, L. (2013). Ready for policy? Stakeholder attitudes toward menu labelling in Toronto, Canada. *Canadian Journal of Public Health*, 104 (3), e229 – 234.

Otstad, C., & Raine, K. (2013). Profit versus public health: The need to improve the food environment in recreational facilities. *Canadian Journal of Public Health*. 104 (2), 167 – 169.

Bryan, R. L., Kreuter, M.W., Brownson, R.C. (2009). Integrating adult learning principles into training for public health practice. *Health Promotion Practice*, 10 (4), 557-563.

Newman, S., & Hatton-Yeo, A. (2008). Intergenerational learning and the contributions of older people. *Aging Horizons*, (8), 31-39.

Keller, H. H., Hedley, M., Hadley, T., Wong, S., & Vanderkooy, P. (2005). Food workshops, nutrition education, and older adults: A process evaluation. *Journal of Nutrition for the Elderly*. 24, 5 – 23.

Manafò, E., Jose, K., Silverberg, D., (2013). Promoting nutritional well-being in seniors: Feasibility study of a nutrition information series. *Canadian Journal of Dietetic Practice and Research.* 74,175-180

Manafò, E., Wong, S. (2012). Exploring older adults' health information seeking behaviour. *Journal of Nutrition Education and Behaviour.* 44. 85 - 9.

Raine, K., (2014). Improving nutritional health of the public through social change: Finding our roles in collective action. *Canadian Journal of Dietetic Practice and Research*. 75 (3). 160-164.

Course Expectations:

Students are encouraged to discuss any concerns and questions with course instructor as immediately and as early in the course as possible.

PARTICIPATION, PUNCTUALITY AND ATTENDANCE EXPECTATIONS: Students are expected to be punctual, to participate fully and to attend all classes. Students are required to email instructor if unable to meet these expectations.

ASSIGNMENTS: Specified assignment deadlines must be adhered to unless prior permission has been sought and granted on medical or other compelling grounds (in which case a new due date will be specified). Assignments submitted late will be penalized 1% per day of the assignments final mark.

All written assignments must be double spaced, 12 point font, pages numbered, and accurately referenced and formatted in appropriate academic style.

For group assignments, all students in the same group will receive the same mark.

WRITING SUPPORT: Writing assistance is available to graduate students at The School of Graduate Studies, English Language and Writing Support Centre (ELWS). ELWS offers five, free types of support designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, writing intensives, and a list of additional resources for academic writing and speaking.

Refer to http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx

RESEARCH HELP: University of Toronto Libraries
University of Toronto Libraries provides access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, e-mail, chat, and in-person. (See Library website for more details.)

For more information on services and resources available, visit the Library website for your campus.

University of Toronto Libraries (St. George)   **library.utoronto.ca**

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ACADEMIC INTEGRITY STATEMENT: Academic integrity is essential to the pursuit of learning and scholarship in a university. The University treats cases of academic misconduct and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct and the processes for addressing academic offences. Plagiarism (the presentation or paraphrasing of the work of another author as if it was one's own) is a form of academic fraud with potentially serious consequences. All university policies regarding plagiarism will be upheld in this course.

  Refer to the University of Toronto Academic Resources site at:
http://www.sgs.utoronto.ca/facultyandstaff/Pages/Academic-Integrity.aspx

Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. The instructor reserves the right to submit student papers to http://turnitin.com/ , a computer-based service which checks for originality in submitted papers.

ACCESSIBILITY: It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons.

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Refer to the University of Toronto Accessibility Services at http://www.accessibility.utoronto.ca/