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

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Content</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1, September 17</td>
<td>Introduction and Course overview.</td>
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<td></td>
<td>Adult education workshop.</td>
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<tr>
<td>Week 2, September 24</td>
<td>Orientation to TPL and workshop sites</td>
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<tr>
<td>Week 3, October 1</td>
<td>Communication workshop 1</td>
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<td></td>
<td>Cheryl Carter, Wordslinger</td>
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<tr>
<td>Week 4, October 8</td>
<td>Article review presentations.</td>
<td>Workshop fact sheet Article Review Presentations</td>
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<td></td>
<td>Begin working on workshops in class</td>
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<tr>
<td>Week 5, October 15</td>
<td>Communication workshop 2</td>
<td>Workshop promotional flyer Workshop outline, draft 1</td>
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<td>Cheryl Carter, Wordslinger</td>
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<tr>
<td>Week 6, October 22</td>
<td>Program planning and evaluation. Ann Fox</td>
<td>Webpage Wire frame Workshop outline, draft 2</td>
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<tr>
<td>Week 7, October 29</td>
<td>Program planning and evaluation. Ann Fox</td>
<td>Workshop content draft 1</td>
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<tr>
<td>Week 8, November 5</td>
<td>Students in community promoting workshops.</td>
<td>Workshop content draft 2</td>
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<tr>
<td>Week and Date</td>
<td>Content</td>
<td>Assignments</td>
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<tr>
<td>Week 9, November 12</td>
<td>WORKSHOP 1</td>
<td>Workshop 1 delivery</td>
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<td>Week 10, November 19</td>
<td>Debrief from Workshop 1 and discuss changes with instructor. Program planning and evaluation. Ann Fox</td>
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<tr>
<td>Week 11, November 26</td>
<td>WORKSHOP 2</td>
<td>Workshop 2 delivery</td>
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<tr>
<td>Week 12, December 3</td>
<td>Wrap up class Reflective Activity</td>
<td>Program proposal</td>
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**Course Assignments - Overview**

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<tr>
<th>Assignment</th>
<th>To be completed</th>
<th>Grade Weight (%)</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Module 1: Adult Education (30%)</strong></td>
<td>groups</td>
<td>Students are not graded on their workshop planning and development work.</td>
<td>Oct 15, 22, 29 and Nov 5</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
<td>groups</td>
<td>30 = 2 workshops x15 marks each</td>
<td>Nov 12 and 26</td>
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<td><strong>Communication Tools (30%)</strong></td>
<td>groups</td>
<td>10</td>
<td>Oct 8</td>
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<td>Workshop fact sheet Students will develop a nutrition fact sheet that will be distributed to participants at 2 workshops</td>
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<td>Promotional flyer Students will develop a workshop promotional flyer. Students will use flyer to promote workshops in the community on November 5.</td>
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Webpage wire frame
Students will develop a wireframe for a mock TPL webpage related to the workshop.

Program Planning and Evaluation (30%)
Program proposal
Students will prepare a mock program funding proposal.

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.

Module Resources:

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

Supplementary articles:


Workshop Materials Supplementary Resources:

City of Toronto demographics:

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

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

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


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

National Collaborating Centre for Determinants of Health http://nccd.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
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/

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.


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](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

**University of Toronto Policies**

**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](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/](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.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community.

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