



FNH 473: Applied Public Health Nutrition Syllabus January – April 2023

**The University of British Columbia
Faculty of Land and Food Systems
Food, Nutrition and Health**

“An understanding of Public Health is a critical component of good citizenship and a prerequisite for taking responsibility for building healthy societies.”

(Richard Riegelman MD, MPH, PhD)

INSTRUCTOR: Rola Zahr, MPH, RD

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TEACHING ASSISTANTS: Aida Darvishzadeh, Francine Emmonds, Lindsay Goodridge
Use Canvas email to contact TAs.

CLASS TIME: Mondays, 2–5PM

ROOM: BIOL 2200 (for lectures in-person) or Zoom (for online classes)

BREAKOUT ROOMS: For small teamwork sessions

- Francine: via Zoom (students can stay in BIOL 2200 for weeks when lecture is in-person)
- Aida: MCLD 3008 or Zoom (for weeks when lecture is online)
- Lindsay: MCLD 3014 or Zoom (for weeks when lecture is online)

VIRTUAL OFFICE HOURS: Wednesday from 7–8PM and Fridays from 12–1PM on Zoom
(or by appointment)

COURSE DESCRIPTION: Theory and methods used in public health nutrition (**PHN**) issues and health promotion *program planning* to **assess, plan, implement, and evaluate** nutrition-related programs for communities and populations, including factors affecting behaviour and the social and ecological determinants of health.

PREREQUISITE: FNH 250

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

1. Characterize the current **Canadian context** for public health nutrition, including Canadians’ eating habits, nutritional and health status, and demographic trends.
2. Identify, discuss and critically analyze individual, interpersonal, organizational, community and public policy **determinants** that shape nutrition-related behaviours.
3. Describe, critically evaluate, and apply program planning models and **theories of health behaviour change** (e.g., Health Belief Model, Social Cognitive Theory, Transtheoretical Model/Stages of Change) to community-based projects.

4. Explain the importance of **policy** and **advocacy** in public health nutrition, and strategies used to support program and policy development, implementation, and evaluation.
5. Activate, apply and value **self-directed learning skills** that are emphasized in this course.
6. Work as an **effective team member** in a **well-functioning small group** to **assess, plan, implement, and evaluate** public health nutrition initiatives and professionally communicate perspectives and outcomes from your group's work in a presentation and report.
7. Engage in **meaningful reflection** on personal learning and professional activities, including those with your community partner; provide effective, relevant, and constructive feedback to peers (as an active audience member), and receive and respond to the same from others in this community of learning.

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 that are listed in the **Course Outline** on pp. 6-10. Readings are accessible in the 'Readings & Resources' section of each weekly module page. An older series of FNH 473 videos are optional for viewing on YouTube.

CLASS FORMAT: We will use a combination of interactive lectures, in-class and online learning activities, small group work, guest speakers, student presentations, and group and individual reflection throughout the course. You have flexibility and autonomy in planning your learning experience by engaging in a community-based experiential learning (CBEL) project related to nutrition in the community. Additional details will be provided in class and on Canvas. A copy of your **TCPS-2 CORE Certificate** must be uploaded by **11:59PM on January 16**, before work can begin on your project.

- January 9 [in-person]: Lecture for the full class (orientation, introduction to Public Health Nutrition, Social Determinants of Health)
- January 16 [online]: The first hour will be lecture-based activities followed by our community partners joining us to share the descriptions of their projects.
- January 23 [in-person]: The first hour will be lecture-based activities followed by a presentation on community engaged learning. The last hour will be group work with an opportunity for groups to connect with their community partners between 4:00- 4:50PM to meet, review the project (be prepared with questions), and clarify or negotiate any details.
- January 30 to April 3 [hybrid]: We will meet as a whole class for about 30 to 75 minutes and for the remainder of each class, you will be working with your group members on your CBEL project. One exception is March 13, which is designated for group work only – no lecture (tentative, unless we need to meet as a class). Guest speakers will present on selected public health nutrition topics between February 27 and April 3. **Classes (lecture and teamwork**

sessions) for January 30, February 27, March 6, March 20, and March 27 will be fully online. Please confirm with your TA format for March 13 class.

EVALUATION:

Component	Date	Value (% Final Grade)*
1. Online Module: Dietitians of Canada–Population and Public Health Needs Assessment: <ul style="list-style-type: none"> • Certificate of Completion submitted that indicates test score 	Jan 22	5
2. Online Quizzes on Course Content, Readings & Guest Speakers: <ul style="list-style-type: none"> • Four quizzes (dates indicated in Section 2 below) • Quiz 1 & 2: 10% each • Quiz 3 & 4: 5% each 	Throughout term	30
3. Group Projects: <i>Choose Top 3 Projects**</i> Community-Based Experiential Learning (CBEL) Projects <ul style="list-style-type: none"> • Teamwork Session Evaluation Forms (after each of 3 work sessions) • Submit Sections 4, 5 & 6 of Written Report for Feedback*** • Sharing Draft Logic Models • Presentation and Discussion • Full Written Report • Independent Self- & Peer-Evaluations 	Jan 23, Feb 13, Mar 13 March 1 March 6 March 27 April 3 April 7	3 NG* 5 15 25 5 53
4. Individual Reflections: <ul style="list-style-type: none"> • Submit your responses to any 3 of the questions provided, or substitute one with a personalized question to reflect on 	April 7	12

*NG = No Grade will be given; formative feedback (comments/suggestions) will be offered to help improve the draft report: the final written report will be graded.

**Complete the 'Group Project Preferences' form available in Canvas *before 11:59PM on Thursday, January 19.*

***Section 4: Introduction; Section 5: Situational Assessment and Planning Framework; Section 6: Project Goal and Objective(s)

Late submissions: 10% deducted per day late, up to 5 days after which no late submission will be accepted.

1. Online Module “Population and Public Health Needs Assessment 2019”

By taking this module, you will learn about aspects to consider when conducting a needs assessment. The module guides you through a series of scenarios related to conducting a needs assessment, and is estimated to take 3–5 hours. This required module aligns with Step 2 in the Public Health Ontario Planning Health Promotion Programs workbook that you will use throughout the course. An offline workbook is also available as an additional resource. After completing the module, you will be prompted to take a brief test related to the material. Upon satisfactory completion of the 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 as an Assignment in Canvas by **11:59PM on Sunday, January 22**. Your % score on the certificate will be converted to a score out of 5 in the calculation of your grade for this assignment. *(You may want to include completion of this course on your resume for future job applications.)* Dietitians of Canada (DC) offers this online learning module at a student discounted cost of \$21. You purchase access to the course directly from DC. Details and access code will be provided in class.

2. Online Quizzes on Course Content, Readings and Guest Speakers

There are 4 online quizzes related to the topics covered in class. Each quiz focuses on the slides and readings assigned for the weeks indicated, as well as guest speakers (for Quiz 3 and 4 only). The content covered in each quiz is listed in the table below and in the Course Outline section on pp. 6-10. You will have a maximum of 2 hours to complete Quiz 1 and 2 and a maximum of 1 hour to complete Quiz 3 and 4 – this should provide you with sufficient time to reflect upon and deepen your responses to the short answer questions. Quizzes will include various question types, including multiple choice questions, multiple answer questions, true/false questions, matching questions and short answer questions. Quiz 1 and 2 are equally weighted with your % score on each quiz counting for 10% of your final grade. Quiz 3 and 4 are equally weighted with your % score on each quiz counting for 5% of your final score (in total, your scores on the 4 quizzes count 30% toward your final grade). The quizzes are ‘open book’ – in other words, you may consult the slides and readings (and any other material) as you respond to the questions; however, **you must complete each quiz independently without consulting other students during or after writing each quiz until the grades for each quiz have been released.**

The **quizzes** will be available from **Wednesday at noon (12:00PM) until Saturday at 11:59PM**. No extension will be granted if you miss writing a quiz during the regularly scheduled time.

Summary of Content & Availability of Quizzes:

Quiz #	Related Content	Weeks Covered	Quiz Dates
Quiz 1	Class Slides Weeks 1-3 Raphael et al, 2020 Reading & Wien, 2009 CPHA Public Health Conceptual Framework, 2017 Theory at a Glance, 2005 (pp. 3-31) Planning Health Promotion Programs, 2018 (pp. 5-27) Kirk et al., 2020	1-3	Feb 1 – 4
Quiz 2	Class Slides Weeks 4-6 Planning Health Promotion Programs, 2018 (pp. 28-72) Focus On: Logic model–A Planning and Evaluation Tool, 2016 McCawley, 2001: Logic Model for Program Planning and Evaluation	4-6	Feb 15 – 18
Quiz 3	Class Slides Week 7 Tarasuk, Fafard St-Germain & Loopstra, 2019 Tarasuk Li, Fafard St-Germain, 2022 Defining Food Security and Food Insecurity in BC, BCCDC, 2022 Guest Presentation: Food Security/Insecurity (BCCDC)	7	Mar 15 – 18
Quiz 4	Class Slides Week 8 Guest Presentation: Public Health Nutrition in Rural, Remote and Indigenous Areas (Northern Health) Position on Healthy Eating: An Integrated Population Health Approach, Northern Health, 2019	8	March 22-25

3. Community-Based Experiential Learning (CBEL) Group Projects

Over the semester, you will be working with one TA. It is expected that you will participate as an active member of a highly-functional team to complete one of the 12 CBEL projects. The CBEL project descriptions will be posted in Canvas during the week of January 9, and presented in class on January 16. Complete the **‘Group Project Preferences’** form under Assignments in Canvas by **11:59PM on Thursday, January 19** to indicate your top 3 preferences. Groups will be formed by January 23. From January 23 to April 3, you will have time during each class to work in your group on your project.

There are six key components to your **group project**:

- (1) After your teamwork sessions on **January 23** (beginning), **February 13** (middle), and **March 13** (close to the end), your group will collectively complete a **Teamwork Session Evaluation form** and one person will submit it as an assignment in Canvas **before 11:59PM** on the **same day**. These forms allow teams to collectively and thoughtfully reflect on their group dynamics and project progress, and will help the teaching team effectively address any operational or group dynamic issues that arise. One point is assigned to completing each form, and one form is submitted per group. No extensions are granted for submitting the forms late.
- (2) Sections 4, 5, and 6 of your written report (*not graded*) must be submitted in Canvas for formative feedback before **11:59PM on Wednesday, March 1**.
- (3) A short presentation of your draft logic model in class on **March 6**.
- (4) The results of your project highlighted in a polished, practiced and professional **presentation and discussion** in class on **March 27**.
- (5) Your group's final written report submitted before **11:59PM on Monday, April 3**.
- (6) A self- and peer-evaluation report submitted before **11:59PM on Friday, April 7**.

4. Individual Reflections on Your Learning in FNH 473

Instructions for this assignment are posted in Canvas. Your reflections are in response to guided questions that relate to your learning experiences in FNH 473. You are required to respond to 3 questions; however, you may create a clearly articulated personalized question to substitute for one of the questions. This assignment is due by **11:59PM on Friday, April 7**.

COURSE OUTLINE

Date	Focus
Week 1 January 9 [in person]	<ul style="list-style-type: none"> • Introduction • Course overview and preparing for learning in FNH 473 • Social determinants of health and food choices • Canadian context for public health nutrition (PHN) <p><u>Prepare for class:</u></p> <ol style="list-style-type: none"> 1) Read <i>Social Determinants of Health: The Canadian Facts 2nd ed</i> (Raphael, Bryant, Mikkonen & Raphael, 2020) 2) Read <i>Health Inequalities and Social Determinants of Aboriginal Peoples' Health</i> (Reading & Wien, 2009) 3) Read <i>Public Health: A Conceptual Framework 2nd ed</i> (Canadian Public Health Association, 2017) 4) Read <i>Reducing Weight Bias in Obesity Management, Practice and Policy</i> (Kirk et al., 2020)
Week 2 January 16 [online]	<ul style="list-style-type: none"> • Health behaviour theories • Meet community partners & listen to descriptions of group projects <p><u>Prepare for class:</u></p> <ol style="list-style-type: none"> 1) Read <i>Theory at a Glance: A Guide for Health Promotion Practice 2nd ed</i> (National Cancer Institute, US Department of Health and Human Services, National Institutes of Health, 2005), focus on pp. 3–31 <p><u>Deadlines (all @ 11:59PM):</u></p> <ol style="list-style-type: none"> 1) Today: TCPS-2 CORE Certificate 2) Thursday, Jan 19: ‘Group Project Preferences’ form 3) Sunday, Jan 22: Certificate of Completion for DC online course ‘Assessing Needs and Setting Priorities in Population and Public Health’
Week 3 January 23 [in person]	<ul style="list-style-type: none"> • Health promotion project planning 1: Situational Assessment • Learning Styles • Workshop (Bruce Moghtader, UBC): Community Engaged Learning Case Exploration • Teamwork session #1 (meet group members, become familiar with project, connect with community partner) <p><u>Prepare for class:</u></p> <ol style="list-style-type: none"> 1) Read <i>Planning Health Promotion Programs (PHPP): Introductory Workbook, 5th ed.</i> (Public Health Ontario, 2018), focus on pp. 12–27 <p><u>Deadline:</u></p> <ol style="list-style-type: none"> 1) Today: Complete & submit first Teamwork Session Evaluation form by 11:59PM

<p>Week 4</p> <p>January 30</p> <p>[online]</p>	<ul style="list-style-type: none"> • Health promotion project planning 2: Setting Goals, Audiences & Objectives • Teamwork session #2 <p><u>Prepare for class:</u></p> <p>1) Read <i>Planning Health Promotion Programs (PHPP): Introductory Workbook</i>, 5th ed. (Public Health Ontario, 2018), pp. 28–45</p> <p>2) Complete the Learning Issues related to your group project from last week's session</p> <p><u>Deadline:</u></p> <p>1) Feb 1–4: Quiz 1 available from noon on Wednesday, February 1 to 11:59PM on Saturday, February 4 (slides and readings for weeks 1–3)</p>
<p>Week 5</p> <p>February 6</p> <p>[in person]</p>	<ul style="list-style-type: none"> • Health promotion program planning 3: Strategies, Activities & Resources • Logic models • Teamwork session #3 <p><u>Prepare for class:</u></p> <p>1) Read <i>Planning Health Promotion Programs (PHPP): Introductory Workbook</i>, 5th ed. (Public Health Ontario, 2018), pp. 46–56</p> <p>2) Read <i>Focus On: Logic model—A Planning and Evaluation Tool</i>, 2016</p> <p>3) Read <i>The logic model for program planning and evaluation</i>. (McCawley, 2001)</p> <p>4) Complete the <i>Learning Issues</i> related to your group project from last week's session</p>
<p>Week 6</p> <p>February 13</p> <p>[in person]</p>	<ul style="list-style-type: none"> • Health promotion program planning 4: Indicators & Review the plan • Teamwork session #4 <p><u>Prepare for class:</u></p> <p>1) Read <i>Planning Health Promotion Programs (PHPP): Introductory Workbook</i>, 5th ed. (Public Health Ontario, 2018), pp.57-72</p> <p>2) Complete the <i>Learning Issues</i> related to your group project from last week's session</p> <p><u>Deadlines:</u></p> <p>1) Today: Complete second Teamwork Session Evaluation form by 11:59PM</p> <p>2) Feb 15–18: Quiz 2 available from noon on Wednesday, February 15 to 11:59PM on Saturday, February 18 (slides & readings for weeks 4–6)</p>
<p>February 20</p>	<p>Reading Week: No Class</p>
<p>Note: Dates of guest speakers may vary from the schedule below.</p>	

<p>Week 7</p> <p>February 27</p> <p>[online]</p>	<ul style="list-style-type: none"> • Health promotion program evaluation • Guest Presentation (Janelle Hatch & Seri Niimi-Burch, BCCDC): Food Insecurity (Focus on BC) • Teamwork session #5 <p><u>Prepare for class:</u></p> <p>1) Read <i>The relationship between food banks and food insecurity: Insights from Canada.</i> (Tarasuk, Fafard St-Germain & Loopstra, 2019)</p> <p>2) Read <i>Household food insecurity in Canada, 2021</i> (Tarasuk Li, Fafard St-Germain, 2022)</p> <p>3) Read <i>Defining food security and food insecurity</i> (BCCDC, 2022)</p> <p>4) Complete the Learning Issues related to your group project from your February 14 session</p> <p><u>Deadline:</u></p> <p>1) March 1: Submit Sections 4, 5, 6 of group Written Report for formative feedback by 11:59PM</p>
<p>Week 8</p> <p>March 6</p> <p>[online]</p>	<ul style="list-style-type: none"> • Health Communication and Knowledge Translation • Guest Presentation (Population and Public Health Team, Northern Health): Public Health Nutrition in Rural, Remote and Indigenous Areas • Teamwork session #6: Sharing logic models for formative feedback by TA and peers <p><u>Prepare for class:</u></p> <p>1) Review <i>Social Determinants of Health: The Canadian Facts 2nd ed</i> (Raphael, Bryant, Mikkonen & Raphael, 2020), focus on pp. 17-20, 24-30, 34-62</p> <p>2) Read <i>Position on Healthy Eating: An Integrated Population Health Approach</i> (Northern Health, 2019)</p> <p>3) Complete the <i>Learning Issues</i> related to your group project from Feb 27 session</p> <p><u>Deadline:</u></p> <p>1) Today: Post draft logic models in dedicated discussion board by 12:00PM</p>
<p>Week 9</p> <p>March 13</p> <p>[online]</p>	<ul style="list-style-type: none"> • No lecture • Teamwork session #7 <p><u>Prepare for class:</u></p> <p>1) Reflect on logic model draft presentation session</p> <p><u>Deadlines:</u></p> <p>1) Today: Complete final Teamwork Session Evaluation form by 11:59PM</p> <p>2) March 15–18: Quiz 3 available from noon on Wednesday, March 15 to 11:59PM on Saturday, March 18 (slides, readings & guest speakers for Week 7)</p>

Week 10 March 20 [online]	<ul style="list-style-type: none"> • Advocacy and public policy • Guest Presentation (Natalie Laframboise, BC Ministry of Health): Nutrition Policy • Teamwork session #8 <p><u>Prepare for class:</u></p> <p>1) Read <i>Food Policy for Canada</i> (Agriculture and Agri-Food Canada, 2019)</p> <p>2) Read <i>Canada's new Healthy Eating Strategy: Implications for health care professionals and a call to action</i> (Bacon, Campbell, Raine, Tsuyuki, Khan, Arango, Kaczorowski, 2019)</p> <p>3) Complete the <i>Learning Issues</i> related to your group project from March 13 session</p> <p><u>Deadlines:</u></p> <p>1) March 22–25: Quiz 4 available from noon on Wednesday, March 22 to 11:59PM on Saturday, March 25 (slides, readings & guest speakers for Week 8)</p>
Week 11 March 27 [online]	<ul style="list-style-type: none"> • Team project presentations and discussions: class starts at 2:50PM <p><u>Deadlines:</u></p> <p>1) Today: In-class polished, practiced & professional group presentation and engaged discussion as audience member</p>
Week 12 April 3 [in person]	<ul style="list-style-type: none"> • Final class: Public health nutrition in the bigger context • Guest Presentation (Samantha Gambling, PHABC): Advocating for a Universal School Meal Program • A look back • Course wrap-up <p><u>Deadlines (all @ 11:59PM):</u></p> <p>1) April 3: Release Form (for future classes)</p> <p>2) April 3: Final Group Written Report</p> <p>3) April 7: Individual Reflections</p> <p>4) April 7: Self- & Peer-Evaluations</p> <p>5) April 7: Project Expenses</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.

3. Use the class slides posted in Canvas 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 virtual office hours to ask questions, seek clarification, and/or discuss issues (links in Announcement). You are welcome to visit office hours as a group to discuss your group project during these times.
5. Connect what you learn in this course to your existing and expanding toolbox of knowledge and skills. Use your pre-existing knowledge of nutrition and teamwork to better understand issues presented in class and to work effectively in your small group. Moving forward, take the knowledge, skills and attitudes you gain from this class to affect real-world nutrition-related behaviours that achieve improved health outcomes for others.
6. Take pleasure in this learning experience! I look forward to sharing this learning experience with you, as we critically evaluate and reflect upon key issues in public health nutrition and develop 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>):

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 take 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 without engaging your peers.