



# FNH 473: Applied Public Health Nutrition

## Syllabus January – April 2022

### 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:** Dr. Gail Hammond, RD      **PHYSICAL OFFICE:** FNH 214

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**TEACHING ASSISTANTS:** Aida Darvishzadeh, Francine Emmonds, Henry Lau. Use Canvas email to contact TAs.

**CLASS TIME:** Mondays, 2–5PM, Zoom lectures & breakout rooms

**VIRTUAL OFFICE HOURS:** Wednesdays from 12–1PM and 7–8PM 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 in public health **nutrition education** and **advocacy** in food security, 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. 4-6. Readings are accessible through the Library Online Course Reserves tab in the course menu on Canvas, and 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:** In the online educational environment, we will use a combination of interactive lectures, in-class 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 17**, before work can begin on your project.

On January 10 and 17, we will meet for the entire class on Zoom. January 10 will be lecture for the full class (orientation, introduction to PHN); the first hour on January 17 will be lecture-based activities followed by our community partners joining us to share the descriptions of their projects. From January 24 to April 4, we will meet as a whole class for about 30 to 75 minutes and for the remainder of each class you will be in breakout rooms working with your group members on your CBEL project. One exception is March 14, which is designated for group work only – no lecture (tentative, unless we need to meet as a class).

Specifically, on January 24, the community partners have been invited to connect with you between 4:00-4:50PM to meet, review the project (be prepared with questions), and clarify or negotiate any details. Guest speakers will be presenting on key topics in public health nutrition in March and April.

## EVALUATION:

Component	Date	Value (% Final Grade)*
<b>1. Online Module: Dietitians of Canada–Population and Public Health Needs Assessment:</b> <ul style="list-style-type: none"> <li>Certificate of Completion submitted that indicates test score</li> </ul>	Jan 23	5
<b>2. Online Quizzes on Course Content, Readings &amp; Guest Speakers:</b> <ul style="list-style-type: none"> <li>Three quizzes worth 10% each (dates indicated in Section 2 below)</li> </ul>	Throughout term	30
<b>3. Group Projects: Choose Project**</b> <b>Community-Based Experiential Learning (CBEL) Projects</b> <ul style="list-style-type: none"> <li>Teamwork Session Evaluation Forms (after each of 3 work sessions)</li> <li>Submit Sections 4, 5 &amp; 6 of Written Report for Feedback***</li> <li>Sharing Draft Logic Models</li> <li>Presentation and Discussion</li> <li>Full Written Report</li> <li>Independent Self- &amp; Peer-Evaluations</li> </ul>	Jan 24, Feb 14, Mar 14 March 2 March 7 March 28 April 4 April 8	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> 3  NG  5  15  25  5 </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div>53</div> </div>
<b>4. Individual Reflections:</b> <ul style="list-style-type: none"> <li>Submit your responses to any 3 of the questions provided, or substitute one with a personalized question to reflect on</li> </ul>	April 8	10
<b>5. Learner Surveys</b> <ul style="list-style-type: none"> <li>Complete Learner Surveys (Pre, Post)</li> </ul>	Jan 23, April 10	2

\*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 20**.

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

## 1. Online Course “Population and Public Health Needs Assessment”

The purpose of taking this course is for you to 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 course 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 course, 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 23**. 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 cost of \$19.95. You purchase access to the course directly from DC. Details and access code will be provided in class.

## 2. Assessment of Course Content, Readings and Guest Speakers: Online Quizzes

There are 3 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 (Quiz 3 only). The content covered in each quiz is listed in the table below and in the **Course Outline** section on pp. 4-6. You will have a maximum of 2 hours to complete each quiz – 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, and short answer questions. The quizzes are equally weighted with your % score on each quiz counting for 10% of your final grade (in total, your scores on the 3 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 # and Related Content	Weeks Covered	Quiz Dates
#1: Raphael et al, 2020 (pp. 11-37) CPHA Public Health Conceptual Framework, 2017 Theory at a Glance, 2005 (pp. 3-31) Planning Health Promotion Programs, 2018 (pp. 1-27)	1-3	<b>Quiz 1:</b> Feb 2 – Feb 5
#2: 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 Tarasuk, Fafard St-Germain, & Loopstra, 2019	4-6	<b>Quiz 2:</b> Feb 16 – Feb 19
#3: Raphael et al, 2020 (pp. 38-84) Men & Tarasuk, 2021 Guest speaker: tbc	7-8	<b>Quiz 3:</b> Mar 16 – Mar 19

### 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 10, and presented in class on January 17. Complete the '**Group Project Preferences**' form under Assignments in Canvas by **11:59PM on Thursday, January 20** to indicate your top 3 preferences. Groups will be formed by January 24. From January 24 to April 4, you will have time during each class to work in your group on your project. After each small group session on January 24 (beginning), February 14 (middle), and March 14 (close to the end), your group will complete a **Teamwork Session Evaluation form** and 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.

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

- (1) After your teamwork sessions on **January 24** (beginning), **February 14** (middle), and **March 14** (close to the end), your group will collectively complete a **Teamwork Session Evaluation form** and one person will submit it in Canvas **before 11:59PM** on the **same day**.
- (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 2**.
- (3) A short **presentation of your draft logic model** in class on **March 7**.
- (4) The results of your project highlighted in a polished, practiced and professional **presentation and discussion** in class on **March 28**.
- (5) Your group's **final written report** submitted before **11:59PM on Monday, April 4**.
- (6) A **self- and peer-evaluation report** submitted before **11:59PM on Friday, April 8**.

### 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 8**.

### 5. Learner Surveys

There are 2 surveys that explore your way of learning and help me to better understand your learning needs. The first survey will be taken early in the term and the second survey will be taken close to the end of the course, after your learning experiences in FNH 473.

### COURSE OUTLINE

Date	Focus
<b>January 10 Week 1</b>	Introduction; Course overview and preparing for learning in FNH 473; Determinants of health and food choices; The wisdom of ' <b>A PIE</b> '; Canadian context for public health nutrition (PHN) <u><a href="#">Prepare for class:</a></u> <b>1) Read <i>Social Determinants of Health: The Canadian Facts 2<sup>nd</sup> ed</i> (Raphael, Bryant, Mikkonen &amp; Raphael, 2020), focus on pp. 11–37</b> <b>2) Read <i>Public Health: A Conceptual Framework 2<sup>nd</sup> ed</i> (Canadian Public Health Association, 2017)</b>

Date	Focus
January 17 Week 2	<p>Health behaviour theories; Meet community partners &amp; listen to descriptions of group projects</p> <p><b>Prepare for class:</b></p> <p>1) <b>Read</b> <i>Theory at a Glance: A Guide for Health Promotion Practice 2<sup>nd</sup> ed</i> (National Cancer Institute, US Department of Health and Human Services, National Institutes of Health, 2005), focus on pp. 3–31</p> <p><b>Deadlines:</b></p> <p>1) <b>Today:</b> Submit <b>TCPS-2 CORE Certificate</b> by <b>11:59PM</b></p> <p>2) <b>Thursday, Jan 20:</b> Complete <b>'Group Project Preferences'</b> form before <b>11:59PM</b></p> <p>3) <b>Sunday, Jan 23:</b> Complete <b>Learner Survey-PRE</b> before <b>11:59PM</b></p> <p>4) <b>Sunday, Jan 23:</b> Submit Certificate of Completion for <b>DC online course 'Assessing Needs and Setting Priorities in Population and Public Health'</b> before <b>11:59PM</b></p>
January 24 Week 3	<p>Health promotion project planning 1: Situational Assessment; Ethical dilemmas; First teamwork session (meet group members, become familiar with project, connect with community partner)</p> <p><b>Prepare for class:</b></p> <p>1) <b>Read</b> <i>Planning Health Promotion Programs (PHPP): Introductory Workbook, 5<sup>th</sup> ed.</i> (Public Health Ontario, 2018), pp. 12–27</p> <p><b>Deadline:</b></p> <p>1) <b>Today:</b> Complete &amp; submit <b>first Teamwork Session Evaluation form</b> by <b>11:59PM</b></p>
January 31 Week 4	<p>Health promotion project planning 2: Setting Goals &amp; Objectives; Teamwork session</p> <p><b>Prepare for class:</b></p> <p>1) <b>Read</b> <i>Planning Health Promotion Programs (PHPP): Introductory Workbook, 5<sup>th</sup> ed.</i> (Public Health Ontario, 2018), pp. 28–56</p> <p>2) <b>Complete</b> the <i>Learning Issues</i> related to your group project from last week's session</p> <p><b>Deadline:</b></p> <p>1) <b>Feb 2–5: Quiz 1</b> available from noon on Wednesday, February 2 to 11:59PM on Saturday, February 5 (slides and readings for weeks 1–3)</p>
February 7 Week 5	<p>Health promotion program planning 3: Strategies &amp; Activities; Logic model; Teamwork session</p> <p><b>Prepare for class:</b></p> <p>1) <b>Read</b> <i>Planning Health Promotion Programs (PHPP): Introductory Workbook, 5<sup>th</sup> ed.</i> (Public Health Ontario, 2018), pp. 46–56</p> <p>2) <b>Read</b> <i>Focus On: Logic model—A Planning and Evaluation Tool</i>, 2016</p> <p>3) <b>Read</b> <i>The logic model for program planning and evaluation.</i> (McCawley, 2001)</p> <p>4) <b>Complete</b> the <i>Learning Issues</i> related to your group project from last week's session</p>
February 14 Week 6	<p>Health promotion program planning 4: Indicators; Review the plan; Teamwork session</p> <p><b>Prepare for class:</b></p> <p>1) <b>Read</b> <i>The relationship between food banks and food insecurity: Insights from Canada.</i> (Tarasuk, Fafard St-Germain &amp; Loopstra, 2019)</p> <p>2) <b>Complete</b> the <i>Learning Issues</i> related to your group project from last week's session</p> <p><b>Deadlines:</b></p> <p>1) <b>Today:</b> Complete second <b>Teamwork Session Evaluation form</b> by <b>11:59PM</b></p> <p>2) <b>Feb 16–19: Quiz 2</b> available from noon on Wednesday, February 16 to 11:59PM on Saturday, February 19 (slides &amp; readings for weeks 4–6)</p>
February 21	<b>Reading Week: No Class</b>

Date	Focus
<b>Note: Dates of guest speakers may vary from the schedule below.</b>	
<b>February 28</b> <b>Week 7</b>	<p>Health promotion program evaluation; Food insecurity; Teamwork session</p> <p><b>Guest speakers: Melanie Kurrien RD and Seri Niimi-Burch, BCCDC, Food Insecurity in BC</b></p> <p><b>Prepare for class:</b></p> <p>1) <b>Read</b> <i>Food Insecurity amid the COVID-19 pandemic: Food charity, government assistance, and employment</i> (Men &amp; Tarasuk, 2021)</p> <p>2) <b>Complete</b> the <i>Learning Issues</i> related to your group project from your February 14 session</p> <p><b>Deadlines:</b></p> <p>1) <b>March 2: Submit Sections 4, 5, 6 of group Written Report</b> for formative feedback by 11:59PM</p>
<b>March 7</b> <b>Week 8</b>	<p>Teamwork session</p> <p><b>Guest speaker: Dr Valerie Tarasuk, Professor, Univ of Toronto, PROOF lab, Food Insecurity</b></p> <p><b>Prepare for class:</b></p> <p>1) <b>Read</b> <i>Social Determinants of Health: The Canadian Facts 2<sup>nd</sup> ed</i> (Raphael, Bryant, Mikkonen &amp; Raphael, 2020), focus on pp. 38–84</p> <p>2) <b>Complete</b> the <i>Learning Issues</i> related to your group project from last week's session</p> <p><b>Deadlines:</b></p> <p>1) <b>Today: Present draft logic models</b> for formative peer &amp; TA feedback in class today</p>
<b>March 14</b> <b>Week 9</b>	<p>Health communication &amp; learning styles; Teamwork session</p> <p><b>Prepare for class:</b></p> <p>1) <b>Complete</b> the <i>Learning Issues</i> related to your group project from last week's session</p> <p><b>Deadlines:</b></p> <p>1) <b>Today: Complete final Teamwork Session Evaluation form</b> by 11:59PM</p> <p>2) <b>March 16–19: Quiz 3</b> available from noon on Wednesday, March 16 to 11:59PM on Saturday, March 19 (slides, readings &amp; guest speaker for weeks 7–8)</p>
<b>March 21</b> <b>Week 10</b>	<p>Nutrition advocacy and policy interventions; Teamwork session</p> <p><b>Guest speaker: Catherine Morley, RD, PhD, Toward incorporating food, nutrition, and eating issues of trans and gender diverse people in nutrition care planning, delivery and monitoring</b></p> <p><b>Prepare for class:</b></p> <p>1) <b>Complete</b> the <i>Learning Issues</i> related to your group project from last week's session</p>
<b>March 28</b> <b>Week 11</b>	<p><b>Team project presentations and discussions: class starts at 2:50PM</b></p> <p><b>Deadlines:</b></p> <p>1) <b>Today: In-class polished, practiced &amp; professional group presentation and engaged discussion</b> as audience member</p>
<b>April 4</b> <b>Week 12</b>	<p>Final class: public health nutrition in the bigger context, course wrap-up</p> <p><b>Guest speaker: Amanda Henry, RD, Stories from working with Indigenous communities</b></p> <p><b>Deadlines:</b></p> <p>1) <b>April 4: Final Group Written Report</b> due by 11:59PM</p> <p>2) <b>April 4: Release Form</b> due by 11:59PM</p> <p>3) <b>April 8: Individual Reflections</b> due by 11:59PM</p> <p>4) <b>April 8: Submit Self- &amp; Peer-Evaluations</b> due by 11:59PM</p> <p>5) <b>April 10: Project Reimbursement</b> due by 11:59PM</p> <p>6) <b>April 10: Learner Survey-POST</b> due by 11:59PM</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 on Wednesdays from 12–1 PM and 7–8 PM (or by appointment) to ask questions, seek clarification, and/or discuss issues. 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.