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**ACKNOWLEDGEMENT**

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UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Understanding the unsettling history of Indigenous-settler relations compels us to work towards ethical relations with Indigenous peoples here and across the region some call Canada.

Food, nutrition, and health are intimately and directly connected with where and how we live. In this course, we will take time to regularly reflect on these interconnections in the context of historical and ongoing colonization and resulting sociopolitical and health inequities.

*"If we think of territorial acknowledgments as sites of potential disruption, they can be transformative acts that to some extent undo Indigenous erasure. I believe this is true as long as these acknowledgments discomfit both those speaking and hearing the words. The fact of Indigenous presence should force non-Indigenous peoples to confront their own place on these lands."*

– Chelsea Vowel, Métis, *Beyond Territorial Acknowledgements*

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**COURSE INFORMATION**

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Course Title	Course Code Number	Credit Value
Population and Public Health Dietetics	HUNU 573	3 Credits

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**PREREQUISITES**

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None.

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**CONTACTS**

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Course Instructor(s)	Contact Details	Office Location	Office Hours
Anna Brisco, RD, MEd	Anna.Brisco@ubc.ca	FNH 170	Thursdays after class, or by appointment

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**PEOPLE**

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Course Instructor:

Anna Brisco (any pronouns) is a Registered Dietitian (UBC, 2016) and chef who is passionate about relational pedagogies, population health, systems change, and delicious food. They have developed these passions in a wide range of food, health and educational contexts including urban farming, residential care, and within food policy, and nutrition education roles in non-profit organizations. They have been teaching at UBC since 2017; in 2022, Anna completed a Master of Education at OISE (University of Toronto) focused on critical studies in curriculum and teaching.

As a non-Indigenous, white educator, I continue to benefit from colonialism and White supremacy, including extractive capitalism and cognitive imperialism (valuing knowledge traditions of Europeans above other ways of knowing/being). Simultaneously, my being is marginalized by heterosexism and ableism, which label my (gender)queerness and neurodiversity as Other. Coming to the knowledge of my complicity in colonial/structural violence over the last 15 years is an ongoing process of undoing my attachment to independence and knowability.

- Email: please contact me through Canvas messaging. If Canvas is not available, then email [anna.brisco@ubc.ca](mailto:anna.brisco@ubc.ca)
- Will respond within 24 hours with the following exceptions: not available Wednesday afternoons, and will not respond from Friday 5pm to Monday 8am.

This course will also feature guests. Please show our guests respect by coming to class prepared to listen and engage with the material.

#### COURSE STRUCTURE

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The class will be held in Term 2 of the first year of the MND program, once a week for three hours.

This course will include a combination of interactive lectures and guest panels, in-class discussion groups and other learning activities, a group project with some individual components, and independent reflection assignments.

#### LEARNING OUTCOMES

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By the end of this course, students will demonstrate foundational competencies in population health promotion in the context of BC and Canadian food and health systems. Specifically, student will be able to:

1. Reflect and discuss about how one's own identity, experience, or opinion affects (and is affected by) learning about health inequities and social justice topics in population and public health.
  2. Communicate how to plan a health promotion program within the context of public health nutrition.
  3. Propose a public/community health intervention to address a nutrition-related issue using public health theory and frameworks.
  4. Critically appraise and facilitate discussions on a research paper related to population and public health.
  5. Apply knowledge of food environments, dietary guidelines, and dietary practices to critically appraise public health practice within the context of Canadian diversity.
  6. Apply understanding of Indigenous histories, colonial policies and governance, and determinants of health to recognize and support Indigenous self-determination in the context of community.
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SCHEDULE OF TOPICS

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**Week 1.** Intro to course structure and organizing principles: Health equity, Intersectionality & Social Determinants of Health. Critical reflection.

Readings:

Kasten, G. 2018. Listen... and Speak: A Discussion of Weight Bias, its Intersections with Homophobia, Racism, and Misogyny, and Their Impacts on Health. *CJDP*. 79(3): 133-138  
<https://dcjournal.ca/doi/abs/10.3148/cjdpr-2018-023>

[Social Determinants of Health: The Canadian Facts, 2nd Edition / Dennis Raphael, Toba Bryant, Juha Mikkonen and Alexander Raphael ISBN 978-0-9683484-2-0](#)

**Assignment:** Submit 1<sup>st</sup> reflective journal before class in week 2.

**Proposal Project:** Rank topics

**Week 2.** Social Determinants of Health (part two). *Health promotion planning 1: Situational assessment.*

*Searching the grey literature*

Start Dietitians of Canada course: situation assessment (link at bottom)

Readings:

Brief chapter on social ecological model: <https://courses.lumenlearning.com/suny-buffalo-environmentalhealth/part/chapter-3/>

Planning Health Promotion Programs (PHPP): Introductory Workbook, 5th ed. (Public Health Ontario, 2018), pp. 12–27 <https://www.publichealthontario.ca/en/health-topics/public-health-practice/program-planning-evaluation/planning-programs>

Optional readings

Population Health Promotion: An Integrated Model of Population Health and Health Promotion (2000, Public Health Agency of Canada) <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>

[Let's Talk: Public health roles for improving health equity.](#) (2013, National Collaborating Centre for Determinants of Health)

**Week 3.** Colonization and Social Determinants of Health debrief; Systems mapping: health and food systems in population health promotion.

*Guest Panel:* Working humbly with diverse stakeholders

Readings:

Golden, S. D., McLeroy, K. R., Green, L. W., Earp, J. A. L., & Lieberman, L. D. (2015). Upending the Social Ecological Model to Guide Health Promotion Efforts Toward Policy and Environmental Change. *Health Education & Behavior*, 42(1\_suppl), 8S-14S.  
<https://doi.org/10.1177/1090198115575098>

*Optional:* [Reducing Health Inequities: Enablers and Barriers to Inter-sectoral Collaboration](#). (Wellesley Institute, 2011).

**Assignment** Complete ICS Module 2 by Class in Week 3

**Week 4.** *Health promotion project planning 2: Setting goals & objectives and planning for evaluation*

Health Behaviour theories; ethics in population health

Readings:

Planning Health Promotion Programs (PHPP): Introductory Workbook, 5th ed. (Public Health Ontario, 2018), pp. 28–56

Theory at a Glance: A Guide for Health Promotion Practice (2 ed.). (National Cancer Institute, US Department of Health and Human Services, National Institutes of Health, 2005), **focus on pp. 3–31** [https://cancercontrol.cancer.gov/brp/research/theories\\_project/theory.pdf](https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf)

*Optional:* [Let's Talk: Universal and targeted approaches to health equity](#). 2013. National Collaborating Centre for Determinants of Health (excerpts)

**Assignment:** *Submit 2<sup>nd</sup> reflection journal before class in Week 4.*

*Complete DC course before class in Week 4*

**Week 5.** What is “Healthy Eating”? Federal/provincial nutrition policy and population health dietetics  
*Guest Panel: Policy development and implementation. Health Promotion project planning 3: Types of interventions. Logic Models and other tools.*

Readings:

Brady, J. Perspective: Healthy Eating. Food Studies: Matter, Meaning, Movement  
<https://ecampusontario.pressbooks.pub/foodstudies/>

Planning Health Promotion Programs (PHPP): Introductory Workbook, 5th ed. (Public Health Ontario, 2018), pp. 57–72

The Meaning of Healthy Eating in BC. Developed by Dietitian Services of HealthLinkBC in consultation with Ministry of Health and Health Authority representatives from the Healthy Eating Strategy Leadership Group (November 2012) <https://www.healthlinkbc.ca/healthy-eating/professionals/healthy-eating-meaning>

Canada’s food guide (2019): read the dietary guidelines (<https://food-guide.canada.ca/en/guidelines/>) and explore the healthy eating guidance found within the online guide (<https://food-guide.canada.ca/en/>)

*[Optional: Lau, H., Kurrein, M (BCCDC). 2020. Beyond the Plate: Canada’s Food Guide and Healthy Equity. BCMJ, vol. 62, No. 1, Page 13 <https://www.bcmj.org/bccdc/beyond-plate-canadas-food-guide-and-health-equity>]*

**Week 6.** Emergent discourses in Pop Health: Asset-based community development; Trauma-informed practice and harm reduction. *Health promotion project planning 4: Monitoring & Evaluation.*

*Peer review of situation assessment and project check-in*

**Readings**

Satter E. (2007). Hierarchy of Food Needs. *J Nutr Educ Behav.* 39:S187-S188

[Trauma-Informed Nutrition Factsheet | California Essentials for Childhood Initiative](#)

**Assignment:** complete ICS module 3 before class in Week 6

**Week 7 – No class – work on group project and individual critical assessment of a population health intervention**

**Week 8.** Student presentations on popular and/or promising Pop. Health Nutrition Interventions; Emerging topics in Pop Health Nutrition – Mental Health; Language in population health

Readings:

Populations and the Power of Language (NCCDH). [POPULATIONS AND THE POWER OF LANGUAGE](#)

Kate Mulligan - Building Health by Building Community (53 minutes)

<https://youtu.be/HlxRLxGverM>

**Assignment:** Submit 3<sup>rd</sup> reflection journal before class in Week 8.

**Week 9.** Strengthening Sustainable Food Systems.

Student-led education session #2 – Sustainable Food Systems

Readings:

[Sustainable Food Systems: Dietitians' Roles \(Dietitians of Canada, 2020\)](#)

Lewis, D., Williams, L. & Jones, R. A radical revision of the public health response to environmental crisis in a warming world: contributions of Indigenous knowledges and Indigenous feminist perspectives. *Can J Public Health* (2020). <https://doi.org/10.17269/s41997-020-00388-1>

1-2 additional readings to be determined, based on suggestions from the presenting group

**Assignment:** Submit 4<sup>th</sup> reflection journal before class in Week 10

**Week 10.** Causes and consequences of food insecurity.

Student-led education session #3 – Food Insecurity

Readings:

[Priority health equity indicators for British Columbia: Household food insecurity report \(BCCDC, 2017\)](#)

Power, E., Belyea, S. & Collins, P. (2019). “It’s not a food issue; it’s an income issue”: using Nutritious Food Basket costing for health equity advocacy. *Can J Public Health* 110, 294–302 (2019). <https://doi.org/10.17269/s41997-019-00185-5>

*1-2 additional readings to be determined, based on suggestions from the presenting group*

**Week 11.** Enabling food and health literacy in the context of diet culture.

Student-led education session #4 – Food Literacy

Readings: LDCP Healthy Eating Team (2018). Food Literacy: A Framework for Healthy Eating. Available from [https://www.odph.ca/upload/membership/document/2018-11/food-literacy-poster-front-back-final-for-web\\_1.pdf](https://www.odph.ca/upload/membership/document/2018-11/food-literacy-poster-front-back-final-for-web_1.pdf)

*1-2 additional readings to be determined based on suggestions from the presenting group*

**Week 12** Weight inclusive approaches in population health.

Student-led education session #1 – Addressing Weight Bias

Readings:

[From weight to well-being](#): Time for a paradigm shift - Executive Summary. (PHSA, 2013)- optional to read the full report.

Ramos Salas X, Forhan M, Sharma AM. Diffusing obesity myths. *Clin Obes*. 2014 Jun;4(3):189-96. doi: 10.1111/cob.12059. <https://pubmed.ncbi.nlm.nih.gov/25826775/>

*1-2 additional readings to be determined based on suggestions from the presenting group*

**Week 13.** Course wrap-up. *Guest panel: Wrestling with the grey areas in population health dietetics*

Readings: TBD.

**Assignment:** Submit 5<sup>th</sup> (summary) reflection before class in Week 13.

**April 12:** Final proposal report due.

### LEARNING MATERIALS

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All required learning materials (i.e. readings, slides, videos) are available through the Modules tab in Canvas.

Summaries of class learning will be created collectively, so please bring a device to class that can connect to WIFI.

Optional academic readings and reports are available through the Library Course Reserves link on Canvas.

### LEARNING ACTIVITIES & ASSESSMENT

**Class Activities/Participation:** Each week, students will complete readings prior to class, including reports and research papers. In class, students should be ready to contribute to discussions related to the readings, and be able to apply concepts from coursework and readings to related public health nutrition problems, scenarios and existing programs/resources.

**Critical reflections (Individual)** (see assignment document for details): To maximize learning opportunity and growth, the first assignment must be submitted no later than week 2, and the second no later than the end of week 4, with all subsequent entries specified in the schedule above. After completing the 5 assignments, it is expected that the student has reflected their experiences and relationship to the following critical topics (in no particular order): the social determinants of health; food insecurity; dietary guidelines or dietary practices; health inequities/structural discrimination in health; food systems

These account for 20% of final grade. See assignment document for full rubric.

**Major project:** in groups of 3, students will work to research a specific issue in public health nutrition, and create a variety of outputs on their topic.

Students will rank the broad topics in week one, and the instructor will put together groups based on your preferences.

The project consists of two group components and one individual assignment:

1. **Public Health Nutrition Program Proposal (group):** Students will apply the health promotion planning process to their topic, using class time to work on their projects in Weeks 3-4. This project will be proposed from the perspective that students are public health dietitians practicing within regional health authorities.

By **Feb 8<sup>th</sup>** (Week 5), students will submit a draft situation assessment. This will for peer and instructor feedback, during class in Week 6 (**Feb 16**). The situation assessment should include the nutrition-related issue, and clarify which specific population and/or sub-issue that their project will address.

The final proposal is due on **April 12<sup>th</sup> by 11:59pm**, and as a minimum will include the following:

- An executive summary.
- Background on the issue and its relevance to public health nutrition practice. Use Canadian data (or BC data if available), and include connections between this issue and other determinants of health.
- A summary of the situation assessment that determined the priority nutrition-related issue for a specific population. A list of key intersectoral stakeholders should be included, including evidence/references that show you have sought out the perspectives of those directly impacted by your selected issue.
- The Project Plan: Propose a program of population health interventions to address the nutrition-related issue, based on a specific theory/framework discussed in class. Your proposal should include goals and objectives for the project, a draft timeline, and process and outcome indicators for project evaluation. Include some sort of visual summary of your plan (such as a LOGIC model).
- Format: Use concise language and a report format. Use of peer-reviewed research, Canadian data, and secondary reports are essential for success in this project.

**Assessment:** The peer review in weeks 5-6 is for formative feedback to strengthen your situation assessment. The final proposal will be assessed by the instructor and constitutes 30% of the student's final grade. It will be assessed for effective written communication, critical thinking and application of course concepts to the chosen issue. All students in the group will receive the same mark.



2. **Student-led learning session:** a 30-40 minute session in **Weeks 9-12**, applying principles of adult education to share the outputs of your project. Be creative about how you approach this session. You are encouraged to check in with the instructor once you have a draft plan for your session.

Assessment: 20% of final grade, and will be assessed for accurate and relevant content, effective oral presentation skills, creativity, utility of accompanying visual/written materials, and the use of engaging teaching strategies. All students in the group will receive the same mark.

3. **Critical appraisal of population health interventions (individual):** Can use available worksheet for notes and/or for final submission.

Assessment: Assessed individually by your peers; 10% of final grade. Assessed for completeness of appraisal, writing skills, connecting specific research/intervention to broader course themes, including a health equity lens.

### **Summary of Assessments:**

#### *Group Assignments*

Project Proposal final report – 30% (formative peer feedback on situation assessment, instructor assessed)

Group Learning Session – 20% (peer and instructor assessed)

#### *Individual Assignments*

Critical Reflections x 5 – 20% (instructor assessed)

Critique of a population health intervention – 10% (peer-assessed)

Dietitians of Canada e-course: Assessing Needs and Setting Priorities in Population and Public Health (5%) - <https://members.dietitians.ca/DCMember/LearnProduct?id=01tf4000003j6wLAAQ>

Indigenous Cultural Safety modules 2 & 3 (3% each) – see relevant Canvas courses for details

Participation – 9% (self and instructor assessed)

Any changes to grading/assessment will be discussed in class **prior to the add/drop deadline**. Then, the syllabus will be updated, a new dated version will be posted on Canvas, and students will be notified via their preferred email.

### UNIVERSITY POLICIES & STUDENT SUPPORT RESOURCES

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- UBC provides resources to support student learning and to maintain healthy lifestyles, but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence.
- UBC values respect for the person and ideas of all members of the academic community.
- Harassment and discrimination are not tolerated nor is suppression of academic freedom.
- UBC provides appropriate accommodation for students with disabilities and for religious observances.
- UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of these policies and how to access support are available on [the UBC Senate website](#).

Academic and Learning Resources: <https://students.ubc.ca/enrolment/academic-learning-resources>

Student Support Resources: <https://equity.ubc.ca/resources/students/>

### COURSE AND PROGRAM POLICIES

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Students in the dietetics program should be aware of and follow all UBC, graduate studies, and MND [program policies](#).

A reminder that the same assignment cannot be submitted for assessment in multiple courses.

This course, like all required courses in the MND program, contributes to coverage of the Integrated Competencies for Dietetic Education and Practice (ICDEP v3.0).

Attendance: Please come to class; there will be learning activities that are not replicated elsewhere in the course. Please arrange personal appointments and activities so you can be in class and available for course-related activities outside the class time. If you will be unable to attend class for any reason, please let Anna know in advance if possible.

Most classes will not be recorded, but slides, notes, key resources, and videos will be made available to all students prior to or just after class time.

Students who miss class are expected to talk to classmates to find out what they missed and, if possible, to attend office hours the following week.

Assignments: Please respect the due dates posted on Canvas. Request changes to assignment due dates or format with the instructor, in advance of the relevant due date.

### LEARNING ANALYTICS

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Learning analytics includes the collection and analysis of data about learners to improve teaching and learning.

This course will be using the following learning technologies: Canvas, Qualtrics, AHA Slides, and Jam Board.

AHA Slides and Jam Board are not FIPPA compliant because they store data in the US, and thus, no personal student data will be collected using these platforms. For students who prefer not to use AHA Slides or Jam Board for any reasons, there will always be an alternative way to interact that is FIPPA-compliant, such as using Canvas or the Zoom chat.

Canvas captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, the instructor plans to use analytics data solely to review statistics on course content being accessed to support improvements in the course.

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### COPYRIGHT

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students are not allowed to record classes without the permission of the instructor.

*Version: January 19, 2023*