

**FN 4462A**  
**Selected Topics in Community Nutrition**

Thursday: 8:30 – 11:30 am  
Room 304

Dr. Danielle Battram PhD RD  
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Office hours: By appointment only

**COURSE OUTLINE**

**COURSE DESCRIPTION**

This course will examine current issues in the practice of community nutrition.

**OBJECTIVES:**

This course is designed to enable students to:

- develop knowledge & skills in assessing community nutrition needs.
- develop knowledge & skills in designing, implementing, & evaluating food and nutrition programs that are appropriate for different population groups.
- acquire practical experience through self-directed learning, independent study, and team work.
- establish strong leadership skills by designing a community-based program

**APPROACH:** This course includes lectures, seminars and independent study.

**PREREQUISITES:**

Registration is limited to BScFN Honors students in Year IV of the Foods & Nutrition Program.

Prerequisites: FN3361B, with a mark of at least 70% and permission of the Division.

**TEXTS:**

Boyle MA, Holben DH. 2013. Community Nutrition in Action: An Entrepreneurial Approach. 6th ed, Wadsworth, Cengage Learning, USA.

Contento IR. 2007. Nutrition Education: Linking research, theory and Practice. Jones and Bartlett Publishers, Massachusetts.

**EVALUATION:**

<b>Assignment</b>	<b>Marks</b>
Individual project Literature review and statement of purpose (20%) Program design and evaluation (30%)	50%
Team project (30%)	30%
Seminar participation (4 x 5%)	20%
<b>Total</b>	<b>100%</b>

**SCHEDULE OF LECTURES**

<b>Week</b>	<b>Date</b>	<b>Content</b>
1	Sept. 10	Course introduction and overview Form project teams
2	Sept. 17	Lecture: Overview of Behavioural Theories / Population-based approaches
3	Sept. 24	Seminar: Topic – Population-based approaches (5%)
4	Oct. 1	Lecture: Community Situational Assessment
5	Oct. 8	Seminar: Topic – Community Situational Assessment (5%)
6	Oct. 15	Team Project / Individual Project work
7	Oct. 22	Lecture: Designing community nutrition interventions and evaluations <i>Literature review and statement of purpose due (20%)</i>
8	Oct. 29	Fall Study Day - Team Project / Individual project work
9	Nov. 5	Seminar: Topic - School-based interventions (5%)
10	Nov. 12	Seminar: Topic – Social marketing interventions (5%)
11	Nov. 19	Team Project / Individual Project work
12	Nov. 26	Team Project work <i>Program design and evaluation plan due (30%)</i>
13	Dec. 3	<i>Team Project presentations and report due (30%)</i>

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FOODS AND NUTRITION 4462A  
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**INDIVIDUAL PROJECT  
PROGRAM DESIGN AND EVALUATION PLAN**

This project is designed to provide students with an opportunity to design a community-based nutrition program and develop an evaluation plan for that program on a topic of their choice. This project will involve a review of the literature to identify a program need within a specific community (chosen by the student), the development of a program to meet this need and the development of a brief evaluation plan to monitor the program.

**The literature review and statement of purpose (20%):**  
***DUE OCT 22, 2015 at the beginning of class***

This literature review should identify a program need within a specific population. Information to be included in the review is: the nature and extent of the selected nutrition-related problem (e.g. prevalence data, health consequences of problem, etc), what factors contribute to the problem, strategies to address the issue, as well as some well-recognized community-based nutrition programs in the literature. This section should end with your statement of purpose or why the program is being done and should include your specific goals and objectives for the program. This section should set the background for why a program is needed, why your program will be superior to those already implemented and the specific goals/objectives of your program.

Suggested length of literature review: no more than 5 pages

**Program design and evaluation plan (30%):**  
***DUE NOV 26, 2015 at the beginning of class***

Students are to provide a detailed description of both their program design plan and an outline of their evaluation plan. These plans should incorporate topics covered throughout the course, including the behavioural theory to which the program design is based. The more detail in this section the better. Students will be evaluated on their ability to convince the instructor that the program is feasible to implement and that their evaluation plan is appropriate to monitor the success of their program.

Suggested length of program plan: no more than 10 pages, excluding references

- The evaluation plan is to be brief (1 page only) and should include both process and outcome measures. Students should discuss in general terms the types of information they would collect and when appropriate must also identify the “tools” they would use in their evaluation plan (e.g. survey, interviews). Students are not required to develop tools themselves.

Guidelines for project: Double-spaced, 1 inch margins, 12 pt font, Times New Roman

**THIS PROJECT IS WORTH 50% OF YOUR OVERALL MARK.**

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**TEAM PROJECT (OPTION 1)**

**DEVELOPMENT OF A 1-WK SUMMER CAMP TO ADDRESS FOOD AND NUTRITIONAL LITERACY IN GRADE 6-8 STUDENTS**

This project is designed to provide students with the opportunity to develop a summer camp for Grade 6-8 students. The purpose of this camp is to improve food and nutritional literacy within this population. Assume that Brescia will be hosting the camp and that the camp will target youth from lower income neighbourhoods.

Guidelines:

1. Students will work in a group of 8-10 students.
2. The expected outcome of this team's work will include a fully developed curriculum and day plan for a 1 week camp (5 days; 9am to 4pm). Field trips and physical activities should also be included in the camp plan.
3. Campers will be responsible for making their own snacks and lunches at the camp. A recipe book should be provided to campers and the recipes chosen should complement the curriculum.
4. Parental engagement should be considered as much as possible.
5. In addition, the following should also be included:
  - The costing of each activity, including food costs. Personnel costs are **not** to be included.
  - The objective of each activity should be clearly stated. For example, a field trip to a farm could be to improve students' awareness and knowledge of how food is grown and to increase their self efficacy to grow some of their own fruits and veggies.
6. No page limit or style is set for the day plan and curriculum components of this project. The work will be assessed on the quality of the curriculum developed (e.g., interactive components, comprehensiveness of activities to build knowledge and skill in campers, etc) and the details of the day plans. This component will be worth **25% of the overall mark**.
7. Students will also be expected to present their work to the rest of the class. This presentation should be no longer than 15 minutes and should provide an overview of the project. This component is worth **5% of the overall mark**.

**PROJECT DUE: December 3, 2015 at the beginning of class**

**THIS PROJECT IS WORTH 30% OF YOUR OVERALL MARK.**

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**TEAM PROJECT (OPTION 2)**

**DEVELOPMENT OF A PLACEMAT FOOD AND NUTRITIONAL LITERACY PROGRAM FOR CHILDREN AND YOUTH**

This project is designed to provide students with the opportunity to develop a food and nutritional literacy program for children and youth that attend the Boy's and Girl's Club of London's Supper Club. The purpose of this project is to provide quick and easy information to children and youth and may include social marketing techniques and quick, interactive games to improve food and nutritional literacy within this population.

Guidelines:

1. Students will work in a group of 8-10 students.
2. The expected outcome of this team's work will include a fully developed set of placemats (30 in total). The objective of each placemat should be clearly stated. For example, a crossword on green and orange vegetables could be to increase awareness of these veggies and why we promote them.
3. Recipes should also be included for students to take home.
4. No page limit or style is set for the placemats, but students are encouraged to use a common template for all 30 placemats. The work will be assessed on the quality of the curriculum developed (e.g., interactive components, comprehensiveness of activities to build knowledge and skill, etc) and the use of social marketing techniques. This component will be worth **25% of the overall mark.**
5. Students will also be expected to present their work to the rest of the class. This presentation should be no longer than 15 minutes and should provide an overview of the project. This component is worth **5% of the overall mark.**

**PROJECT DUE: December 3, 2015 at the beginning of class**

**THIS PROJECT IS WORTH 30% OF YOUR OVERALL MARK.**

# BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

## 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2015/pg117.html>

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

#### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

### 5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she

may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

## **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.html> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.