COURSE DESCRIPTION

Concepts and knowledge of nutrition applied in community and public health nutrition. Examination of current programs and policies in applied nutrition.

CONTENT

We will explore the principles of population health and community nutrition practice through readings and discussions about raising awareness, changing behaviour, enhancing community capacity, building partnerships in program planning, delivery and evaluation, and using nutrition policy to promote healthy eating. We will become familiar with relevant public health legislation and policy issues.

COURSE OBJECTIVES

As a result of participation in this course, students will be able to:

1. discuss the advantages and limitations of the three general approaches to nutrition promotion for communities: (1) raising awareness of nutrition-related health problems; (2) providing the education, skills and motivation people need in order to change their behaviour; and (3) creating environments that support healthy eating, particularly by influencing food and nutrition policy;

2. critically appraise the literature on nutrition promotion/chronic disease prevention initiatives, in particular the success of strategies used and the appropriateness of outcome measures chosen

3. identify the principles involved in program planning, implementation, and evaluation; be aware of the challenges in evaluating policy interventions and capacity-building initiatives

4. discuss the role of food and nutrition policy in key public health nutrition issues.

CLASS FORMAT
Classes will be held on Monday from 2:30 to 5:20 PM. They will require active participation by students and will consist of discussions of relevant literature and student presentations.

**COURSE REQUIREMENTS**

Course marks are based on the following activities:

1. **Participation in Class Discussions (15%)**

   Two students will pick one article from those marked with an * on the course outline. On the day that the article will be discussed, the students will assume the role of facilitators of the discussion, and give the class 2 questions to answer to focus the discussion.

   Students will be marked both on their facilitation of their articles and their participation in each week’s discussions.

2. **In-Class Debate on a Public Health Topic (25%)**

   Students will work in pairs to prepare one side of a debate, on one of the following topics:

   - Should public health be promoting local or organic foods? One side will discuss why public health should be supporting the movement towards locally-grown foods, and the other side will promote organically-grown foods.

   - Should public health continue to give the message that “breast is best”, or does this create stigma in our society for formula-feeding moms? One side will argue that public health needs to continue to give the message that most moms can breastfeed, while the other will argue that public health needs to also support women who choose formula.

   - In some states in the U.S., the law requires schools to weigh children, calculate their BMIs, and send this information home in a letter to parents. One side will argue that this is appropriate, given the current child obesity problem, and the other will argue that it can be harmful.

   - “It’s Time to Close Canada’s Food Banks”, op ed piece in the Globe & Mail by Elaine Power on July 25, 2011. One side will argue that she is correct, that food banks are not a solution to, nor have they helped the problem of hunger, and the other will argue that this can be harmful and is not realistic at this point in time.

   - Should governments ban toys in fast food meals marketed to children? One side will argue that this could help to reduce the appeal and consumption of fast food
among young children, and the other side will argue that this will have little impact on the appeal and consumption of fast food among young children.

- Should the Canadian government make it mandatory for all fast food chains and family-style chain restaurants (e.g., Pizza Hut, Kelsey’s, Montana’s, Swiss Chalet, etc.) to list the calories and sodium content of their menu items. One side will argue that this is good healthy public policy, and the other side will argue that this will not be effective in changing food orders.

The week before a debate is scheduled, each side will send out 1 article citation for the class to read in preparation for their debate. Each pair of debaters will have 20 minutes to present their arguments. (A coin toss will determine which side goes first). The class will then discuss the debate and reflect on whether all sides/issues were represented appropriately.

3. Seminar on Major Paper or Book Review (20%)

Choose one of the topics on the following pages or request a topic of your own. Make sure you have checked with the instructor before you begin to research and write your paper. The deadline for selecting a topic is **February 6th**. The presentations should be 25 min. in total (approx. 15 minutes for the presentation and 10 min. for discussion).

4. Major Paper or Book Review (40%)

This will be on the same topic or book as your seminar.

**Major Paper**

(a) Length: Text of written papers should be 15 to 20 pages, excluding references.

(b) Format: double spaced, on 8"x11" paper. The general form should be:

(i) title page
(ii) text (introduction and purpose, main body of text with appropriate headings and sub-headings, conclusions and summary)
(iii) references cited
(iv) page numbers

(c) In the text, references should be cited by name, e.g. (Smith, 2005; or, Smith et al, 2007); and appear in the reference list in alphabetical order using either Biomedical Sciences or APA style of referencing.

**Suggested Topics for Major Paper**

- Should Canada Have a National School Breakfast Program?
• Community-Based Eating Disorders Prevention Programs: What Works and What Doesn’t.

• The role of the ‘built environment’ in promoting positive change in eating behaviours.

• The role of the ‘built environment’ in promoting positive change in activity behaviours.

• The nutrition paradox: high prevalence of obesity among women who are experiencing food insecurity.

• Use of behavioural change theory [select one] in improving dietary behaviours.

• Critical appraisal of Mass Media/Social Marketing approaches to nutrition intervention (e.g., what does the published literature suggest about the success/lack of success of these approach? Do they appear to be successful with some types of nutrition issues or some sub-groups of the population but not others? Are there clear advantages to using these strategies vs traditional public health program development methods? What are the limitations of these strategies?)

• Critical appraisal of Coalitions or Capacity-Building approaches to nutrition/public health intervention [see note above].

• Critical appraisal of the paper “Towards a National Food Strategy”. Available at: www.nationalfoodstrategy.ca

**Book Review**

**Choose one** of the following books to read and then prepare a written ‘book review’. To get a sense of the content of the book, you can search on Amazon.com or Chapters.com to read comments and promotional material.


Your review will follow the guidelines for the Journal of Nutrition Education & Behavior: http://www.jneb.org/content/reviewers.

- Aim for a length of 400 to 500 words; 500 words is the maximum.
- If you refer to other publications, citations should follow the system described in the American Medical Association Manual of Style (10th ed. New York: Oxford University Press; 2007).
- The review should be double-spaced with line-numbering.

Content:
1. Try to attract the reader's attention in the opening paragraph making a declarative statement or placing the book in the context of current trends and interests.

2. Summarize and evaluate the material (about 20% of your review should summarize, and about 80% should evaluate).

3. Your summary should include, but not be limited to:
   - An overview of the content and subjects covered.
   - A description of the intended audience.
   - Mention of anything unique about the format, use of graphics, etc.

4. Your evaluation should include, but should not be limited to:
   - Commendation of strengths and tactful criticism of weaknesses, with examples.
   - Assessment of timeliness, originality, accuracy, organization, readability, usefulness, references, graphics and/or appropriateness for intended audience.
   - Suggestion of specific improvement(s), if appropriate.

5. Avoid direct quotes, except for very short phrases.
6. In your closing remarks, include comments about the overall soundness or usefulness of the material. Briefly (one or two sentences) describe how it could be used by JNEB’s readers and in what setting(s). If appropriate, state the specific type(s) of nutrition professional(s) the material would be best suited for.

**Append**: a full list of the strengths and the weaknesses of the book, citing examples and page numbers, so that you show your analysis of the material presented in the book. It is probably easiest for you to do this for each chapter, but there is no specific format required. This information will help me to see the depth of your analysis and the basis for your comments in the formal review.

**Key Websites**

- [Eat Right Ontario](https://www.ontario.ca/eatright)
- [Nutrition Resource Centre](https://www.nutritionrc.ca)
- [Ontario Public Health Association](https://www.oph.ca)
- [Dietitians of Canada](https://www.dietitians.ca)
- [College of Dietitians of Ontario](https://www.cdo.on.ca)
- [Ministry of Health Promotion](https://www.mhp.gov.on.ca/)
- [Public Health Agency of Canada](https://www.phac-aspc.gc.ca/index-eng.php)
- [Ontario Agency for Health Protection and Promotion](https://www.oahpp.ca/)
- [Health Canada](https://www.hc-sc.gc.ca/fn-an/nutrition/index-eng.php)
- [Ontario Society for Nutrition Professionals in Public Health](https://www.osnpph.on.ca)
Introduction; issues in professional ethics

Basic concepts and terminology in health promotion and population health; high risk vs population based approaches to programming; Ontario Mandatory Programs and Services Guidelines.


Principles of program evaluation; challenges in evaluating community-based, multiple site and multi-faceted interventions; logic models.


Additional resources are available at: http://www.uwex.edu/ces/pdande/evaluation/evaldocs.html


Debate #1: Local or Organic?

Community-based interventions; capacity building; media advocacy.


**Debate #2: Breastfeeding Promotion or Intimidation?**

**Feb. 6**

**Development of Nutrition Policies**


**Debate #3 : Weighing Children in Schools – Good Thing or Not ?**

**Feb. 13**

**Food security, abroad and at home.**


*Resource*: Kerstetter S, Goldberg M. A review of policy options for increasing

Debate #4: It’s Time to Close Canada’s Food Banks

Feb. 20  WINTER BREAK WEEK

Feb. 27  Obesity prevention policy options: Children and adolescents


Debate #5: Should governments ban toys in fast food meals marketed to children?

Mar. 5  Obesity prevention policy options: Adults


Debate #6: Should the Canadian government make it mandatory for all fast food chains and family-style chain restaurants to put the calories and sodium content of their items on their menus?

Mar. 12, 19, 26, Apr. 2  Student presentations of selected topics in community nutrition.