

TRAILBLAZER ADVENTURER  
INNOVATOR DEFENDER CHALLENGER  
ADVENTURER TRAILBLAZER DEFENDER VISIONARY  
VISIONARY ADVENTURER TRAILBLAZER CHALLENGER DEFENDER VISIONARY

# Syllabus

HNSC 4300 (A01): Community Nutrition Intervention  
(Winter 2021)

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## COURSE DETAILS

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<b>Course Title &amp; Number:</b>	HNSC 4300 Community Nutrition Intervention
<b>Number of Credit Hours:</b>	3.0
<b>Class Times &amp; Days of Week:</b>	Mondays & Wednesdays 10:30-11:45 am
<b>Location for classes/labs/tutorials:</b>	<b>Remote Teaching:</b> Classes will be “live” via <b>Cisco Webex</b> (you will connect via UM Learn under the course <b>Communication</b> tab) <b>Note:</b> Live classes will not be recorded
<b>Pre-Requisites:</b>	HNSC 3220 (or the former HNSC 3320)
<b>Voluntary Withdrawal Date:</b>	March 31, 2021

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## Instructor Contact Information

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<b>Instructor(s) Name &amp; Preferred Form of Address:</b>	Nikki Hawrylyshen, MSc., RD, CDE Preferred to be addressed as Nikki (pronouns: she/her)
<b>Office Location:</b>	N/A - this course will be taught remotely for Winter 2021 using the Webex platform
<b>Office Hours or Availability:</b>	Please book a virtual meeting. Requests can be made by email. I will be available for 15 minutes after class for brief questions.
<b>Email:</b>	<a href="mailto:nikki.hawrylyshen@umanitoba.ca">nikki.hawrylyshen@umanitoba.ca</a> <b>Be sure to include the course number in the subject line (HNSC 4300) and use professional language.</b> Please email a meeting request and <u>add a short statement indicating the purpose of the meeting.</u> I will do my best to respond within 24 hours; however, please allow up to 48 hours or two business days for a response. If an email is sent on a Friday after 4:00pm, it may take up to 72 hours for a response. <b>Plese DO NOT USE UM LEARN EMAIL for communication.</b>

## Course Description

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### U of M Course Calendar Description

Principles of planning and evaluating nutrition related interventions. Examples of community needs assessments, program planning strategies and types of program evaluation will be examined.

### General Course Description

This course combines theory, understanding and critical appraisal of community nutrition issues with approaches for implementing community nutrition interventions. **This course involves a significant amount of reading, critical thinking, writing and participation in virtual group and class discussions. If you are not prepared to attend classe and engage in this work, please re-consider your enrolment.**

### Course Goals

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- Understand theory driving public health nutrition interventions
- Apply critical appraisal to the literature pertaining to public health/community nutrition
- Understand the complex societal factors influencing public health/community nutrition
- Acquire fundamental skills to grapple with today's complex food environment
- Develop concise communication skills through academic and non-academic writing, group discussions, and facilitation

### Course Learning Objectives

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Upon completion of this course, students should be able to:

1. Demonstrate critical understanding of public health/community nutrition
2. Demonstrate critical understanding of population health and determinants of health, as related to nutritional health and well-being
3. Demonstrate critical understanding of health promotion principles and processes as applied to public health/community nutrition
4. Critically appraise public health/community nutrition issues (e.g., factors influencing community food security; environmental influences on population nutritional health; social trends and context; global influences on diet and disease).
5. Communicate complex public health/community nutrition issues to lay audiences
6. Articulate a position, supported by evidence from the literature, on a current public health/community nutrition topic
7. Assess and evaluate community food environments and present findings in the form of a report and oral presentation
8. Participate in, and facilitate, the Socratic seminar method for Small Group Discussions

### Foundational Knowledge Content Areas for Dietetics Education:

This dietetic education program is an accredited program recognized by the Partnership for Dietetic Education and Practice (PDEP) and prepares students for eligibility for registration with a provincial dietetics regulatory body.

*Highest level achieved: 1= demonstrate broad knowledge; 2= demonstrate comprehension; 3 = analyze, interpret and apply knowledge*

Content Area	Foundational Knowledge	Cognitive Complexity Level
<b>Communication</b>	Strategies for effective written communication	3
	Strategies for effective oral communication	3
<b>Human Nutrition across the Lifespan</b>	Dietary practices	1
	Food and nutrient intake of individuals and populations	2
<b>Nutrition Assessment</b>	Environmental and individual factors affecting food intake	3
	Surveillance and monitoring data collection and interpretation	2
	Global and local food systems and factors affecting the supply of food	2
<b>Population Food Systems and Food Security</b>	Sustainable food practices	2
	Food markets and marketing of food	2
	Factors affecting access to food	3
	Food consumption patterns and trends	2
	Frameworks for population and public health	3
<b>Population and Public Health</b>	Strategies for public and population health including health promotion, education, advocacy, community development and partnerships	3
	Policies, standards and guidelines for public health nutrition	3
	Values and philosophy of public and population health	3
	Program planning in public and population health	3
	The determinants of health	3
<b>Social and Psychological Foundations</b>	Social justice, diversity and equity in society	3

### **Textbook, Readings, and Course Materials**

**Course Reading Package:** “Required Readings for Community Nutrition Intervention”, available from the University of Manitoba [Bookstore](#) in either digital or print copies. There may be additional readings posted on UM Learn throughout the semester. Readings not in the package, can be accessed via the links in the Course Schedule Table.

### **Using Copyrighted Material**

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and University guidelines. Copyrighted works are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning

management system (such as UM Learn), or any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed. For more information, see the University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact [um.copyright@umanitoba.ca](mailto:um.copyright@umanitoba.ca).

## Course Technology

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- **UM Learn:** will be used for posting lecture slides (I will do my best to post slides the evening before class), useful web-links, additional articles and other course information, as well as for submission of course assignments. **CHECK THE COURSE SITE ON UM Learn REGULARLY.** Class meetings will use Cisco Webex, which is accessed through the UM Learn Communications tab.
- **Microsoft Teams:** will be used for recording one of your assignments. This platform is accessible to all University of Manitoba students.
- **Students are required to have a working microphone and video capability on their computer for this online platform.** For assistance with UM Learn or Microsoft Teams, contact IST Help & Solutions Centre - Email: [support@umanitoba.ca](mailto:support@umanitoba.ca) (204) 474-8600 - 123 Fletcher Argue

## Expectations: I Expect You To...

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- **Attend all classes, for the entire time. The class is scheduled from 10:30 to 11:45 am on Mondays and Wednesdays. It is encouraged you have your video on when participating in class discussions and during question periods following guest lectures.** We will be doing Small Group Discussions (SGD) for several classes, and your **participation is mandatory.** For seven of the Small Group Discussions, students will be pre-assigned as facilitators who must complete the written summary of the readings and prepare discussion questions. For the remainder of the SGD, I will choose a facilitator at random, but those students do not have to hand in a written summary of the readings. Students not facilitating, must complete a reflection for the week's readings along with two questions and submit to UM Learn prior to the start of class.
- Attend and actively participate in all SGD. Failure to attend any SGD will result in the loss of one mark per missed SGD. Your reflection/questions are due AT THE BEGINNING OF CLASS via UM Learn.
- Attend all lectures with assigned guest speakers. Poor attendance for these guests is embarrassing for me as the instructor and embarrassing for you as future nutrition professionals. One mark will be deducted per missed presentation.
- Apply critical thinking to issues and be open to other views. I have also selected an interesting yet eclectic set of readings to challenge your thinking!
- Notify me if, for medical reasons, you must be absent from one of the SGD or guest speakers, or hand in an assignment late. An original note from a physician or registered primary care provider may be requested or marks will be deducted.
- Treat me, your fellow classmates and guest speakers with respect and I will treat you with the same courtesy in return. See [Respectful Work and Learning Environment Policy](#).

### Class Communication:

The University requires all students to activate an official University email account and use it for all university communication. All communication between myself and you as a student must comply with the Electronic Communication with Students policy: [http://umanitoba.ca/registrar/email\\_policy/](http://umanitoba.ca/registrar/email_policy/)

### Academic Integrity:

Each student in this course is expected to abide by the University of Manitoba [Academic Integrity principles](#). Always remember to reference the work of others that you have used. Also be advised that you are required to complete your assignments independently unless otherwise specified. If you are encouraged to work in a team, ensure that your project complies with the academic integrity regulations. Inappropriate collaborative behavior and violation of other Academic Integrity principles, will lead to the serious [disciplinary action](#). Visit the [Academic Calendar](#), [Student Advocacy](#), and [Academic Integrity](#) web pages for more information and support.

**Recording Class Lectures:**

Nikki Hawrylyshen and the University of Manitoba hold copyright over the course materials, presentations and lectures which form part of this course. **No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of Ms. Hawrylyshen.** Course materials are for the participant's private study and research purposes only.

**Expectations: You Can Expect Me To...**

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- Treat you fairly and with respect
- Come prepared to class and do my best to provide updates on current advancements in the field
- Provide exciting and interesting reading material
- Respond to queries or requests to meet in a timely manner (within 24-72 hours)
- Provide assignment feedback within two weeks of submission
- Be available after class for 15 minutes
- Meet with you to discuss a mark; however, if you disagree with a mark, please follow the

**Disagreement with a Mark Process:**

1. Send an email to the grader/marker Tress Alexiuk ([tressa.alexik@umanitoba.ca](mailto:tressa.alexik@umanitoba.ca)), detailing where and why you feel you deserve more marks (i.e., how it was answered partly or fully correct). Ensure you have read the feedback within the rubric section on UML prior to sending an email.
2. If not resolved in step 1, by email, make an appointment with me to review the assignment in question.

## CLASS SCHEDULE AND COURSE EVALUATION

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students

**COURSE SCHEDULE (SUBJECT TO CHANGE) - SMALL GROUP DISCUSSION (SGD) DATES ARE LISTED UNDER 'DATE' AS 'SGD'.**

- SGD dates **#1,2,3,5,6,9**: will be facilitated by students who also complete a written summary of the readings and questions.
- SGD dates for **practice, #4, #7, #8**: a randomly selected facilitator will be assigned, but no written summary/questions are required.
- A reflection and two questions are to be completed by everyone for all SGDs EXCEPT for the practice discussion (questions only) and when you are a Facilitator.

DATE	TOPIC	READINGS
<b>MODULE I: COURSE INTRODUCTION: COMMUNITY AND PUBLIC HEALTH NUTRITION &amp; NUTRITION SURVEILLANCE</b>		
Jan 18	<b>Lecture 1:</b> Course introduction	World Health Organization. (1986). The Ottawa Charter for Health Promotion. Retrieved from <a href="https://www.who.int/healthpromotion/conferences/previous/ottawa/en/">https://www.who.int/healthpromotion/conferences/previous/ottawa/en/</a> Reading Critically. The Writing Centre, University of Toronto Scarborough. <b>Access Here:</b> <a href="https://www.utsc.utoronto.ca/twc/sites/utsc.utoronto.ca/twc/files/resource-files/CriticalReading.pdf">https://www.utsc.utoronto.ca/twc/sites/utsc.utoronto.ca/twc/files/resource-files/CriticalReading.pdf</a>
Jan 20	<b>Lecture 2 &amp; Guest Speaker:</b> Public Health Nutrition and Chronic Disease  Introduction to Canadian Dietary Habits	Afshin, A., Sur, P. J., Fay, K. A., Cornaby, L., Ferrara, G., Salama, J. S., ... Murray, C. J. L. (2019). Health effects of dietary risks in 195 countries, 1990–2017: a systematic analysis for the Global Burden of Disease Study 2017. <i>The Lancet</i> , 393(10184), 1958–1972. <a href="https://doi.org/10.1016/S0140-6736(19)30041-8">https://doi.org/10.1016/S0140-6736(19)30041-8</a> Bever, L. Bad diets kill more people around the world than smoking, study says. Washington Post, April 5, 2019. Manitoba Youth Nutrition Pilot Survey Results. <b>Access Here:</b> <a href="http://umanitoba.ca/faculties/afs/dept/fhns/staff/slater.html">http://umanitoba.ca/faculties/afs/dept/fhns/staff/slater.html</a> - link button on bottom right) <b>Guest Speaker: Bhanu Pilli, MSc. (FANS Research Coordinator)</b>
<b>Jan 25</b> <b>SGD</b> <b>practice</b> <b>(Nikki)</b>	Nutrition Surveillance <b>Questions Only (Everyone – Do not have to submit to UML)</b>	Kirkpatrick, S. I., Raffoul, A., Lee, K. M., & Jones, A. C. (2019). Top dietary sources of energy, sodium, sugars, and saturated fats among Canadians: Insights from the 2015 Canadian community health survey. <i>Applied Physiology, Nutrition and Metabolism</i> , 44(6), 650–658. <a href="https://doi.org/10.1139/apnm-2018-0532">https://doi.org/10.1139/apnm-2018-0532</a> Jessri, M., Ng, A. P., & L'Abbé, M. R. (2017). Adapting the healthy eating Index 2010 for the Canadian population: Evidence from the Canadian national nutrition survey. <i>Nutrients</i> , 9(8). <a href="https://doi.org/10.3390/nu9080910">https://doi.org/10.3390/nu9080910</a>



<b>MODULE 2: KNOWLEDGE TRANSLATION AND NUTRITION COMMUNICATION</b>		
Jan 27	<b>Lecture 3:</b> Knowledge Translation and Public Health Nutrition	Quagliani, D., & Hermann, M. (2012). Practice Paper of the Academy of Nutrition and Dietetics Abstract: Communicating Accurate Food and Nutrition Information. <i>Journal of the Academy of Nutrition and Dietetics</i> , 112(5), 759. <a href="https://doi.org/10.1016/j.jand.2012.03.006">https://doi.org/10.1016/j.jand.2012.03.006</a>
Feb 1	<b>Lecture 4 &amp; Guest Speaker:</b> Writing an Op-ed	Harvard Kennedy School Communications Program. <a href="#">How to write an op-ed or column.</a> (Note: there are links to additional resources at the end of this article). <b>Guest Speaker: Ryan Schultz, B.S., M.L.I.S. (Reference and Liaison Librarian – Sciences and Technology Library)</b>
<b>MODULE 3: FOOD IN/SECURITY</b>		
Feb 3 <b>SGD#1</b>	Food in/security: Individual and Household <b>Reflection/Questions (Everyone except Facilitators)</b> <b>Summary and Questions Due (Facilitators)</b>	Tarasuk, V., & Mitchell, A. (2020). <i>Household Food Insecurity in Canada, 2017-18</i> . Toronto. Retrieved from <a href="https://proof.utoronto.ca/wp-content/uploads/2020/03/Household-Food-Insecurity-in-Canada-2017-2018-Full-Reportpdf.pdf">https://proof.utoronto.ca/wp-content/uploads/2020/03/Household-Food-Insecurity-in-Canada-2017-2018-Full-Reportpdf.pdf</a> Dietitians of Canada. 2016. Addressing household food insecurity in Canada: Position statement and recommendations (Executive Summary). <b>CBC Podcast: Hard to Stomach</b> – Listen to Ep. “A Complex Puzzle” <b>Access Here:</b> <a href="https://www.cbc.ca/listen/cbc-podcasts/398-hard-to-stomach">https://www.cbc.ca/listen/cbc-podcasts/398-hard-to-stomach</a> <b>CMAJ Podcast with Valerie Tarasuk</b> – Food Insecurity and Health Care Costs <b>Access Here:</b> <a href="https://www.cmaj.ca/content/187/14/E429">https://www.cmaj.ca/content/187/14/E429</a>
Feb 8 <b>SGD#2</b>	Food in/security: Community <b>Reflection/Questions (Everyone except Facilitators)</b> <b>Summary and Questions Due (Facilitators)</b>	Food Secure Canada (2015). For a universal healthy school food program. Retrieved from <a href="https://foodsecurecanada.org/CHSF2015#:~:text=The%20Coalition%20for%20Healthy%20School,meals%20at%20school%20every%20day">https://foodsecurecanada.org/CHSF2015#:~:text=The%20Coalition%20for%20Healthy%20School,meals%20at%20school%20every%20day</a> <b>CBC Podcast: Hard to Stomach</b> – Listen to Part 1 “Who’s Hungry” Part 2 “Fresh Out” <b>Access Here:</b> <a href="https://www.cbc.ca/listen/cbc-podcasts/398-hard-to-stomach">https://www.cbc.ca/listen/cbc-podcasts/398-hard-to-stomach</a> Levi, E., & Robin, T. (2020). COVID-19 did not cause food insecurity in Indigenous communities but it will make it worse. <i>Yellowhead Institute</i> , (61). Retrieved from <a href="https://yellowheadinstitute.org/2020/04/29/covid19-food-insecurity/">https://yellowheadinstitute.org/2020/04/29/covid19-food-insecurity/</a>
Feb 10	<b>Guest Speaker:</b> Food in/security: Community	<b>Guest Speaker: Megan Bale-Nick, RD, MPH(c) (Knowledge Broker, George &amp; Fay Lee Centre for Healthcare Innovation)</b> <b>Introduction to Final Project (Food Environments)</b>

<b>READING WEEK – NO CLASSES: FEBRUARY 15-19</b>		
<b>MODULE 4: INDIGENOUS NUTRITION ISSUES</b>		
Feb 22 <b>SGD#3</b>	Indigenous Nutrition Issues <b>Reflection/Questions (Everyone except Facilitators)</b> <b>Summary and Questions Due (Facilitators)</b>	Robin, T., Dennis, M. K., & Hart, M. A. (2020). Feeding Indigenous people in Canada. <i>International Social Work</i> . <a href="https://doi.org/10.1177/0020872820916218">https://doi.org/10.1177/0020872820916218</a> Earle, L. 2011. Traditional Aboriginal diets and health. National Collaborating Centre for Aboriginal Health. 2011. NCCAH, Prince George, BC Wilson, T., & Shukla, S. (2020). Pathways to the revitalization of Indigenous food systems: Decolonizing diets through Indigenous-focused food guides. <i>Journal of Agriculture, Food Systems, and Community Development</i> , 9(4), 1–8. <a href="https://doi.org/10.5304/jafscd.2020.094.003">https://doi.org/10.5304/jafscd.2020.094.003</a> <b>Groups for Food Environments should be chosen and emailed to Nikki</b>
Feb 24	<b>Guest Speaker:</b> Indigenous Issues <b>OP-ED/VIDEO DUE 4:00 pm</b>	<b>Guest Speaker: Joanna Thich, RD (First Nations Health and Social Secretariat of Manitoba)</b>
<b>MODULE 5: FOOD ENVIRONMENTS</b>		
Mar 1	<b>Lecture 5:</b> Food Environments (Lecture)	Rideout, K. et al. Food environments: An introduction for public health practice. National Collaborating Centre for Environmental Health. Dec. 2015.
Mar 3	<b>Guest Speaker:</b> Food Environments Con't	<b>Guest Speaker: Dr. Joyce Slater, RD, PhD (Professor, FHNS) - Overview of the Winnipeg Food Atlas</b> <b>Consider meeting with Food Environments group to begin planning/delimiting tasks</b>
Mar 8 <b>SGD#4</b>	Food Environments Con't <b>Reflection/Questions (EVERYONE)</b>	University of Alberta School of Public Health. Alberta's 2020 Nutrition Report Card Summary on Food Environments for Children and Youth. Retrieved from <a href="https://drive.google.com/file/d/1zDHERHUnviNoxP50ukmSAC_o_FijaxWP/view">https://drive.google.com/file/d/1zDHERHUnviNoxP50ukmSAC_o_FijaxWP/view</a> The Public Health Nutritionists of Saskatchewan. (2015). <i>The role of the dietitian in the built environment</i> . Retrieved from <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=cin20&amp;AN=117474499&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=cin20&amp;AN=117474499&amp;site=ehost-live</a>
Mar 10	<b>Guest Speaker:</b> Food Policy Council	NCCHPP. 2011. Food Policy Councils (Briefing Note) <b>Guest Speaker: Jeanette Sivily (Coordinator at Winnipeg Food Council)</b> <b>Ward for final project should be chosen. OPTIONAL: meet with Nikki to discuss.</b>

<b>MODULE 6: POLITICAL ECONOMY OF THE FOOD SYSTEM</b>		
Mar 15 <b>SGD#5</b>	Food Systems: Ultra-processed Foods <b>Reflection/Questions (Everyone except Facilitators)</b> <b>Summary and Questions Due (Facilitators)</b>	Moubarac, J.C. 2017. Ultra-processed foods in Canada: Consumption, impact on diet quality and policy implications. Montreal: TRANSNUT, University of Montreal. Campbell, N., Finucane, F. 2019. Food System Needs a Revolution, not Tinkering Around edges by the Ultra-processed Producers. <i>The Conversation</i> . <b>Access Here:</b> <a href="https://theconversation.com/food-system-needs-a-revolution-not-tinkering-around-edges-by-the-ultra-processed-producers-120186">https://theconversation.com/food-system-needs-a-revolution-not-tinkering-around-edges-by-the-ultra-processed-producers-120186</a>
Mar 17 <b>SGD#6</b>	Political Economy of the Food System <b>Reflection/Questions (Everyone except Facilitators)</b> <b>Summary and Questions Due (Facilitators)</b>	Freedhoff, Y, Hebert, P. 2011. Partnerships between health organizations and the food industry risk derailing public health nutrition. <i>Canadian Medical Association Journal</i> :183(3) 291-92. Global Health Advocacy Incubator. (2020). <i>Facing Two Pandemics How Big Food Undermined Public Health in the Era of COVID-19: How Big Food Undermined Public Health in the Era of COVID-19</i> . Retrieved from <a href="https://www.foodpolitics.com/wp-content/uploads/GHAI-Covid-and-Food-Policy-Report-FINAL1.pdf">https://www.foodpolitics.com/wp-content/uploads/GHAI-Covid-and-Food-Policy-Report-FINAL1.pdf</a>
<b>On your own</b>	Political economy of the food system <b>Documentary Response Questions</b> <b>Due March 26, 4:00pm</b>	<b>WATCH DOCUMENTARY – FED UP (outside of class time)</b>
<b>MODULE 7: COMMUNITY AND PUBLIC HEALTH NUTRITION – STRATEGIC INTERVENTIONS</b>		
Mar 22 <b>SGD#7</b>	Distal Impacts on Public Health Nutrition <b>Reflection/Questions (EVERYONE)</b>	Cho, R. (2018). How climate change will alter our food. <b>Access Here:</b> <a href="https://blogs.ei.columbia.edu/2018/07/25/climate-change-food-agriculture/">https://blogs.ei.columbia.edu/2018/07/25/climate-change-food-agriculture/</a> Cohen, M., Leroy, F. 2019. The Dark Side of Plant-based Food – It's More About Money Than You May Think. <i>The Conversation</i> . <b>Access Here:</b> <a href="https://theconversation.com/the-dark-side-of-plant-based-food-its-more-about-money-than-you-may-think-127272">https://theconversation.com/the-dark-side-of-plant-based-food-its-more-about-money-than-you-may-think-127272</a>
Mar 24	<b>Guest Speakers:</b> Community and Public Health Nutrition Promotion	<b>Guest Speakers: Tammy Nasuti, RD (Access NorWest) &amp; Lila Knox (Director, Community Food Centre, NorWest Co-Op Community Health)</b> <b>Draft of Food Environments project should be underway. Begin thinking of presentation.</b>
Mar 29 <b>SGD#8</b>	Community and Public Health Nutrition Promotion <b>Reflection/Questions (EVERYONE)</b>	Alberta Health Services (Nutrition Services, Population and Public Health). 2018. A review of the effectiveness of various universal population health promotion nutrition interventions for adults.

		<p>Brian Pallister’s response to a universal school meal program. <b>Access Here:</b>  <a href="https://www.cbc.ca/news/canada/manitoba/breakfast-home-state-funded-cafeterias-manitoba-premier-1.5486144">https://www.cbc.ca/news/canada/manitoba/breakfast-home-state-funded-cafeterias-manitoba-premier-1.5486144</a></p> <p>Dr. Joyce Slater’s response to Brian Pallister’s article. <b>Access Here:</b>  <a href="https://www.winnipegfreepress.com/opinion/analysis/school-meals-key-to-controlling-diabetes-rate-568855042.html">https://www.winnipegfreepress.com/opinion/analysis/school-meals-key-to-controlling-diabetes-rate-568855042.html</a></p>
Mar 31	<p><b>Guest Speaker:</b>                  Community and Public Health Nutrition Promotion- Schools</p>	<p><b>Guest Speaker:</b> Clara Birnie, RD (Child Nutrition Council of Manitoba)                  Child Nutrition Council of Manitoba. 2020. Breakfast, Snack &amp; Lunch Program Delivery Models During COVID-19 Class Suspension. <a href="http://childnutritioncouncil.com/wp-content/uploads/2020/04/Breakfast-Snack-and-Lunch-COVID-19-Resources-5.pdf">http://childnutritioncouncil.com/wp-content/uploads/2020/04/Breakfast-Snack-and-Lunch-COVID-19-Resources-5.pdf</a>                  Child Nutrition Council of Manitoba. 2020. Pre-packaged Meal &amp; Snack Items that Meet the Manitoba School Nutrition Guidelines. <a href="http://childnutritioncouncil.com/wp-content/uploads/2020/11/Pre-Packaged-Meal-and-Snack-Items-FINAL.pdf">http://childnutritioncouncil.com/wp-content/uploads/2020/11/Pre-Packaged-Meal-and-Snack-Items-FINAL.pdf</a></p>
Apr 5 <b>SGD#9</b>	<p>Environmental Public Health Nutrition  <b>Reflection/Questions (Everyone except facilitators)</b>  <b>Summary and Questions Due (Facilitators)</b></p>	<p>Nelson, M. et al. 2016. Alignment of healthy dietary patterns and environmental sustainability: A systematic review. Adv Nutr. 7:1005-25 (you do not need to summarize Table 1 specifically).                  Sabaté, J. et al. 2016. Environmental nutrition: A new frontier for public health. AJP 106:815-821.</p>
Apr 7	<b>IN-CLASS PRESENTATIONS</b>	<b>Food Environments Class Presentations</b>
Apr 12	<b>IN-CLASS PRESENTATIONS</b>	<b>Food Environments Class Presentations</b>
Apr 14	<b>IN-CLASS PRESENTATIONS</b>	<b>Food Environments Class Presentations</b>
<b>On your own</b>	<p><b>Documentary Response Questions Due April 19, 4:00 pm</b></p>	<b>WATCH DOCUMENTARY – WASTED, THE STORY OF FOOD WASTE (outside of class time)</b>
Apr 23	<b>FINAL ASSIGNMENT DUE AT 4:00 PM! <u>NO EXTENSIONS</u> - One student submit on behalf of the group</b>	

## Grading

A+	Exceptional	90–100	C+	Satisfactory	65–69.9
A	Excellent	80–89.9	C	Adequate	60–64.9
B+	Very Good	75–79.9	D	Marginal	50–59.9
B	Good	70–74.9	F	Failure	0–49.9

## Voluntary Withdrawal

The final day to drop the class and receive a 100% refund is **January 29<sup>th</sup>, 2021** and the last day to voluntarily withdraw (VW) with no refund is **March 31, 2021**. Student who do not drop the course by the VW deadline will be assigned a final grade. Courses that are dropped after January 29<sup>th</sup> will be recorded on official transcripts. Please refer to the Registrar's Office web page for more information. [http://umanitoba.ca/student/records/leave\\_return/695.html](http://umanitoba.ca/student/records/leave_return/695.html)

## ASSIGNMENT DESCRIPTIONS

You will be required to complete multiple assignments throughout this course. There is no midterm or final examination for this course. Assignment descriptions and rubrics will be made available on UM Learn. Electronic copies of assignments must be submitted by the beginning of class unless otherwise specified on the class schedule above.

### Grading Breakdown (% of final grade)

1. SGD Reflections/Questions **(18%)**
2. SGD Facilitation & Summary **(13%)**
3. Op-ed & Video Presentation **(25%)**
4. Documentary Responses x2 **(6%)**
5. Final Group Project and Class Presentation **(38%)**

## Referencing Style

Written assignments should be double-spaced and written in 12-point Times New Roman font with 1-inch margins. **Use American Psychological Association (APA) referencing style (7<sup>th</sup> ed.)** It is expected that you are familiar with referencing and formatting following the APA style. Marks will be deducted if this style is not used appropriately for all assignments. Refer to the University of Manitoba libraries homepage: [www.umanitoba.ca/libraries](http://www.umanitoba.ca/libraries) for style guides or visit <https://owl.purdue.edu/> for comprehensive examples of document formatting, in-text citations and reference page setup using APA.

### Assignment Feedback

Grades and commentary on electronically submitted assignments will be provided on UM Learn.

## Assignment Extension and Late Submission Policy

Only with sufficient documentation as noted above will extensions on assignments be provided. Important dates are clearly indicated in the class schedule above. Late assignments (including those submitted after the beginning of class on the due date) will be penalized with a 10% reduction for each day late (including weekend days) – i.e., an assignment worth 15 marks will be reduced by 1.5 marks per day late.

## UNIVERSITY SUPPORT OFFICES & POLICIES

### Schedule "A"

**Section (a)** A list of academic supports available to students:

### Student Accessibility Services

The University of Manitoba is committed to providing an accessible academic community. [Students Accessibility Services \(SAS\)](#) offers academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

Student Accessibility Services  
520 University Centre  
Phone: (204) 474-7423  
Email: [Student\\_accessibility@umanitoba.ca](mailto:Student_accessibility@umanitoba.ca)

### **Writing and Learning Support**

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor's feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: <http://umanitoba.ca/student/academiclearning/>

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 205 Tier Building.

### **University of Manitoba Libraries (UML)**

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage: [www.umanitoba.ca/libraries](http://www.umanitoba.ca/libraries).

**Section (b):** Mental health support services at the U of M:

**For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781**

### **Student Counselling Centre**

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling.

*Student Counselling Centre:* <http://umanitoba.ca/student/counselling/index.html>  
474 University Centre or S207 Medical Services

(204) 474-8592

### **Student Support Case Management**

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

*Student Support Intake Assistant* <http://umanitoba.ca/student/case-manager/index.html>

520 University Centre

(204) 474-7423

### **University Health Service**

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

*University Health Service* <http://umanitoba.ca/student/health/>

104 University Centre, Fort Garry Campus

(204) 474-8411 (Business hours or after hours/urgent calls)

### **Health and Wellness**

Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

*Health and Wellness Educator* <http://umanitoba.ca/student/health-wellness/welcome.html>

[Katie.Kutryk@umanitoba.ca](mailto:Katie.Kutryk@umanitoba.ca)

469 University Centre

(204) 295-9032

### **Live Well @ UofM**

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:

<http://umanitoba.ca/student/livewell/index.html>

**Section (c):** A notice with respect to copyright:

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit <http://umanitoba.ca/copyright> for more information.

**Section (d):** The following are a list of University and Unit policies, procedures, and supplemental information available on-line:

### **Your rights and responsibilities**

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The [Academic Calendar](http://umanitoba.ca/student/records/academiccalendar.html) <http://umanitoba.ca/student/records/academiccalendar.html> is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form <http://umanitoba.ca/registrar/>
- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support <http://umanitoba.ca/academicintegrity/> View the **Student Academic Misconduct** procedure for more information.
- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate respectful manner. Policies governing behavior include the:

### Respectful Work and Learning Environment

[http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)

**Student Discipline** [http://umanitoba.ca/admin/governance/governing\\_documents/students/student\\_discipline.html](http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html) and,

### Violent or Threatening Behaviour

[http://umanitoba.ca/admin/governance/governing\\_documents/community/669.html](http://umanitoba.ca/admin/governance/governing_documents/community/669.html)

- If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Assault** policy may be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html) More information and resources can be found by reviewing the Sexual Assault site <http://umanitoba.ca/student/sexual-assault/>
- For information about rights and responsibilities regarding **Intellectual Property** view the policy [http://umanitoba.ca/admin/governance/media/Intellectual\\_Property\\_Policy\\_-\\_2013\\_10\\_01.pdf](http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf)

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site <http://umanitoba.ca/faculties/>

Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations <http://umanitoba.ca/academic-advisors/>

### Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy/>

520 University Centre

204 474 7423

[student\\_advocacy@umanitoba.ca](mailto:student_advocacy@umanitoba.ca)