

Course Outline – Community Nutrition and Program Planning

General Information

Course #: FN9666
Section #: 001
Term: Winter
Year: 2025-26
Delivery: In-person
Course Day and Time:
Course Location:

Instructor Information

Name: Dr. June Matthews, PhD, RD, P.H.Ec.
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Office appointments: Please email me to arrange an appointment
Office hours:
Office location: Virtual office hours

Course Description

An advanced study of the principles and practice of community nutrition and population health promotion, as well as program planning and evaluation. Emphasis placed on critical analyses of population health strategies from awareness-building, nutrition education, and skill-building to community partnerships, supportive environments, and healthy public policy.

Required Course Materials

Required Reading List posted on OWL Brightspace. There is **no cost** associated with any of the required reading materials (which include journal articles, videos, and other resources).

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate a critical understanding of the concepts of community nutrition, population health, and social determinants of health.
2. Evaluate population health strategies and programs/interventions using the Population Health Promotion Model.
3. Utilize behaviour change theories to develop community nutrition interventions.
4. Enhance research, critical thinking, and communication skills through active participation in class discussions and assignments.

5. Value the complexity of, and challenges and opportunities associated with, community nutrition practice in Canada.
6. Reflect upon dietitians' roles in communicating accurate, evidence-based information.
7. Synthesize learning through individual and group assignments.
8. Demonstrate professional skills and behaviours (e.g., time and workload management; efficient and effective teamwork; effective and respectful written, oral, and interpersonal communication; leadership; self-reflection; ethics and judgment; as well as independent and collaborative literature searching, retrieval, and management).

Integrated Competencies for Dietetic Education and Practice (ICDEP)

The ICDEP consist of 7 interrelated Domains (areas) of Practice Competencies: Food and Nutrition Expertise, Professionalism and Ethics, Communication and Collaboration, Management and Leadership, Nutrition Care, Population Health Promotion, and Food Provision, many of which will be covered in this course.

Teaching Methodology and Expectations of Students

Format

This course is reading intensive and is highly reliant on student preparation and participation. The class will meet for three hours per week. Class sessions will be participatory and will involve critically- informed scholarly discussions of assigned readings. Participation involves asking relevant questions, providing relevant background information, relating current events to the material, and providing clarification of points and issues.

Students (individually/pairs) will assume the role of facilitator for one class session. One week in advance of their facilitated discussion, the facilitator(s) will distribute to the class one 'theoretical' reading (e.g., report, toolkit, theoretical summary article, systematic review) and one 'application' reading (peer-reviewed implementation article) related to the assigned topic for that week. All students are expected to critically appraise the theory and apply their learning through an in-depth analysis of an intervention related to community nutrition and program planning.

Communication: Email tends to be the most efficient and effective mode of communication between the professor and students. Your emailed comments and questions are most welcome and will be responded to in a timely fashion.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Use of Generative AI

The use of generative Artificial Intelligence (AI) tools, including but not limited to writing assistants (ChatGPT, QuillBot) and translation services (e.g., Google Translate), when prohibited or in a way not specifically allowed, is a scholastic offence and subject to the penalties for a scholastic offence.

For this course, students may use AI tools for the individual Knowledge Translation assignment as specified by the professor and outlined in the assignment guidelines.

Evaluation

Component	Weight	Learning Outcomes
Phase 1 Major Project (Group) <i>Present</i> Situational Assessment and Preliminary Program Plan <i>Submit</i> Situational Assessment and Preliminary Program Plan	25%	Students will be able to: 1. Demonstrate critical understanding of the concepts of community nutrition, population health, and social determinants of health. 2. Conduct a situational assessment. 3. Prepare a Preliminary Program Plan.
Phase 2 Major Project (Group) <i>Present</i> Final Program Plan and Logic Model <i>Submit</i> Final Program Plan and Logic Model	25%	Students will be able to: 1. Create a comprehensive program plan and logic model based on the results of a situational assessment and feedback from the professor and community partner(s).
Facilitated Discussion and Knowledge Translation (Individual)	50%	Students will be able to: 1. Enhance leadership skills by facilitating class discussions. 2. Utilize Knowledge Translation skills to summarize Facilitated Discussion topic into a lay document. 3. Utilize AI to generate a lay summary of a Facilitated Discussion topic. 4. Compare and contrast AI summary with related research topic.

Course Content

Class	Topics (Required Reading List posted on OWL Brightspace)
1	Introduction to course Public Health Population Health Promotion Knowledge Translation
2	Situational Assessments
3	Program planning and evaluation Logic models and their development
4	Student-facilitated discussion Population health strategies for increasing awareness
5	Student-facilitated discussion Population health strategies for food and nutrition education
6	Student-facilitated discussion Population health strategies for skill-building
7	Spring Reading Week – Feb. 16-22 – no class
8	PHASE 1 Present Situational Assessment and Preliminary Program Plan
9	Student-facilitated discussion Population health strategies to build community partnerships
10	Student-facilitated discussion Population health strategies to build supportive environments
11	Student-facilitated discussion Population health strategies using advocacy to build healthy public policy
12	PHASE 2 Present Final Program Plan and Logic Model
13	Good Friday – No class

Brescia School of Food & Nutritional Sciences Graduate Course Information 2025-2026

Enrolment Restrictions

Enrollment in this course is restricted to graduate students in Faculty of Health Sciences, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness Services

Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html

To connect with a case manager or set up an appointment, please contact support@uwo.ca

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Statement on Academic Offences

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_grad.pdf

Additionally,

- A) 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 (<http://www.turnitin.com>).
- B) 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.

Copyright and Intellectual Property

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Policy for Accommodation for Class Absence, Late and/or Missed Assignments

In case of a class absence, the student will notify the instructor as soon as possible. The student is responsible for any missed material covered during class. In case of missed assessments, a penalty of 10% will be applied for late work without accommodation. Missed assignment more than 7 days late will be assigned a mark of zero without accommodation. In arranging accommodation, instructors will use good judgment and ensure fair treatment for all students. Students who have been denied accommodation by an instructor may appeal this decision to the Graduate Chair of the Brescia School of Food and Nutritional Sciences (see “Appealing a Grade Within this Course” for details on appeals).

Policy for Accommodation for Missed Final Exam

In case of a missed final exam, permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Use of Artificial Intelligence for the Completion of Course Work

Within this course, artificial intelligence tools (e.g., "ChatGPT") may only be used if, or in ways, specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation. For more details information, student can consult [this](#) resource.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Graduate Chair (submission of written request)
3. SGPS (submission of written request)