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## HUNU 573 POPULATION & PUBLIC HEALTH DIETETICS

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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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Learn more about x<sup>w</sup>məθk<sup>w</sup>əyəm: <https://www.musqueam.bc.ca/our-story/>

Learn more about UBC's Indigenous Strategy Plan: <https://isp.ubc.ca/>

### YOUR HEALTH

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If you are sick, it's important that you stay home – no matter what you think you may be sick with (e.g., cold, flu, COVID, or other).

If you do miss class because of illness:

- You will be in a group of students in this class. You can help each other by sharing notes.
- Class recordings may not be available, depending on the permissions obtained from Guest Speakers. Slideshows are typically shared.
- Utilize instructor office hours by making an appointment.
- If you are concerned that you will need to miss a particular key activity due to illness, contact me to discuss.

For additional information about academic concessions, see the UBC policy here:

<https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/academic-concession>

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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	Contact through Canvas, unless unavailable, then use <a href="mailto:Anna.Brisco@ubc.ca">Anna.Brisco@ubc.ca</a>	FNH 324	Mondays before class, or by appointment

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**INSTRUCTOR BIO**


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**Anna Brisco:** I am a Registered Dietitian (UBC, 2016) and chef who is passionate about relational pedagogies, body liberation, and delicious food! I have held many different roles in food, health and educational contexts including residential care, urban farming, community non-profits, and as an instructor at UBC since 2017. In 2022, I completed a Master of Education degree at OISE (Toronto, ON), which explored inclusive and holistic teaching approaches to emotionally and cognitively challenging topics.

As a non-Indigenous (settler) educator of mixed European ancestry, I continue to benefit from colonialism and White supremacy, including extractive capitalism and cognitive imperialism (i.e. valuing knowledge traditions of Europeans above other ways of knowing or being). Simultaneously, my being is marginalized by heterosexism and ableism, which label my (gender)queerness and neurodiversity as Other.

My multifaceted personal and professional experiences inform how I teach; I hope to create a space of mutual sharing and co-learning, since I believe that expertise comes from many sources. I am very grateful to all my teachers (formal and informal) and the wisdom they have generously shared with me over the years. I look forward to learning with you this term!

- 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 48 hours with the following exceptions: not available Thursdays or Fridays before 1pm and will not routinely respond from Friday 5pm to Monday 9am.

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

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**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. Integrate and apply knowledge of food environments, dietary guidelines, and dietary practices to critically appraise public health practices within the context of Canadian diversity.
2. Apply understanding of Indigenous histories, colonial policies and governance, and determinants of health to recognize and support Indigenous self-determination.
3. Reflect and discuss about how one's own identity, experience, or opinion affects (and is affected by) learning about population and public health nutrition.
4. Identify, discuss and critically analyze individual, interpersonal, organizational, community and public policy determinants that shape nutrition-related behaviours.
5. Explain the importance of policy and advocacy in public health nutrition, and strategies used to support program and policy development, implementation, and evaluation.
6. Critically appraise and facilitate discussions on a research paper related to population health nutrition practices.
7. Describe, critically evaluate and apply principles of program planning models to assess the nutrition-related situation of a subpopulation with BC
8. Propose evidence-informed public/community health interventions and evaluation strategies that address a nutrition-related issue using public health theory and frameworks.

## SCHEDULE OF TOPICS

Week	
<i>Class Topics – Mondays 12 noon to 2:50pm in FNH 320</i>	<i>Assignments/Activities – due by following Sunday 11:59pm, unless otherwise stated</i>
1. Course Overview Frameworks for Population Health Promotion Background Content Review: Self-directed activities	Food Guide Scavenger Hunt Reflection #1
2. Social Determinants of Health Game “The Last Straw” Health Promotion Program Planning & Course Projects	ICS #2 & #3 DC Course Module 1
3. Program Planning Part 1: Situation Assessment Sources of Population Health Information Critical Appraisal & Grey Literature search skills	Finish DC Needs Assessment Course
4. Determinants of Food Choices Food Literacy Individual & Interpersonal Health Behaviour Theories	Complete Lifespan Nutrition Review (end of January) Health Behaviour Theory Worksheet
5. Food Systems Overview Community-level Health Behaviour Theories	Story of Food Worksheet
6. Food Insecurity Policy advocacy	Reflection #2 - (DUE Friday)
<i>Reading Week – No Class</i>	<b>Submit Situation Assessment</b>
7. Situation Assessment Peer Review Power of Language in Population Health Program Planning Part 2: Goals, Objectives & Activities, LOGIC models	Critical Appraisal
8. Critical Appraisal Discussions What is health eating, really? Program Planning Part 3: Indicators & Evaluation strategies	Peer Eval. of Critical Appraisals SWOT analysis for a model of healthy eating
9. Sustainable food systems (Guest Speakers)	
10. Weight & health; social/health stigma	Reflection #3
11. Food, eating, nutrition and dimensions of mental health	<b>Written Report</b>
12. Project Presentations (part 1)	Self-evaluation & reflection on learning
13. Project Presentations (part 2) Term Wrap Up - from theory to practice (Guests)	
Exam Period	<i>No final exam</i>

Optional Guest Lectures from FNH 473: Tuesdays 12:30-2pm, schedule and specifics to be announced

## LEARNING MATERIALS

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

## LEARNING ACTIVITIES &amp; ASSESSMENT

**Online Activities and Courses (10%)**

DC course: Situation Assessment (5%) – see instructions on Canvas; grade based on final quiz

UBC 2324 Indigenous Cultural Safety modules 2 & 3 (2% each) – marked for completion

Food Guide Scavenger Hunt (1%) – marked for completion

**Class Activities & Participation (15%):** Each week, students will complete readings prior to class, including reports and research papers. In class, one student will lead discussions around one of the readings, but all students should be ready to contribute to those discussions, as well as applying concepts from coursework and readings to related public health nutrition problems, scenarios and existing programs/resources. Some weeks there will be small individual or group assignments that are due before the following class. There will be class time dedicated to work on these assignments, but additional time may be needed. Generative AI may **not** be used for these assignments. These activities will be marked based rubrics posted on Canvas:

- **“In-class” assignments:** Behavioural theory worksheet; A Story of Food worksheet; SWOT analysis of a “healthy eating” model
- **Participation self-reflection @** end of term

**Peer-facilitated Discussions (12%):** Most weeks, beginning in Week 3, there will be 2 peer-led 15-minute reading discussions. Facilitators must submit a summary of the paper’s findings and implications as well as 3 discussion questions on the Thursday before their facilitation. The summary should also be posted on the discussion board on Canvas before your discussion. Grading rubric and sign up for discussion dates/papers is on Canvas.

**Critical Appraisal of a population health intervention (8%; peer-assessed)** Details and template available on Canvas.

**Critical Reflection (15% total – 3 x 5% each)** – submitted throughout the term: To maximize learning opportunity and growth, the first assignment must be submitted before week 3, the second before week 7, and the third before week 11. After completing the reflections it is expected that the student has reflected on the following essential concepts in population health.

- the social determinants of health
- health disparities & health inequities
- Canadian dietary guidelines & dietary practices
- food insecurity & sustainable food systems

Each assignment will be assessed for ability to provide a critical examination or analysis of at least one of the identified topics, and must reflect on how the student’s identities, experience, and/or perspectives affect (and are affected by) learning about these topics. Generative AI may **not** be used for these assignments - except for checking grammar/writing - and should be cited if used.

**Population Health Nutrition Project** – this is a small group project. Details and groups will be discussed in class and available on Canvas. Components include -

1. Situation Assessment (10%) – peer reviewed, with formative feedback from the instructor
2. Written Nutrition Issue Background and Calls to Action Proposal with logic model (18%)
3. Presentations (8%) – during class in weeks 12 & 13
4. Peer Review (4%) – 1 for midpoint and 3 for end of term – submitted via iPeer

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 Faculty of Graduate Studies and MND [program policies](#).

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 the TA 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 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.

#### Use of Generative AI for course assignments:

In this course, students are permitted to use artificial intelligence tools, including generative AI, to gather information, review concepts or to help produce assignments, except where noted. However, students are ultimately accountable for the work they submit, and must comply with UBC policies and practices related to [Academic Integrity](#).

Any content generated or supported by an artificial intelligence tool must be cited appropriately. The [American Psychological Association](#) (APA), [Modern Language Association](#) (MLA) and the [Chicago Manual of Style](#) have all provided recommendations in this area.

- Firstly, it is important to note that AI tools are susceptible to errors and may incorporate discriminatory ideas in their output. As a student, it is your responsibility to ensure the quality and appropriateness of the work you submit in this course.
- Secondly, please be mindful of the data you provide to these systems, as your assignments contain private information, not just your own but also that of others. For example, DO NOT enter any data that does not belong to you
- Thirdly, there is a risk of inadvertently plagiarizing when using these tools. Many AI chatbots and image generators create content based on existing bodies of work without proper citation. UBC's plagiarism policy will apply to all assignment submissions, and "AI did it!" will not excuse any plagiarism.
- Lastly, be aware of the dangers of becoming overly dependent on these tools. While they can be incredibly useful, relying on them too much can diminish your own critical thinking and writing skills.

If you use a generative AI tool to get ideas and/or partial answers for an assignment and/or to generate any text for a draft or final version of any part of an assignment, ***you must declare that you have used it***, with a couple sentences describing the extent to which it was used, *and you must save any generated text from this tool in case it is requested*. The instructor may ask you to provide the generated text in order to help with grading decisions. In this case, your (or your group's) *original* contributions will be evaluated.

#### OTHER COURSE POLICIES

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

#### 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 Miro. AHA Slides and Miro 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 Miro for any reasons, there will always be an alternative way to interact that is FIPPA-compliant, such as using Canvas, the Zoom Chat (if online), or speaking up in class.

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.

#### 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.

*Version 2024W2 v 1.0 January 6, 2025 by Anna Brisco*