

University of Florida

College of Public Health & Health Professions Syllabus PHC 6521: Fundamentals of Public Health Nutrition

Credit Hours: 3

Fall: 2020

Delivery Format: E-Learning in Canvas

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Office Hours: by appointment via phone, conferences (in canvas) or zoom

Preferred Course Communications: email through ufl.edu

Prerequisites None

PURPOSE AND OUTCOME

Public health nutrition involves the promotion of health through nutrition and the prevention of nutrition related disease in a population. It focuses on improving the food choices, dietary intake, and nutritional status at the community, regional, national and global level. The public health nutrition professional works to assess nutritional problems and needs by considering social and environmental causes, identifying intervention points, developing policies and programs to intervene at those points, implementing the policies or programs, and evaluating the effectiveness of the intervention.

Course Overview

This course will provide an introduction to Public Health Nutrition and the role of the Public Health practitioner and nutrition. Emphasis will be on definition, identification and prevention of nutrition related disease, as well as improving health of a population by improving nutrition. Malnutrition will be discussed on a societal, economic, and environmental level. It will include the basics of nutritional biochemistry as it relates to malnutrition of a community and targeted intervention. Finally, it will review existing programs and policies, including strengths, weaknesses and areas for modification or new interventions.

Relation to Program Outcomes

MPH Competencies covered

1. Monitor health status to identify and solve community health problems
2. Diagnose and investigate health problems and health hazards in the community using an ecological framework
3. Inform, educate, and empower people about health issues
4. Mobilize community partnerships and action to identify and solve health problems
5. Develop policies and plans that support individual and community health efforts
6. Use laws and regulations that protect health and ensure safety
7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable

8. Evaluate effectiveness, accessibility, and quality of personal and population based health services
9. Conduct research for new insights and innovative solutions to health problems
10. Communicate effectively with constituencies in oral and written forms

Course Objectives and/or Goals

1. Define the theory and practice of public health nutrition
2. Outline the history and development of nutritional science, dietary intake guidance, and food/nutrition services.
3. Describe methods for evaluating community nutrition status and identify current community nutrition problems.
4. Characterize populations at the greatest risk for malnutrition and nutrition related disease, including principal biological, cultural, socioeconomic, and nutritional determinants of diet-related disease risks.
5. Identify methodologies for nutrition intervention from an individual, community, program and policy level including similarities and differences.
6. Identify educational resources and public nutrition services available, identifying which programs target food insecurity, hunger, nutritional deficiencies, over nutrition and diet-related chronic disease.
7. Describe the strengths and weaknesses of current nutrition services and resources.
8. Develop audience specific nutrition education messages.

Instructional Methods

- 1) Lectures are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
- 2) Readings and Resources: In addition to the required texts, supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course.
- 3) Assessments: A variety of assessments will be used in this course, including but not limited to discussions, special projects and journal club discussion.

Course Materials and Technology

Required Texts:

1. **NUTRITION IN PUBLIC HEALTH** 4th ed EDELSTEIN ISBN: 9781284104691
2. **PUBLIC HEALTH NUTRITION** 2nd ed. BUTTRISS, WELCH, KEARNEY ISBN: 978118660973
**this book is available for free online through the UF Health Science library ebooks, there are limited copies online, please take turns using the free online version of this text book.
<https://uf.catalog.fcla.edu/uf.jsp?st=Public+health+nutrition&ix=ti&fl=bo&V=D&S=1301566227863792&l=1#top> Click on link UF; Off campus access

Students must have a working webcam and microphone to participate in this course. Students must also have, or have access, to a video camera or smart phone with video.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Topic	Text Readings/Video	Assignments/ Assessments	Discussions
Week 1: Introduction to Public Health Nutrition				
Week 1 8/31 to 9/6	Introduction to course and Public Health Nutrition	Edelstein: Ch 1 Buttriss: Ch. 1,2	Obtain textbook	Weekly discussion topic 1: Introduce yourself What effect will Covid-19 pandemic have on nutrition from a public health perspective?
Week 2: Nutritional Epidemiology				
Week 2 9/7 to 9/13	Nutritional Epidemiology	Edelstein : Ch.2, Buttriss: Ch 6	PSA Topic Selection	Weekly discussion topic 2: Program/Policy goals versus outcomes
Weeks 3 and 4: Assessment of Nutrition in Individuals and Populations				
Week 3: Nutritional Needs in Communities				
Week 3 9/14 to 9/20	Nutritional Needs in Communities Community Needs Assessment Theories of Behavior Change	Edelstein Ch.5,6 Buttriss Ch. 6 Dietary Guidelines for Americans 2020 website	Journal Club 1	Weekly discussion topic 3: Assessing needs and implementing change
Week 4: Nutritional Needs and Assessments				
Week 4 9/21 to 9/27	Dietary Assessment Clinical Assessment Nutrition in Primary Care Dietary Guidelines	Buttriss Ch. 3, 4 Edelstein Ch. 12	24-Hour Dietary Assessment PSA Video	Weekly discussion topic 4: Barriers to Dietary Intervention and Change

Weeks 5 through 7: Individual and Population Nutrition

Week 5 9/28 to 10/4	Food Security Food Safety	Edelstein:Ch.13,14	Journal Club 2	Weekly discussion topic 5: Food security in your community
Week 6 10/5 to 10/11	Undernutrition Overnutrition	Edelstein Ch. 8 Buttriss Ch 23 <i>Additional resources may be posted in Modules</i>	Education Project Matrix Submission Journal Club 3	Weekly discussion topic 6: Malnutrition
Week 7 10/12 to 10/18	Micronutrients Micronutrients Minerals Supplementation Metabolism Nutrition Extremism	Buttriss Ch 8, 9	Journal Club 4	Weekly discussion topic 7: Self-evaluation micronutrients

Weeks 8 through 10: Community Nutrition and the Lifecycle

Week 8 10/19 to 10/25	Infant Young Child Nutrition Infant Young Child Feeding 1 st 1000 days of life	Edelstein Ch. 9 Buttriss Ch 11,12, 21 Additional resources may be posted in Modules	Journal Club 5	Weekly discussion topic 8: Global Standards and Traditions in Childhood Nutrition
Week 9 10/26 to 11/1	Maternal Nutrition	Edelstein Ch. 9 Buttriss Ch 10, 14 <i>Additional resources may be posted in Modules</i>	Education Project	Weekly discussion topic 9: Modern Concerns
Week 10 11/2 to 11/8	Nutrition in Adulthood and Aging	Edelstein Ch. 10,11 Buttriss Ch 13, 20 <i>Additional resources may be posted in Modules</i>	Program Project Topic Submission Journal Club 6	Weekly discussion topic 10: The Aging Population

Weeks 11 and 12: Community Nutrition and Disease

<p>Week 11 11/9 to 11/15</p>	<p>Nutrition and Disease – Cardiovascular Disease</p>	<p>Buttriss CH 16,17,18, 19</p>	<p>Journal Club 7</p>	<p>Weekly discussion topic11: Evidence Based Nutrition Education</p>
<p>Week 12 11/16 to 11/22</p>	<p>Nutrition and Disease – Diabetes Diabetes Management Diabetes in Public Health Nutrition and Cancer</p>	<p><i>Additional resources may be posted in Module</i></p>	<p>Journal Club 8</p>	<p>Weekly discussion topic 12: Diets for Chronic Disease 2</p>
<p>Week 13 - 16: Nutrition Intervention</p>				
<p>Week 13 11/23 to 11/29 Thanksgiving</p>	<p>Global Health Nutrition</p>	<p>Ch. 24, 25, 26,27 Buttriss</p>	<p>Journal Club 9</p>	<p>Weekly discussion topic 13: Global health Nutrition</p>
<p>Week 14 11/30 to 12/6</p>	<p>Nutrition Program Development Individual vs. Community Intervention</p>	<p>Ch. 6 Edelstein CH 25, 29 Buttriss <i>Additional resources may be posted in Modules</i></p>	<p>Journal Club 10 Nutrition Program Project Due Friday December 4th</p>	
<p>Week 15 12/7 to 12/11</p>	<p>Current topics in Nutrition and Public Health</p>	<p><i>Additional resources may be posted in Modules</i></p>	<p>Evaluate classmates Nutrition Project</p>	<p>Weekly discussion topic14: Current topics in Nutrition and Public Health</p>

ACADEMIC REQUIREMENTS AND GRADING

ASSIGNMENTS

Nutrition Projects

The nutrition projects for this course are completed in 3 parts, but all based on the same topic. Here is a brief outline of these projects. Additional information about each assignment can be found in course site including grading rubrics for each assignment.

1. ***PSA Video:*** In the first part you will pick an existing, well-functioning nutrition program. This should be a fairly large-scale program (global, national, state, local). Please use the textbook and the Internet to find programs for this project. You will select a small portion of a larger program to focus on. For instance, you may pick WIC, but WIC is a huge program, so you should focus on one program in WIC, for instance the Breastfeeding Program.
 - Once you have picked your topic you will produce a **3 minute video informing** us of what the program is about, who it serves, what makes it successful, what need it serves, how it is administered, etc.
 - Your video may include graphics, yourself, experts in the field, etc. Make it as creative as you like. Videos need to be posted in YouTube as an **unlisted** link that you will post in your assignment. Directions on YouTube will be posted in the course site.
2. ***Education Project:*** In the second part, you will use the project you used for the PSA assignment and produce an education tool to promote the program.
 - A matrix on how to develop this part of the project is posted in the Assignment tool – use this tool to help you to work out your project will be developed
 - After your matrix is approved, you will produce an educational tool to promote the program. This may be a brochure, website, PowerPoint presentation, social media site, poster, etc. The focus of this assignment is to identify how to best promote this program, what are the best talking points, who is the target audience, and what is the best way to get this information out to them?
3. ***Nutrition Program Project:*** In this third part, you will use the project you have previously identified and develop a smaller-scale program than can target a smaller or more focused audience. For instance, using the breast-feeding example in part one, you may develop a breastfeeding support group for a church, a working group, etc. Be creative, dream big! More details about this project can be found in the Assignment tool.

Project	Project elements	Points
PSA Video	Submit topic	2
	PSA Video	25
	Total Points:	27
Education project	Submit project matrix	2
	Project	100
	Total Points:	102
Nutrition Program Project	Submit topic	2
	Project	100
	Total Points:	102

Journal Club

You will be required to select a journal topic and present a peer reviewed journal article during this course. The article can be selected from a suggested list provided or can be selected from a topic of your interest. There are a total of 10 Journal Club discussions (see the dates and weeks on the Journal Club sign up discussion board).

Please use the **Journal Club Sign Up** discussion board to select a date for your presentation. There is a limit of two article presentations per Journal Club and sign up is on a first serve basis.

Presenters are required to select an article from a peer reviewed journal surrounding a public health nutrition topic covered in that week or the previous weeks topics. Presentations should be in video format and be approximately 5 minutes and no longer than 7 minutes.

Non presenters should read the articles and be active in the discussion by participating in at least 2 comments or questions.

The presentation will be worth 50 points and the journal club participation will be worth 10 points.

Discussion Boards

Graded discussion boards – There will be a total of 14 weekly discussion activities. These discussions are provided to allow you to explore the content for each week and interact with your peers.

- You must post to all discussions and reply your classmates for each topic by the due date
 - The original post can be video or writing post. The post should be **3 minutes or less and less than 300 or less words**. Anything over 5 minutes or 500 words will not be evaluated.

- Your response to a classmate's post can be in writing or video. Responses should be 1-2 minutes or less than 200 words.
- Each week's board will be worth 10 points for a total of 140 points
- Post a substantive contribution to the topic and respond to your colleagues. You are instructed to reply to at least 2 peers. Your reply should be in a conversation style with the classmate. You must post your own initial comment on a discussion board in order to view your fellow classmates' posts.
- It will also be important to post early, so that you and your colleagues have time to make all of the necessary posts prior to the due date
 - Make your initial post the week the topic is covered.
 - Respond to your peers throughout the week until the deadline period on Sunday.

Grading

Requirement	Points
Journal club presentation	50
Journal club participation (10 per / presentation)	100
Discussions (10 per discussion)	140
PSA Video Topic Submission	2
PSA Video Submit PSA link	25
Education Project Matrix	2
Education Project	100
Program Project Topic Submission	2
Program Project	100
Total Course Points	521

Point system used (i.e., how do course points translate into letter grades).

Points	521 to 495	494 to 488	497 to 453	452 to 432	431 to 417	416 to 401	400 to 385	384 to 365	364 to 349	348 to 328	328 to 313	312
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	W F	I	N G	S- U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)
[Grades and Grading Policies](#)

Policy Related to Make-up Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Students are expected to watch all instructional videos. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#).

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida

community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by [completing online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students on [the Gator Evals page](#).

SUPPORT SERVICES AND CAMPUS RESOURCES

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)