**­­­University of Florida**

**College of Public Health & Health Professions Syllabus**

**PHC 6521: Fundamentals of Public Health Nutrition**

**Credit Hours: 3**

**Fall: 2021**

**Delivery Format: E-Learning in Canvas**

Instructor Name: Heather Stark, MD, MPH

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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 and programs.

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. **Community Nutrition: Planning Health Promotion and Disease Prevention 3rd ed** Nnakwe, ISBN-13: 978-1284108323

\*this book is available for free online through the UF Heath Science library ebooks, there are limited copies online, please take turns using the free online version of this text book. <https://ares.uflib.ufl.edu/nonshib/ares.dll?Action=10&Form=50&Value=278353>.

 

1. **PUBLIC HEALTH NUTRITION** 2nd ed. BUTTRISS, WELCH, KEARNEY ISBN: 978118660973

\*\*this book is available for free online through the UF Heath 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=buttriss&ix=kw&fl=bo&V=D&S=0061628795061453&I=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](https://lss.at.ufl.edu/help.shtml)

**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic** | **Readings/Video** | **Assignments** | **Discussions** |
|  **Introduction to Public Health Nutrition** |  |  |
| **Week 1** | * Introduction to the course and Public Health Nutrition
 | Nnakwe Chp. 1Buttriss Chp. 1,2 | * Obtain textbook
* Sign up for journal club
 | * 1: Introduce yourself
 |
|  **Nutritional Epidemiology, Policy, and Programs** |  |  |
| **Week 2** | * Nutrition Assistance programs
* Public Policy and Nutrition
 | Nnakwe Chp. 4, 6 | * PSA Topic Selection

(Mon 9/6) | * 2: Program/Policy goals versus outcomes
 |
| **Week 3** | * Nutritional Epidemiology
 | Nnakwe Chp. 3 | * 1st Journal Club
 |  |
| **Nutritional Assessments, Nutrition in Communities**  |  |  |
| **Week 4** | * Dietary Assessment
* Clinical Assessment
 | Buttriss Chp. 3, 4Nnakwe Chp. 2, appendix B | * 24-Hour Dietary Assessment
 | * 3: Assessing needs and implementing change
 |
| **Week 5** | * Nutritional Needs in Communities
* Community Needs Assessment
* Theories of Behavior Change
 | Nnakwe Chp. 5, 13Dietary Guidelines for Americans 2020-2025 website | * PSA Video Due

(Fri 9/24) | * 4: Barriers to Dietary Intervention and Change
 |
| **Individual and Population Nutrition** |  |  |
|  **Week 6**  | * Food Security
* Food Safety
 |  | * Education Project Topic Submission Due
* 2nd Journal Club
 |  |
| **Week 7** | * Undernutrition
* Overnutrition
 | Buttriss Chp. 23 |  | * 5: Food security in your community
 |
| **Week 8** | * Micronutrients
* Micronutrients
* Minerals
* Supplementation
* Metabolism
* Nutrition Extremism
 | Buttriss Chp. 8, 9, 22 | * 3rd Journal Club
 |  |
| **Week 9** | * Nutrition Program Development
* Individual vs. Community Intervention
 | Nnakwe Chp. 12, 16, 17Buttriss Chp. 28, 29 | * Education Project Due
 | * 6: Malnutrition/ Micronutrients
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| **Nutrition through the Lifecycle** |  |  |
|  **Week 10** | * Infant Young Child Nutrition & Feeding
* 1st 1000 days of life

Maternal Nutrition | Nnakwe Chp. 8Buttriss Chp. 10, 11 | * 4th Journal Club
* Meet with your group to begin working on Nutrition Program Proposal
 |  |
| **Week 11** | * Childhood and Adolescence

  | Nnakwe Chp. 9Buttriss Chp. 15 |  | * 7: Global Standards and Traditions in Childhood and adolescent nutrition
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| **Week 12** | * Nutrition in Adulthood and Aging
 | Nnakwe Chp. 10, 11Buttriss Chp. 13 | * Submit Nutrition Program Project Topic
* 5th Journal Club
 |  |
| **Community Nutrition and Disease** |  |  |
| **Week 13** | * Cardiovascular Disease
 | Nnakwe Chp.10Buttriss Chp. 16, 17, 18 | * 6th Journal Club
 |  |
| **Week 14****(Thanksgiving)** | * Nutrition and Disease
* Diabetes
* Cancer
 | Buttriss Chp. 19 |  | * 8a: Evidence Based Nutrition Education
* 8b: Diets for Chronic Disease 2
 |
| **Nutrition**  |
| **Week 15** | * Global Health Nutrition
 | Nnakwe,Chp. 7,14 | * Nutrition Program Project Due Friday December 3rd
 | * 9. Global Health Nutrition
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| **Week 16** | * Nutrition Program projects
 |  | * Nutrition Program Project Due Friday December 3rd
* Evaluate Peers Nutrition Projects
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**ACADEMIC REQUIREMENTS AND GRADING**

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**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- 4 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.
1. **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?
1. **Nutrition Program Project (Group assignment):**In this third part, you will create a proposal for a nutrition project to 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! More details about this project can be found in the Assignment tool.

**Journal Club**

### Journal Club Presentation

An important component of this course is Journal club. You will be required to pick a peer reviewed journal article relating to public health nutrition and present the article to your peers.  The objectives of journal club are to improve critical thinking with research related to this course, to develop an approach to the analysis of various types of articles, to understand how study results can be used in Public Health practice, and to keep current with nutrition related literature.

We will have our 1st journal club during the 3rd week of class. This week begin thinking about what article you would like to present. There will be a total of 6 Journal Club discussion weeks throughout the semester. Sign up for the week you would like to present on the Journal Club discussion board by Friday, September 3rd. There is a limit of 5 presentations per Journal club and sign up is on a first come basis.

**Description**

Each student will present and facilitate one journal club article discussion during the semester. Students will select a peer reviewed article relating to one of the topics covered in this course.

For your presentation, you will take the role of the facilitator. In this capacity, you, the student will lead the class in a review of the article by recording themselves presenting the article to your fellow classmates. Your critique of the article will need to include: the goals of the article, its use of Public Health Nutrition principles, its strengths and weaknesses, implications for Public Health Nutrition and directions for future research.

Please present your article in a short video presentation that is **5 - 6 minutes**. Your presentation will be graded based on the rubric posted in the assignment.

As part of this assignment, you, the facilitator will prepare **three thoughtful questions** based on the article and will then use these questions to lead the journal club discussion. The facilitator will lead the discussion by posting their questions at the end of their presentation and again on the class Discussion Board.

Students will answer one question using the Discussion Board on the course website. Facilitators are expected to moderate the discussion for the next week and reply appropriately to students answers and comments.

Journal critiques should be **no longer than 6 minutes** long and must be posted the Sunday before we discuss them in the course. Title your presentation critique by your name and the article you are reviewing.

### Journal Club Discussion

For each Journal Club week, students that are **not presenting** are required to participate in 2 journal club presentations. Please pick the journal clubs you would like to attend and complete the following: 1) read the assigned articles, 2) watch the facilitators presentations and 3) then reply to one of the three questions that each facilitator posts during the week (you must reply to one question from **each** journal club article you attend). Discussion answers are worth 5 points per journal club towards your grade and will be graded on the quality of your post.

The week you present you do not have to participate in other journal club discussions.

Please see the rubric for journal club presentation and discussion.

***Discussion Boards***

***Graded discussion boards*** – There will be a total of 9 discussion activities. These discussions are provided to allow you to explore the content for each week and interact with your peers. Discussion post are due on Friday of the assigned week and you have until the following Wednesday to respond to classmates.

* You must post to all discussions and reply to your classmates for each topic by the due date
	+ The original post can be video or writing post. The post should be **2 minutes or less and less that 400 or less words.** Anything over 4 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
	+ Please look at your classmates’ responses to your post. They often contain insightful information and engaging questions.
* 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 by Wednesday of the following week.

**Grading**

|  |  |
| --- | --- |
| **Requirement** | **Points** |
| Journal club sign up | 2  |
| Journal club presentation | 50 |
| Journal club participation (5 per/ presentation) | 50 |
| Discussions (10 per discussion) | 90 |
| PSA Video Topic Submission | 2 |
| PSA Video / 2 peer reviews | 60 |
| Education Project Matrix topic | 2 |
| Education Project / 2 peer reviews | 60 |
| Program Project Topic Submission | 2 |
| Program Project/ peer review | 100 |
| Total Course Points | 418 |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Scale** | 94 - 100% | 90 - 93% | 87 - 89% | 83 - 86% | 80 - 82% | 77 - 79% | 73 -76% |
| **Letter****Grade** | **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** |
| **Grade****Points** | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 |

Please be aware that a C- is not an acceptable grade for graduate students.

More information on UF grading policy may be found at:

[UF Graduate Catalog](https://catalog.ufl.edu/graduate/?catoid=10&navoid=2020#grades)
[Grades and Grading Policies](https://catalog.ufl.edu/UGRD/academic-regulations/grades-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**

Student are expected to watch all instructional videos. Excused absences must be consistent with university policies in the [Graduate Catalog](https://catalog.ufl.edu/graduate/?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found in [Attendance Policies](https://catalog.ufl.edu/UGRD/academic-regulations/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](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](https://sccr.dso.ufl.edu/process/student-conduct-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](https://registrar.ufl.edu/catalog0910/policies/regulationferpa.html).

# 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](https://gatorevals.aa.ufl.edu/). 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](https://gatorevals.aa.ufl.edu/).

**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.