

University of Florida

College of Public Health & Health Professions Syllabus

PHC 6521: Fundamentals of Public Health Nutrition

Credit Hours: 3

Fall 2023

Delivery Format: E-Learning in Canvas

Instructor Name: Richar Tovar, MS

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Email Address: rijhard@ufl.edu

Office: Virtual Office Hours

Office Hours: Tuesday's 10am - 11am ([Zoom Link](#)) or by appointment

Preferred Course Communications: E-mail is the preferred mode of communication. *Use the e-mail function in Canvas* (not my gatormail). Please give me up to 24 hours during the work week to respond to your email, although I usually reply much sooner. I sometimes check email on the weekend, but I do not guarantee that I'll respond during that time. If you do not receive a response in these stated time frames, re-send the message. See Communication Guidelines for more information. Please address me as Mr. Tovar and let me know how you prefer to be addressed. Email correspondence should follow the etiquette of business emails.

Prerequisites: None

PURPOSE AND OUTCOME

Public health nutrition involves the promotion of health through nutrition and the prevention of nutrition-related diseases in a population. It focuses on improving food choices, dietary intake, and nutritional status at the community, regional, national, and global levels. 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 diseases, 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 the 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 form

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 quizzes, special projects, and journal club discussions.

DESCRIPTION OF COURSE CONTENT

Week	Topic	Readings/Video	Assignments Due on Monday
Introduction to Public Health Nutrition			
Week 1	-Introduction to the course and Public Health Nutrition	Nnakwe Chp. 1	-Obtain textbook -Take syllabus quiz -Sign up for Journal club -Peer Introduction
Module 1: Nutritional Epidemiology, Policy, & Programs			
Week 2	-Nutrition Assistance programs -Public Policy and Nutrition	Nnakwe Chp. 4, 6	-Sign up for journal club
Week 3	-Nutritional Epidemiology	Nnakwe Chp. 3	-1 st Journal Club -Quiz Module 1
Module 2: Nutritional Assessments, Nutrition in Communities			
Week 4	-Dietary Assessment -Clinical Assessment	Nnakwe Chp. 2, appendix B	-2 nd Journal Club
Week 5	-Nutritional Needs in Communities -Community Needs Assessment -Theories of Behavior Change	Nnakwe Chp. 5, 13 Dietary Guidelines for Americans 2020- 2025 website	-Quiz Module 2 -Nutrition Program SWOT Analysis [Due 9/11/23]
Module 3: Individual and Population Nutrition			
Week 6	-Food Security -Food Safety		-3 rd Journal Club
Week 7	-Undernutrition -Overnutrition		-Quiz Week 6 & 7
Week 8	-Micronutrients -Macronutrients -Minerals -Supplementation -Metabolism -Nutrition Extremism		-Education Project [Due 10/16/23]
Week 9	-Nutrition Program Development -Individual vs. Community Intervention	Nnakwe Chp. 12, 16, 17	-Quiz week 8 & 9 -4 th Journal Club -Submit Nutrition Program project topic

Module 4 -Nutrition through the Lifecycle			
Week 10	-Infant Young Child Nutrition & Feeding -1st 1000 days of life -Maternal Nutrition	Nnakwe Chp. 8	-5 th Journal Club -Submit Nutrition Program target population, project geographic location
Week 11	-Nutrition in Adolescence -Nutrition in Adulthood and Aging	Nnakwe Chp. 9, 10, 11	-Quiz week 11 & 12 -Submit Nutrition Program Project goals and objectives, background significance
Module 5 - Community Nutrition and Disease			
Week 12	-Cardiovascular Disease	Nnakwe Chp.10	-Submit Nutrition Program Project Methodology
Week 13	-Diabetes		-Peer review Nutrition Program Proposal
Week 14	-Cancer		-Quiz Modules 13 & 14
Week 15	-Global Nutrition	Nnakwe,Chp. 7,14	-Nutrition Program Project [Due 12/4/23]

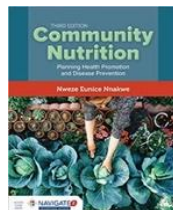
Course Materials and Technology

Required Textbook:

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 Health Science library ebooks, there are limited copies online, please take turns using the free online version of this textbook.

<https://ares.uflib.ufl.edu/nonshib/ares.dll?Action=10&Form=50&Value=278353>.



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:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

- [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 352- 392-6420. 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.](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments:

All assignments unless otherwise specified will be **due on Mondays by 11:59 pm.**

1. Syllabus Quiz (5 points)

Please familiarize yourself with the syllabus and take the syllabus quiz to access the course content.

Due by Monday, August 28th.

2. Peer Introduction (5 points)

Please create a short video introducing yourself to the class. Share information about your background, your goals, and your interests. In addition, please say hello to at least 2 other classmates.

3. Quizzes (6 quizzes, 5 points each)

Purpose and relationship to course goals: The quizzes are an opportunity for students to demonstrate course content and knowledge, apply their knowledge to new situations, and reflect on the key themes through a variety of question styles and types.

There are 6 short online assessments designed to test whether you have the basic knowledge, definitions, and concepts related to the course's focal topics. These quizzes are intended to help reinforce the lecture and reading material in each module and help you judge your understanding of the course content prior to applying that content in class. Quizzes will be completed online through Canvas and focus on the module content, lecture recordings, and readings found in Canvas. Quiz question formats will be multiple choice, select multiple answers, fill-in, short answer, and similar. Your lowest quiz grade will be dropped (missing quizzes will not be dropped but counted as a 0).

4. Nutrition Projects

Purpose and relationship to course goals: The assignments are designed to help students analyze situations, apply their knowledge, and practice communication-related to concepts in public health nutrition.

There are 3 nutrition projects for this course which are based on a nutrition-sensitive topic. A brief outline of these projects is provided below. Additional information about each assignment can be found in the course site including grading rubrics for each assignment.

I. Nutrition Program SWOT Analysis

For this assignment, you will pick an existing, well-functioning nutrition program. This program should be well established and can be at the local, state, national or global level. If your target program/ organization is large-scale, 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.

A SWOT analysis evaluates an organization's **Strengths, Weaknesses, Opportunities, and Threats**. Conduct a SWOT analysis and present your finding in a short 5 min or less PowerPoint presentation. Typically, SWOT analyses are conducted by a team of stakeholders within and outside of the organization. Given this is an individual assignment, utilize at least 3 sources of evidence-based information to generate your SWOT Analysis. More details are located on the assignment page.

II. Education Project:

For this project, you develop an educational tool to promote your program to your target community.

- 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
- You will produce an educational tool to promote your nutrition-based program to your target community. This may be a brochure, website, PSA, social media site, poster, etc. The focus of this assignment is to identify how to best promote this program for your target community.
 - Who is the target audience?
 - What information is important to disseminate to your audience?
 - What is the best way to get this information to your target population?

III. Nutrition Program Project

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 breastfeeding example in part one, you may develop a breastfeeding support program for a for a targeted community. You can also choose to develop a nutrition-related program that is different from your education project. Be creative! More details about this project can be found in the Assignment tool. As part of this assignment, you will be required to do a peer review of one of your colleagues' proposals.

5. Journal Club

An important component of this course is Journal club. You are 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. There are 5 journal club weeks throughout the semester. The weeks you are not presenting, you must attend journal club and participate in the discussion.

We will have our 1st journal club during the 3rd week of class.

I. Journal Club Presentation 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 yourself 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.

Present your article in a short video presentation that is **5 – 6 minutes**. Points will be deducted for presentations longer than 6 minutes. Presentations will be graded based on the rubric in the assignment.

As part of this assignment, you, the facilitator will prepare **three thoughtful questions** based on the article and 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 Monday before we discuss them in the course. Title your presentation critique by your name and the article you are reviewing.

II. Journal Club Discussion

For each Journal Club week, students that are **not presenting** are required to participate in 2 journal club presentations, for a total of 8 journal clubs. Please pick the journal clubs you would like to attend and complete the following: 1) read the assigned articles, 2) watch the facilitator's 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 toward 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.

Grading

Requirement	Due Date	Total Points
Syllabus Quiz		5
Peer Introduction	8/28/23, 9/4/23	5
Quizzes	varies	50
Journal Club Presentation	varies	60
Journal Club Discussion (8 Journal Club participations)	varies	40
Nutrition Program SWAT Analysis	9/11/23	30
Education Project	10/16/23	30
Program Project	12/4/23	60
Peer Reviews (3 peer project reviews)	varies	20
Total Course Points		200

Point system used.

Scale	93 - 100%	90 - 92.9%	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. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Policy Related to Required Class Attendance

This course is online and asynchronous, there is no class attendance. Students are expected to watch all instructional videos.

Policy Related to Make-up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up. Please note all faculty are bound by the UF policy for excused absences for coursework.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You must take the syllabus to access the course materials. Please see the “Welcome-Start Here” section in the canvas home page. Students are expected to check the announcements regularly for important information and course updates. Please note that announcements and emails sent through canvas will go to your UFL email. No correspondences will be sent to outside emails. Students should reference the calendar in the course regularly to keep up with weekly assignments

Communication Guidelines

Please post questions related to the course materials directly on the course board entitled “seek clarification” so that all students may benefit from the answer provided.

For other matters, please email the instructor or the TA directly, see emails above.

Please refer to this link to the Netiquette Guidelines for expectations and appropriate guidelines on Netiquette:

[Expectations Regarding Course Behavior](#)

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: **“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

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.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **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.](#)

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu