

PHC 6937: Fundamentals of Public Health Nutrition

Fall 2013 – Online course via Sakai at <http://lss.at.ufl.edu>

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Online Office Hours: by appointment via phone or Skype

Required Textbook and Materials:

Community Nutrition in Action: An Entrepreneurial Approach, 6th Edition, Boyle, MA, Holben, DH, ISBN-10: 1-11198968-0, ISBN-13:978-1-11198968-2.
Comes as an ebook and has web-based support.

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

Introduction:

Public health nutrition addresses 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, or national level. The public health nutrition professional works to assess nutritional problems and needs by considering 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 Nutrition professional. 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.

Course Objectives – Upon completing this course students will be able to:

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 in the US
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 in the US, identifying which programs target food insecurity, hunger, nutritional deficiencies, overnutrition and diet-related chronic disease.
7. Describe the strengths and weaknesses of current nutrition services and resources
8. Develop audience specific nutrition education messages

MPH Core 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

Getting started in this course

In order to start accessing the materials in this course, students must take, and pass with a 100% score, a syllabus quiz. Please review this document thoroughly, log onto the course site and open the "Syllabus Quiz" under the "Tests & Quizzes" tool. You may take this quiz as many times as necessary to achieve the 100% score. Feedback after your quiz submission will be provided to insure that you are reminded of the correct response. This is an ungraded exercise, but is critical to insure that all students understand the requirements of this course.

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 the Assignment tool in the course site.

- **PSA Video:** In the first part you will pick an existing, well-functioning nutrition program. This should be a fairly large-scale program (national, state, county). 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 5-10 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 a **unlisted** link that you will post in your assignment. Directions on YouTube will be posted in the course site.
- **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?
- **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 breastfeeding 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	Due date
PSA Video	Submit topic	2	Sept. 1
	Submit PSA link	18	Sept. 15
Total Points:		20	
Education project	Submit project matrix	2	Sept. 29
	Submit project	18	Oct. 20
Total Points:		20	
Nutrition Program Project	Submit project	20	Nov. 24

Exams

- **Syllabus quiz** – to open the course material in this course you must first take and pass with a 100% score the syllabus quiz – found in the “Exams” tool of the course site. This quiz may be viewed and retaken to reach the 100% score – must be completed by Aug. 25 – no grade is assigned for this quiz
- **Exams** – there are 3 multiple choice exams in this course, each worth 30 points, exams are not cumulative, but some material will be covered throughout the semester. These exams will be conducted via the online proctoring company, ProctorU. Students will set exam appointments via <http://proctoru.com> and must be prepared to show picture ID. Students must have some administrative permissions on your computer, must take exams with no one else in the room, and will be monitored via their webcam during exams. More information about ProctorU will be posted in the course site.
 - Exam 1 - open Sept. 20 – 23 (covers Weeks 1-4)
 - Exam 2 - open Nov. 1 – 4 (covers Week 6-11)
 - Exam 3 - open Dec. 12 - 15 (covers weeks 12-15)

Discussion Boards

- **Introduction Board** - in the first week of class please introduce yourself on the Introduction Discussion Boards – no grade for this assignment
- **Graded discussion boards** – there will be a set of discussion boards posted between each exam in 3 different forums. You must select 2 of these boards in each forum, for a total of 6 discussion boards throughout the semester, and post a substantive contribution to the topic. Each board will be worth 2 points for a total of 12 points. More information will be posted in the Discussion tool in the course site.

Grades

Item	Points	Percent of Final Grade (approximate)
Exams:		
• Exam 1	30	18.5%
• Exam 2	30	18.5%
• Exam 3	30	18.5%
Assignments:		
• PSA	20	12.33%
• Education Project	20	12.33%
• Nutrition Program Project	20	12.33%
Discussion Boards (6 total)	2 pts each = 12 pts total	1.25% each = 7.5% total
Totals	162	100%

Grading Scale

Percentage	93% - 100%	90% - 92%	87% - 89%	83% - 86%	80% - 82%	77% - 79%	73% - 76%	70% - 72%	67% - 69%	63% - 66%	60% - 62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.00
	WF = 0.00			I = 0.00			NG = 0.00			S or U = 0.00		

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course calendar:

Week	Lecture	Text readings	Assignments & Assessments
Week 1 Aug. 21-25	Introduction to course		Syllabus quiz Intro Discussion board - due by Aug. 25
Week 2	Introduction to Public Health Nutrition		
Week 2 Aug. 26 – Sept. 1	<ul style="list-style-type: none"> • Food and nutrition policy • The public health nutrition cycle • Nutritional epidemiology 		Pick topic for PSA - due by Sept. 1
Weeks 3-4	Assessment of Nutritional Status in Individuals and Populations		
Week 3 Sept. 2 - 8	<ul style="list-style-type: none"> • Dietary Guidelines <ul style="list-style-type: none"> ○ Quantitative Guidelines ○ Food Based Guidelines 	Ch. 3	
Week 4 Sept. 9 - 15	<ul style="list-style-type: none"> • Dietary assessment • Clinical Assessment <ul style="list-style-type: none"> ○ Anthropometrics ○ Biomarkers of nutritional status 		PSA Assignment - due by Sept. 15
Weeks 5-7	Macronutrient Malnutrition - Hunger and Obesity		
Week 5 Sept. 16 – 22	<ul style="list-style-type: none"> • Energy Malnutrition , Food Choice and Food Availability <ul style="list-style-type: none"> ○ The obesity and food security paradox ○ Food availability ○ Food safety 	Ch. 8	Exam 1 - open Sept. 20 - 23 (covers Weeks 1-4)
Week 6 Sept. 23 - 29	<ul style="list-style-type: none"> • Obesity and Chronic Disease in Public Health <ul style="list-style-type: none"> ○ Cardiovascular Disease ○ Diabetes ○ Obesity in Health Care 		Matrix submission - due by Sept. 29
Week 7 Sept. 30 – Oct. 6	<ul style="list-style-type: none"> • Public Health Aspects of Undernutrition <ul style="list-style-type: none"> ○ Food availability ○ Macro versus micronutrient insufficiency ○ Nutritional extremism 		

Weeks 8-11	Community Nutrition and the Lifecycle		
Week 8 - Oct. 7 - 13	<ul style="list-style-type: none"> • Childhood nutrition <ul style="list-style-type: none"> ○ Infancy ○ Childhood ○ Adolescence 	Ch. 11, 12, 13	
Week 9 Oct. 14 - 20	<ul style="list-style-type: none"> • Maternal nutrition <ul style="list-style-type: none"> ○ Pre-pregnancy nutrition ○ Folate and B-vitamins ○ Confounding health issues ○ Maternal Health and Lactation 		Education Project - due by Oct. 20
Week 10 Oct. 21 - 27	<ul style="list-style-type: none"> • Special Populations <ul style="list-style-type: none"> ○ Anemia ○ Iodine ○ Cancer 		
Week 11 Oct. 28 – Nov. 3*	<ul style="list-style-type: none"> • Nutrition and aging <ul style="list-style-type: none"> ○ Osteoporosis and Osteomalacia 		Exam 2 - open Nov. 1 - 4 (covers Week 6-11)
Weeks 12 - 15	Nutrition Intervention		
Week 12 Nov. 4-10	<ul style="list-style-type: none"> • Individual versus community intervention 		
Week 13 Nov. 11-17	<ul style="list-style-type: none"> • Current Nutrition Policies <ul style="list-style-type: none"> ○ USDA's Food, Nutrition, and Consumer Services ○ CDC Division of Nutrition, Physical Activity, and Obesity ○ The Academy of Nutrition and Dietetics 		
Week 14 Nov. 18-24	<ul style="list-style-type: none"> • Current Nutrition Programs <ul style="list-style-type: none"> ○ Foods assistance ○ Nutrition education 		Nutrition Program Project - due by Nov. 24
Week 15 Nov. 25- Dec. 1	<ul style="list-style-type: none"> • Program Development 		
Week 16 Dec. 2-6			Exam 3 - open Dec. 12 - 15 (covers weeks 12-15)

*Daylight savings time ends on November 3rd, please be sure to adjust your clocks 1-hour back

Exam Proctoring Service

The online MPH program will be using ProctorU for online proctoring services for the exams in this course. This service will be used by all students taking this course online, regardless of whether you are an on-campus student or not. You can access ProctorU at www.proctoru.com. Detailed guidelines for this proctoring system are available on your course website. Below is a short overview, please view the “Taking Exams” file in your online course site.

- Students are REQUIRED to have a microphone and webcam in place during the test-taking period.
- Students will NOT be allowed to take an exam without a webcam and microphone.
- Students must register for a time slot for their course exams with ProctorU starting the second week of the semester, but no later than 3 days prior to an exam.
- Exams will be administered 7:00AM – midnight (Eastern time), seven days a week – exams will CLOSE at the posted time in the course – do NOT schedule an exam appointment with ProctorU that will take you past this time, even if they allow it, i.e. do NOT sign up for an appointment at 11:00PM on the last day of the exam as the exam will close at 11:55PM and your exam time will only be 55 minutes versus the time allotted in the course for the exam.
- Exams scheduled for AFTER midnight (Eastern US time) will not have access to program assistance during your exam – it is highly recommended that you take your exams ONLY during the time of 9AM-midnight Eastern US time
- No one is allowed in the room with you while you take your exam, so be sure to make proper arrangements.
- The proctor will ask you for two forms of picture ID and may ask some public record questions to identify yourself
- Please plan on 1-hour beyond the test taking time for interfacing with ProctorU
- Proctoring fees are prepaid. For exams scheduled less than 3 days before an exam, ProctorU will charge a \$5 US for late fee, which will be the student’s responsibility to pay.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or these web sites for more details:

<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

<http://www.dso.ufl.edu/studenthandbook/studentrights.php>

<http://gradschool.ufl.edu/students/introduction.html>

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

*We, the members of the University of Florida community,
pledge to hold ourselves and our peers
to the highest standards of honesty and integrity.*

Policy Related to Class Attendance

As an online asynchronous course there is no classroom attendance required. Student participation in

the course site is tracked by the Sakai system and may be referenced in regards to student participation and course advancement.

Policy Related to Make-up Exams or Other Work

Make-up Work

The expectation of this course is that you will view all lectures, read all reading assignments and complete assessments and assignments according to the syllabus schedule. Personal issues with respect to class participation or fulfillment of course requirements will be handled on an individual basis.

Accommodations for Students with Disabilities

If you require accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.

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, including primary care, women's health care, immunizations, mental health care, and pharmacy 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: www.health.ufl.edu/shcc

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>

BUT – 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 don't be afraid to ask for assistance.