SYLLABUS & COURSE INFORMATION

SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF MINNESOTA

PUBH 3905/6905

The Role of Nutrition in Public Health Promotion and Disease Prevention
Fall, 2019

COURSE & CONTACT INFORMATION

Credits: 2
Meeting Day: Mondays
Meeting Time: 3:35-5:30pm
Meeting Place: Mayo D325

Instructor: Lyn M. Steffen, PhD, MPH, RD
Email: steffen@umn.edu
Office Phone: 612-625-9307
Fax: 612-624-0315
Office Hours: please email me to schedule a meeting
Office Location: WBOB 426

COURSE DESCRIPTION

The goals of this course are to help create informed professionals:
(a) who value nutrition as a science and as a platform for public health promotion and disease prevention;
(b) who can apply critical thinking skills to decision-making about food choices, nutrition issues, and health;
(c) who appreciate the behavioral, cultural, social and environmental issues underlying dietary patterns; and
(d) who are able to identify considerations surrounding food choices and nutrition policy decisions and controversies.
Additional goals for the course include instilling within students enthusiasm for life-long learning about nutrition and for the universal importance of adequate diets to public health and the well-being of all people.
Course materials such as the syllabus, lecture slides, journal article readings, assignments and tests will be posted on the course website.

COURSE PREREQUISITES

Undergraduate students must be at least a junior or senior or have instructor consent.

COURSE GOALS & OBJECTIVES

Goals. The goals of this course are to help create informed professionals: (a) who value nutrition as a science and as a platform for public health promotion and disease prevention, (b) who can apply critical thinking skills to decision-making about food choices, nutrition issues, and health; (c) who appreciate the behavioral, cultural, social and environmental issues underlying dietary patterns, and (d) who are able to identify considerations surrounding food choices and nutrition policy decisions and controversies. Additional goals for the course include instilling within students enthusiasm for life-long learning about nutrition and for the universal importance of adequate diets to public health and the well-being of all people.

Objectives. By participating in the course, students will be able to:
1. Understand the unifying concepts of nutrition from a public health perspective, particularly with relevance to health promotion and disease prevention efforts;
2. Understand key diet and health relationships;
3. Explain the importance of nutrition to public and personal health;
4. Apply critical thinking skills in the evaluation of nutrition information and health claims;
5. Assess their current nutritional status;
6. Appreciate the behavioral, social, cultural and environmental issues surrounding food choices and nutrition policy decisions in our society

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Methods of instruction will include:
- Introduction of topic by instructor or guest experts (typically via lecture)
- Class discussion on applications and related issues, in accordance with the subject of each session.
- Lab activities (in-class assignments)
- Assigned readings, including websites and journal articles
- Assigned take-home assignments
- 1 take-home exam

- Student group report and presentation
- Feedback on work from instructor

Class Attendance and Participation: Overall, my feeling is that students who put a significant amount of effort into this course will get a lot out of it as well. Those who do not invest much effort will not necessarily learn much. As the instructor, I try very hard to keep the class interesting, up-to-date and relevant to the most current issues in the field. However, the interest level of the class will largely depend on your active involvement as a student. If you do the readings prior to class and are willing to participate in class discussion, our time together will be much more interesting. If you are having difficulty understanding any of the lecture material, readings or class activities, please share this with me as soon as possible. Other students in the class probably have very similar questions.

Class attendance is a very important part of the learning process. Students are expected to attend all classes and do all required reading prior to the class to which it is assigned. On occasion, the instructor may call on individuals to respond to questions. Students are expected to actively and frequently participate in class discussion.

Attendance and participation will also be evaluated via class discussion and lab assignments. If a student has a legitimate excuse for missing a class session, s/he should seek approval from the instructor prior to that class. Such excuses include, but are not necessarily limited to, verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify the instructor of such circumstances as far in advance as possible. Students who otherwise do not participate in the class lab assignments (i.e., do not have an excused absence) will receive zero points for that session. Additional points may be deducted for irregular attendance and/or poor class participation.

Students are expected to arrive to class on time. Students are also expected to create a respectful environment that is conducive to learning. To help create this environment, cell phones and pagers must be turned off or set to vibrate. In addition, students should respect each other's opinions.

Expected Effort: University of Minnesota policy states that work expectations per credit hour are fixed at a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance. So, a 2-credit course such as this one assumes that you will work an average of 6 hours per week, including about 2 hours in class and 4 hours in outside study. The course had been designed with this expectation in mind; however, this is an average. Some weeks may require more time, other weeks less.

Meeting Deadlines: Students are expected to complete assignments and exams thoughtfully and on time. All assignments are due at the beginning of class, typically via email. Students who miss class for an excused absence may submit their assignments before the beginning of class that week. Late assignments will be penalized 5 points for each day that it is late.

Other Expectations: Students can expect the instructor to facilitate student learning through classroom activities, lectures, constructive feedback on coursework and appointments with students. Students can expect to get out of class on time as long as students arrive to class on time and are ready to begin working at the scheduled start time. The instructor encourages constructive feedback about the course. In addition, students can expect timely responses to emails, usually within 24-48 hours.

To receive graduate credit, students enrolled in PubH 6905 will need to complete the 3905 assignments plus additional coursework (see below).

Feedback on the 1 exam will be given within 1 week after the due date. The instructor will keep all final exams and assignments through the fourth week of the next semester. Feedback will be returned via email.

Learning Community
School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:
- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:
- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (https://z.umn.edu/studentconduct).

COURSE TEXT & READINGS

The course schedule is shown on the last page of this document. This course uses journal articles found on the course site.

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

For PH3905, grading is based on class participation and attendance (25 points), submission of 2 assignments (75 points), completion of group project and presentation (100 points), and one take-home exam (100 points).
For PH6905, grading is based on class participation and attendance (25 points), submission of 2 assignments (75 points), completion of group project and presentation (125 points), and one take-home exam (150 points).
Turnaround time for grading assignments and exam is 10 days.

Grading Scale
The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity. If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam. Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).
Late Assignments	5 points will be deducted for each day the assignment is late.
Attendance Requirements	Required; please email me if you will miss class time.
Extra Credit	None

PUBH 3905/6905 COURSE OUTLINE/WEEKLY SCHEDULE (FALL 2019)

Meeting room: Mayo D-325

Please EMAIL assignments and exam to me at steffen@umn.edu

Wk #	Date	Class Topic	Lab Component	Required Readings (to be completed before class each week)	Assignments (due date)
1	9/9	*Course Objectives *Assessing Nutrition Research to Identify Nutrition Misinformation [OR How do I know that what I read or hear about food and nutrition is true?] *Very brief review of study design and methods	1)Identifying scientific journals/articles [Popular Press vs Scientific Journal Articles] 2)Critique a Journal Article [Critique a journal article form (hand out)]	1) Position of the Academy of Nutrition and Dietetics: The Role of Nutrition in Health Promotion and Chronic Disease Prevention J Acad Nutr Diet. 2013;113:972-979. 2) Position of the American Dietetic Association: Food and Nutrition Misinformation J Acad Nutr Diet. 2006; 106:601-607. 3) STROBE Article (Table 1, hand out) 4) Welch, Added Sugar article	Assignment 1: Compare nutrition (mis)information in a popular press article to that in a scientific journal article. (due 9/23)
2	9/16	*National Health Policies: 1) 2015 US Dietary Guidelines 2) Physical Activity Guidelines, 2nd edition *Energy Balance, Nutrient and Food Adequacy	Diet Assessment (compare your dietary intake to the dietary guidelines) https://www.choosemyplate.gov/	1) 2015-20 US Dietary Guidelines https://health.gov/dietaryguidelines/2015/guidelines/ 2) Physical Activity Guidelines, 2nd edition https://health.gov/paguidelines/second-edition/	
3	9/23	*Obesity: Nutrients vs. Foods (Healthy and Not-so Healthy)	*Discussion of Popular Diets for Weight Control *Food Insecurity group projects	1) http://health.usnews.com/best-diet 2) Seidelmann et al., Low carb diet and mortality 3) Low carb vs low fat diets for weight loss 4) Ketogenic diet	Assign 1 due today; email steffen@umn.edu
4	9/30	NO CLASS TODAY Food Insecurity group projects	1)Visit neighborhood food bank/shelf 2) watch the webinar 3) Over the next several weeks prepare outline and report 4) Over the next several weeks prepare slide presentation	Food Insecurity and Health websites: 1) https://hungerandhealth.feedingamerica.org/understand-food-insecurity/ 2) Watch the 2018 food insecurity webinar: https://www.ers.usda.gov/multimedia/ select: Household Food Security in the United States in 2017 (September 5 , 2018 45 min) 2019 webinar may be available soon (will keep you posted)	

5	10/7	Cardiovascular Disease, Risk Factors, and Dietary Intake: Lyn Steffen, PhD, MPH, RD	1) Do Popular Diets promote heart disease? http://health.usnews.com/best-diet	1) Time Magazine, Sept 3, 2014: Were we wrong about saturated fat? 2) Trends paper in JACC 3) Added sugar and chronic disease	
6	10/14	Diet, Aging, Brain Health, and Cognitive Function (including the influence of gut microbiome on brain health)	Lab activity: Food insecurity group project	1) van de Rest et al.; Dietary Patterns, Cognitive Decline, and Dementia: A Systematic Review. Adv Nutr 2015;6:154–168. 2) Position Paper: Food and Nutrition for Older Adults: Promoting Health and Wellness. J Acad Nutr Diet. 2012; 112:1255-1277.	
7	10/21	Global Nutrition and Health	TBA	TBA	
8	10/28	Diet Patterns, Diet Quality, and Health (HEI2015, MedDiet, MIND, Plant Paradox, Ketogenic diet)	1)Instructions for Assignment 2 2)Food insecurity group project	1) 2015 US Dietary Guidelines https://health.gov/dietaryguidelines/2015/guidelines/ (read Chapter 1) 2)TBA	Assignment 2: Case studies: what should people eat? (due November 11)
9	11/4	Influence of Diet on the Microbiome and on Health **Guest Speaker:** TBA	Food insecurity group project	1) Milani C et al. The human gut microbiota and its interactive connections to diet. J Human Nutr and Diet 2016; 29: 539-44. 2) Nicholas A. Bokulich1 and Martin J. Blaser. A Bitter Aftertaste: Unintended Effects of Artificial Sweeteners on the Gut Microbiome. Cell Metabolism 2014; 20: 701-703.	
10	11/11	Problematic eating behaviors and diabetes; **Guest Speaker:** Cynthia Yoon, PhD, RD	Food insecurity group project	TBA	Assign 2 due today: email to steffen@umn.edu
11	11/18	Class presentations: Food Insecurity	Happy Thanksgiving! Nov. 21		Email slides to steffen@umn.edu
12	11/25	Class presentations: Food Insecurity			Email slides to steffen@umn.edu
13	12/2	Martinson Lecture	TBA		
14	12/9	1) **Wrapping Up:** What dietary advice should we provide to a generally healthy population? 2) Take home exam		1)https://health.gov/dietaryguidelines/2015/guidelines/ 2) http://health.usnews.com/best-diet 3) Nutrition and Optimal Health	Take home exam (due December 16) Email to steffen@umn.edu

LIST OF ASSIGNMENTS AND EXAMS

Email Assignments 1 & 2, group project report and slides, and Exam to steffen@umn.edu by 10pm on the due date

Assignments	***Points for PH3905***	***Points for PH6905***
Assignment 1: Compare nutrition misinformation in a popular press article to that in a scientific journal article or articles. (due Sept 23)	50 points	50 points
Assignment 2: Case Studies: What should we eat? (due Nov 11th)	25 points	25 points
In-class Lab Assignments, class participation: attendance and participation in class discussions	25 points	50 points
Group project: this includes visiting a neighborhood food shelf before Nov 18th, preparing a report and presenting a slide lecture to the class on Nov 18th or 25th)	100 points	125 points
Take home exam (distributed in class on Dec 9th); it is due Dec 16 by 5pm	100 points	150 points
Total points	**300 points**	**400 points**