

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6521: Fundamentals of Public Health Nutrition (3 credit hours)**  
Fall: 2017  
Delivery Format: E-Learning in Canvas

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

Preferred Course Communications: email through e-Learning course site

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**Prerequisites** None

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## **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, 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.

## **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 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, 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 webquests.

### **Course Materials and Technology**

Required Texts:

- PUBLIC HEALTH NUTRITION 2<sup>nd</sup> ed. BUTTRISS, WELCH, KEARNEY ISBN: 978118660973  
<https://books.google.com/books?id=lb6nDgAAQBAJ&dq=public+health+nutrition+welch>
- NUTRITION IN PUBLIC HEALTH 4<sup>th</sup> ed EDELSTEIN ISBN: 9781284104691

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
<b>Week 1: Introduction</b>				
<b>Week 1</b> 8/21 to 8/26	Introduction to course and Public Health Nutrition	Buttriss: Ch. 1,2 Edelstein: Ch 1	<b>Obtain textbooks</b>	<b>Weekly discussion topic: Introduce Yourself</b>
<b>Week 2: Introduction to Public Health Nutrition</b>				
<b>Week 2</b> 8/27 to 9/2	The Nutrition Professional  Nutrition Policy and Programs  Dietary Guidelines	Buttriss: Ch. 1,2 Edelstein: Ch 1,3,4  Dietary Guidelines for Americans 2020 website	<b>PSA Topic Selection</b>  <b>Webquest 1: Policy and Programs</b>	<b>Weekly discussion topic: Program/Policy goals versus outcomes</b>
<b>Weeks 3 and 4: Assessment of Nutrition in Individuals and Populations</b>				
<b>Week 3</b> 9/3 to 9/9	Nutritional Epidemiology  Community Needs Assessment	Ch. 2,5 Edelstein Ch 6 Buttriss		<b>Weekly discussion topic: Assessing needs and implementing change</b>
<b>Week 4</b> 9/10 to 9/16	Dietary Assessment  Clinical Assessment  Nutrition in Primary Care	Ch. 3 – 4 Buttriss Ch. 12 Edelstein  <i>Additional resources may be posted in Modules</i>	<b>PSA Video</b>	<b>Weekly discussion topic: Barriers to Dietary Intervention and Change</b>
<b>Weeks 5 through 7: We Are What We Eat as Individuals and Populations</b>				

<b>Week 5</b> 9/17 to 9/23	Food Availability  Food Safety	Ch. 13 – 14 Edelstein	<b>Webquest 2:</b> <b>Weeks 1-4</b>	<b>Weekly discussion topic:</b> <b>Food security in your community</b>
<b>Week 6</b> 9/24 to 9/30	Macronutrient Malnutrition  Hunger and Obesity  Obesity and the Environment	Ch. 8 Edelstein Ch 23 Buttriss  Video lecture  <i>Additional resources may be posted in Modules</i>	<b>Education Project Matrix Submission</b>	<b>Weekly discussion topic:</b> <b>Self-evaluation - macronutrients</b>
<b>Week 7</b> 10/1 to 10/7	Macro vs. Micro Nutrient Insufficiency  Water Soluble Micronutrients  Fat Soluble Micronutrients  Minerals  Supplementation  Metabolism  Nutrition Extremism	Ch 8 – 9 Buttriss  Video lecture		<b>Weekly discussion topic:</b> <b>Self-evaluation micronutrients</b>
<b>Weeks 8 through 10: Community Nutrition and the Lifecycle</b>				
<b>Week 8</b> 10/8 to 10/14	Nutrition in Childhood to Adolescence  Nutrition in Childhood – Obesity	Ch. 9 Edelstein Ch 11, 12, 21, 25 Buttriss  Video lecture  Additional resources may be posted in Modules		<b>Weekly discussion topic:</b> <b>Global Standards and Traditions in Childhood Nutrition</b>

<p><b>Week 9</b> 10/15 to 10/21</p>	<p>Maternal Nutrition</p>	<p>Ch. 9 Edelstein Ch 10, 14 Buttriss</p> <p>Video Lecture</p> <p><i>Additional resources may be posted in Modules</i></p>	<p><b>Education Project</b></p>	<p><b>Weekly discussion topic: Modern Concerns and the Futures</b></p>
<p><b>Week 10</b> 10/22 to 10/28</p>	<p>Nutrition in Adulthood and Aging</p>	<p>Ch. 10,11 Edelstein Ch 13, 20 Buttriss</p> <p><i>Additional resources may be posted in Modules</i></p>	<p><b>Program Project Topic Submission</b></p>	<p><b>Weekly discussion topic: The Aging Population</b></p>
<p><b>Weeks 11 and 12: Community Nutrition and Disease</b></p>				
<p><b>Week 11</b> 10/29 to 11/4*</p>	<p>Nutrition and Disease – Cardiovascular Disease</p> <p>Cardiovascular Disease and Public Health</p> <p>Nutrition and Disease – Diabetes</p>	<p>CH 16,17,18, 19 Buttriss</p> <p>Video lecture</p> <p><i>Additional resources may be posted in Module</i></p>	<p><b>Webquest 3</b></p>	<p><b>Weekly discussion topic: Diets for Chronic Disease 1</b></p>
<p><b>Week 12</b> 11/5 to 11/11</p>	<p>Diabetes Management</p> <p>Diabetes in Public Health</p> <p>Nutrition and Cancer</p>			<p><b>Weekly discussion topic: Diets for Chronic Disease 2</b></p>
<p><b>Week 13 - 16: Nutrition Intervention</b></p>				

<b>Week 13</b> 11/12 to 11/18	Individual vs. Community Intervention	Ch. 24, 26,27 Buttriss  Video lecture  <i>Additional resources may be posted in Modules</i>		<b>Weekly discussion topic: Self-reflection – personal behavior change</b>
<b>Week 14</b> 11/19 to 11/25	Nutrition Program Development	Ch. 6 Edelstein CH 25, 29 Buttriss  <i>Additional resources may be posted in Modules</i>	<b>Nutrition Program Project</b>	<b>Weekly discussion topic: Program Sharing 1 Opportunities</b>
<b>Week 15</b> 11/26 to 12/2	Education in Nutrition Programs	Ch. 17 Edelstein  Video lecture  <i>Additional resources may be posted in Modules</i>		<b>Weekly discussion topic: Program Sharing 2 Challenges</b>
<b>Week 16</b> 12/3 to 12/6			<b>Webquest 4</b>	<b>Weekly discussion topic: Course close</b>

\*Daylight savings time ends on November 5th, please be sure to adjust your clocks back 1 hour.

## 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.

- **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 an **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 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
	Submit PSA link	20
	<b>Total Points:</b>	<b>22</b>
Education project	Submit project matrix	2
	Submit project	20
	<b>Total Points:</b>	<b>22</b>
Nutrition Program Project	Submit topic	2
	Submit project	20
	<b>Total Points:</b>	<b>22</b>

## Webquests

There are 4 guided webquests in this course, each worth 15 points. These assess learning of the factual and quantitative material covered in the course and serve as a student generated summary of key nutrition and health concepts covered in the course. The question outline will be provided, and finalized papers should be no more than 6 pages in length.

Webquest 1 Covers Nutrition Policy and Programs	Webquest 2 Covers Weeks 1-4	Webquest 3 Covers Weeks 5-10	Webquest 4 Covers Weeks 11-15
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## Discussion Boards

**Graded discussion boards** – There will be one discussion activity every week for a total of 16 discussions. 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
  - Original post MUST be a video post
  - Each board will be worth 10 points for a total of 160 points.
- Post a substantive contribution to the topic and respond to your colleagues. You will be instructed to reply to 2 - 3 peers depending on the content – this may be in a conversation style with one classmate or to different classmates. 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 deadline period

## **Grading**

Requirement	Due date	Points
Webquest 1	9/2	15
Webquest 2	9/23	15
Webquest 3	11/11	15
Webquest 4	12/6	15
Discussions	Various - every saturday	160
PSA Video Topic Submission	9/2	2
PSA Video Submit PSA link	9/16	20
Education Project Matrix	9/30	2
Education Project	10/21	20

Program Project Topic Submission	10/28	2
Program Project	11/25	20
Total Course Points		286

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

<b>Points</b>	286 to 247	246 to 238	237 to 229	228 to 218	217 to 209	208 to 201	200 to 189	188 to 181	180 to 172	171 to 161	160 To 152	151
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

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.

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	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

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>

### 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.

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### Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### 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/students/introduction.html>

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

### Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.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 at <https://evaluations.ufl.edu/results/>.

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## **SUPPORT SERVICES**

### **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.

### **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.
- You 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 website 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>

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.