

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 3905/6905-001 Nutrition for Health Promotion and Disease Prevention Fall 2016

Credits: 2
Meeting Days: Mondays
Meeting Time: 3:35-5:30 PM
Meeting Place: Bruininks Hall (formerly called Student Technology and Student Services Bldg), room 512A

Instructor: Lyn Steffen, PhD, MPH, RD

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Office Phone: 612-625-9307
Fax: 612-624-0315
E-mail: steffen@umn.edu or steff025@umn.edu
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TA: Howie Hsieh
TA E-mail: hsieh085@umn.edu
Office Hours: Please email me for an in-person meeting or email your question to me anytime

I. 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.

The text we use is Judith E. Brown's "Nutrition Now (6th edition)," which focuses on the role of food and nutrition in support of health and well-being. Course materials such as the syllabus, lecture slides, assignments and tests will be posted on the course website.

Acknowledgments

The content of PubH 3905/6905 has been developed with the contributions from Drs. Melissa Nelson and Lyn Steffen as well as guest lecturers. Contributions of other scientists are acknowledged on course materials.

II. Course Prerequisites

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

III. Course Goals and 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

IV. 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 chapters from the text and other resources posted online.
- Assigned take-home assignments
- 1 take-home exam
- 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.

V. Course Text and Readings

Text: Brown JE, Nutrition Now, 7th edition....this is not the most recent edition, but it is cheaper

- 1) 7th edition is available at online booksellers such as Amazon.com with a range of prices – used books are around \$50.

Other course readings and material are included in the course schedule and will be posted on the course website, which can be entered through myU portal at <http://myu.umn.edu>. I will post materials on Moodle and also send materials out via email.

V. Course Text and Readings

See detailed Course Schedule with assigned readings, etc. in a separate document (course schedule.docx)

VI. Course Outline/Weekly Schedule

See detailed Course Schedule for information

VII. Evaluation and Grading

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: <http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseeval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

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. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:
<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. 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.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in

a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college (Dr. Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS)

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials. <http://www.sass.umn.edu>

Template update 9/2014

PubH 3905/6905 Course Schedule: Fall 2016 - REVISED

Text: Nutrition Now, 7th edition; Judith Brown

The text may be ordered online at Amazon.com or another book seller. You should be able to purchase it for about or less than \$50.

Please EMAIL assignments or 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	9/12	*Course Objectives *Assessing Nutrition Research to Identify Nutrition Misinformation [OR How do I know that what I read or hear about nutrition is true?] *Study Design	*Popular Press vs Scientific Journal Articles *Critique a Journal Article (in class activity)	1) Textbook: Unit 3 2) 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. 3) 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 in class) 4) Welch Added Sugar article (hand out) 5) Critique a journal article form (hand out)	
2	9/19	National Policies for Health: *2015 US Dietary Guidelines *2008 Physical Activity Guidelines *Healthy People 2020	*Diet Assessment (compare your dietary intake to the dietary guidelines) @ 'ChooseMyPlate.gov' (in class activity)	1)2015 US Dietary Guidelines https://health.gov/dietaryguidelines/2015/guidelines/ 2) 2008 Physical Activity Guidelines http://health.gov/paguidelines/pdf/paguide.pdf	Assignment 1: Compare nutrition (mis?)information in a popular press article to that of a scientific journal article. (due October 17)
3	9/26	Food Environment Guest Speaker: Dr. Tim Barnes University of Minnesota; Division of Epidemiology and Community Health	(in class activity TBA)	TBA	
4	10/3	*Energy Balance, Nutrient Adequacy and Obesity *Influence of the Gut Microbiome on Obesity Invited Guest Speaker: Dan Knights University of Minnesota; Department of Computer Science and Bio Technology Institute		1) Textbook: Units 8, 9 2) Milani C et al. The human gut microbiota and its interactive connections to diet. J Human Nutr and Diet 2016; 29: 539-44. 3) Nicholas A. Bokulich1 and Martin J. Blaser. A Bitter Aftertaste: Unintended Effects of Artificial Sweeteners on the Gut Microbiome. Cell Metabolism 2014; 20: 701-03.	

5	10/10	*Carbohydrates: Healthy and Not-so Healthy CHO-rich Foods/Beverages *Celiac Disease – GF foods *Adequacy of GF diets	*Discussion of Popular Diets for Weight Control (such as low carb vs low fat, Mediterranean diet) http://health.usnews.com/best-diet *Gluten-Free (GF) Food Lab	1) Textbook: Units 12, 17 2) http://www.businessweek.com/articles/2014-07-31/coca-cola-sales-decline-health-concerns-spur-relaunch 3) Bokulich et al. A Bitter Aftertaste: Unintended Effects of Artificial Sweeteners on the Gut Microbiome. Cell Metabolism 2014 4) Gluten and the Gut http://www.minnesotamedicine.com/PastIssues/December2012/glutenandthegut.aspx 5) Labeling Gluten-free Foods http://www.fda.gov/Food/GuidanceRegulation/GuidanceDocumentsRegulatoryInformation/Allergens/ucm362510.htm	
6	***** Friday 10/14 9:00-10:30 am *****	Martinson Lecture on Preventive Medicine J. Lloyd Michener, MD Professor and Chair, Department of Community and Family Medicine, Duke Medicine	When: Friday 10/14 9:00-10:30 am Where: Twin Cities Campus Details to follow	Dr. Michener has has overseen the Obesity/Chronic Disease Prevention Programs of the Kate B. Reynolds Trust, a program designed to lower chronic disease rates in low-income minority communities across North Carolina, and the obesity prevention programs of the North Carolina Health and Wellness Trust Fund.	
	10/17	No class today – as the lecture on 10/14 serves as class time			Assign 1 due today; email to steffen@umn.edu
7	10/24	Fatty Acids, CVD: Saturated Fat – Is it a Big FAT Surprise?	*Do Popular Diets promote heart disease? http://health.usnews.com/best-diet *Instructions for Assignment 2	1) Textbook: Units 18, 19 2) Dansinger M et al. Comparison of the Atkins, Ornish, Weight Watchers, Zone Diets for Weight Loss and Heart Disease Risk Reduction. JAMA, 2005—Vol 293: 43-53. 3) Time Magazine, Sept 3, 2014: Were we wrong about saturated fat?	Assignment 2: Assessing the Nutrient and Food Adequacy of Popular Diets (due October 31)
8	10/31	*Dietary Patterns and Health *Protein and Vegetarian Diets *Beverages: Coffee, Tea, and Caffeine; Alcohol; Water Invited Guest Speaker: Katie Hootman, PhD	(in class activity)	1) 2015 US Dietary Guidelines https://health.gov/dietaryguidelines/2015/guidelines/ Chapter 1 and Appendix 5	Assignment 2 due today
9	11/7	How Parents Promote Healthy Eating (or Not) among their Children OR other topic?	(in class activity: Case Studies)	1) Text: Unit 30 2) TBA	

10	11/14	Diabetes and Community Interventions Diets for diabetics Guest Speaker: Howie Hsieh	(in class activity)	1) Text, Unit 13 2) Linking Telemedicine with Diabetes (Siminerio, et al)	
11	11/21	Functional Foods and Dietary Supplements Invited Guest Speaker: Dr. Mary K. Schmidl; Department of Food Science and Nutrition, University of Minnesota		1) Text: Unit 24 2) Position Paper: Functional Foods. JAND 2013; 113:1096-1103. 3) IFT Expert Report: Functional Foods 4) Position Paper: Diet supplements. JAND 2009; 2073-85	
12	11/28	Diet, Aging, and Cognitive Function	(in class activity: Food/nutrition labels: Dietary supplements and functional food)	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.	Happy Thanksgiving!
13	12/5	Food security or insecurity? Speaker: TBA		TBA	
14	12/12	Wrapping Up: What dietary advice do we or should we give to our patients?		1) 2015 Dietary Guidelines for Americans https://health.gov/dietaryguidelines/2015/guidelines/ 2) Popular Diets: http://health.usnews.com/best-diet 3) Nutrition and Optimal Health	Take home exam 1 (due December 19)

List of Assignments and Exams: email Assign 1 and 2 and Exam 1 to steffen@umn.edu by 10pm on the due date

<i>Assignments</i>	<i>Point values PH3905</i>	<i>Point values PH6905</i>
Assignment 1: Compare nutrition (mis?)information in a popular press article to that of a scientific journal article. (due Oct 17)	50 points	75 points
Assignment 2: Comparison of popular diets to Diet Guidelines (due Oct 31)	25 points	50 points
In-class Lab Assignments (6), class participation, attendance and participation in class discussions	75 points	100 points
Exam #1 (due Dec 19)	50 points	75 points
Total points	200 points	300 points