

PubH 6901

Foundations of Public Health Nutrition Leadership Fall 2017

Credits:	2
Meeting Days:	Fridays
Meeting Time:	11:15-1:05
Meeting Place:	Mayo D199
Instructor:	Jamie Stang, PhD, MPH, RDN
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I. Course Description

This course provides an overview of the skills needed to succeed in the field of public health nutrition. It is designed for first year students in the public health nutrition MPH program. During this course, students build skills in essential public health nutrition functions such as oral and written communications, critical thinking, interdisciplinary teams, working with communities and systems, cultural competence, professional self-assessment, public policy and advocacy, and social media. Further, this course will enable you to articulate a career development plan.

II. Course Prerequisites

Admission and matriculation into the public health nutrition program or permission of course instructor.

III. Course Goals and Objectives

Upon completion of the course, the student should be able to:

1. Describe the 10 essential public health services including how these relate to public health nutrition practice and research;
2. Identify personal and professional strengths and weaknesses and how these may relate to effectiveness as a public health nutrition practitioner, with a specific focus on competency in oral and written communication strategies;
3. Discuss public policy and advocacy, including key stakeholders and current policies that have an impact on public health and nutrition policy at the federal, state and local levels;

4. Identify the components of effective communication, including how communication strategies may vary by target population or community demographics;
5. Delineate how social determinants of health affect the health and nutritional status of individuals and populations, including their contribution to disparities in health outcomes;
6. Complete a professional development plan that incorporates potential leadership activities including field experiences, coursework, culminating experiences, and/or mentoring programs that would provide appropriate didactic training and supervised learning opportunities;
7. Describe the process and role of community engagement in public health nutrition program planning, implementation and evaluation; and
8. Differentiate how policy, systems changes and environmental changes affect the health and nutritional status of populations.

IV. Methods of Instruction and Work Expectations

This course will utilize a variety of instructional methods including lectures, the completion of online modules, the development of a policy brief, planning a social media campaign to advocate for policy change, the development of a resume and cover letter, and completion of a professional development plan. Projects will be completed both individually and in small groups, both inside and outside of the classroom setting.

Group participation will be assessed by individuals and their peers to assure that each group member is graded individually for their performance on the project. A specific rating form will be available on the course moodle site for peer participation rating. The group participation rating of your peers will count as 25% of your overall policy brief and social media campaign (group project) grades.

It is imperative that students complete reading assignments BEFORE the class period for which they are assigned. We will have in-class activities and discussions based on the readings. If a reading is listed as optional, those readings are not required to be completed prior to class.

For weeks in which an online module is assigned as pre-viewing activity, it is imperative that students complete the module BEFORE the class period.

Students are expected to fully participate in class activities and discussions. The use of electronic media in the class to check email or Facebook, send text messages, etc. is disruptive to other students and to lecturers. **Students who are found to be using electronic media in the class will have 5 points removed from their overall grade for each offense.** Students will be asked to stow electronic media or to leave the classroom if the use of electronic media is unavoidable. Exceptions will be made for students who have documented learning needs or when media is required for the class activities.

V. Course Text and Readings

Required Text: Strengths Finder 2.0 by Tom Rath, Gallup Press, 2007. ISBN: 978-1595620156

Selected class readings are listed by week and may be accessed via the course moodle site.

VI. Course Outline/Weekly Schedule

September 8 - Course Introduction

Introductions

Course Overview

- What is public health nutrition?
- 10 essential services of public health and 3 core competencies

Strengths Finder 2.0 Project Assigned

September 15 - Key Concepts in Public Health Nutrition Practice

- Health disparities, health equity, lifecourse theory
- Social determinants of health

Read Prior to Class:

- Otero G, Pechlaner G, Liberman G, Furcan E. The neoliberal diet and inequality in the United States. *Social Science & Medicine*. 2015;142:47-55.
- Larson NI, Story MT, Nelson MC. Neighborhood environments: Disparities in access to healthy foods in the US. *Am J Prev Med*. 2009;36(1):74-81.

Policy Brief Project Assigned – each group should identify a policy brief and bring to class on Sept 29
Strengths Finder 2.0 Project due

September 22 - Key Concepts in Public Health Practice

- Policy, systems and environmental change strategies
- Changing behavior of groups and individuals
- Behavioral economics strategies

Read Prior to Class:

- Payne CR, Niculescu M, Just DR, Kelly MP. This way to produce: Strategic use of arrows on grocery floors facilitate produce spending without increasing shoppers budgets. *J Nutr Educ Behav*. 2016;48:512-513.
- Wansink B, Just DR, Payne CR, Zlinger MZ. Attractive names sustain increased vegetable intake in schools. *Prev Med*. 2012;55:330-332.
- Marteau TM, Ogilvie D, Roland M, Suhrcke M, Kelley MP. Judging nudging: can nudging improve population health? *BMJ*. 2011;342:d228.
- Wansink B, van Ittersum K. Portion size me: Plate-size induced consumption norms and win-win solutions for reducing food intake and waste. *J Exp Psychol Applied*. 2013;19(4):320-332.
- Just DR, Mancino L, Wansink B. Could behavioral economics help improve diet quality of nutrition assistance program participants? *USDA Economic Res Rep No. 43*. June 2007.

September 29 – County Level Public Health and Policy

- Role of public policy in public health nutrition
- Crafting and using policy messages
- Development of policy tools - policy briefs

Guest lecturer – Michelle Trumpy, MPH, RDN, Dakota County Public Health Department

Read Prior to Class:

- Powell LM, Chiqui JF, Khan T, Wada R, Chaloupka FJ. Assessing the potential effectiveness of food and beverage taxes and subsidies for improving public health: a systematic review of prices, demand and body weight outcomes. *Obesity Rev*. 2013;14:110-128.
- Smith TA, Lin B-W, Morrison RM. Taxing caloric sweetened beverages to curb obesity. *Amber Waves*. 2010;8(3):23-27
- Rudd Center for Food Policy & Obesity. Sugar-Sweetened Beverage Taxes: An Updated Policy Brief. October 2012. Available at <http://www.uconnruddcenter.org>

- **Policy brief due – each group should bring a policy brief to class to discuss.**

October 6 - State-level Public Health Nutrition Practice

Guest lecturer - Donna McDuffy, MPH, CPH, RDN, Minnesota Dept of Health, Cancer Control Unit

October 13 - Public Health Nutrition Practice Basics

No class – watch online videos The Constitutional and Legal Basis for Public Health and Planning and Budgeting for Public Health, Part 1, found at the link below.

<https://learning.umn.edu/public/category/programStream.do?method=load&selectedProgramAreaId=18870&selectedProgramStreamId=18874>

October 20 – Local-level Community Nutrition Practice

Guest lecturer – Carrie Nordling, RDN, Hennepin County WIC Program

- Overview of food insecurity in the US
- Food assistance programs and services
- <https://www.youtube.com/watch?v=wizbcUL7ey8>

Read prior to class:

- Aussenberg RA, Colello KJ. Domestic Food Assistance: Summary of Programs. Congressional Research Service Report. February 16, 2016.
<https://www.fas.org/sqp/crs/misc/R42353.pdf>
- Oliveira, V. Food Assistance Landscape: FY 2015 Annual Report, EIB-150. U.S. Department of Agriculture, Economic Research Service, March 2016.
<http://www.ers.usda.gov/publications/eib-economic-information-bulletin/eib-150.aspx>

Optional Reading:

- Food Research & Action Center. A Plan of Action to End Hunger In America. Oct 2015. Available at <http://frac.org/pdf/plan-to-end-hunger-in-america.pdf>

Policy brief outline draft due

October 27 – Food Insecurity and Food Systems Approaches to Nutrition in Action

No Class

- Students either attend the Food Access Summit in Duluth, MN or visit a local food assistance program (could be a food bank, WIC program, Fare for All site, WIC clinic, school lunch program, childcare food program, etc). Be prepared to report on something you learned during the next class period.

November 3 – Nutrition Practice in Non-Profit and Policy Settings

Guest lecturer – Jenna Carter, MPH Blue Cross MN

November 10 – The Culture of Poverty

- “Rules” of poverty
- Connecting with disadvantaged communities and populations

Read Prior to Class:

- Payne RK, DeVol PE. Health and Poverty Through the Lens of Economic Class. Available at <http://www.ahaprocess.com/wp-content/uploads/2013/08/Bridges-Into-Health-Payne-DeVol.pdf>
- Food Research & Action Center. Understanding the Connection Between Food Insecurity and Obesity. October 2015. Available at http://frac.org/pdf/frac_brief_understanding_the_connections.pdf
- Han E, Powell LM, Isgor Z. Supplemental nutrition assistance program and body weight outcomes: The role of economic contextual factors. Soc Science & Med. 2012;74:1874-1881

November 17 - Food Literacy and Health Communications

- Factors influencing food-related behaviors/eating
- Creating meaningful nutrition messages

Read Prior to Class:

- National Academies of Sciences, Engineering, and Medicine. 2016. Food literacy: How do communications and marketing impact consumer knowledge, skills, and behavior?: Workshop summary. Washington, DC: The National Academies Press. doi: 10.17226/21897. Pages 1-48
- Wansink B, Pope L. When do gain-framed health messages work better than fear appeals? Nutrition Reviews. 2014;73(1):4-11. doi: 10.1093/nutrit/nuu010

November 24 - No class - Happy Thanksgiving

December 1 - Policy Brief Presentations

Policy briefs due

Resumes and cover letters due

December 8 - Resumes, Interviews, Social Media and Job Searches

Guest lecturer – SPH Career Services Center

Leadership plan due

Strengths Finder 2.0

Complete the online Strengths Finder 2.0 self-assessment exercise found at the back of the book (you MUST purchase a new book in order to complete the assessment as codes can only be used once). All books must be new in order for you to obtain a working access code for the online survey. Print out the results of the online survey and save a pdf copy for your files. You will need this pdf document later in the semester.

Policy Brief Project

Students will work in small groups to develop a policy brief on a topic. Guidance on the development of policy briefs will be provided in class. Limited time will be available in class to work on this assignment, so students should plan to work on this primarily outside of the classroom setting.

Each policy brief should be no more than 5 pages in length, with at least 11 point, easily readable font and 1 inch margins. Appropriate use of graphics is encouraged. A draft outline of the policy brief will be due in class on Oct 20. Only one draft per group is required to be turned in.

Groups should also think about how they would distribute their policy brief. What would be the target audience(s)? What methods would be best for getting the policy brief noticed by your target audience?

Policy briefs and a brief description of their distribution plans will be presented in class on Nov 30. Each group will provide a brief (10 minute) presentation based on their policy brief. This is meant to simulate the experience of being asked to provide testimony on a topic at a state legislative hearing or a national conference committee hearing.

Personal Leadership Reflection and Plan

Each student will write a 4-5 page personal leadership reflection paper that is based upon the Strengths Finder results, and that incorporates information learned through course lectures and activities. The plan should include an overview of your identified Strengths Finder 2.0 strengths, a short description of the type of position that you would like to hold in 10 years in the future, ideas for two (2) field experiences or volunteer activities that could help you prepare for the type of position you desire, and a discussion of how your strengths may help you achieve your goal. Papers must be accompanied by your strengths finder result printout. Papers must reflect strong written communications skills including proper grammar, references and citations (when appropriate), and a lack of spelling and punctuation errors. You are encouraged to share your plan with your academic advisor (and the CMP program director for those students in the CMP track of study).

Resume and Cover Letters

Each student will write a draft resume and cover letter for the job that they aspire to hold. These documents should be turned in on the course moodle site by Nov 30 as the SPH Career Services staff will provide feedback about how to write effect resumes and cover letters. You should also bring a copy to class on Dec 7th as you will need your draft in order to make changes to it based on lecture content and feedback.

VII. Evaluation and Grading

<i>Activity</i>	<i>Due Date</i>	<i>Points</i>
<i>StrengthsFinder 2.0 results report</i>	9/15	5
<i>Policy brief example due in class</i>	9/29	5
<i>Policy Brief draft outline</i>	10/20	25
<i>Policy brief</i>	12/1	35
<i>Personal leadership plan</i>	12/7	20
<i>Resume and cover letter</i>	12/7	10

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 CoursEval: www.sph.umn.edu/courseval. 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 (if applicable):

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: *for courses that do not involve students in research:*

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.*

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

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

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.

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