



PubH 3940
Concepts and Controversies in Public Health Nutrition and Health Promotion
Fall 2015

Credits: 1
Meeting Days: Every other Monday (9/14 to 12/7)

Meeting Time: 12:20 – 2:15
Meeting Place: Mayo 1250

Instructor: Mark A. Pereira, Ph.D.
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Office Hours: By appointment

I. Course Description

The overall goal of this course is to introduce upper-level undergraduate students to the most current societal issues around public health nutrition and health promotion. This course will introduce students to on-going cutting-edge research in the field, much of which has originated from the University of Minnesota, and will help students to engage in critical thinking about these issues, as well as constructive dialogue with their peers. The course will be structured upon the use of a socioecological framework, examining multiple levels of influence on dietary intake, food choices and related health outcomes; for example, these levels include a variety of environmental settings, such as homes/households, schools, neighborhoods and communities. The course will address major public policy initiatives related to public health nutrition, health promotion and disease prevention.

II. Course Prerequisites

Undergraduate students must be at least a junior or senior or have instructor consent. There are no other prerequisites for the course.

III. Course Goals and Objectives

Goals. The goals of this course are:

1. To introduce students to current issues and areas of research in public health nutrition and health promotion, with particular emphasis on nutrition-related policy.
2. To enhance students' critical thinking skills and ability to begin constructive dialogue around these issues as engaged citizens and future health professionals, and
3. To expose students to opportunities for future careers and training in the area of public health, particularly those related to public health nutrition and health promotion

Objectives. By participating in the course, students will be able to:

1. Understand the unifying concepts of public health nutrition, particularly with relevance to health promotion and disease prevention efforts, and the most current and controversial issues in the field.
2. Begin to critically evaluate current initiatives in public health nutrition, and discuss these issues in an educated way as informed citizens and future professionals working in areas related to health.
3. Understand opportunities for future training and careers in public health nutrition and health promotion

IV. Methods of Instruction and Work Expectations

Methods of instruction will include:

- Introduction of topic by instructor or guest expert (typically via lecture)
- Class discussion on applications and related issues, in accordance with the subject of each session.
- Assigned readings
- Class assignments, including quizzes and final term paper

Class Attendance and Participation: Overall, my feeling is that students who put a significant amount of effort into this course will benefit the most. Students need to complete the required readings prior to class in order to maximize their learning. As the instructor, I try very hard to keep the class interesting and up-to-date. However, the interest level of the class largely depends on active involvement by the students. If students are having difficulty understanding any of the lecture material, readings or class activities, they are encouraged to share this with the course instructor as soon as possible.

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 and or guest lecturers may call on individuals to respond to questions. Students are expected to actively and frequently participate in class discussion.

Attendance and participation will be included in the grading. 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 or the quizzes (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 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 must be turned off. 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 1-credit course such as this one assumes that you will work an average of 3 hours per week, including about 1 hour in class and 2 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 on time. Late assignments may not be accepted. Quizzes will be completed during the first 5 minutes of class. If a student is late to class or misses a class, s/he will not have the opportunity to make up the quiz.

Other expectations: Students can expect the instructor to facilitate student learning through classroom activities, lectures, 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.

The instructor will keep all final papers on file as confidential electronic documents.

V. Course Text and Readings

There is not text. Readings are available on-line or emailed to students.

VI. Course Outline/Weekly Schedule

Week	Topic	Assignments and Readings
9/14	<p>Introductions</p> <p>What is Public Health Nutrition?</p> <p>Historical perspectives</p> <p>Public Health Nutrition at UMN!</p> <p>Dietary Guidelines</p>	<p>Background readings:</p> <p>Nutrition in Public Health, by Arlene Spark: Chapter 2 (Preventing Disease or Promoting Health?)</p> <p>Dietary Guidelines for Americans: Executive Summary. http://www.cnpp.usda.gov/publications/dietaryguidelines/2010/policydoc/execsumm.pdf</p> <p>Dietary Guidelines for Americans document, chapters 1-6 http://www.cnpp.usda.gov/DGAs2010-PolicyDocument.htm</p>
9/28	<p>Improving access to healthy foods</p> <p>Dr. Melissa Laska</p>	<p>Readings:</p> <p>Gittlesohn et al. American Journal of Health Behavior, 2014.</p> <p>Larson et al., American Journal of Preventive Medicine 2009</p> <p><i>Assignment due: store observations</i></p>
10/12	<p>Sweetened beverages, the science and the policies</p>	<p><i>The Public Health and Economic Benefits of Taxing Sugar-Sweetened Beverages.</i> Brownell et al. New England Journal of Medicine, 2009.</p> <p>http://en.wikipedia.org/wiki/New_York_City_soft_drink_size_limit</p> <p><i>Quiz on readings and topic</i></p>
10/26	<p>The hidden hunger of micronutrient deficiencies</p>	<p><i>TBD</i></p>

	Dr. Sarah Cusick	
11/9	Is there an optimal diet for body weight control / obesity prevention?	<u>Scientific papers:</u> <i>A Call for an End to the Diet Debates.</i> Sherry L. Pagoto and Bradley M. Appelhans. Journal of the American Medical Association 2013;210:687-688. <i>Quiz on readings and topic</i>
11/23	Diet and risk of cardiovascular disease Student-Selected Topic Presentations	TBD <i>Quiz on readings and topic</i>
12/7	Student-Selected Topic Presentations	

FINAL PAPERS DUE DECEMBER 19th VIA MOODLE SITE.

VII. Evaluation and Grading

All students will be required to complete the following assignments. Additional information will be posted online and discussed in class.

<u>Assignments</u>	<u>Point value</u>
Assignments, class participation and attendance	50 points
Final project	50 points (Presentation 25, Paper 25)

Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. A student is not permitted to submit extra work in an attempt to raise his or her grade, unless the instructor has specified at the outset of the class such opportunities will be afforded to all students.

Class participation. Student engagement is an important part of this course. I expect students to attend class, to be on time, to show up well prepared (i.e., having read the assigned reading for that day), and to be ready to participate. Each student will be expected to speak in class at least two times during the semester. This may include asking content-related questions, offering a comment or insight and/or making other contributions to the class discussion.

Brief in-class assignments or quizzes. Most weeks, we will spend time in class discussing an assignment or taking and discussing a brief quiz, based on the readings. Students who show up late to class (or do not attend class) will not be able to make-up the quiz.

Final assignment.

As a final assignment for the course, students will be asked to write a 4-page (1000 word) paper on a controversial issue that is currently present in the field of public health nutrition. Students will read at least one substantive review paper on the topic, and are expected to use other scientific resources to support the arguments presented in their papers. The topic and the synthesis will be presented to the class for ~15 minutes

during one of the final two classes. Students should prepare their 10-minute presentation in powerpoint and email the presentation to the instructor the day prior to the class. Guidelines for the presentation will be provided.

Final assignment topics will need approval from the course instructor by **October 19th**. In the final paper, students are expected to:

- (a) demonstrate an understanding of the issue at hand,
- (b) present a reasonable argument for both sides of the controversy (ie, a section to support “Yes, there should be a ban on”, as well as a section to support “No, there should not be a ban on....”), and
- (c) present their final conclusions as to which side of the argument they personally support. It is expected that these papers will integrate the topics and materials presented in class during the semester, and allow students to apply critical thinking skills that they have been practicing throughout the course.

Primary criterion for grading these assignments will include the following (not necessarily in order of importance):

- i. Clear identification of topic
- ii. Citation of appropriate references (Any organized, consistent format for citing referenced material within and throughout the paper is acceptable. See examples in the required reading for the course and do not hesitate to ask the instructor if you have questions).
- iii. Paper is clearly structured to address the topic of interest
- iv. Paper does not contain grammatical errors
- v. Presentation is thoughtful, cohesive and demonstrates students’ learning throughout the course
- vi. Information is well-integrated in both the paper and the presentation
- vii. Adequate discussion of the key issues and demonstration of how the topic relates to course content and “big picture” public health nutrition issues
- viii. Presentation of reasonable data to support both sides of the argument, as well as a solid justification to support the students’ final conclusions on the issue.

Final course grades. Letter grades will be determined on 100 percent basis as follows:

A	93-100%
A-	90-92.9%
B+	88-89.9%
B	83-87.9%
B-	80-82.9%
C+	78-79.9%
C	73-77.9%
C-	70-72.9%
D+	68-69.9%
D	60-67.9%
F	<60%

Grades will be assigned strictly based on these criteria. As the instructor, I reserve the right to “round up” a students’ grade only in cases where the student has shown exception effort in class and a high level of class participation.

F (or N) – Represents failure (or no credit) and signifies that the 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.

S – Achievement that is satisfactory will be expected to complete all assignments and receive a minimum of 70% to receive a passing score (achievement required for an S is at the discretion of the instructor but may be no lower than a 70%).

Note: All students, regardless of whether they are taking the course for an A-F or S/N grade, will be expected to do all work assigned in the course, or its equivalent as determined by the instructor. Any changes you wish to make in the grading base must be done in the first two weeks of the semester.

Inquiries regarding any changes of grade should be directed to the instructor of the course. I only accept in-person requests for grade changes; please schedule a time to discuss your request with me. You may also wish to contact the Student Conflict Resolution Center (SCRC) in 254 Appleby (624-7272) for additional assistance.

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 (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.*

OR:

Academic Freedom and Responsibility, for courses that 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 and conduct relevant research. 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.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

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): <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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