BROOKLYN COLLEGE – HEALTH AND NUTRITION SCIENCES
HNSC 7230 COMMUNITY NUTRITION - FALL 2019

Room: Ingersoll 4411
Thursdays, 6:30-9:15PM
45 hours, 3 credits
Instructor: Kristine Momanyi, MPH
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Office hours: No office hours. Please contact me by email

NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE!

COURSE DESCRIPTION

Community and public health nutrition with focus on factors affecting food consumption of a community and nutritional problems of select groups. Consumption patterns, assessment techniques, intervention programs, and evaluation of programs (federal, state, and local). Prerequisite: a course in human nutrition and a course in life cycle, developmental or geriatric nutrition, or permission of the chairperson.

COURSE OBJECTIVES: The course is designed to meet the following ACEND Foundation Key Knowledge Requirements (KRDN):
● Demonstrate effective and professional oral and written communication and documentation (KRDN 2.1)
● Assess the impact of a public policy position on nutrition and dietetics practice (KRDN 2.3)
● Discuss the impact of health care policy and different health care delivery systems on food and nutrition services (KRDN 2.4)
● Develop an educational session or program/educational strategy for a target population(KRDN 3.2)
● Explain the processes involved in delivering quality food and nutrition services (KRDN 3.4)

By the end of the semester, students will be able to:
● Describe eating behaviors and nutrition interventions in a social-ecological framework.
● Explain how to design and evaluate community nutrition programs
● Understand the nutrition policy landscape in the United States and how it affects individual and community nutritional outcomes.
● Explain the main US food assistance programs available for people at different stages of life.

REQUIRED READINGS AND RECOMMENDED APPROACH:

COURSE TEXTBOOK:
Boyle, Marie A. and Holben, David H. Community Nutrition in Action: An Entrepreneurial Approach 7th Edition. Wadsworth/Cengage 2016 [Earlier editions are also acceptable (and cheaper!), but the student is responsible for chapter number changes]

You are responsible for completing the assigned readings BEFORE coming to class. To facilitate your reading, the session learning objectives will be posted at least a week in advance on Blackboard. The recommended approach is for students to read in the order listed in the syllabus and Blackboard. The class discussion will be based on articles and reports (posted on Blackboard). Readings from the textbook are to provide an initial introduction, especially for students with no previous experience or coursework in the area.

CLASS POLICIES AND EXPECTATIONS

• You are expected to attend all classes, arrive on time and stay for the entire duration of the class. If you are unable to attend or need to leave early, you are required to notify the instructor in advance.
• You are expected to conduct yourself in a mature, professional manner, showing your classmates and instructor the appropriate respect.
• Professionalism is also expected as part of email communications with the instructor. This includes addressing the instructor as Ms. Momanyi, including the course number and subject for the email, and allowing 48 hours for response (or longer if sent over the weekend).
• The class is a laptop/tablet/phone free zone! Make sure to turn off your phones or leave them on vibrate mode before the start of the class. Texting and web browsing during class lecture is considered as unprofessional behavior.
• Complete assignments on time. Due dates are noted below as well as the delivery method (hardcopy in class or electronic copy via Blackboard), in the course schedule. Late submissions will be penalized – no exceptions.
• Please follow the University's code of conduct - Cheating, plagiarism or dishonesty will NOT be tolerated and will be reported.

CLASS SCHEDULE

#	Date	Topic & Learning Goals	Readings, assignments, and activities
1	8/29	Course Introduction	Readings: ● Review - Boyle, Ch. 1
2	9/12	Social Ecological approach to community nutrition ● Become familiar with the environmental and policy influences on food practices ● Describe the social-ecological model ● Demonstrate understanding of the food system and its relation to nutrition-related outcomes	Readings: ● Dorfman and Wallace 2007, "Moving Nutrition Upstream" ● Pinstrup and Anderson 2011"The food system and its interaction with human health and nutrition" ● Story et al 2008, "Creating Healthy Food and Eating Environments: Policy and Environmental Approaches" ● Recommended: Shannon et al 2015, "Food system policy, public health, and human rights in the United States" **Assignment: Community Nutrition in Real Life due 9/12/19 (by class time) see BB "Assignments" for instructions** Activities: ● Applying the social-ecological framework ● Report out on Community Nutrition in Real Life assignment
3	9/19	Nutrition Policy ● Understand the nutrition policy making process ● Describe how the US dietary guidelines are constructed and used	Readings: ● Boyle, Ch. 7 ● Sommer A. (2001), How public health policy is created: scientific process and political reality ● Schneeman BO (2013) Evolution of dietary guidelines. ● "Testimony on U.S. Nutrition Guidelines Reflects a Complex Debate" *Review (and keep for future reference):* ● 2015–2020 Dietary Guidelines for Americans ● Scientific Report of the 2015 Dietary Guidelines Advisory Committee ● Blog post: Marion Nestle- Food Politics (2016) The 2015 Dietary Guidelines, at long last https://www.foodpolitics.com/2016/01/the-2015-dietary-guidelines-at-long-last/ Activities: ● Activity: Applying dietary guidelines
4	9/26	Regulating food environments ● Describe policy approaches to improve food environments and customer food choice	Readings: ● Clapp & Scrinis (2016) Big Food, Nutritionism, and Corporate Power ● Hillel-Brown et al 2017, The impact of interventions to promote healthier ready-to-eat meals (to eat in, to take away or to be delivered) sold by specific food outlets open to the general public: a systematic review ● WHO (2015) "Fiscal policies for diet and the prevention of noncommunicable diseases" ● Skim this document- Growing Food Equity in New York City- A City Council Agenda ● http://council.nyc.gov/data/wp-content/uploads/sites/73/2019/08/growing-food-equity-1.pdf Activities: ● **Quiz #1** (Social-ecological framework and nutrition policy) ● Debate #1: Should sugary beverages be taxed? ● Activity: TBD
5	10/3	The Food Insecurity – obesity paradox	Readings: ● Boyle, Ch. 10

		● Define the concepts of food security and food insecurity ● Explain the potential linkages between food insecurity and diet-related diseases.	● Jensen et al 2015, Household Food Security in the United States in 2017 (summary report) ● Franklin et al 2012, "Exploring mediators of food insecurity and obesity: a review of recent literature" ● Optional: Podcast- Retropod-Food Stamps were born out of a surplus of food (See BB for links) ● Optional: Podcast - Gravy- Hungry in the Mississippi Delta (See BB for links) ● Optional: Video - Food Insecurity is A Public Health Concern - Rayna Andrews- TEDxUWMilwaukee https://www.youtube.com/watch?v=DHBpWM0rNZI Activity: ● TBD
6&7	10/10 & 10/17	Federal Nutrition Programs: 10/10 - SNAP and WIC 10/17 – NSLP and Senior Nutrition Programs ● Distinguish between entitlement and non-entitlement programs ● Explain the goal, eligibility and benefits of the main nutrition safety net programs in the US ● Understand current debates surrounding programs	Readings: ● Boyle Ch. 10-13 (Program sections) ● Oliveira 2017, The Food Assistance Landscape ● Kennedy and Guthrie 2016, Nutrition Assistance Programs: Cause or solution to Obesity ● Review: US Food Assistance Program webpages https://www.nutrition.gov/subject/food-assistance-programs ● Gordon et al 2014, Approaches for Promoting Healthy Food Purchases by SNAP Participants. ● Tsiu 2016 "Pan de Yuca and Brown Rice: The Meanings of "Good" Food for Cooks Working in Publicly Funded Foodservice" ● Podcast: SBH Bronx Health Talk -You have a right to WIC assistance ● Video: Proposed immigration policy penalizes legal residents for use of public benefits (2018) https://www.pbs.org/newshour/show/proposed-immigration-policy-penalizes-legal-residents-for-use-of-public-benefits Review of food assistance programs (see worksheet on Blackboard) Activities: (10/10): ● Debate 2: Should SNAP participants be allowed to use benefits to buy junk foods? ● Debate 3: Should WIC be a federally-managed, entitlement program? ● ALTERNATE Topic 3- Should we consider SNAP participation in the new public charge rule? **Assignment: Eating on a SNAP budget write up due on BB 10/10 (on or before class time) see BB "Assignments" for instructions** Activities: (10/17) ● Debate 4: Should we relax the Obama-era School lunch rules? ● Debate 5: Should we change the eligibility of elderly nutrition programs to be based on income and a higher age (from 60 to 65)? ● ALTERNATE Topic 5- Should we change the current work requirements for SNAP? ● **Quiz #2**: Food security and safety net programs
8	10/24	Understanding behavior change ● Understand how behavior change theories are used to plan programs	Readings: ● Boyle Ch. 3

		● Be able to explain selected, commonly used concepts related to behavior change theories	● Spahn et al 2010, "State of the Evidence Regarding Behavior Change Theories and Strategies in Nutrition Counseling to Facilitate Health and Food Behavior Change"
			● Atkins and Michie 2015, "Designing interventions to change eating behaviors"
			
			Activity:
			    ● Determining a desired behavior change
			    ● Video: Bronx GreenMachine - growing our way into a new economy- Stephen Ritz at TEDx Manhattan

9	10/31	Assessing community needs
		▪ Describe the steps to complete a needs assessment in the community
		▪ Demonstrate knowledge in performing community asset mapping
			Readings:
			● Boyle Ch 4
			● Sharpe et al (2000) Assets-oriented community assessment.
			● Assessing your own community- Exploring your community health profile. Homework assignment instructions posted on blackboard.
			   https://www1.nyc.gov/site/doh/data/data-publications/profiles.page
			
			Assignment: Bring assignment or talking points to class 10/31/19. Write up due via BB on 10/31/19 (by class time) see BB "Assignments" for instructions
			
			Activities:
			    ● Report out on your community health profile
			    ● Develop fieldwork plan

10	11/7	Fieldwork Day	● Boyle Ch. 4 ● Browse resources: NYC Department of Health Data: Tools and Maps, http://www1.nyc.gov/site/doh/data/tools.page **Assignment: – Fieldwork report and annotated bibliography due (Mon., 11/13/19 via BB, by end of day or 11:59pm). See BB "Assignments" for instructions**

11	11/14	Program planning
		▪ Demonstrate knowledge of the design process for community nutrition
		▪ Be able to distinguish between program goals, outcomes and activities
		▪ Be able to write SMART program objectives
		▪ Demonstrate knowledge of logic models and their components
			Readings:
			● Boyle, Ch. 5
			● Atkins and Michie 2015, "Designing interventions to change eating behaviors"
			● Lytle and Perry 2001, Applying Research and Theory in Program Planning
			● "Developing Program Goals and Measurable Objectives"
			● Nevarez, Salud Tiene Sabor
			● Recommended: Webinar: Writing SMART Goals, https://www.youtube.com/watch?v=MAhs-m6cNzY
			
			Assignment: Bring an intervention study article related to your project to class (from annotated bibliography). Submit a brief summary of the article findings (due by class time). See BB "Assignments" for instructions
			
			Activities:
			    ● **Quiz 3**: Behavior change and community needs
			    ● Activity: Developing a logic model and crafting program outcome statements

12	11/21	Program monitoring & Evaluation ● Distinguish between the different types of evaluations ● Understand basic evaluation designs ● Describe the RE-AIM framework	Readings: ● Boyle, Ch. 5 ● King 2010, Reaiming RE-AIM: Using the Model to Plan, Implement, and Evaluate the Effects of Environmental Change Approaches to Enhancing Population Health ● Nevarez, Salud Tiene Sabor
13	11/28	*Thanksgiving Day*	**No Class**

| 14 | 12/5 | Changing behavior – group presentations | Special guest presentation
No readings – Group Presentations- Slides due by 12/6/19 on **BB** by 11:59pm |
| 15 | 12/12 | Last class | **Quiz 4**: Program Planning and Evaluation
Activity: TBD |

OTHER IMPORTANT DATES:

Tuesday, August 27	Weekday classes begin
Monday, September 2	Last day to add a course; College Close
Thursday, September 5	Conversion Day; Classes follow a Monday Schedule; Last day to file for elective course Pass/Fail
Monday, September 16	Last day to drop a course without a grade
Tuesday, November 5	Last day to withdraw from course with a W (non-penalty) grade

COURSE GRADING AND ASSIGNMENTS

Grading is based on depth of research, evidence of critical thinking, adherence to assignment instructions, and overall presentation and quality of the work.

Participation	10%
Position Paper	5%
Assignments	10%
Quizzes	50%
Group Project	25%

FINAL LETTER GRADE BREAKDOWN

A (100-93) A- (92-90)
B+ (89-87) B (86-83) B- (82-80)
C+ (79-77) C (76-73) C- (72-70)
D (69-60)
F (<60)

IMPORTANT CONSIDERATIONS:

Grading
- There is no extra credit
- Grades are not curved.
- There are no resubmissions or do-overs.
- Assignments will be graded using a rubric. The rubric will be available to students, as part of the assignment description. Students wishing to discuss an assignment grade should do so in person, during office hours. Detailed feedback or grade discussions will not be made via email.

Class materials and assignments
- Students are responsible for all material, handouts, lecture notes and announcements made in class. If you are absent, you must pre-arrange for another student to give you the missed material.

Submissions
- All assignments must be submitted on or before the specified dates. A grade penalty of at least 10% for each 24-hour period will be imposed on assignments submitted late. Assignments submitted a week after the due date will not be accepted. *No exceptions – Please plan accordingly and avoid last minute online submissions.*
- Students are responsible for ensuring assignments are correctly uploaded on Blackboard. Again - To avoid issues, *don't submit during the last minutes*.
- For assignments and exams, *read questions and requirements carefully*. Assignments that do not follow the stated guidelines will not be accepted, or points will be deducted.

Use of references
- All assignments must include in-text citations and a list of references. You are expected to use credible sources, including peer-reviewed literature. This includes going beyond encyclopedia articles (including WikiPedia). Please *do not cite WikiPedia*.
- All of the assignments will require you to conduct research and engage with scholarly sources. There is no set minimum of sources you need to cite, but remember that your grade will be based on the depth of research, and therefore*, the more and better sources you provide and use, the better the chances to get a good grade*.

PARTICIPATION [10%]: Students are expected to be present and active participants in class discussions and activities. Beyond being present, this includes being engaged in class, completing in-class exercises, submitting blackboard discussion board posts, and following the course policy of no telephone/computer use during class lecture. ***This grade is not a given! You need to work for it.*** The participation grade will be based on in-class activities and exercises (group or individual). Therefore, failure to attend class will prevent you from participating in these exercises and receiving full credit. There will be no make-up for in-class activities. Grading procedure: Each activity is worth 5 points. Full credit will be provided for completed activities (partial credit, i.e. 4.5-3 points, will be provided for incomplete activities, depending on level of completion). The lowest grade (such as a "0" for no show) will be dropped.

ASSIGNMENTS [10%]: Students will complete and submit various assignments electronically (on Blackboard) by the designated due date. Failure to submit assignments by the due date will result in loss of points. All assignments will be posted in the "Assignments" section of Blackboard unless otherwise noted.

POSITION PAPER [5%]: Students will be randomly assigned a topic and position (for or against) addressing a contemporary debate in community nutrition. Your task will be to research the issue and write a compelling, well-researched argument for the position assigned, incorporating at least three credible sources to support the assigned position. Students should be prepared to review the main arguments in a ***short*** 3-minute speech in class. More information will be posted in Blackboard and discussed in class.

      Due: Varied, depending on assigned topic (see class schedule)
      Format: 2 pages (MAX), double-spaced, 11-12 point font, Times New Roman with 1" margins. Page limit does not include list of cited references.

QUIZZES [50%]: Short (announced) quizzes will be used to assess your knowledge and comprehension of class material throughout the semester. The quizzes will include 2-3 questions from course readings and discussion. The questions will be in the form of case studies and critical thinking short-essay questions. Make-up quizzes will only be available for students that provide advanced notice and a VALID, DOCUMENTED excuse. These may include absence due to illness or bereavement.

GROUP PROJECT: [25%]: The purpose of the assignment is for students to learn and apply concepts learned in class through an in-depth exploration of a community environment. The assignment will challenge students to shift the focus from the individual to the community environment, learning about community interventions through a social-ecological approach. Students will work on the assignment through in-class activities a guided fieldwork experience, and independent research, to produce the following deliverables. More information will be posted on Blackboard, including grading rubrics:

DUE: **DESCRIPTION:**

11/13   **Community Fieldwork Report and Annotated Bibliography [10%]:** The purpose of this first group assignment is for students to begin the research into their assigned community. The assignment has two components:

    1. An annotated bibliography: Students will search and read peer-reviewed articles that describe <u>community nutrition interventions</u> at a in a setting similar to what you have chosen for your project in your assigned community. The annotated bibliography must include a minimum of 7 RELEVANT sources (*more, of course, is best*!). Articles should be current (at least after 2000). For more information on what is an annotated bibliography and how to create them see these resources:
      ~ "How to Prepare an Annotated Bibliography: The Annotated Bibliography" by Olin Library, Cornell University: http://guides.library.cornell.edu/c.php?g=32342&p=203789
      ~ "Annotated Bibliographies", by Purdue Online Writing Lab, https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html

    2. Fieldwork Report: Students will conduct a guided fieldwork assignment, conducting observations in their assigned community. Aside from observations, students should incorporate relevant data from online sources about the surrounding community.

    Format: 11-12 point font, Times New Roman with 1" margins. There is no set page limit for the annotated bibliography, but annotations should be substantive but brief (about a 250 word paragraph or less). The fieldwork report should be 3-5 pages maximum (not including references), incorporating tables and descriptive narrative.
    Submission: Via Blackboard, by 11:59PM on the due date.

12/5   **Group Presentation [15%]:** The presentation will bring together the work developed through the semester, including the peer-review literature and a resulting program idea. The presentation should incorporate the following elements:

    a. An overview of interventions done in the selected setting in the community including elements of success and challenges

b. Review the results from your needs assessment, including an overview of the community and its need for a community nutrition intervention
c. Based on elements a and b, present a potential program idea, using a logic model to display how the program would look and how it would be evaluated.

Format: Oral presentations. Each group will have a total of 10 minutes.
Submission: Powerpoint slides and needs assessment documentation to be submitted via Blackboard, by 11:59PM on the due date.

ADDITIONAL INFORMATION & RESOURCES

UNIVERSITY'S POLICY ON ACADEMIC INTEGRITY:
The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for policy implementation can be found at www.brooklyn.cuny.edu/bc/policies. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation. **Avoid plagiarism by citing your sources**. Some useful resources are:
- Brooklyn College Library Resource Page: http://libguides.brooklyn.cuny.edu/cite
- APA Guidelines: https://owl.english.purdue.edu/owl/resource/560/01/

STUDENT BEREAVEMENT POLICY
Students who experience the death of a loved one must contact the Division of Student Affairs, 2113 Boylan Hall, if they wish to implement either the Standard Bereavement Procedure or the Leave of Absence Bereavement Procedure. The Division of Student Affairs has the right to request a document that verifies the death (e.g., a funeral program or death notice). Upon approval from the Division of Student Affairs, the student is allowed one week, commencing from the day of notification to the Division of Student Affairs, of excused absence. Should the student feel that he/she needs additional days, these should be discussed with individual course instructors and/or the Division of Student Affairs. Please refer to complete policy statement for further details:
http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php

STATEMENT ON CENTER FOR STUDENT DISABILITY SERVICES:
In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at (718) 951-5538. If you have already registered with the Center for Student Disability Services, please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

RESOURCES:

MAGNER CAREER CENTER: The Magner Career Center provides students the knowledge, skills, values and opportunities that are essential to fulfilling their career aspirations. Resources are available to help you find internships, help with your resume, and network with potential employers. See their website for resources, services and events:
http://www.brooklyn.cuny.edu/web/academics/centers/magner.php

CENTER FOR ACADEMIC ADVISEMENT AND STUDENT SUCCESS: Whether you make an appointment or walk in, the advisers in CAASS will assist you with issues related to your educational planning, including first-year and transfer student advisement, educational foundation advisement, and guidance on the Core Curriculum: http://www.brooklyn.cuny.edu/web/about/offices/caass.php

LEARNING CENTER: The Learning Center will help you with writing, science, math, economics and other subjects in person and online.
http://lc.brooklyn.cuny.edu/

GENERAL WRITING RESOURCE: Good writing is an important part of professional behavior. Students are encouraged to reach out to writing tutors and use available resources to improve their writing. One such resource is Grammarly (https://www.grammarly.com/), a free writing assistant.

FOOD POLICY AND COMMUNITY NUTRITION RESOURCES: There are many online resources addressing food and nutrition in the community. The following is only a short list to get you started:

- NYC Food Policy resources: http://www1.nyc.gov/site/foodpolicy/index.page
- NYC Food Policy Center at Hunter College: http://www.nycfoodpolicy.org/
- New York Organizations Working to Transform the Food System"
  http://www.nycfoodpolicy.org/21-new-york-organizations-working-to-transform-the-food-system/
- Food Politics: http://www.foodpolitics.com/
- Urban Food Policy: https://urbanfoodpolicy.com/
- US Food Policy: http://usfoodpolicy.blogspot.com/

GRANT WRITING RESOURCES: The following three links are for mega-sites that will connect you to a wealth of information including sample grants and grant components, as well as resources to find grants to fund future projects (including your education).
- LaGuardia Community College – Grant Writing Resources: http://www.laguardia.edu/Grants-Office/Writing-Resources/
- The Foundation Center: http://foundationcenter.org/
- Michigan State University – Grant resource depository: http://staff.lib.msu.edu/harris23/grants/index.htm