

**FDNS 4540/6540 Public Health Dietetics**  
**Spring Semester 200**  
**Class Meeting Time: Tuesdays and Thursdays 12:30 – 1:45 PM**

**Prerequisites: FDNS 4050/6050 or FDNS 4510/6510**

**Required Text:** Marie A. Boyle & David H. Holben **Community Nutrition in Action**, Publisher: Thomas Wadsworth, 4<sup>th</sup> Edition 2006. ISBN: 0-534-46581-1

**Recommended Text:** Gail C. Frank **Community Nutrition – Applying Epidemiology to Contemporary Practice**, Publisher: Jones and Bartlett, 2<sup>nd</sup> Edition 2008. ISBN-13: 978-0-7637-3062-8

**Instructor Information**

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**Teaching Assistant**

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Office Hours: Mondays 11:30 – 1:00 PM; Wednesdays 11:30 – 1:00 PM

**AIM**

The course is to introduce major principles of the science of nutrition and their applications focusing on nutritional needs, assessment of nutritional status of individuals and populations, and the art of policy making.

**Course Objective**

1. To expose students to the practice of public health nutrition.
2. At the end of the course students will gain an understanding and appreciation of the tools and work of public health nutritionists.
3. Students will learn the work and operations of the various public health programs and organizations.
4. Students will be able to conduct community assessment.
5. the available methods for the assessment of nutritional status
6. be familiar with tools needed to be successful as a public health nutritionist.

**Course Overview**

In the practice of public health nutrition the ability to translate nutrition and public health research findings into practical applications at both the community and population level is very critical. This course is designed for nutrition and dietetic students interested in acquiring skills for linking nutrition and public health research to action in the United States and international settings. The course will introduce students to the research and practice of public health nutrition by presenting conceptual and methodological perspectives on nutrition in public health care and tools for successful management and delivery of nutrition services, including knowledge of community assessment, planning, implementation of intervention, and evaluation, to nutritional surveillance. As part of the public health training this course encourages group work and discussions. Students will also have the opportunity to listen and interact with professionals in public health/community nutrition and their work.

**Course Activities**

Lectures, hands-on experience in community assessments, assigned readings, class exercises and presentations, and written group project.

**Evaluation:** Student performance will be evaluated in three areas as listed below and the percentage of the final grade for each assignment will differ based on the status of the student (4540 vs. 6540).

	Undergrad	Grad
➤ Community Assessment Project – as part of group	<b>100</b>	<b>100</b>
○ A report summarizing the assessment	80	80
○ Evaluation of each individual’s contribution by other team members	20	20
➤ Intervention Grant Writing Project – as part of group	<b>100</b>	<b>100</b>
➤ Four highest scores out of four Class Tests during the semester	<b>300</b>	<b>300</b>
➤ Review of public health nutrition problem and presented to class		<b>50</b>
➤ Final Exam	<b>100</b>	<b>150</b>
	<hr/> <b>600</b>	<hr/> <b>700</b>
Attendance & class participation (extra credit)	10	10

### Grading

Undergraduates	Graduates
<b>A = 557 – 600 points</b>	<b>A = 651 – 700 points</b>
<b>A<sup>-</sup> = 540 – 556 points</b>	<b>A<sup>-</sup> = 630 – 650 points</b>
<b>B<sup>+</sup> = 514 – 539 points</b>	<b>B<sup>+</sup> = 602 – 629 points</b>
<b>B = 492 – 538 points</b>	<b>B = 574 – 601 points</b>
<b>B<sup>-</sup> = 474 – 491 points</b>	<b>B<sup>-</sup> = 632 – 655 points</b>
<b>C<sup>+</sup> = 456 – 473 points</b>	<b>C<sup>+</sup> = 608 – 631 points</b>
<b>C = 426 – 455 points</b>	<b>C = 553 – 607 points</b>
<b>C<sup>-</sup> = 414 – 425 points</b>	<b>C<sup>-</sup> = 483 – 552 points</b>
<b>D = 360 – 413 points</b>	<b>D = 420 – 482 points</b>
<b>F = below 360 points</b>	<b>F = below 420 points</b>

### UGA Honor System

You are advised to read and abide by policies and procedures of the UGA Honor System. As a student, you have two obligations: 1) to refrain from dishonesty and 2) to report suspected dishonesty. You are expected to meet both obligations in this course. If there is any doubt as to whether a particular behavior would be regarded as dishonest, you should request an interpretation before engaging in the behavior. Stealing an exam or using a stolen exam for study constitutes an honor violation.

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

### Cell Phones and Pagers:

Turn off cell phones and pagers before coming to class. If your cell phone or pager rings during class and you feel you need to answer it, then please leave the classroom.

During exams, cell phones should be turned off, put away, and not used for talking, taking pictures, playing games, using the calculator, or text messaging. If your phone is found on during an exam, your phone may be confiscated and you may be charged with academic dishonesty.

### Attendance Policy

Students are expected to attend classes regularly. A student who incurs an excessive number of absences (usually 3 or more) may be withdrawn from the class at the discretion of the instructor.

Students are highly encouraged to attend all class periods. While attendance is not mandatory, there are many benefits from attending class. Benefits include in-depth explanation of required readings by the instructor/TA; opportunity for students to ask questions over assigned topics, readings, projects/assignments, exams, and other areas of student interest; opportunity to discuss information not in the required readings; explanation of the answers on exams; and opportunity for the instructor to get to know students better so that the instructor can

write letters of recommendation for internships, practicum, scholarships, graduate school, jobs and other reasons.

In some cases, absences can be excused. Excuses for anticipated absences must be cleared with the instructor before the absence (send an email to the instructor explaining the situation). **Excused** absences include, but are not limited to absence for court appearances, university business, verifiable illness, and certain family emergencies. Written, dated documentation must be presented for each excused absence from an officer of the court, college official, or physician. Students are hereby reminded that attendance will be taken during each class sitting.

## Tentative Course Outline

Date	Topic	Reading
Week 1 Jan 08 Jan 10	Introduction to Course Overview of Public Health Nutrition	Ch. 1: Boyle; Ch. 3: Frank
Week 2 Jan 15 Jan 17	Community Nutrition Professional Epidemiology I	Ch. 1: Boyle; Ch. 3,4: Frank Ch. 4: Boyle; Ch. 1: Frank
Week 3 Jan 22 Jan 24	Epidemiology II Class Test 1	Ch. 4: Boyle; Ch. 1: Frank
Week 4 Jan 29 Jan 31	Public Health Nutrition Programs (Ms. M. Ernest) Public Policy and Public Health Nutrition (Dr. Hepburn)	Ch. 2: Frank Ch. 7: Boyle; Ch. 5: Frank
Week 5 Feb 5 Feb 7	School Wellness Policy: A Team Approach Class Test 2	Video Viewing
Week 6 Feb 12 Feb 14	Nutrition in the United States Maternal and Child Nutrition Programs	Readings to be assigned Ch. 10: Boyle; Ch. 7: Frank
Week 7 Feb 19 Feb 21 Mid-term Exam	School Nutrition Program (Guest Lecture: Angela Garcia) Class Test 3	Ch. 8: Frank
Week 8 Feb 26 Feb 28	Public Health Nutrition Interventions Public Health Nutrition Interventions	Ch. 14,15: Boyle Ch. 14,15: Boyle
Week 9 Mar 4 (Mid-point Withdrawal) Mar 6	Community Assessment (this week is devoted to go to the community – no class)	
Week 10 Mar 11 Mar 13	SPRINK BREAK	
Week 11 Mar 18 Mar 20	Evaluation of Public Health Nutrition Programs Marketing Public Health Nutrition Programs	Ch. 14: Boyle Ch. 18: Boyle
Week 12 Mar 25 Mar 27	Implications of Statistics in Public Health Class Test 4 (Community Assessment Assignment is Due)	Readings to be assigned
Week 13 April 1 April 3	Review of Public Health Nutrition by Grad Students is due Adolescent Nutrition Issues, Services, and Programs	Ch. 11: Boyle
Week 14 April 8 April 10	Introduction to Grant Writing Principles of Nutrition Education	Ch. 20: Boyle Ch. 17: Boyle
Week 15 April 15 April 17	Hunger and Food Insecurity: Challenges & Opportunity Cultural Competence in Community Nutrition	Ch. 13: Boyle Ch. 16: Boyle
Week 16 April 22 April 24	Presentations of Interventions from Grant Proposal Presentations of Interventions from Grant Proposal	
Finals May 6	Final Exam (May 6, 2008: 12:00 – 3:00 PM)	