

FDNS 4540/6540 Public Health Dietetics
Spring Semester 2006

Prerequisites: FDNS 4050/6050 or FDNS 4510/6510

Required Text: Michael J Gibney et al. **Public Health Nutrition**, Publisher: Blackwell Publishing, 2004.
ISBN: 0-632-05627-4

Instructor Information

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Teaching Assistant

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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.
4. Students will be able to conduct community assessment.

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	100	100
○ 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	100	100
➤ Four highest scores out of five Class Tests during the semester	400	400
➤ Review of public health nutrition problem and presented to class		50
➤ Cumulative Final Exam	100	150
	<hr/> 700	<hr/> 800
Attendance (extra credit)	10	10
Class participation and pop quizzes (extra credit)	10	10

Grading

Undergraduates	Graduates
A = 630 – 700 points	A = 720 – 800 points
B = 560 – 629 points	B = 640 – 719 points
C = 490 – 559 points	C = 560 – 639 points
D = 420 – 489 points	D = 480 - 559
F = below 419 points	F = below 479

Tentative Course Outline

Date	Topic	Reading
Week 1 Jan 12	Introduction to Course Overview of Public Health Nutrition	Chapter 1
Week 2 Jan 19	Public Policy and Public Health Nutrition <ul style="list-style-type: none"> ➤ Funding ➤ Recommendations ➤ Population served ➤ Services offered 	Chapter 1
Week 3 Jan 26	Test 1 Public Health Nutrition Programs <ul style="list-style-type: none"> ➤ EFNEP (Gail Hanula) ➤ WIC ➤ Food Stamps ➤ Soup Kitchen ➤ Head Start 	Chapter 9 & 10
Week 4 Feb 2	Programs for Mother and Infants (Ann Sears) Programs for Children and Adolescents (Sheri McCord) Programs for the Elderly (Dr. Johnson &)	Chapters 16 – 18 Chapters 19 – 22
Week 5 Feb 9	Test 2 Assessment of Nutritional Status	Chapter 3
Week 6 Feb 16	Public Health Nutrition Interventions at the Ecological Level	Chapter 5
Week 7 Feb 23	Public Health Nutrition Interventions at the Individual Level	Chapter 6
Week 8 March 2	Community Assessment (a day to go to the community – no class)	
Week 9 March 9	Test 3 Nutritional Epidemiology	Chapter 2
Week 10 March 16	Spring Break	
Week 11 March 23	Test 4 Implications of Statistics in Public Health Public Health Issues of Interest Part I	Chapters 15 & 19
Week 12 March 30	Public Health Issues of Interest Part II <i>Community Assessment Assignment is due</i>	Chapters 20 & 21
Week 13 April 6	Introduction to Grant Writing	Chapter 1
Week 14 April 13	Evaluating Public Health Nutrition Programs Marketing Public Health Nutrition Programs <i>Review of Public Health Nutrition by Grad Students is due</i>	
Week 15 April 20	Test 5 Presentations of Interventions from Grant	
Week 16 April 27	Presentations of Interventions from Grant	
Week 17 May 4	Final Exam	

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 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, 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.