

**NYU****COLLEGE OF GLOBAL  
PUBLIC HEALTH**

GPH-GU 2213 001  
Public Health Nutrition  
Fall 2015  
Monday, 6:45 – 8:25P; Meyer 261

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Office hours by appointment.

#### **COURSE DESCRIPTION:**

Introduction to the concepts, principles, and scope of practice of public health nutrition. The course emphasizes the distinction between population-based and individual-based approaches to prevention and alleviation of diet-related conditions, and the societal, economic, environmental, and institutional barriers to improving the nutritional status and health of diverse population groups.

**PRE-REQUISITES:** NUTR-UE 119 Nutrition and Health

#### **COURSE OBJECTIVES:**

1. Define the scope of practice of public health nutrition.
2. Distinguish population-based public health approaches to nutrition intervention from methods that focus on changing the behavior of individuals.
3. Identify the principle biological, behavioral, cultural, socioeconomic, and nutritional determinants of diet-related disease risks among diverse population groups.
4. Describe how poverty and its consequences affect food intake, nutritional status, and the effectiveness of nutrition intervention programs.
5. Describe how race, class, and gender affect food security, nutritional status, and the effectiveness of nutrition intervention programs.
6. Identify the principle food safety problems in industrialized and developing countries and public health approaches to ensuring the safety of the food supply.
7. Describe the principal policies and programs that address food insecurity, hunger, and nutritional deficiencies among diverse population groups.
8. Identify the causes of the "nutrition transition" in developing countries where health problems of overnutrition increasingly coexist with problems of undernutrition.
9. Define public health policy, needs, goals, and approaches to nutritional intervention in diverse populations, barriers to implementation of such policies, and methods of evaluation for their effectiveness.

#### **OVERVIEW: PUBLIC HEALTH NUTRITION**

Public health nutrition addresses ways to improve the food choices, dietary intake, and nutritional status of diverse population groups. Food and nutrition are critical determinants of public health. Because everyone eats, food and nutrition constitute especially accessible entry points into public health theory and practice. Public health nutrition differs from dietetics in two critically important ways. It focuses on populations at the level of communities, regions, or nations rather than on individuals in clinical settings,

and it focuses on improving environmental more than on individual (educational) determinants of dietary intake. Like other aspects of public health, the core methods of public health nutrition involve:

1. Assessing nutritional problems and needs
2. Determining the environmental causes of these problems and needs
3. Identifying intervention points
4. Developing policies and programs to intervene at those points
5. Implementing the policies or conducting the programs, and
6. Evaluating the effectiveness of the policies or programs

#### COMPETENCIES COVERED IN THE COURSE:

General Public Health competencies:

Objective #	Competency
5, 7	Recognize environmental factors including biological, physical and chemical factors that affect the health of a community.
3, 6	Understand the patterns of disease and injury in human populations and apply to the control of health problems.
9	Apply managerial and policy approaches regarding the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care.
2, 9	Demonstrate the ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.
1, 5	Demonstrate ethical choices, values and professional practices implicit in public health decisions while considering the effect of choices on community stewardship, equity, social justice and accountability.
3, 4, 5, 6, 7	Demonstrate the ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.

The **Public Health Nutrition** concentration trains individuals to promote health and reduce the risk of chronic diseases and obesity through educational and environmental approaches to improved nutrition and physical activity. The goals of the Public Health Nutrition concentration are to prepare health and nutrition professionals to:

- Identify and assess diet-related health problems—of both undernutrition and overnutrition—among diverse population groups in the United States and internationally;
- Identify the social, cultural, economic, environmental, and institutional factors that contribute to the risk of undernutrition and overnutrition among populations;
- Demonstrate the linkages between agriculture, food, nutrition, and public health;
- Develop educational, institutional, and other population-based intervention strategies to improve food security and reduce obesity;
- Develop policies to reduce barriers to food insecurity and to improve the food and activity choices and nutritional status of diverse population groups;
- Promote policies to ensure the safe production, distribution, and consumption of food

## REQUIRED READINGS

Selected **weekly readings** from journals, books, and government documents will be required (all will be available online or provided in class). Most are printed in the syllabus, but based on current events and class discussion, additional reading may be added throughout the semester. Advance notice and adequate links/access to articles will be provided.

### Texts:

Wansink B. *Mindless Eating*. 2006: Random House Publishing Group, NY.

Nestle M. *What to Eat*. 2006: North Point Press, NY.

Poppendieck J. *Free for All: Fixing School Food in America*. 2010: University of California Press, CA.

## Recommended “Daily Reading”

Daily news from major media, especially focusing on nutrition and health (eg. *The New York Times*, NPR, *The Washington Post*, etc.)

Marion Nestle’s blog: <http://www.foodpolitics.com>

## COURSE REQUIREMENTS AND EXPECTATIONS:

- Students are expected to come to class prepared to discuss weekly topic and readings. Electronic devices should be used to support classwork or stowed.
- Assignments are due **by 6:45PM** on assigned day. Exceptions or extensions granted in extenuating circumstances only.
- Regular participation in NYU Classes course site: keep up-to-date with latest posts, etc.
- Attention to NYU email/Classes to receive emails/announcements related to class.
- Access to the internet from a computer that allows you to access on-line journals at Bobst and at various websites so you can “search” public health nutrition articles and print out PDF files of those articles. See <http://www.nyu.edu/its/howto/connect/proxy/> for NYU-NET Proxy Configuration information for your off-campus computer.

### NYU CLASSES:

NYU Classes will be used extensively throughout the semester for assignments, announcements, and communication. NYU Classes is accessible through at <https://home.nyu.edu/academics>

**TECHNOLOGY POLICY:** Laptops may be used for following course notes only. Any other use of laptop or other portable electronic device is for explicit use in class or emergency purposes only.

### GRADING SCALE:

A:	93-100	C+:	77-79
A-:	90-92	C:	73-76
B+:	87-89	C-:	70-72
B:	83-86	D+:	67-69
B-:	80-82	D:	60-66



## CLASS SCHEDULE

(reading list attached separately)

Week 1	09/14/15	Course overview, history/scope of public health nutrition <b>PHN intervention project instructions</b>
Week 2	09/21/15	Environmental influence on food choice: identifying problems
Week 3	09/28/15	Environmental influence on food choice: addressing problems
Week 4	10/05/15	Nutrition-related chronic disease: assessment and surveillance
<b>Week 5</b>	<b>10/13/15 (Tue)</b>	Nutrition education, working in underserved communities <b>Phase 1 from PHN intervention project due</b> <b>1st set of essays due (FRIDAY, OCTOBER 16)</b>
Week 6	10/19/15	Developing and evaluating community-based nutrition programs
Week 7	10/26/15	Food insecurity, nutrition guidance, and Federal food programs
Week 8	11/02/15	School nutrition <b>Phase 2 from PHN intervention project due</b>
Week 9	11/09/15	Food safety <b>2nd set of essays due</b>
Week 10	11/16/15	<i>What to Eat</i> – book review, day 1
Week 11	11/23/15	<i>What to Eat</i> – book review, day 2
Week 12	11/30/15	Food system issues and impact on health
Week 13	12/07/15	PHN intervention project presentations
Week 14	12/14/15	PHN intervention project presentations

### GRADING RUBRIC:

Item:	Points*:
<i>What to Eat</i> section summary & presentation	10
Phase 1, 2 of PHN Intervention Project	20
PHN Intervention project presentation	5
PHN Intervention project final paper	25
Essay Questions	30
Current event write-up and presentation	10

\* NOTE: The percentages are estimations and may change depending on the actual assignments and how the semester progresses.

### STATEMENT OF ACADEMIC INTEGRITY:

The NYU College of Global Public Health values both open inquiry and academic integrity. Students in the program are expected to follow standards of excellence set forth by New York University. Such standards include respect, honesty and responsibility. The CGPH does not tolerate violations to academic integrity including:

- Plagiarism
- Cheating on an exam
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Collaborating with other students for work expected to be completed individually
- Giving your work to another student to submit as his/her own
- Purchasing or using papers or work online or from a commercial firm and presenting it as your own work

Students are expected to familiarize themselves with the CGPH and University's policy on academic integrity as they will be expected to adhere to such policies at all times – as a student and an alumni of New York University.

#### Plagiarism

Plagiarism, whether intended or not, is not tolerated in the CGPH. Plagiarism involves presenting ideas and/or words without acknowledging the source and includes any of the following acts:

- Using a phrase, sentence, or passage from another writer's work without using quotation marks
- Paraphrasing a passage from another writer's work without attribution
- Presenting facts, ideas, or written text gathered or downloaded from the Internet as your own
- Submitting another student's work with your name on it
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Purchasing a paper or "research" from a term paper mill.

Students in the CGPH and CGPH courses are responsible for understanding what constitutes plagiarism. Students are encouraged to discuss specific questions with faculty instructors and to utilize the many resources available at New York University.

#### Disciplinary Sanctions

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms that violation(s), he/she, in consultation with the Program Director may take any of the following actions:
  - Allow the student to redo the assignment
  - Lower the grade for the work in question
  - Assign a grade of F for the work in question
  - Assign a grade of F for the course
  - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Academic Affairs, as a final step. The student has the right to appeal the action taken in accordance with the CGPH Student Complaint Procedure.

### STUDENTS WITH DISABILITIES:

Students with disabilities should contact the Moses Center for Students with Disabilities regarding the resources available to them, and to determine what classroom accommodations should be made available. More information about the Moses Center can be found here: <https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html>. Students requesting accommodation must obtain a letter from the Moses Center to provide to me as early in the semester as possible.