

**Community Nutrition**  
**11:709:441**

Spring 2023  
3 credits

**CONTACT INFORMATION:**

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Office Hours: Zoom, By appointment

**COURSE DESCRIPTION:**

This course explore: the science, philosophies, and politics of community nutrition; existing programs designed to improve the nutritional status of populations; and how they are developed and implemented in culturally appropriate and inclusive ways.

**COURSE WEBSITE, RESOURCES AND MATERIALS:**

- Required Textbook: S. Edelstein; Nutrition in Public Health Available online at RU Libraries.
- Course Canvas website houses course-related resources and materials

**Course Learning Objectives**

After taking this course, students will be able to:

1. Describe how nutrition science is applied to community and public health nutrition.
2. Describe US nutrition policy, monitoring, assistance, and community nutrition programs for people of all ages.
3. Assess the impact of a public policy position on nutrition and dietetics practice.
4. Defend a position on issues impacting the nutrition and dietetics profession.
5. Discuss social determinants of health and nutrition status, including inequities and disparities, environmental sustainability, and food security.
6. Identify and appreciate barriers to health promotion/disease prevention faced by diverse clientele.
7. Identify and consider solutions to address diversity, equity, and inclusion issues within the nutrition professional community.
8. Apply research skills to design and conduct an evidence-based community needs assessment.
9. Conduct a community needs assessment.
10. Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity, and inclusion.

**2022 Core Knowledge for the RDN (KRDN) – Standards for the Didactic Programs in Dietetics:**

Rutgers University Department of Nutritional Sciences undergraduate Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics

(ACEND) of the Academy of Nutrition and Dietetics (AND). The following ACEND Core Knowledge aptitudes are included within the curriculum of this course:

- KRDN 1.1: Demonstrate how to locate, interpret, evaluate, and use professional literature to make ethical, evidence-based practice decisions (i.e., community needs assessment; legislative advocacy letter; policy debate).
- KRDN 1.2: Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols (i.e., community needs assessment; legislative advocacy letter; policy debate).
- KRDN 1.3: Apply critical thinking skills (i.e., community needs assessment; legislative advocacy letter; policy debate).
- KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation (i.e., community needs assessment; legislative advocacy letter; policy debate).
- KRDN 2.3\*: Assess the impact of a public policy position on nutrition and dietetics practice (i.e., legislative advocacy letter; policy debate).**
- KRDN 2.4: Discuss the impact of health care policy and different health care delivery systems on food and nutrition services (KRDN 2.4)
- KRDN 2.6\*: Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity, and inclusion (i.e., cultural competency & humility assignment).**
- KRDN 2.7\*: Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination (i.e., community needs assessment).**
- KRDN 2.9\*: Defend a position on issues impacting the nutrition and dietetics profession (i.e., (i.e., legislative advocacy letter; policy debate).**
- KRDN 5.4: Practice resolving differences or dealing with conflict (i.e., policy debate),
- KRDN 5.5: Promote team involvement and recognize the skills of each member (i.e., policy debate).

**Bolded\*** indicates a Student Learning Outcome. If you receive less than 70% on an assessment of a KRDN Student Learning Outcome, you will be required to redo the assignment until you pass (no grade change). If not, you may not receive a Verification Statement required to enter a supervised practice program.

## COURSE SCHEDULE

### PART I (Policy & People Emphasis)

Week	Topics	Student Readings & Resources
WK 1	<b>CLASS 1 (Thu, 1/19)</b> LECTURE: Syllabus Overview + Introduction to Community & Public Health Nutrition	Chapter 1: Applying Nutrition Science to the Public's Health in <i>Nutrition in Public Health</i> (Edelstein)
WK 2	<b>CLASS 2 (Mon, 1/23)</b> LECTURE: Introduction to Nutritional Epidemiology	Chapter 2: Nutritional Epidemiology: An Introduction in <i>Nutrition in Public Health</i> (Edelstein)
	<b>CLASS 3 (Thu, 1/26)</b> LECTURE: Evidence-Based Nutrition Policy 1	Chapter 3: Creating Public Policy and Advocating for Nutrition Policies in <i>Nutrition in Public Health</i> (Edelstein)  Mozaffarian D, Angell SY, Lang T, Rivera JA. Role of government policy in nutrition—barriers to and opportunities for healthier eating. <i>BMJ</i> . 2018;361:k2426
WK 3	<b>CLASS 4 (Mon, 1/30)</b> LECTURE: Evidence-Based Nutrition Policy 2 (Dietary Guidelines for Healthy Americans, 2020-2025; USDA-NESR & My Plate)	Dietary Guidelines for Americans (2020-2025) (skim only)  Spill et al., <i>Perspective: USDA Nutrition Evidence Systematic Review Methodology: Grading the Strength of Evidence in Nutrition- and Public Health–Related Systematic Reviews</i> . <i>Adv Nutr</i> . 2022 Jul; 13(4): 982–991.
	<b>CLASS 5 (Thu 2/2)</b> LECTURE: Nutrition Monitoring	NHANES: <a href="https://www.cdc.gov/nchs/nhanes/index.htm">https://www.cdc.gov/nchs/nhanes/index.htm</a>  BRFSS: <a href="https://www.cdc.gov/brfss/index.html">https://www.cdc.gov/brfss/index.html</a>  Healthy People 2030: <a href="https://health.gov/healthypeople">https://health.gov/healthypeople</a>
WK 4	<b>CLASS 6 (Mon, 2/6)</b> LECTURE: Introduction to Public Health Advocacy 1	Heitshusen, V. <i>Introduction to the Legislative Process in the US Congress</i> . Congressional Research Service. 7-5700 R42843 2014.

<b>WK 4 (cont.)</b>	<b>CLASS 7 (Thu, 2/9)</b> LECTURE: Introduction to Public Health Advocacy 2  <b>Overview of Assignment 1: Legislative Advocacy Letter</b> <i>(due electronically 2/27 by 11:59 PM)</i>	Chapter 7: Advocacy in in Health Promotion Programs: From Theory to Practice (Fertman)
<b>WK 5</b>	<b>CLASS 8 (Mon, 2/13)</b> LECTURE: Social Determinants of Health  	Chapter 2: Advancing Equity and Eliminating Health Disparities in Health Promotion Programs: From Theory to Practice (Fertman)  Health Disparities and Social Determinants of Health by Shick in <i>Health Disparities: Weaving a New Understanding</i>
	<b>CLASS 9 (Thu, 2/16)</b> LECTURE: Cultural Competence & Humility  <b>Overview of Assignment 2: Cultural Competency &amp; Humility</b> <i>(due electronically 3/9 by 11:59 PM)</i>	Challenging Perceptions of Food Culture and Personal Identity by Burt in <i>Food Studies: Matter, Meaning &amp; Movement</i>  Chapter 4: Cultural Competence <i>Public Health and Community Nutrition</i> (Eilender)
<b>WK 6</b>	<b>CLASS 10 (Mon, 2/20)</b> LECTURE: Nutrition & Environmental Sustainability  <b>Overview of Assignment 3: Nutrition Public Policy Debate</b>	Smetana, S. M., Bornkessel, S., & Heinz, V. (2019). A path from sustainable nutrition to nutritional sustainability of complex food systems. <i>Frontiers in nutrition</i> , 6, 39.  <i>Sustainability</i> , HSPH Harvard (Link found in Week 6 Module, CANVAS)  <i>Plate &amp; The Planet</i> ,HSPH Harvard (Link found in Week 6 Module, CANVAS)
	<b>CLASS 11 (Thu, 2/23)</b> MINI LECTURE: Debate 101	The American Journal of Clinical Nutrition: Great Debates in Nutrition <a href="https://academic.oup.com/ajcn/pages/published_debates">https://academic.oup.com/ajcn/pages/published_debates</a>  Reducing Saturated Fat Consumption as Much As Possible Position Papers (Week 6 Module, CANVAS)

WK 7	<b>CLASS 12 (Mon, 2/27)</b> Nutrition Policy Debate Assignment Team Meeting (Zoom)	Live Debate Recordings, ASN On Demand (Week 7 Module, CANVAS)
	<b>CLASS 13 (Thu, 3/2)</b> Nutrition Policy Debate Presentations (Part 1)  <b><i>Cultural Sensitivity Assignment due by 11:59 PM</i></b>	
	<b>CLASS 14 (Mon, 3/6)</b> Nutrition Policy Debate Presentations (Part 2)  <b><i>Legislative Letter Assignment due by 11:59 PM</i></b>	
WK 8	<b>CLASS 15 (Thu, 3/9)</b> MID-TERM EXAMINATION	
<b>SPRING BREAK (Week of 3/13 thru 3/17)—NO CLASSES</b>		

#### Part II (Community Programs Emphasis)

Week	Topic	Student Readings & Resources
WK 9	<b>CANCELLED-Due to Instructor Emergency</b>	
	<b>CLASS 16 (Thu, 3/23)</b> LECTURE: Food Insecurity: Global, US, and College Students	Chapter 2: Food Insecurity in the United States <i>Public Health and Community Nutrition</i> (Eilender) A Decade of College Student Hunger_ What We Know and Where We Need to Go article by Hagedorn-Hatfield, 2022; <i>Frontiers in Public Health</i>
WK 10	<b>CLASS 17 (Mon, 3/27)</b> LECTURE: Assessing the Needs of Program Participants	Chapter 4: Assessing the Needs of Program Participants in <i>Health Promotion Programs: From Theory to Practice</i> (Fertman)
	<b>Overview of Assignment 4 Community Nutrition Needs Assessment</b>	Chapter 5: Community Needs Assessment in <i>Nutrition in Public Health</i> (Edelstein)
	<b>CLASS 19 (Thu, 3/30)</b> LECTURE: Applying the Nutrition Care Process to Community Nutrition Programs <ul style="list-style-type: none"> <li>U.S. Federal Agencies in Public Health Nutrition</li> </ul>	Chapter 4: Role of Federal Agencies in Public Health Nutrition; <i>Nutrition in Public Health</i> (Edelstein)  USDA Food & Nutrition Services (FNS) Nutrition Programs: <a href="https://www.fns.usda.gov/programs">https://www.fns.usda.gov/programs</a>

<b>WK 11</b>	<b>CLASS 20 (Mon, 4/3)</b> LECTURE: Federal Nutrition Assistance Programs	Chapter 5: Federal Food Assistance Programs in <i>Public Health and Community Nutrition</i> (Eilender)
	<b>CLASS 21 (Thu, 4/6)</b> LECTURE: Federal Nutrition Assistance Programs 2—SNAP/SNAP-Ed; WIC; School Feeding Programs	<i>A Quick Guide to SNAP Eligibility and Benefits:</i> (Link in Week 11 Module, CANVAS)  <i>Barriers That Constrain the Adequacy of SNAP Allotments (USDA)</i> (Link in Week 11 Module, CANVAS)
<b>WK 12</b>	<b>CLASS 22 (Mon, 4/10)</b> LECTURE: Global Programs: United Nations (WHO, FAO, UNICEF), Micronutrient Initiative, Fortification/Enrichment (e.g., plumpy nut)	WHO Nutrition <a href="https://www.who.int/health-topics/nutrition#tab=tab_1">https://www.who.int/health-topics/nutrition#tab=tab_1</a> UNICEF <a href="https://www.unicef.org/nutrition">https://www.unicef.org/nutrition</a>
	<b>CLASS 23 (Thu, 4/13)</b> LECTURE: Community Nutrition Program Planning and Assessment 1	Chapter 6: Planning and Evaluating Nutrition Services for the Community in <i>Nutrition in Public Health</i> (Edelstein)
<b>WK 13</b>	<b>CLASS 24 (Mon, 4/17)</b> LECTURE: Community Nutrition Program Planning and Assessment 2	Chapter 7: Servings Those at Highest Nutritional Risk in <i>Nutrition in Public Health</i> (Edelstein)
	<b>CLASS 25 (Thu, 4/20)</b> LECTURE: Marketing & Managing Community Nutrition Programs	
<b>WK 14</b>	<b>CLASS 26 (Mon, 4/24)</b> Needs Assessment Presentations	
	<b>CLASS 27 (Thu, 4/27)</b> Needs Assessment Presentations	
<b>WK 15</b>	<b>CLASS 28 (Thu, 5/1)</b> Needs Assessment Presentations	
<b>FINAL EXAM</b>		( <i>Second Mid-Term Exam</i> ) Thu, May 9 (8-11 PM)

\*The instructor reserves the right to alter the syllabus to take advantage of opportunities, facilitate student learning, and/or protect student health.

### **STANDARDS OF PERFORMANCE AND EVALUATION**

Student performance in this course will be based upon cumulative point totals from each of the following:

Assessment tools	Point Value	My Grades (track status)
1. First Mid-Term Exam	(100)	_____
2. Second Mid-Term	(100)	_____
3. Legislator Advocacy Letter	(50)	_____
4. Policy Debate	(50)	_____
5. Cultural Sensitivity Assignment	(50)	_____
6. Community Needs Assessment	(150)	_____
7. Attendance & Class Participation	(150)	_____

Pop quizzes at the discretion of the instructor.

### **Grading Scale:**

<b>GRADE</b>	<b>90-100</b>	<b>87-89</b>	<b>80-8</b>	<b>77-79</b>	<b>70-76</b>	<b>60-69</b>	<b>&lt;60</b>
<b>SCALE %</b>	<b>A</b>	<b>B+</b>	<b>6 B</b>	<b>C+</b>	<b>C</b>	<b>D</b>	<b>F</b>

## **ASSIGNMENTS/RESPONSIBILITIES & ASSESSMENT**

**Attendance:** Students are expected to attend all classes, do all assigned readings prior to the class for which they are assigned, give the speaker(s) your undivided attention, and actively participate in class discussions. Please arrive to class on time and ready to work. It is your responsibility to keep up to date with the course content.

**When the class is on ZOOM cameras must be on.**

**\*\*\*Please check your email and the Canvas site regularly to ensure that no changes have been made regarding class meetings switching to Zoom in case of inclement weather or public health emergency.\*\*\***

**Late Work:** Assignments will be assessed a penalty for being late. There will be a 10% penalty per day (including weekends) for work turned in late. Assignments more than 5 days late will not be accepted. Each assignment will specify deadlines and the method and form for turning in assignments.

**Exams:** There are 2 exams: first mid-term and second mid-term. There will be no make-up exams. If you cannot take an exam, you must contact the instructor a minimum of 1 week in advance. If you miss an exam for unforeseen circumstances (each situation will be evaluated on a case-by-case basis) you must contact the instructor within 8 hours.

## **ASSIGNMENTS**

If you do not understand any assignments—you must consult the instructor **at least 2 weeks (14 days) before the due date.**

### **Cultural Sensitivity**

This assignment will enable students to describe factors contributing to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination (i.e., community needs assessment). This assignment also will provide an opportunity for students to develop skills needed to demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion.

*Assignment & Assessment will be discussed in detail in class on **Thursday, Feb 13.***

**ASSIGNMENT DUE DATE: Thursday, Mar 9 at 11:59 PM**

### **Legislator Advocacy Letter**

Write a letter to your state senator or representative that assesses the impact of a public policy position and support your position on your selected nutrition policy issue. The letter should comprehensively review the current situation (providing literature citations as needed to



support facts presented) and logically link to the changes you are advocating for addressing the situation in a culturally sensitive manner.

*Assignment & Assessment will be discussed in detail in class on **Monday, Feb 9.***

**ASSIGNMENT DUE DATE: Monday, Mar 2 at 11:59 PM**

### **Policy Debate**

Working on teams, students will assess the evidence supporting a nutrition related issue and public policy decisions and defend a position on the issue that their arguments support (or do not support) a political action.

*Assignment & Assessment will be discussed in detail in class on **Thursday, Feb 20.***

**PRESENTATION DATES: Thursday, Mar 2 OR Monday, Mar 6**

*(depending on debate group assigned)*

### **Community Needs Assessment Assignment**

Nutrition intervention programs have the greatest likelihood of success when they have been planned within the reality of an open community. The purpose of this assignment is to provide an experience in assessing a community's assets and weaknesses in providing access to healthy nutrition options and nutrition information. A plan for the provision of nutrition services or nutrition interventions is based on an assessed need in the target population.

*Assignment & Assessment will be discussed in detail in class on **Thursday, Mar 16.***

**ASSIGNMENT DUE DATES: Mon, Apr 24; Thurs, Apr 27 OR Mon, May 1**

*(depending on debate group assigned)*

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

### **ACADEMIC INTEGRITY**

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>. The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.

- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

All written assignments will be evaluated by Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com page service is subject to the Usage Policy and Privacy Pledge posted on the Turnitin.com site.

### **Student Wellness Services**

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

### **Violence Prevention & Victim Assistance (VPVA)**

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

### **Disability Services**

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.