

**UNIVERSITY OF VERMONT
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
DEPARTMENT OF NUTRITION AND FOOD SCIENCES**

**NFS 3262, COMMUNITY NUTRITION (3 credits)
SPRING 2024**

<p>Instructor Dr. Trishnee Bhurosy (she/her) Assistant Professor Department of Nutrition and Food Sciences</p> <p>Teaching Assistant Janet Gamble (she/her) Doctoral Student in Food Systems Email: janet.gamble@uvm.edu</p>	<p>Days and time the course meets: In-person on Tuesdays and Thursdays, 11.40 AM to 12.55 PM</p>
<p>Office Hours: Through appointment only. To book an appointment, please email me at trishnee.bhurosy@uvm.edu.</p>	<p>The building where the course meets: Dewey Hall</p>
<p>Instructor Office/Meeting Space: 252 MLS Carrigan Wing</p> <p>Instructor Email: trishnee.bhurosy@uvm.edu</p> <p>I usually respond to email queries within 24 hours, except during weekends and holidays. Emails sent on Fridays after 5 PM EST will be responded to on the following Monday.</p>	<p>The room where the course meets: Room 314</p>

Email Etiquette

The best way to reach the professor and the teaching assistant outside of class is by email. When you send us an email (or any other professional contact), make sure to avoid the kind of language you would use in a casual text conversation. Please address me as Dr. Bhurosy or Professor Bhurosy when you email me. Please address the teaching assistant as Janet. Before you send an email to us, read your email aloud and ask yourself whether it sounds professional and respectful, and proofread it for spelling, punctuation, capitalization, etc. Doing this shows us that you are taking this class seriously. **Please note that we may not respond to rude or disrespectful emails, and hostile emails will be reported if need be.**

Pre-requisites

Nutrition in the Life Cycle Course. DNFS & NFS Majors only, Minimum Senior Student standing. All others will require the instructor's permission.

COURSE DESCRIPTION

Students preparing for careers in nutrition and dietetics are expected to gain competency for professional practice in a wide range of disciplines and be able to effectively translate sciences including epidemiology, food, nutrition, and human behavior, in a manner that strives to improve the health, nutrition, and well-being of individuals and groups within communities.

COURSE RATIONALE

This course will increase and refine the student's pre-professional experience as a Community Dietitian addressing basic competencies including, the integration of scientific information and research into practice; beliefs, values, attitudes, and behaviors for the professional dietitian level of practice; development and delivery of information, products, and services to individuals, groups, and populations; and strategic application of principles of management and systems in the provision to individuals and organizations.

COURSE OBJECTIVES

1. Develop and explore ethical decision-making in preventive nutrition.
2. Describe nutrition policy initiatives.
3. Discuss the role of government in public health nutrition.
4. Calculate basic epidemiological analyses.
5. Differentiate between the various nutrition-assistance programs.
6. Gain an overview of common health behavior theories and public health frameworks for interventions.
7. Explain the media's influences on nutrition.
8. Summarize program design, implementation, and evaluation.
9. Increase professional and technical writing skills in community nutrition.

ACEND-Required Core Knowledge (KRDN):

1. **KRDN 1.3:** Apply critical thinking skills.

Assignment: Community Needs Assessment

2. **KRDN 2.3:** Assess the impact of a public policy position on nutrition and dietetics practice.

Assignment: Legislative Letters

3. **KRDN 2.4:** Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.

Assignment: Community Needs Assessment

4. **KRDN 2.7:** Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities, and discrimination.

Assignment: Case Study on Segregation, Structural Racism, and Health Inequities

5. **KRDN 4.7:** Evaluate data to be used in decision-making for continuous quality improvement.

Assignment: Community Needs Assessment Part 2

COURSE MATERIALS

All reading materials will be uploaded to Brightspace.

If students want to use a textbook (**optional**), they can refer to the following textbook: Edelstein S. Community and Public Health Nutrition. 5th Edition. Jones & Bartlett Learning; 2022.

IMPORTANT RESOURCES

• Students' Accessibility Services

Student Accessibility Services (SAS) works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss with their faculty the accommodation they plan to use in each course. If you need accommodations, please inform me as soon as possible and get in touch with SAS at:

A170 Living/Learning Center;

802-656-7753

access@uvm.edu

www.uvm.edu/access

• Rally Cat's Cupboard (Food Pantry)

Rally Cat's Cupboard is a student-run food pantry at UVM that seeks to address food insecurity among the campus community. It is located on the first floor of the Davis Center. It is run by students and available to all members of the UVM community. Email:

rallycatscupboard@uvm.edu. Website: <https://www.uvm.edu/foodsystems/rallycatscupboard>.

• Mental Health Resources for Students

In-person, virtual, individual, and group sessions are available for students through the Counseling and Psychiatry Services (CAPS) at UVM. Please call 802-656-3340 for an initial appointment. More details can be found at <https://www.uvm.edu/health/CAPS>.

• UVM Writing Centers

The UVM Writing Centers are here to support both undergraduate and graduate students looking for feedback and support on their writing projects. To book an appointment, please visit this link - <https://www.uvm.edu/uwi/writingcenter>

• Research and Citation Help

For help selecting research topics, finding information, citing sources, and more, ask a librarian. The UVM Libraries are eager to help. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation with a librarian.

Howe Library: <https://library.uvm.edu/askhowe>

Dana Medical Library: <https://dana.uvm.edu/help/ask>

Silver Special Collections Library: <https://specialcollections.uvm.edu/help/ask>

Religious Holidays

Religions may be practiced in many different ways and can impact participation in classes

variably. Students have the right to practice the religion of their choice. **Each semester students should submit in writing to their instructors as early as possible and at least one week prior to their documented religious holiday the date(s) of the conflict or absence.** Faculty must permit students who miss work or exams for the purpose of religious observance to make up this work. The complete policy is [here](#).

Statement on Alcohol and Cannabis in the Academic Environment

As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using but up to 48 hours or more afterward. In addition, alcohol and cannabis can:

- Cause issues with attention, memory, and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation

I expect that you will do everything you can to optimize your learning and to fully participate in this course.

ATTENDANCE REQUIREMENTS

Attendance is required for this course. For a class that meets twice a week, you are allowed up to two excused absences. For each anticipated absence, please email the professor and the teaching assistant at least 24 hours before the class starts. **Each additional absence without a valid reason and proof of documentation will result in a 5% drop in your overall grade.** If you miss any class, it is your responsibility to find out what was covered and to make up for any missed work.

LATE ASSIGNMENTS

Students are expected to submit all work on the due dates. If for any reason the student cannot complete their assignment on time, it is his/her/their responsibility to inform the instructor in advance of the due dates. **For each late day of submission, 10% will be removed from the overall points associated with an assignment unless you inform me at least 2 weekdays in advance of the deadline with proof of documentation.**

CLASSROOM ENVIRONMENT EXPECTATIONS

“In this class, we will work together to develop a learning community that is inclusive and respectful. As a learning community, we will seek to encourage and appreciate expressions of different ideas, opinions, and beliefs in the spirit of Our Common Ground. Meaningful and constructive dialogue is encouraged in this class. This requires mutual respect, willingness to listen, and open-mindedness to opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. **Conduct that substantially or repeatedly disrupts the ability of faculty and instructors to teach and the ability of students to engage may result in my asking a student to temporarily leave the classroom.** [See Undergraduate Catalogue - Classroom Code of Conduct \(p. 443-444\).](#)”

USE OF ARTIFICIAL INTELLIGENCE APPS

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions from tools such as ChatGPT (or similar ones) are not permitted and will be treated as plagiarism. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

ASSESSMENT OF STUDENT WORK

Assignments	Points	Percent
<i>Community Needs Assessment</i>	200	30
<i>Quiz on Case Study</i>	100	10
<i>Legislative Letter</i>	100	20
<i>Class Participation (Attendance and Engagement)</i>	100	20
<i>Online Group Discussions</i>	100	20
Total	600	100

Note: Students who want to earn extra credit can complete a service-learning component with the UVM Hunger Collaborative Group. If you are interested, please email me.

GRADING SCALE

> 98.0 %	A+
93.0-97.9 %	A
90.0-92.9%	A-
88.0-89.0%	B+
83.0-87.9%	B
80.0-82.9%	B-
78.0-79.9%	C+
73.0-77.9%	C
70.0-72.9%	C-
68.0-69.9%	D+
63.0-67.9%	D
60.0-62.9%	D-
< 60.0%	F

Assignment Instructions Summary

1. **Class Participation (100 points).** Full points will be given to each student for participating in weekly discussions of in-class topics, providing thoughtful and constructive feedback to their peers, and engaging with class materials.
2. **Online Group Discussions (100 points).** Group discussions are meant for students to critically assess a specific topic or question and share their thoughts with their peers in a respectful manner. For each online group discussion, you will be asked to respond to one or more discussion questions and answer to at least two of your peers' responses. Please note that each answer to the group discussion should be comprehensive and thoughtful. Part of the online group discussions for this class will be used for each student to identify a nutritional issue in a specific community and share evidence-based solutions for addressing this nutritional issue.
3. **Legislative Letter (100 points), 2 pages, single-spaced, Times New Roman 12.** As a current and future nutrition professional, you will be called upon to bring up important nutrition issues to local, state, federal, and other policymakers. This two-page assignment will enable you to identify a current gap in an existing nutrition and food policy at the local, state, or federal level, describe at least one reason for the need to address the current gap and explain the significance of revising the existing policy and potential outcomes. Examples of legislative letters will be provided.
4. **Community Needs Assessment Part 1 (100 points), 2 pages (excluding references), single-spaced, Times New Roman 12.** The first step in intervention mapping and program planning is to conduct a needs assessment. A needs assessment enables you (the program planner and evaluator) to identify key questions that you want to address through the program, methods to conduct a needs assessment, location or context of the intervention, determinants of behaviors and environmental factors, and state program goals. You will provide information on the following: 1) name of the program that you plan to develop; 2) description of the health issue; 3) description of the priority group/target population; 4) description of the behavior of at-risk individuals; 5) description of intrapersonal/belief determinants of behavior among at-risk individuals; 6) description of environmental factors influencing the identified behavior among at-risk individuals; 7) context of the intervention or program to take place; 8) description of gaps in serving the needs of the specific priority group; 9) description of potential stakeholders you would want to talk to better understand the needs of the priority group; and 10) program goals.
5. **Community Needs Assessment Part 2 (100 points), 2 pages (excluding references), single-spaced, Times New Roman 12.** This assignment is a continuation of what you have started in part 1 of the community needs assessment. This assignment will be divided into two parts: 1) Connecting with a community stakeholder and 2) Writing the methods for evaluating the needs of the priority group your program focuses on.

Connecting with a community stakeholder: Students will network with potential community stakeholders and community-based organizations at the start of the semester. These

stakeholders and community-based organizations can be based in Vermont or elsewhere. These stakeholders or community-based organizations will be leading projects that are within the same broader area as the program that students are proposing in this course. Based on their meeting with a specific stakeholder, students will submit a one-page reflection (detailed instructions to write the one-page reflection will be provided).

Methods to evaluate the needs of the priority group: Students will provide details and the rationale for how they plan to better understand the needs of the priority group in their program. This may include the proposed research design of their program, sample size, characteristics, inclusion criteria, exclusion criteria, recruitment strategy, measures or questions that will be asked to participants, and statistical analyses.

6. **Quiz on Structural Racism and Health Inequities (100 points).** This quiz will be based on discussions in class, slides covered during lectures, and readings assigned to you. There are 10 questions with each one worth 10 points. You will have one attempt that lasts for 60 minutes.

COURSE OUTLINE

This syllabus could change later in the syllabus; updated syllabi and changes will be posted on Brightspace.

Date	Topic	Assigned Readings and Work	Due
Week 1 <i>January 16, 2024</i>	Introductions	<ul style="list-style-type: none">• Reading syllabus• Introduce yourself	
<i>January 18, 2024</i>	Introduction to Community Nutrition	Articles posted under Week 2 on Brightspace	In-class activity
Week 2 <i>January 23, 2024</i>	Needs Assessment	Articles posted under Week 2 on Brightspace	In-class activity
<i>January 25, 2024</i>	Needs Assessment	Read instructions of Needs Assessment Paper under Week 2 on Brightspace	Online Group Discussion 1 Due January 29, 11.59 PM
Week 3 <i>January 30, 2024</i>	SNAP	Articles on SNAP posted under Week 3 on Brightspace	In-class activity
<i>February 01, 2024</i>	WIC and programs for senior adults	Articles on WIC and programs for senior adults posted under Week 3 on Brightspace	Online Group Discussion 2 Due February 05, 11.59 PM
Week 4 <i>February 06, 2024</i>	Identifying Community Stakeholders	Articles posted under Week 4 on Brightspace	In-class activity
<i>February 08, 2024</i>	Contacting Community Stakeholders	Articles posted under Week 4 on Brightspace	In-class activity
Week 5 <i>*Week is shorter due to Presidents' Day Holiday February 13, 2024</i>	Beliefs and intrapersonal factors of health behaviors	Readings posted under Week 5 on Brightspace	Work on Community Needs Assessment Paper Part 1 in class
<i>February 15, 2024</i>	Writing Main Point Sentences and the Socioecological Model	Readings posted under Week 5 on Brightspace	Work on Community Needs Assessment Paper Part 1 in class Online Group Discussion 3 due February 18, 2023 (please note that this assignment is due on Sunday instead of Monday because of the holiday)
Week 6 <i>February 20, 2024</i>	SMART Program Outcomes	Writing program outcomes in a specific, measurable, attainable, relevant, and timely manner	Draft program outcomes in class
<i>February 22, 2024</i>	Needs Assessment Continued	Discussing questions related to Needs Assessment Part 1	Open discussion about questions related to your assignment

Week 7 <i>February 27, 2024</i>	Socioecological Model and Social Determinants of Health	Readings posted under Week 7 on Brightspace	Community Needs Assessment Part 1 due March 04, 11.59 PM
<i>February 29, 2024</i>	Nutrition Policies	Readings posted under Week 7 on Brightspace	
Week 8 <i>March 05-11, 2024</i>	<i>NO CLASS ON MARCH 05 DUE TO TOWN MEETING DAY RECESS</i>		
<i>March 07, 2024</i>	Legislative Letters	Writing main point sentences for a legislative letter	In-class activity Online Group Discussion 4 due March 10, 11.59 PM. Please note that the assignment is due on Sunday because of Spring Break starting on Monday.
Week 9 <i>March 12-18, 2024</i>	<u>NO CLASS SPRING BREAK</u>	<u>NO CLASS SPRING BREAK</u>	No assignments are due as Dr. Bhurosy will be presenting at the Society of Behavioral Medicine.
Week 10 <i>March 19, 2024</i>	Legislative Letters	Expanding on main point sentences for a legislative letter Examples of legislative letters posted on Brightspace under Week 10	In-class activity
<i>March 21, 2024</i>		Open discussions related to legislative letter assignment	Online Group Discussion 5 due March 25, 11.59 PM
Week 11 <i>March 26, 2024</i>	Food insecurity	Readings posted under Week 11 on Brightspace	In-class activity
<i>March 28, 2024</i>	Topic to be announced	Janet Gamble will present her research	Online Group Discussion 6 due April 01, 11.59 PM Legislative letter assignment due April 01, 11.59 PM
Week 12 <i>April 02, 2024</i>	Structural Racism and Health Inequities	Readings posted under Week 12 on Brightspace	In-class activity
<i>April 04, 2024</i>	Cultural Competence and Nutrition	Readings posted under Week 12 on Brightspace	Online Group Discussion 7 due April 08, 11.59 PM Quiz on segregation and nutrition inequities due April 08, 11.59 PM
Week 13 <i>April 09, 2024</i>	Introduction to Research Methods	Readings posted under Week 13 on Brightspace	In-class activity

<i>April 11, 2024</i>	Research Methods Continued	Readings posted under Week 13 on Brightspace	Online Group Discussion 8 due April 15, 11.59 PM
Week 14 <i>April 16, 2024</i>	Introduction to Program Evaluation	Readings posted under Week 14 on Brightspace	In-class activity
<i>April 18, 2024</i>	Program Evaluation Continued	Readings posted under Week 14 on Brightspace	Online Group Discussion 9 due April 22, 11.59 PM
Week 15 <i>April 23, 2024</i>	Introduction to Statistical Analyses	Readings posted under Week 15 on Brightspace	
<i>April 25, 2024</i>	Statistical Analyses Continued	Readings posted under Week 15 on Brightspace	Online Group Discussion 10 due April 29, 11.59 PM
Week 16 <i>April 30, 2024</i>	Summary of Community Nutrition as a Course		Class discussion on lessons learned
<i>May 02, 2024</i>	Work on your own	Review readings posted under Week 16	Community Needs Assessment Part 2 (Reflection paper + Evaluation Methods for your Program) due May 09, 11.59 PM