

Syllabus Fall 2024

NFS 4245, Nutrition for Global Health (3 credits)

Meeting Time, Meeting Pattern, Location

MW

3:30-4:45pm

L/L COMMONS 302

Instructor Name, Contact Information, Office Hours

Dr. Emily Belarmino (Dr. B)

Emily.Belarmino@uvm.edu

See me in-person after class or schedule a Teams meeting here:

<https://go.uvm.edu/meetdrb>

Technical support for students

Students, please read this technology check list to make sure you are ready for classes.

<https://www.uvm.edu/it/kb/student-technology-resources/>

Students should contact the Helpline (802-656-2604) for support with technical issues.

Pre-requisites and co-requisites

Prerequisites: NFS 1043 and NFS 2143 and NFS 3243; Senior NFS majors and minors only, or instructor permission

Co-requisites: none

Course Description

Six years ago, the United Nations declared a Decade of Action on Nutrition (2016-2025) as a strategy to focus attention on eradicating hunger and malnutrition worldwide. As governments and donors step up their efforts to address nutrition challenges, they also increasingly demand evidence that the programs and policies in which they are investing will work.

This is an upper-level course designed to expose students to contemporary issues in public health nutrition in a global setting, with an emphasis on maternal and child nutrition in low- and middle-income countries. The course has a particular focus on the interplay between demographic, nutritional, and epidemiologic transitions. We will use case studies from different countries and world regions to explore public health nutrition issues of importance, and efforts to control and prevent hunger, malnutrition, and diet-related problems.

GC1: Global Systems and Problems

GC1 courses address systems and problems that are global in scope. These courses will help students understand the nature and complexity of global phenomena. They may address cultural, political, economic, ecological, artistic, technological, human health, or other aspects of our increasingly interdependent world. They explore both the unique problems and the opportunities created by such interdependence and interconnectedness.

Course Learning Objectives

This course will approach global nutrition challenges from a systems perspective and help students develop knowledge and practical skills necessary for advancing global public health nutrition. After completing this course, the student will be able to:

- Critically analyze major public health nutrition issues in low- and middle-income countries and factors that contribute to these issues;
- Identify the characteristics of key stakeholders in global nutrition policymaking;
- Critically analyze relevant examples of nutrition-sensitive and nutrition-specific interventions in low- and middle-income countries;
- Discuss how political, economic, and social influences underpin nutrition policy and its implementation and impact;
- Locate and evaluate scholarly and authoritative literature concerning public health nutrition in low- and middle-income countries; and
- Demonstrate through design of an evaluation plan how to assess the impact or value of a global nutrition intervention (i.e., determine “what works”) citing apropos scholarly and authoritative sources of evidence.

Further, in line with the G1C designation, after completing this course:

- Students will understand major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions;
- Students will be able to plan, discern, and evaluate appropriate complex solutions to global challenges using multiple disciplinary perspectives (e.g., cultural, historical, or scientific); and
- Students will be able to draw connections between worldviews, power structures, and experiences of multiple cultures in historical or contemporary contexts, as they apply to global challenges.

Required Course Materials

This class will have a course site on Blackboard, which will have the syllabus, required material (or information about how to access required material for no cost or a low cost), and assignments.

Required platforms and software

I will post course materials, grades, and updates on Blackboard. Students are responsible for the course contents on Blackboard.

Attendance Policy and Classroom Environment Expectations

All students who receive a copy of this syllabus are implicitly agreeing to its terms, and responsible for its contents.

- **I expect professional standards of behavior in the classroom:** Cell phones should be on vibrate or turned off unless I have indicated permissible use for a specific task. The only exception to this is for in-class activities for which cell phone use is explicitly permitted.
- **I expect regular attendance in class from every student:** If you are unable to attend due to quarantine, isolation, or feeling unwell, please review the slides on Blackboard and consult a classmate for notes. If you have a health issue or personal circumstance that will affect your attendance or participation for multiple sessions, please work with Student Health Services, the Dean's office, or Student Accessibility Services (SAS) to coordinate accommodations. These offices communicate with instructors when academic flexibility is required.
- **I expect preparation from every student for every class:** Please read and view all assigned readings and videos before class on their due date. Failure to prepare adequately will affect your grade.
- **I expect participation from every student:** This is a highly interactive class. Seize the day. I intend to have conversations during class and will call on people during discussions.

Classroom conduct

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 me asking a student to temporarily leave the classroom. [See Undergraduate Catalogue - Classroom Code of Conduct \(p. 443-444\).](#)

UVM expects students, faculty, and staff to remain compliant with all COVID-19 recommendations and measures in place for UVM, the State of Vermont, and the City of Burlington.

Attendance and illness

If a student will not be able to attend in-person classes for qualifying health reasons, Student Health Services (SHS) will send a notification to the appropriate student services

office or designated staff member informing them of this along with the dates the student is unable to attend. The SHS notification will specify whether the request for flexibility is only around in-person class attendance or includes additional flexibility for assignments and tests because the student is too ill to participate. Students are responsible for working with me to make up class content and work they miss due to a documented illness.

I understand that we all have real lives and challenges. It is your responsibility to communicate proactively about matters that affect your attendance or performance in class, and to seek help for the challenges that you face. I encourage you to contact me directly, but you also may ask a Dean or other school staff member to communicate with me about these issues. While I will not waive any course requirements or offer additional extra credit opportunities, I am happy to work with you – but only if you proactively communicate with me.

Grading Criteria/Policies

The grade cut-offs are as follows; please note, I do not round up at the end of the course as it may introduce bias:

A+: ≥ 98%	A: 93% - 97%	A-: 92% - 90%
B+: 88%-89%	B: 83% - 87%	B-: 82% - 80%
C+: 78%-79%	C: 73% - 77%	C-: 72% - 70%
D+: 68%-69%	D: 63% - 67%	D-: 62% - 60%
F: < 60%		

Unless you have a documented illness or experience a dire emergency, I do not extend deadlines. No excuses, please.

Assessments (Graded Work)

- **Citizenship** **10%**

This assessment measures the caliber and regularity of your attendance and participation via in-class and out-of-class activities and responses.

- **Quizzes** **40%**

Each quiz is worth 10% of your overall course grade. I will not approve make-ups except in the case of dire emergencies, which can be and are documented, subject to approval. In such a case, the student should contact me within 24 hours of the scheduled quiz, unless it is physically impossible to do so, in which case the student should be prepared to document that impossibility. Quiz formats will vary.

- **Paper** **40%**

You will write one paper in which you will design an intervention and evaluation plan based on relevant scholarly and authoritative sources of evidence. I will post specific guidance, as well as deadlines for section drafts and the full paper to Blackboard. Graduate students will have an additional paper assignment.
- **Presentations** **10%**

You will give two formal presentations, each worth 5% of your overall course grade. I will post specific guidance to Blackboard.
- **Extra Credit** **1%**

The Undergraduate Writing Center is a free resource where peer writing tutors can support you at any stage of your writing process. [Appointments](#) are free and offered in person and online; drop-ins are welcome. Whether you are brainstorming and planning, drafting, and revising, or editing and polishing your writing, getting feedback from an experienced peer is valuable! You may earn up to 1% extra credit by visiting the Undergraduate (or Graduate, if relevant) Writing Center and submitting your post-session client report form to show you are making an extra effort by taking advantage of this support resource.

Additional requirements for graduate students

Graduate students additionally will work with Dr. Belarmino to select, review, and present a peer-reviewed research paper relevant to the class content (assessed as part of citizenship grade), and will write a cover letter for a job posting in global public health nutrition (assessed as part of paper grade). Graduate students will be expected to have at least two one-on-one meetings with Dr. Belarmino to discuss these additional assignments and review their progress.

Recording Class Sessions

If we are required to change the course format, our class sessions may be audio-visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the chat feature, which allows students to type questions and comments live.

Lived Name and Pronoun Information

The UVM Directory includes fields for indicating your lived name and your pronouns. Lived names (preferred names, names in use) are names that an individual wants to be known by in the University community. Entering your pronouns is strongly encouraged to help create a more inclusive and respectful campus community. To update your information, login to the UVM Directory. A preview box will allow you to see how this information will appear in other systems used on campus such as Microsoft Teams and Blackboard.

More information about how to make changes to your lived name and pronouns is available in the [Knowledge Base](#).

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>

Course Evaluation

You are expected to complete an evaluation of the course at its conclusion. Evaluations will be anonymous and confidential, and we will use the information gained, including constructive criticism, to improve the course.

General statement regarding potential changes during the semester

<http://catalogue.uvm.edu/>

The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives.

Intellectual Property Statement/Prohibition on Sharing Academic Materials

Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

Student Learning Accommodations

In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. 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 accommodations they plan to use in each course. Faculty who receive Letters of Accommodation with Disability Related Flexible accommodations will need to fill out the Disability Related Flexibility Agreement. Any questions from faculty or students on the agreement should be directed to the SAS specialist who is indicated on the letter.

Contact SAS:

A170 Living/Learning Center;

802-656-7753

access@uvm.edu

www.uvm.edu/access

Important UVM Policies

Academic Integrity

The [Academic Integrity policy](#) addresses plagiarism, fabrication, collusion, and cheating.

Code of Student Conduct

[UVM's Code of Student Conduct](#) outlines conduct expectations as well as students' rights and responsibilities.

FERPA Rights Disclosure

The purpose of UVM's [FERPA Rights Disclosure](#) is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

Grade Appeals:

If you would like to contest a grade, please follow the procedures [outlined in this policy](#).

Grading

[This link](#) offers information on grading and GPA calculation.

Religious Holidays

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by

the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. The complete policy is [here](#).

Promoting Health & Safety

The University of Vermont's number one priority is to support a healthy and safe community:

[Center for Health and Wellbeing](#)

[Counseling & Psychiatry Services \(CAPS\)](#) Direct Phone Line: (802) 656-3340

C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by [visiting the C.A.R.E. Team website](#).

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 afterwards. 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

It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.

Course Schedule (DRAFT – 9/21/2023)

Date	Topics/Activities	Readings/Preparation
UNIT 1: Landscape of major public health nutrition issues		
Aug 29	Introduction	<ul style="list-style-type: none"> No readings/videos assigned
Aug 31	Definitions and trends	<ul style="list-style-type: none"> WHO 2010 - NLIS country profile indicators - interpretation guide (pages 1-8) WHO 2021 - Levels and trends in child malnutrition (pages 1-13)
Sept 5	No class – Labor Day!	
Sept 7	Undernutrition	<ul style="list-style-type: none"> Al Jazeera English 2012 – 101 East – India: the republic of hunger (25:07) PBS NewsHour 2014 – Getting to the root of malnutrition in Guatemala (09:54)
Sept 12	Overnutrition	<ul style="list-style-type: none"> Webb and Prentice 2006 – Obesity amidst poverty Prentice 2018 – The double burden of malnutrition in countries passing through the economic transition
Sept 14	Nutrition assessment	<ul style="list-style-type: none"> Unite for Site – The Nutritional Health Course, Module 7: Measuring Malnutrition
Sept 19	Food security and dietary assessment	<ul style="list-style-type: none"> Saint Ville 2020 - Food security and the Food Insecurity Experience Scale (FIES): ensuring progress by 2030 (sections 1 and 2 only) FAO 2018 - Dietary Assessment: A resource guide to method selection and application in low resource settings (pages 1-38 and 51-58)
Sept 21	Public health nutrition assessment case studies	<ul style="list-style-type: none"> FAO 2018 - Dietary Assessment: A resource guide to method selection and application in low resource settings (pages 59-69 and 79-91)
Sept 21-24	Quiz	<ul style="list-style-type: none"> Complete take-home quiz
Sept 26	Introduction to final projects	<ul style="list-style-type: none"> No preparation
UNIT 2: Stakeholders and the nutrition policy landscape		
Sept 28	Nutrition and development priorities	<ul style="list-style-type: none"> Ford 2015 - Sustainable Development Goals: all you need to know United Nations 2019 - UN Decade of Action on Nutrition “About”

		<ul style="list-style-type: none"> • Mahy and Wijnhoven 2020 - Is the Decade of Action on Nutrition (2016-2025) leaving a footprint? Taking stock and looking forward • FAO/WHO Secretariat on the Nutrition Decade 2020 – Mid-term review Foresight paper
Oct 3	Guest speaker (Lisanne Du Plessis to speak on the nutrition and health situation in South Africa); Food-based dietary guidelines	<ul style="list-style-type: none"> • Review Lisanne Du Plessis' slides in advance and come prepared with 1-2 questions about the nutrition situation in South Africa • Andrade 2016 - Food-based dietary guidelines: an overview
Oct 5	Nutrition politics and policy	<ul style="list-style-type: none"> • Nisbett et al. 2014 - Why worry about the politics of childhood undernutrition? • Mozaffarian et al. 2018 - Role of government policy in nutrition—barriers to and opportunities for healthier eating
Oct 10	Country presentations	<ul style="list-style-type: none"> • No readings/videos assigned; Presentation and draft introduction
Oct 12	Country presentations	<ul style="list-style-type: none"> • No readings/videos assigned; Presentation and draft introduction
Oct 17	Quiz; Guest speaker (Christie Silkotch to speak on information access and equity)	<ul style="list-style-type: none"> • Prepare for quiz
UNIT 3: Nutrition intervention design and evaluation		
Oct 19	Nutrition-specific and nutrition-sensitive interventions	<ul style="list-style-type: none"> • Nichols et al. 2022 – Forging just dietary futures: bringing mainstream and critical nutrition into conversation • Olney et al. 2012 – Identifying potential programs and platforms to deliver multiple micronutrient interventions • Ruel et al. 2013 - Nutrition-sensitive interventions and programmes: how can they help to accelerate progress in improving maternal and child nutrition?
Oct 24	Gender and nutrition	<ul style="list-style-type: none"> • SUN CSA Laos 2017 - Gender and Nutrition 720P Subtitle (22:51) • Oniang'o and Mukudi 2002 - Nutrition and gender
Oct 26	Guest speaker 1: Serena Stepanovic, Associate Vice President, Food Security and Livelihoods sector at World Vision Guest speaker 2: Saadatu Abdul-Rahaman, PhD student in Food Systems	<ul style="list-style-type: none"> • TBD

Oct 31	Logic models and program impact pathways	<ul style="list-style-type: none"> • CDC - Developing and using a logic model
Nov 2	Study design and evaluation: part 1	<ul style="list-style-type: none"> • UNEG 2013 - Impact evaluation in UN agency evaluation systems: guidance on selection, planning and management
Nov 7	Study design and evaluation: part 2	<ul style="list-style-type: none"> • Duflo 2010 – TED Talk: Social experiments to fight poverty (17:18) • Leroy et al. 2015 - Evaluating nutrition-sensitive programs: challenges, methods, and opportunities • 3ie 2021 – The effects of food systems interventions on food security and outcomes in low- and middle-income countries
Nov 9	Description of intervention workshop	<ul style="list-style-type: none"> • BRING: Draft of intervention design and logic model
Nov 11	No class	<ul style="list-style-type: none"> • Quiz 3 due
UNIT 4: Nutrition interventions in the real world		
Nov 14	Nutrition interventions in the real world: micronutrient sprinkles	<ul style="list-style-type: none"> • ALL: CBC News 2016 - Packets of powder help millions of children stave off malnutrition (1:58) • GROUP 1 (see Blackboard for assignment) <ul style="list-style-type: none"> ○ Loechl et al. 2009 – Using programme theory to assess the feasibility of delivering micronutrient Sprinkles through a food-assisted maternal and child health and nutrition programme in rural Haiti ○ Menon et al. 2007 – Micronutrient Sprinkles reduce anemia among 9- to 24-mo-old children when delivered through an integrated health and nutrition program in rural Haiti • GROUP 2 (see Blackboard for assignment) <ul style="list-style-type: none"> ○ Jefferds et al. 2010 – Formative research exploring acceptability, utilization, and promotion in order to develop a micronutrient powder intervention ○ Suchdev et al. 2010 – Monitoring the marketing, distribution, and use of Sprinkles micronutrient powders in rural western Kenya ○ Suchdev et al. 2012 – Selling Sprinkles micronutrient powder reduces anemia, iron deficiency, and vitamin A deficiency in young children in Western Kenya
Nov 16	Nutrition interventions in the real world: orange-fleshed sweet potato	<ul style="list-style-type: none"> • Cole et al. 2016 - Planning an integrated agriculture and health program and designing its evaluation: Experience from Western Kenya
Nov 21	No class – holiday break!	

Nov 23	No class – holiday break!	
Nov 28	Evaluation plan workshop	<ul style="list-style-type: none">• BRING: Draft evaluation plan
Nov 30	Final project work session	<ul style="list-style-type: none">• No readings/videos assigned
Dec 5	Final presentations	<ul style="list-style-type: none">• No readings/videos assigned; Presentation
Dec 7	Final presentations	<ul style="list-style-type: none">• No readings/videos assigned; Presentation
Dec 12	No class	<ul style="list-style-type: none">• Final quiz (take home) due• Note: Final project deadline TBD