

NFS 295: Nutrition for Global Health (3 credits)

Time and location

Spring 2021

3:30 pm - 4:45 pm

MW

Kalkin Building 002

Instructor

Dr. Emily Belarmino (she/her)

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MS Teams Office Hours: By appointment at <http://calendly.com/ehmorgan/office-hours>

Pre-requisites

NFS 043 and at least one of the following: NFS 113, NFS 114, FS 103, ANTH 173, HLTH 103, or instructor permission

Co-requisites

Junior, senior, or graduate standing

COURSE DESCRIPTION

Four 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.

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. Upon completion of the course, students 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.

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. I will post 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.

Attendance and participation

- **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.
- **I expect regular attendance in class from every student.** Absences and chronic tardiness are not acceptable and will affect your grade. If you have a health issue or personal circumstance that will affect your attendance, please work with the Dean’s office or SAS to coordinate accommodations.
- **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 class is designed to as a highly interactive seminar. Seize the day. I intend to have conversations during class and will call on people during discussions as well.

Classroom conduct

I treat students respectfully and we ask that you do the same. To maximize the learning experience for everyone, please adhere to the following guidelines:

- Arrive on time and stay until the end of class;
- Stay awake and focused throughout class;
- Avoid excessive talking with your neighbors except in the context of a class activity;
- Avoid reading or responding to texts; and
- Limit computer usage to course-related material (which will always exclude Instagram, Facebook, etc.).

These guidelines define “disruption”, according to our classroom policies and by the University’s code of conduct. Consequences for disruptive behavior (distracting media use, walking in and out of class, side conversations, etc.) will result in the following:

1. Verbal warning from Dr. Belarmino.
2. Dr. Belarmino will email you and your academic advisor.
3. Dr. Belarmino will issue an academic alert to the Dean’s office.

Communication

I understand that we all have real lives involving illness, death, and other challenges. It is your responsibility to communicate proactively about matters that affect your performance in class, and to seek help for the challenges that you face. If you are going through a personal crisis, please contact your College's Dean's Office to get support in contacting your professors. 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 AND ASSESSMENTS

This course is comprised of five types of assessments:

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 exam, unless it is physically impossible to do so, in which case the student should be prepared to document that impossibility.

Paper **30%**
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 additional paper requirements.

Presentations **20%**
You will give two formal presentations, each worth 10% of your overall course grade. I will post specific guidance to Blackboard.

Extra Credit **1%**
I will offer extra credit points on the quizzes.

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.

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 criticisms, to improve the course.

STUDENT LEARNING ACCOMMODATIONS

In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact SAS, the office of Disability Services on

campus. 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 encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. A student's accommodation letter lists those accommodations that will not be implemented until the student meets with their faculty to create a plan. Contact SAS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; www.uvm.edu/access

UVM'S POLICY ON DISABILITY CERTIFICATION AND STUDENT SUPPORT

<https://www.uvm.edu/policies/student/disability.pdf>

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. <https://www.uvm.edu/registrar/religious-holidays>

ACADEMIC INTEGRITY

The policy addresses plagiarism, fabrication, collusion, and cheating. <https://www.uvm.edu/policies/student/acadintegrity.pdf>

GRADING

For information on grading and GPA calculation, go to <https://www.uvm.edu/registrar/grades>

GRADE APPEALS

If you would like to contest a grade, please follow the procedures outlined in this policy: <https://www.uvm.edu/policies/student/gradeappeals.pdf>

CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

<http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/>

FERPA RIGHTS DISCLOSURE

The purpose of this policy 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. <http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/>

PROMOTING HEALTH & SAFETY

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

Center for Health and Wellbeing

<https://www.uvm.edu/health>

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 Dean of Students website at <https://www.uvm.edu/studentaffairs>

FINAL EXAM POLICY

The University final exam policy outlines expectations during final exams and explains timing and process of examination period. <https://www.uvm.edu/registrar/final-exams>

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

Date	Topics/Activities	Readings/Preparation
UNIT 1: Landscape of major public health nutrition issues		
Feb 1	Introduction	<ul style="list-style-type: none"> No readings/videos assigned
Feb 3	Definitions and trends	<ul style="list-style-type: none"> WHO 2010 - NLIS country profile indicators - interpretation guide (pages 1-8) WHO 2020 - Levels and trends in child malnutrition
Feb 8	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)
Feb 10	Overweight and obesity	<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 VICE News 2018 - American fast food took over Kuwait and made its people obese
Feb 15	Nutrition assessment	<ul style="list-style-type: none"> Cashin and Oot 2018 – Guide to anthropometry: a practical tool for program planners, managers, and implementers. Chapter 1: Anthropometry basics
Feb 17	Food security and dietary intake 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 (selected pages)
Feb 22	Food security and dietary intake assessment	<ul style="list-style-type: none"> FAO 2018 - Dietary Assessment: A resource guide to method selection and application in low resource settings (selected pages)
Feb 24	Quiz; Development and access to resources	<ul style="list-style-type: none"> Prepare for quiz
UNIT 2: Stakeholders and the nutrition policy landscape		
Mar 1	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”
Mar 3	Nutrition policy and practice in South Africa (guest lecture); Nutrition commitments	<ul style="list-style-type: none"> Andrade 2016 - Food-based dietary guidelines: an overview
Mar 8	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
Mar 10	Intersections between development and nutrition (guest lecture)	<ul style="list-style-type: none"> TBD
Mar 15	Country presentations	<ul style="list-style-type: none"> No readings/videos assigned; Presentation and draft introduction
Mar 17	Country presentations	<ul style="list-style-type: none"> No readings/videos assigned; Presentation and draft introduction
UNIT 3: Nutrition intervention design and evaluation		
Mar 22	Quiz; Nutrition-specific interventions	<ul style="list-style-type: none"> Prepare for quiz

		<ul style="list-style-type: none"> Bhutta et al. 2013 - Evidence-based interventions for improvement of maternal and child nutrition: what can be done and at what cost?
Mar 24	No class – Respite day!	<ul style="list-style-type: none"> No readings/videos assigned
Mar 29	Nutrition-sensitive interventions	<ul style="list-style-type: none"> 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?
Mar 31	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
Apr 5	Logic models	<ul style="list-style-type: none"> CDC - Developing and using a logic model
Apr 7	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
Apr 12	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
Apr 14	Description of intervention workshop	<ul style="list-style-type: none"> BRING: Draft of intervention design and logic model
UNIT 4: Nutrition interventions in the real world		
Apr 19	Quiz; Micronutrient sprinkles: part 1	<ul style="list-style-type: none"> Prepare for quiz Zlotkin et al. 2005 – Micronutrient Sprinkles to control childhood anemia
Apr 21	Micronutrient sprinkles: part 2	<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 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
Apr 26	Homestead food production	<ul style="list-style-type: none"> Nielsen et al. 2017 – Process evaluation improves delivery of a nutrition-sensitive agriculture programme in Burkina Faso Olney et al. 2015 – A 2-year integrated agriculture and nutrition and health BCC program targeted at women in Burkina Faso reduces anemia, wasting, and diarrhea
Apr 28	Evaluation plan workshop	<ul style="list-style-type: none"> BRING: Draft evaluation plan
May 3	Final presentations	<ul style="list-style-type: none"> No readings/videos assigned; Presentation
May 5	Final presentations	<ul style="list-style-type: none"> No readings/videos assigned; Presentation
May 10	Quiz	<ul style="list-style-type: none"> Prepare for quiz