

**NUTR 6220-001 Nutrition Policy**

Spring 2020, 3 credits

Wednesday: 2:00-4:00 pm

HPER NORTH 225

Instructor: Julie Metos, PhD, MPH, RD

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Office: HPER N 210

Office hours: By appointment or drop by

**Required texts**

Pomeranz, Jennifer L: Food Law for Public Health. Oxford University Press 2016.

Nestle, Marion: Unsavoury Truth: How Food Companies Skew the Science of What We Eat. Basic Books 2018.

Additional readings and resources will be available electronically through the CANVAS system and/or generally accessible online (see bibliography at back of syllabus).

**Prerequisites:** Nutrition Master's Program student or instructor's consent.

**Course Description**

This course will provide an overview of nutrition policy in the United States and globally. The course will address policies affecting nutrition and health, hunger and food production, distribution and availability. This class is designated a community engaged learning course, and you will be spending 10 hours working with community programs, which will go toward the community hours required by AND.

**This course fulfills the following competencies required by the Accreditation Council on Education for Nutrition and Dietetics (ACEND)**

- The course includes opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.
- The course includes the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.
- The course includes content related to health care systems.
- The course includes content related to concepts of human behavior and diversity, such as psychology, sociology or anthropology.
- The course includes a public policy assignment that requires demonstration of leadership skills.

**The student will...**

- Select indicators of program quality and/or customer service and measure achievement of objectives.
- Conduct projects using appropriate research methods, ethical procedures and data analysis
- Demonstrate active participation, teamwork and contributions in group settings
- Participate in professional and community organizations
- Deliver respectful, science-based answers to consumer questions concerning emerging trends.
- Participate on public policy activities, including both legislative and regulatory initiatives.
- Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment.
- Evaluate/justify a public health or community program using appropriate evidence or data
- Describe the AND Code of Ethics

## Course Objectives:

Upon completion of this course, the student should be able to...

- Refer patients/clients to appropriate community services for general health and nutrition needs and other primary care providers as appropriate
- Conduct community-based food and nutrition program outcome assessment/evaluation.
- Write grant proposals benefiting community health promotion programs
- Supervise community-based food and nutrition programs
- Understand diversity issues in health care and public health policy development
- Participate in food and nutrition policy development and evaluation based on community needs and resources
- Contact a member of congress using the Grassroots Manager site
- Describe the Academy of Nutrition and Dietetics role in public advocacy and governance policies

## STATEMENT OF EQUAL ACCESS

*The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations.*

*Reasonable accommodation is provided to students with known physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you will need accommodations in the class, please contact the [Center for Disability services](#) - 162 Olpin Union Building, (801) 581-5020.*

*All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.*

## Addressing Sexual Misconduct

*Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).*

## THE CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

The code is provided in detail on the University of Utah web page:

<http://regulations.utah.edu/academics/6-400.php>

The code specifies students' rights as well as conduct pertaining to cheating, plagiarism, theft, etc.

"The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor." Taken from section O. Attendance Requirements at: <http://regulations.utah.edu/academics/6-100.php>

***This syllabus serves a general outline and guide for the course. The instructor may modify it at any time so long as reasonable notice of the modification is provided to students. The instructor may also modify***

the General Course Outline at any time to accommodate the needs of a particular class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.

There are also many and varied additional resources available to all students. Please utilize all campus resources necessary for your personal and academic success, including but not certainly limited to:

<http://writingcenter.utah.edu/>  
<http://veteranscenter.utah.edu/>  
<http://womenscenter.utah.edu/>  
<http://lgbt.utah.edu/>  
<http://financialaid.utah.edu/>  
<http://wellness.utah.edu/>  
[http://counselingcenter.utah.edu](http://counselingcenter.utah.edu/)

### **Course Requirements:**

#### Class Discussion of Unsavory Truth

Read Unsavory Truth by 2/12 and be prepared to discuss it in class.

#### Community Field Experience: 10 hours

We will be working with Waste Less Utah throughout the semester. This will involve hands-on experiences as well as project design and grant writing. Document community field experiences via required journal entries. Keep track of your hours and experiences on an Excel spreadsheet. At the end of your required hours, write a 1-page reflection of your experiences using a rubric provided in class. Turn both documents in on CANVAS by the last day of the semester.

#### Program Review and Guided Discussion

Each student will pick a federal Food and Nutrition Program to review (see list below). The review should include at least five peer-reviewed scholarly articles, historical information on the program, information about applying to the program, program qualifications, program benefits, program details, cost-benefit evaluation, program outcomes, local delivery of the program, strengths and weaknesses of the program, and be summarized in a five-page paper (double-spaced, 12 pt font).

#### Programs to Choose:

- a. Women, Infants and Children Supplemental Food Program (WIC)
- b. Supplemental Nutrition Assistance Program (SNAP)
- c. Child Nutrition Programs  
Breakfast and Lunch Programs
- d. Supplemental Milk, Fruit and Vegetable Program,  
Summer Food Program, Child and Adult Care Food Program
- e. United States Department of Agriculture Dietary Guidelines for Americans
- f. Farm Bill
- g. Food Safety Programs
- h. Food Labelling Programs and Food Marketing Laws
- i. Centers for Disease Control and Prevention Nutrition Programs
- j. Expanded Food and Nutrition Program (EFNEP)
- k. Emergency Food Assistance Program
- l. The Commodity Supplemental Food Program

- m. Other Social Welfare Programs – Temporary Assistance for Needy Families, Medicaid, Children’s Health Insurance Program, Supplemental Security Program, Earned Income Tax Credit, Housing Assistance

Policy Position Statement: Building on the previous assignment, this will require each student to write a letter to a government official or their representative (elected or otherwise) or agency to advocate for a specific nutrition policy. This letter will summarize the literature assessed in the literature review assignment, explain your position and describe why you are an expert in the area. You will be required to meet with the proper governmental representative to deliver this in person. You may meet with the representative along with another student. This letter should be approximately two pages and you will be required to show evidence of your meeting with the representative.

Grant Writing Exercise: This is an in-class project done in teams. Following the activity, each student will be responsible for expanding content, editing and formatting the document and turning it in on CANVAS.

Class Participation | In-Class Activities: Individual, Paired, or Group activities occur each class period, and students submit them to the instructor at the end of class.

Quizzes: A short quiz on the reading material at the beginning of each class period.

Final Exam: A final exam takes place according to the university schedule. This exam will be multiple choice and short answer. The purpose of the final exam is to assure you can describe global, federal, state and local nutrition programs, their purposes, strengths, and weaknesses.

Assignment Assessments:

Program Review Paper	<b>100</b>
Policy Position Statement/Meet with Representative	<b>75</b>
Grant Writing Exercise	<b>25</b>
Journal Entry and Reflection	<b>25</b>
Final Exam	<b>100</b>
Class Participation   In-Class Activities	<b>50</b>
Weekly Quizzes	<b>75</b>
<b>Total:</b>	<b>425 pts.</b>

**Course Outline**

Wednesday, January 8 Course Introduction and Syllabus Review; Dietary Guidelines; Food Insecurity Readings:

- 1 Food Law and Public Health: Chapter 1, 2, and 3
- 2 Shepard, B. Thinking critically about food security.
- 3 Martin, K. Schwartz, M. The Role of Food Pantries in the Fight Against Obesity. (16 minute podcast).
- 4 Chapter 8, Unsavory Truth
- 5 View the following websites:

- <https://itunes.apple.com/WebObjects/MZStore.woa/wa/viewPodcast?id=341653648 - ls=1>
- <https://www.utahfoodbank.org/utah-hunger-facts>
- <http://www.uah.org>
- <https://crossroadsurbancenter.org>
- <http://www.ccsutah.org/programs/basic-needs-services>
- <https://www.lds.org/welfare/75years/timeline?lang=eng>

[http://www.foodpantries.org/ci/ut-salt\\_lake\\_city](http://www.foodpantries.org/ci/ut-salt_lake_city)

In Class Assignment: Short Writing: 1 )What 3 things did the lecture bring up for you? 2) What topics that are not on the syllabus would you like to discuss in this class?

Wednesday, January 15 Federal School Nutrition Policy

Readings:

1 Food Law and Public Health: Chapter 4

2 <https://www.nytimes.com/2014/10/12/magazine/how-school-lunch-became-the-latest-political-battleground.html>

3 Explore this site: <http://www.schools.utah.gov/cnp/>

In-Class Assignment: Work with a partner and look up a research article on each of the following: Smarter Lunchrooms & Recess Before Lunch. Write down 2-3 points of interest to share with the class.

Wednesday, January 22 Federal Nutrition Programs: WIC

Readings:

1 <https://www.eatrightpro.org/-/media/eatrightpro-files/practice/position-and-practice-papers/position-papers/childandadolescentfederallyfundednutritionassistanceprograms.pdf>

2 Food Law and Public Health: Chapter 4

3 <https://www.fns.usda.gov/wic/wic-food-packages>

In-Class Assignment: Work with a group of 3-4. Refer to the WIC food packages, and design a new package for breastfeeding women. Write down your new package, and outline how you made your decisions and the barriers to making it happen in real life.

Wednesday, January 29

Federal Nutrition Programs- SNAP

Readings:

1 Wilde, P. Innovations in SNAP: Merit Goods and Health Incentives. (14 minute podcast).

<https://itunes.apple.com/WebObjects/MZStore.woa/wa/viewPodcast?id=341653648 - ls=1>

2 Cooney, E. & Brownell, K. Addressing Hunger in America. (15 minute podcast).

<https://itunes.apple.com/WebObjects/MZStore.woa/wa/viewPodcast?id=341653648 - ls=1>

3 Food Law and Public Health: Chapter 4

4 Schwartz, Marlene B. Moving Beyond the Debate Over Restricting Sugary Drinks in the Supplemental Nutrition Assistance Program. American Journal of Preventive Medicine, 52:2, February 2017, pages S199-S205. <https://www.sciencedirect.com/science/article/pii/S0749379716304640?via%3Dihub>

In-Class Assignment: Using your experience, and an on-line search, list 10 common myths about SNAP, and write 2-3 paragraphs describing the history of these myths, and the psychology of the myths. What needs do the myths serve?

Wednesday February 5 Federal Nutrition Programs- Food Safety, Marketing and Food Labelling

1 Food Law and Public Health: Chapter 5,6,7

2 Nestle, Marion: Unsavory Truth Chapters 5, 6, 7

**DUE: Program Review Assignment (submit via CANVAS)**

In-Class Assignment: Think about food marketing to children, and look up the IOM report on Marketing to Children. Write 3-4 questions this topic brings up for you.

Wednesday, February 12 Students Discuss Program Reviews; Industry influences on nutrition science

Readings:

1 Nestle, Marion: Unsavory Truth, Chapters 1-4

In-Class Assignment: Write a one-minute essay on why the topic of industry influences on nutrition matters for your career.

Wednesday, February 19 Litigation, State and Local Control; Code of Ethics

Readings:

1 Food Law and Public Health, Chapters 8 and 9

2 Nestle, Marion: Unsavory Truth, Chapters 9-11

3 <https://www.eatrightpro.org/~media/eatrightpro%20files/career/code%20of%20ethics/codeofethicsdieteticsresources.ashx>

In-Class Assignment: Pair and Share: What surprises did the Nestle readings induce in you? Be ready to share with the group.

Wednesday, February 26

Community Nutrition Assessment and Program Evaluation

Readings TBA

**Policy Position Statement/Meet with Representative Due**

In-Class Assignment: One-minute essay – what “big-hairy” nutrition problem would you like to work on in your career?

Wednesday, March 4

Program Planning/Grant Writing 1

Readings TBA

In-Class Assignment: Write three exam questions covering the reading for today.

Wednesday, March 18

Program Planning/Grant Writing 2

Readings TBA

In-Class Assignment: With a partner, look up Mexico’s sugar tax. Write a paragraph describing it, and another discussing how it might work or not in the United States.

Wednesday March 25

Nutrition and Health Advocacy, Community Organization, and Agency Collaboration; AND Grass Roots Manager

Guest Speaker: Sarah Hodson, Get Healthy Utah

In-Class Assignment: Submit a letter to the AND Grass Roots Manager

Wednesday, April 1

Sustainability and Food Systems

Guest Lecture: Shannon Jones, MS, Associate Instructor, NUIP

Readings:

1. <https://www.newyorker.com/magazine/2019/09/30/can-a-burger-help-solve-climate-change>

2. Others TBA

In-Class Assignment: Eat a burger and write a paragraph describing it’s taste, texture and smell. State your opinion on the burger for yourself and society.

Wednesday, April 8

**GRANT WRITING EXERCISE DUE (submit on CANVAS)**

## International Nutrition Policy

### Readings:

1 World Food Program Evaluation Document:

<http://documents.wfp.org/stellent/groups/public/documents/reports/wfp279331.pdf>

2 World Food Program Nutrition and Nutrition in Two Minutes Video: <http://www.wfp.org/nutrition>

3 Allen L, Gillespie S. What works? A review of the efficacy and effectiveness of nutrition interventions.

ACC/SCN Nutrition Policy Paper no.19, ADB Nutrition and Development Series No. 5. Manila: Asian Development Bank, 2001. Executive Summary:

<http://www.unsystem.org/SCN/archives/npp19/ch02.htm#EXECUTIVE%20SUMMARY>

4 Malay K Mridha, Susana L Matias, Camila M Chaparro, Rina R Paul, Sohrab Hussain, Stephen A Vosti, Cassandra L Harding, Joseph R Cummins, Louise T Day, Stacy L Saha, Janet M Peerson, and Kathryn G Dewey: Lipid-based nutrient supplements for pregnant women reduce newborn stunting in a cluster-randomized controlled effectiveness trial in Bangladesh. *Am J Clin Nutr* 2016 103: 1 236-249; First published online November 25, 2015. doi:10.3945/ajcn.115.111336.

In-Class Assignment: Pick a country and research its federal food programs. Take notes. Report out to the class.

Wednesday April 15 Farm Tour or day off if farm tour is another day

Wednesday April 22 Other community food programs and policies; Course review for final exam

### Readings:

1. Ruger, J. P. Health and Social Justice.

<http://www.sciencedirect.com/science/article/pii/S0140673604170645>

1 Husted, K. Want to Forage in Your City? There's an App for That.

<http://www.npr.org/blogs/thesalt/2013/04/23/178603623/want-to-forage-in-your-city-theres-a-map-for-that>

2 <https://wasatchgardens.org>

3 <https://choosehealth.utah.gov/your-health/your-community/healthy-foods.php>

4 <https://www.slc.gov/sustainability/local-food/food-policy-task-force/>

In-Class Assignment: Write a one-page reflection on the diabetes videos shown in class

## Journal Entries -Community Field Experience Due

**Final Exam: Wednesday April 29, 2020 at 2:00 pm in Nutrition Clinic**

## Course Bibliography

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*Professionals: A Primer on Sustainable Food Systems and Emerging Roles for food and Nutrition Professionals*. Chicago, IL: American Dietetic Association. [http://www.hendpg.org/docs/Sustainable\\_Primer.pdf](http://www.hendpg.org/docs/Sustainable_Primer.pdf)

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Ayala, G. X., Baquero, B, & Klinger, S. (2008). A Systematic Review of the Relationship between Acculturation and Diet among Latinos in the United States: Implications for Future Research. *Journal of the American Dietetic Association*, 108(8), pp. 1330-1344.

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Food and Nutrition Bulletin: <http://fnb.sagepub.com/content/current>- pick one article to read and on which to report.

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<http://iom.nationalacademies.org/activities/nutrition/obesityprevprogress/resources-evaluating-community-level-obesity-prevention-efforts>

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