

Nutrition 720
Public Health Nutrition Management I
Concurrent Field Experience
(5 credit hours, Summer Sessions I & II 2010)

Instructors:	Dr. Carmen Samuel Hodge, PhD, MS, RD Office: 1700 Martin Luther King Jr. Blvd, Room 250 E-mail: carmen_samuel@unc.edu Work phone: 966-0360 Ms. Janice K. Sommers, MPH Office: 1700 Martin Luther King Blvd, Room 244 E-mail: janice_sommers@unc.edu Work phone: 966-9126
Teaching Assistant:	[None assigned]
Office Hours:	By appointment or always available via email
Class Schedule	Time: 10:00 - 12:50 PM, Room 235 Rosenau Hall [Most classes are on Mondays and Tuesdays. Refer to the Course Calendar on the Sakai website for class and field days.]
Course Website	Web page: https://sakaipilot.unc.edu/portal

Course Description

This course emphasizes public health field experience concurrent with a weekly seminar (total 4 credits). The course is designed to provide students with understanding and competencies in assessing the factors which influence the nutritional status of the population; in identifying the resources in the community available to address nutrition and health problems; and in planning, implementing, and evaluating nutrition programs. Also addressed are issues related to the changing nature of general health care and public health nutrition services. The course is organized into 4 modules (see page 2).

Course Goals

- Understand the breadth and scope of public health nutrition in a changing environment.
- Appreciate the cultural diversity of the community and the existing strengths/resources.
- Acquire skills in community assessment, program planning, implementation, and evaluation.
- Develop confidence and marketing skills regarding one's own career opportunities.
- Assist the field site agency and preceptor by: increasing the visibility of good nutrition; providing direct services; enhancing coalition building with public health nutritionists in the community; and assisting with community assessment and program planning.

Reference Texts:

1. Kaufman, M. *Nutrition in Promoting the Public's Health*. Sudbury, MA: Jones and Bartlett. 2007 (selected chapters will be posted on Sakai or copied and placed in the Nutrition student room).
2. Boyle MA, Holben DH: Community Nutrition in Action: Entrepreneurial Approach, 4th edition, Brooks/Cole, 2005

Readings Selected readings will be posted on the course website.

Expectations and Assignments

- ** All students are expected to use e-mail and the course website regularly for course updates, communications, and assignments.
- ** Students are responsible for identifying, in advance, relevant examples or issues from their field sites for class discussions or comments to blog postings.
- ** Students will follow the UNC-CH Honor Code at all times.

Assignment	Due Date	Points (% of Final Grade)
Self Assessment Summary*	May 13 th	50 (5%)
Work Plan (Team)*	May 28 th	Required, no grade
Community Assessment Plan (Team)*	June 14 th	100 (10%)
Field Notes and Significant Events (blogs)	Notes: Weekly Significant Events: June 4 th & July 16 th	150 (15%)
MID-TERM Exam	June 14 th	100 (10%)
Field Evaluation	July 23 rd	150 (15%)
Community Assessment Panel Presentation (Team) & Fact Sheet (Individual)*	July 26 th July 21 st Fact sheet**	150 (15%)
Class Participation / Activities (11 pre-class assignments)	Weekly	200 (20%)
FINAL Exam	July 30 th	100 (10%)
TOTAL Points		1000 (100%)
* Submission by E-mail/upload to Sakai preferred.		
** Draft Fact Sheet is due June 28 th if you want faculty feedback.		

Letter Grades: H= > 93%; P= >70-93%; L= 70-60%; F= < 60%.

For explanations, please see: <http://handbook.unc.edu/grading.html>

- ★ The assignments for this course require planning. We suggest that you **carefully** review the instructions for ALL of the assignments at the beginning of the semester and ask for clarification if you do not understand what we expect.
- ★ Please submit **paper copies** of the **self-assessment summary**, and **class participation** assignments. Email/Sakai submissions will be accepted for all other assignments; paper copies are also accepted. Assignments are due at the beginning of class on the dates listed above, unless otherwise discussed in class.
- ★ The syllabus for the class includes several pre-class assignments in addition to recommended readings. These pre-class assignments are part of your ‘class participation’ and are designed to help you get more out of the presentations by lecturers and contribute to meaningful class discussions.
- ★ **Attendance is required at all classes.** If you are unable to attend, please speak with Carmen or Janice. Attendance has an impact on your class participation grade.

Course Modules: See the Sakai calendar for presentation dates.

Module 1	<p>Introduction to Public Health Nutrition Dates: May 11-13th</p> <p>Unit 1: Introduction to Public Health Nutrition Management I & The Public Health Nutrition Workforce Unit 2: Introduction to NC Public Health Nutrition System Unit 3: Overview of US & International Public Health Nutrition Programs Unit 4: Social Determinants of Health – Overview</p>
Module 2	<p>Community Assessment Methods Dates: May 17-25th</p> <p>Unit 1: Qualitative Methods Unit 2: Data Sources and Uses Unit 3: Quantitative Methods Unit 4: Environmental Scans</p>
Module 3	<p>Public Health Nutrition Communication Skills Dates: June 21st – 28th</p> <p>Unit 1: Media Advocacy Skills Unit 2: Oral Communication Skills Unit 3: Written Communication Skills</p>
Module 4	<p>Community Engagement & Community Building Dates: June 29th July 6th</p> <p>Unit 1: Community Readiness Assessment Unit 2: Community Engagement Unit 2: Community Building</p>

Class Schedule/Objectives/Readings/Assignments

Date	Module/Unit
<p>Tuesday, May 11th</p> <p>Class Participation Assignment: See detailed guidance posted on Sakai.</p> <p>UNIT 1: Describe challenges facing the US</p>	<p>Module 1 – Introduction to Public Health Nutrition UNIT 1: Course Introduction & The Public Health Nutrition Workforce UNIT 2: Introduction to NC Public Health Nutrition System</p> <p>Carmen Samuel-Hodge, PhD, MS, RD (UNIT 1) Janice Sommers, MPH (UNIT 2)</p> <p>UNIT 1 Objectives:</p> <ul style="list-style-type: none"> Describe the role of the concurrent field experience in public health nutrition training and how the course will be conducted.

<p>public health nutrition workforce.</p> <p>UNIT 2: Visit the website for your home state public health agency. Identify the organization placement of nutrition and physical activity programs with the state agency.</p>	<ul style="list-style-type: none"> • Review course expectations, assignments and time line • Review instructions and purpose of self-assessment summary exercise • Review purpose and expectations of the preceptors' conference • Highlight future challenges of the US public health nutrition workforce <p>Assignments: Self-Assessment Tool (review assignment), NUTR 720 Performance Self-Assessment</p> <p>References: Houghton B and George A. The public health nutrition workforce and its future challenges: the US experience. <i>Public Health Nutr</i> 2008; 11(8):782-91.</p> <p>Public health nutrition workforce: 2007 Survey by ATSPHND: Executive summary (pp. 1-3) http://www.fns.usda.gov/wic/resources/SurveyofthePublicHealthNutritionWorkforce2006-07.pdf</p> <p>Reading: Kaufman M. Nutrition in promoting the public's health. Ch 19, Develop a qualified public health/community nutrition staff; pp. 454-9. Boyle MA & Holben DH. Community Nutrition in Action. Ch. 1, Opportunities in Community Nutrition; pp. 16-32. *****</p> <p>UNIT 2 Objectives:</p> <ul style="list-style-type: none"> • Understand the NC Public Health infrastructure and organization of nutrition and physical activity functions • State the advantages and disadvantages of centralized and decentralized nutrition program organizational placement • Recognize impact of statewide organization on local public health nutrition programs
<p>Wednesday, May 12th</p> <p>Class Participation Assignment: See detailed guidance posted on Sakai.</p> <p>UNIT 3: Briefly describe one domestic and one international nutrition program.</p> <p>Assignment DUE: Self Assessment Summary</p>	<p>Module 1 - Introduction to Public Health Nutrition UNIT 3: Overview of US & International Public Health Nutrition Programs Carmen Samuel-Hodge, PhD, MS, RD</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify and categorize the US public health nutrition programs • Compare U.S. with international nutrition program focus <p>Readings/Materials: Review of the Global Nutrition Landscape: A discussion paper. Ruth Levine and Danielle Kuczynski, Center for Global Development. Kaufman M. Nutrition in promoting the public's health. Ch 1, Practice as a public health professional; pp. 1-13. Boyle MA & Holben DH. Community Nutrition in Action. Ch. 5, Federal domestic nutrition programs; pp. 133-55. Boyle MA & Holben DH. Community Nutrition in Action. Ch. 13, International nutrition programs; pp. 440-8.</p> <p>Handout: U.S. Public Health Programs (USDA)</p>

<p>Thursday, May 13th</p> <p>Class Participation Assignment: See detailed guidance posted on Sakai.</p> <p>UNIT 4: Describe what you see as the implications for public health nutrition practitioners in understanding and addressing the social determinants of health.</p>	<p>Module 1 – Introduction to Public Health Nutrition UNIT 4: Social Determinants of Health – An Overview Carmen Samuel-Hodge, PhD, MS, RD</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify social factors that impact health status in the U.S. • Identify how social factors influence health and nutritional status on a population level <p>Readings/Materials: Williams DR et al. Moving upstream: how interventions that address the social determinants of health can improve health and reduce disparities. <i>J Public Health Manag Pract</i> 2008 Nov;14 Suppl:S8-17.</p> <p>Unnatural Causes: Is Inequality making you sick? http://www.youtube.com/watch?v=uE7v5cHIHDQ</p> <p>Prevention Institute website – Module 3: Community factors and how they influence health equity. http://www.preventioninstitute.org/tools/focus-area-tools/health-equity-toolkit/2-steps-back.html</p> <p>CDC Health Disparities and Social Determinants of Health Resources: http://www.cdc.gov/NCCDPHP/DACH/chaps/library/health_disparities.htm</p> <p>WHO Commission on Social Determinants of Health. Closing the Gap in a Generation: health equity through action on the social determinants of health. Final Report 2008 http://whqlibdoc.who.int/publications/2008/9789241563703_eng.pdf</p> <p>Preparation for Field Preceptors' Conference – Friday May 14th at UNC Center for Health Promotion & Disease Prevention, 1700 MLK Jr. Blvd., Rm 236</p> <ul style="list-style-type: none"> • Gain greater understanding of Field Component of NUTR 720 & 725 • Review available field sites • Provide information relevant to field site match • Review format of conference and begin to prepare questions for brief interview with preceptors <p>Pre-Conference Assignments:</p> <ul style="list-style-type: none"> • Review site profiles in preparation for interviews with preceptors • Check the Internet to learn more about counties where field sites are located: Agency websites or county information on the Healthy Carolinians website – http://www.healthycarolinians.org/ • NC PAN Branch – http://www.ncpanbranch.com/ • NC Eat Smart Move More – http://www.eatsmartmovemorenc.com/
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<p>Friday, May 14th</p> <p>9:00 am-3:00 pm</p> <p>*Preceptors ONLY 9-11:30 a.m.;</p> <p>Students & Preceptors 11:30 – 3:00</p> <p>(LUNCH provided)</p>	<p>Preceptors' Conference UNC Center for Health Promotion & Disease Prevention, Room 236</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Provide preceptors with an overview of course assignments, content and student expectations • Review changes to course requirements and discuss implications for sites • Provide an opportunity for preceptors to share strategies for successful mentoring of students and discuss solutions to potential challenges • Introduce students to preceptors and provide an opportunity for preceptors and students to briefly interview each other • Facilitate process of students' site evaluation and preceptors' evaluation of student teams • Match student teams with site/preceptor based on preceptor/student evaluations
<p>Monday, May 17th</p> <p>Class Participation Assignment: NONE for this unit</p>	<p>MODULE 2 – Community Assessment Methods UNIT 1: Community Assessment Using Qualitative Methods – Community Voices</p> <p>Carmen Samuel-Hodge, PhD, MS, RD</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify methods for assessing community assets, perceived needs, attitudes and beliefs • Describe potential approaches for collecting community assessment data that could be used in program planning at field sites <p>Readings: (TEXT) Boyle MA, Holben DH: <i>Community Nutrition in Action</i>, Ch. 3, <i>Assessing the target population's nutritional status</i>; pp 67-71 Kaufman M. <i>Nutrition in promoting the public's health</i>. Ch 3, <i>Assess the community's needs for nutrition services</i>; pp. 57-81</p> <p>Websites: Photovoice Method – http://www.bu.edu/cpr/photovoice/photovoice-about.html The Community Toolbox: Assets –http://ctb.ku.edu/tools/en/sub_section_main_1043.htm Focus Groups — http://ctb.ku.edu/tools/en/section_1018.htm</p>
<p>Tuesday, May 18th</p> <p>Class Participation Assignment: See detailed guidance posted on Sakai.</p> <p>UNIT 2: What can these</p>	<p>MODULE 2 – Community Assessment-Methods UNIT 2: Nutrition Data Sources and Uses</p> <p>Carmen Samuel-Hodge, PhD, MS, RD Ziya Gizlice, PhD, HPDP Biostatistics Support Unit</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify national and state-level sources of health and nutrition data that may be used in public health nutrition program planning • Identify limitations of using certain datasets in program planning • Demonstrate how health and nutrition assessment data may be used to

<p>nutrition data sources tell you about your community?</p>	<p>in an international setting to define the scope of a public health nutrition issue</p> <p>Readings/Materials: Kaufman M. Nutrition in promoting the public’s health. Ch 16, Understand, interpret, and use data; pp. 367-403 Boyle MA, Holben DH. Community Nutrition in Action, Ch 6, A national nutrition agenda for the public’s health; pp. 165-79.</p> <p>Websites: NC State Center for Health Statistics (NCSCHS) - http://www.schs.state.nc.us/SCHS/data/</p> <p>County Health Rankings: http://www.countyhealthrankings.org/</p> <p>Your Food Environment Atlas (USDA): http://www.ers.usda.gov/foodatlas/</p> <p>CDC National Center for Health Statistics (NCHS) - http://www.cdc.gov/nchs/BRFSS – http://www.cdc.gov/brfss/</p> <p>National Agricultural Statistics Service – www.usda.gov/nass</p> <p>USDA Food and Nutrition Surveys - http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=2&tax_subject=268&topic_id=1346</p>
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<p>Wednesday, May 19th</p>	<p>Field Day #1 of 37: Cover basic agency introductions, then focus attention on:</p> <ul style="list-style-type: none"> • Completing your team work plan with your preceptor and field partner • Learning about the nutrition programs and planning process for the agency
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<p>Monday, May 24th</p> <p>Class Participation Assignment: See detailed guidance posted on Sakai.</p> <p>UNIT 3: Explore quantitative methods for assessing your community</p>	<p>MODULE 2 – Community Assessment Methods UNIT 3: Quantitative Methods: Assessment Surveys</p> <p>Carmen Samuel-Hodge, PhD, MS, RD</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify quantitative methods for assessing community assets, perceived needs, attitudes and beliefs • Identify the limitations and advantages for each assessment method • Become familiar with methods for collecting local data to support program planning <p>Readings: (TEXT) Kaufman M. Nutrition in promoting the public’s health. Ch 3, Assessing the community’s needs for Nutrition services; pp. 57-82</p> <p>Websites: Web-based Surveys:</p>
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	<p>SurveyMonkey: http://www.surveymonkey.com/ Qualtrics: http://www.qualtrics.com/survey-design/ Gizmo: http://www.surveygizmo.com/</p> <p>Assessment Tools: Moving to the Future: Community Assessment http://www.movingtothefuture.org/story_read.php?sid=491952&story_id=157&chapter_id=12&origin1=chapter_contents Community Toolbox: http://ctb.ku.edu/en/dothework/tools_tk_2.htm Prevention Institute: http://www.preventioninstitute.org/tools.html CDC Tools for Community Action: [See CHANGE Tool.] http://www.cdc.gov/healthycommunitiesprogram/tools/index.htm</p>
<p>Tuesday, May 25th</p> <p>Class Participation Assignment: See detailed guidance posted on Sakai.</p> <p>UNIT 4: Complete a Walkability or Bikeability Checklist</p>	<p>MODULE 2 – Community Assessment Methods UNIT 4: Environmental Scans</p> <p>Janice Sommers, MPH</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Describe the importance of assessing the physical environment as a component of a comprehensive community assessment • Identify methods for assessing the built environment for opportunities and supports for active living. • Identify methods for assessing the built environment for opportunities and supports for healthy eating. <p>Readings: will be posted on Sakai</p> <p>Websites: Your Food Environment Atlas (USDA): http://www.ers.usda.gov/foodatlas/</p> <p>Sharing from the Field: student discussion of field experiences and reflections on significant events</p>
<p>Friday, May 28th</p>	<p>Work Plan DUE</p>
<p>Friday, June 4th</p>	<p>Significant Event Blog DUE</p>
<p>Monday, June 14th</p>	<p>MID-TERM EXAM Community Assessment Plan DUE</p>
<p>Monday, June 21st</p> <p>Class Participation Assignment: See detailed guidance posted on Sakai.</p> <p>UNIT 1: Examine media coverage of a nutrition issue.</p>	<p>MODULE 3 – Public Health Nutrition Communication Skills UNIT 1: Media Advocacy</p> <p>Sheree Vodica, MA, RD, LDN. Healthy Weight Communications Manager, PAN Branch, NC DPH</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Describe the basic elements of media advocacy and how media advocacy differs from traditional public education efforts • Recognize opportunities to use media and mass communication to increase the awareness of the social and environmental influences that affect nutrition and physical activity choices • Develop media skills such as analyzing news coverage and responding to

	<p>interview questions <i>Lecture: 10 – 10:50; 11:00 – 11:50 Practice session: Framing Your Message</i></p> <p><u>Required Readings:</u> APHA Media Advocacy Manual ; pages 1 - 13 (pdf posted on Sakai)</p> <p><u>Reference:</u> Wallack, L. et al. News for a Change: An Advocate’s Guide to Working with the Media.</p>
<p>Tuesday, June 22nd</p> <p>Class Participation Assignment: None assigned to this Unit.</p>	<p>MODULE 3 – Public Health Nutrition Communication Skills UNIT 2: Oral Communication Skills</p> <p>Donna Bailey, PhD, RN & Karin Reese UNC Center for Faculty Excellence</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand techniques for presentation delivery • Learn strategies to distill information and present it in the most effective way • Learn to make convincing arguments <p>Sharing from the Field: student discussion of field experiences and reflections on significant events</p>
<p>Monday, June 28th</p> <p>Class Participation Assignment: See detailed guidance posted on Sakai.</p> <p>UNIT 3: Evaluate print materials (flyer, brochure or handout) intended for a general audience.</p>	<p>MODULE 3 – Public Health Nutrition Communication Skills UNIT 3: Written Communication Skills</p> <p>Kathy Andersen, RD, MEd, Nutrition Services Branch, NC-DPH</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand considerations of literacy, culture and language when developing nutrition messages. • Enhance ability to apply principles of plain language communication to the development of print materials. • Communicate more effectively using print materials with diverse audiences. <p>Readings/Materials: To be provided by the guest speaker.</p> <p>Web-based Tools and Resources www.plainlanguage.gov/populartopics/health_literacy/index www.hsph.harvard.edu/healthliteracy/materials http://www.cancer.gov/aboutnci/oc/clear-and-simple</p>

<p>Tuesday, June 29th</p> <p>Class Participation Assignment: See detailed guidance posted on Sakai.</p> <p>UNIT 1: Briefly describe how a community readiness assessment may help in program planning</p>	<p>MODULE 4 – Community Engagement & Community Building UNIT 1: Community Readiness Assessment</p> <p>Janice Sommers, MPH</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Define the stages of community readiness for change • Understand the relevance of community readiness to tailoring capacity building strategies • Be familiar with tools to assess community readiness to promote healthy eating and physical activity <p>Readings: Posted on Sakai</p> <p>Plested, BA, Edwards, R.W., Jumper-Thurman, P., <i>Community Readiness Handbook</i>, Tri-ethnic Center for Prevention Research, Colorado State University (2006) Downloaded from http://www.triethniccenter.colostate.edu/communityreadiness.shtml on 8/17/09</p> <p>Optional but Recommended Reading (posted on Sakai): Edwards, R. W., Jumper-Thurman, P., Plested, B. A., Oetting, E. R., & Swanson, L. (2000). Community readiness: Research to practice. <i>Journal of Community Psychology</i>, 28(3), 291-307.</p> <p>Kelly, K., Edwards, R., Comello, M. L. G., Plested, B. A., Jumper-Thurman, P., & Slater, M. (2003). The Community Readiness Model: A complementary approach to social marketing. <i>Marketing Theory</i>, 3(4), 411-425.</p> <p>Web-based Tools and Resources</p> <p>http://www.triethniccenter.colostate.edu/communityreadiness.shtml</p>
	<p>MODULE 4 – Community Engagement & Community Building UNIT 2: Community Engagement UNIT 3: Community Building</p> <p>Janice Sommers, MPH</p> <p>UNIT 2:</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Define community engagement and its role in public health • Identify steps in the conceptual framework for community engagement in public health • Describe strategies for building community capacity and mobilizing community partnerships and actions through community engagement <p>Web-based Readings, Tools, and Resources: CDC-Principles of Community Engagement: http://www.cdc.gov/phppo/pce/</p>

	<p>Morgan MA & Lifshay J. Community Engagement in Public Health, 2006 http://cchealth.org/groups/phoec/pdf/community_engagement_in_ph.pdf</p> <p>IOM, The Future of Public Health in the 21st Century: Model for collaborative planning in communities: http://books.nap.edu/openbook.php?record_id=10548&page=406</p> <p>*****</p> <p>UNIT 3: Objectives:</p> <ul style="list-style-type: none"> • Identify attributes of communities that contribute to successful health promotion intervention • Understand the key components of the community building process • Apply community building basics to assess a community initiative to promote healthy eating and physical activity <p><u>Required Reading:</u> Mattessich, P. Community Building: What Makes it Work? Chapter 3; pages 19 – 49 posted on Sakai</p> <p>Sharing from the Field: student discussion of field experiences and reflections on significant events</p>
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Friday, July 16 th	Significant Event Blog DUE
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Monday, July 19 th	<p>Preparation for Panel Presentation & Final Exam Sharing from the Field & Course Debrief Course Instructors</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Review instructions for panel presentation & fact sheet • Provide study guidance for final exam • Discuss strengths, weaknesses, and opportunities to improve course <p>Sharing from the Field: student discussion of field experiences and reflections on significant events</p>
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Wednesday, July 21 st	Fact Sheet DUE
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Friday, July 23 rd	Field Evaluation DUE
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Monday, July 26 th	<p>Panel Presentations by Field Teams: [Submit e-copy of slides.]</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Convince the panel that your community assessment has identified a nutrition-related issue worthy of action to promote the public’s health. • Describe what additional information is needed to better understand the identified nutrition issue and prepare for program planning with community stakeholders.
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Friday, July 30 th	FINAL EXAM
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****Mandatory Attendance**