

**From:** [Smith, Randy](#)  
**To:** [Kennel, Julie](#)  
**Cc:** [Leite, Fabio](#); [Reed, Katie](#); [Smith, Randy](#); [Miriti, Maria](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Darragh, Amy](#); [Nahikian-Nelms, Marcia](#); [Clinchot, Dan](#); [Bradford, Carol](#); [Porfeli, Erik J.](#); [Bagent, Aaron](#); [Snyder, Anastasia](#); [Pope-Davis, Don](#)  
**Subject:** Proposal to establish a Certificate in Nutrition and Health Promotion  
**Date:** Tuesday, January 16, 2024 10:19:50 AM  
**Attachments:** [image001.png](#)

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Julie:

The proposal from the OSU Human Nutrition Program to establish a 3a Certificate in Nutrition and Health Promotion was approved by the Council on Academic Affairs at its meeting on January 10, 2024. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2024).

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Fábio Leite (.11), or me.

Randy



**W. Randy Smith, Ph.D.**

Vice Provost for Academic Programs

**Office of Academic Affairs**

University Square South, 15 E. 15<sup>th</sup> Avenue, Columbus, OH 43201

614-292-5881 Office

[smith.70@osu.edu](mailto:smith.70@osu.edu)

**Assisted by:**

**Katie Reed**

Executive Assistant

(614) 292-5672

[reed.901@osu.edu](mailto:reed.901@osu.edu)

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **12/12/2023**

RE: Proposal to **Establish a 3A Stand-Alone Certificate in Nutrition and Health Promotion** in the **College of Education and Human Ecology**

The **Human Nutrition Program with the School of Health and Rehabilitation Sciences, Division of Medical Dietetics** in the **College of Medicine and the Department of Human Science in the College of Education and Human Ecology** is proposing a **3A Graduate Academic Stand-Alone Certificate in Nutrition and Health Promotion**.

The proposal was received by the Graduate School on **5/16/2023**. The combined GS/CAA subcommittee first reviewed the proposal on **10/31/2023** and requested revisions. Revisions were received on **12/7/23**. Associate Dean Miriti reviewed and accepted the revisions on **12//11/2023**. The proposal is now forwarded to CAA for review.



**Human Nutrition Program**

College of Education and Human Ecology  
325 Campbell Hall  
1787 Neil Avenue  
Columbus, OH 43210-1295  
Phone (614) 292-4485  
Fax (614) 292-8880  
[www.hec.osu.edu/hn](http://www.hec.osu.edu/hn)

December 6, 2023

Dear GS/CAA Sub-Committee Members,

Thank you for reviewing our proposal for a new Graduate Certificate in *Nutrition and Health Promotion* at your meeting on October 31, 2023. We have addressed the revisions requested by the committee in this version of the proposal.

Specifically, comparative data from other institutions are now included in **Section E, Table 3 (pages 7-8)** which summarizes the two similar graduate certificate programs from peer institutions that we identified in our search. Neither of these programs target working Registered Dietitians or nutrition graduate students at Ohio State, the target audience for our graduate certificate.

Additionally, we have deleted the paragraph from **Section B, page 2** which referred to transfer credit options for the certificate and have clarified on this page that "all courses applied to the graduate certificate must be taken at Ohio State".

Please let me know if additional information is needed regarding the proposal.

Thank you for your consideration,

A handwritten signature in black ink that reads "Tonya Orchard".

**Tonya Orchard, PhD, MS, RD**

Associate Professor

Director, Didactic Program in Dietetics

Department of Human Sciences | Human Nutrition

3050 Evans Laboratory | 88 W. 18<sup>th</sup> Ave. | Columbus, OH 43210

[orchard.6@osu.edu](mailto:orchard.6@osu.edu)



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May 8, 2023

Dear Committee Members,

Please find attached our proposal for a new Graduate Certificate in *Nutrition and Health Promotion*. This is a Category 3 Stand-Alone Graduate Certificate designed for post-baccalaureate students who want to earn an academic certificate by completing courses with graduate academic credit in nutritional aspects of health promotion. The proposed certificate is a cross-college collaboration between the College of Education and Human Ecology, Human Nutrition Program, and the College of Medicine, Division of Medical Dietetics.

The purpose of this certificate is to 1) augment the scope and depth of training of graduate students in The Ohio State University Nutrition and Dietetics graduate programs and 2) enhance the expertise of working nutrition professionals who have already earned the Registered Dietitian Nutritionist (RDN) credential.

The proposed certificate requires 12 graduate credit hours from a choice of 10 different graduate courses. Apart from two new courses, all of the courses are currently offered through the Master of Dietetics and Nutrition Program, the Human Nutrition Master's Program, or the Health and Rehabilitation Sciences Master's Program. The syllabi for the two new courses accompany this proposal. The proposed graduate certificate and the two new courses have been unanimously approved by the faculty of the Graduate Studies Committees of the College of EHE and the School of HRS.

Please let me know if additional information is needed regarding the proposal.

Thank you for your consideration,

A handwritten signature in cursive script, reading "Tonya Orchard".

**Tonya Orchard, PhD, MS, RD**

Associate Professor  
Director, Didactic Program in Dietetics  
Department of Human Sciences| Human Nutrition  
343E Campbell Hall | 1787 Neil Ave. | Columbus, OH 43210  
[orchard.6@osu.edu](mailto:orchard.6@osu.edu)

## **Proposal for a Graduate Certificate in Nutrition and Health Promotion (Graduate Academic Stand-Alone Certificate – Category 3A)**

### **A. State purpose of program**

#### *Introduction*

The College of Education and Human Ecology (CEHE), Human Nutrition Program, and the College of Medicine (COM), Division of Medical Dietetics, propose a new cross-college graduate certificate in *Nutrition and Health Promotion*. This is a Category 3 Stand-Alone Graduate Certificate designed for post-baccalaureate students who want to earn an academic certificate by completing courses with graduate academic credit in a select topic area. This certificate will require 12 credit hours of graduate coursework from courses offered in the Master of Dietetics and Nutrition (MDN) and the Master of Science in Human Nutrition (MS-HN) degree programs.

#### *Brief description of the disciplinary purpose, significance, and rationale*

This certificate program is designed to provide current working professionals who have earned the Registered Dietitian Nutritionist (RDN) credential or any OSU graduate students enrolled in applicable Nutrition and Dietetics degree programs (specified below) the opportunity to obtain focused training in *nutrition to prevent chronic disease and maintain life-long wellness*.

The disciplinary purpose of offering a graduate certificate in Nutrition and Health Promotion is to provide education and training to:

- 1) augment the scope and depth of the respective curricula for students pursuing an applicable graduate degree in Nutrition or Dietetics to better prepare them for career opportunities emphasizing health promotion and wellness.
- 2) enhance specialized expertise of working professionals who already have the RDN credential and serve as an entry point for further graduate study.

The *target audience* for this certificate will be any individual who is a Registered Dietitian Nutritionist (RDN) or any Ohio State graduate student enrolled in the MDN, MS-HN, MS-HRS, Ohio State University Interdisciplinary Nutrition PhD (OSUN-PhD) or Health and Rehabilitation Sciences-Medical Dietetics PhD (HRS-PhD) degree programs.

Nearly 45% of RDNs work for non-profit organizations or in government positions (2019 Academy of Nutrition and Dietetics Compensation and Benefits Survey). The focus of many of these positions is on health promotion and wellness. This certificate will provide advanced training in nutrition and health promotion, allowing nutrition and dietetics graduate students opportunity to specialize in an area with high potential for employment. This certificate also may benefit many RDNs already working in wellness-related positions and interested in advancing their careers through specialized training. In addition, because this certificate may be pursued by RDNs independent of a degree program, it has the potential to be an entry point for a diverse group of non-traditional students into OSU nutrition graduate degree programs.

## **B. Description of the curriculum; Include semester by semester sample program**

The program educational *objectives* are to prepare students to:

1. Apply evidence-based nutritional practices to prevent chronic disease and promote health and wellness of individuals, groups and communities
2. Assess complex nutritional issues related to prevention of chronic disease in specific sub-groups (e.g. athletes, women) and diverse global populations
3. Facilitate nutrition-related behavior changes to promote health and wellness in diverse groups

The curriculum for this certificate requires 12 graduate credit hours from a minimum of 4 courses: 2 core courses and at least 2 elective courses. At least 4 courses, including the 6 credits of core courses, will be delivered via online distance learning (DL) mode so that students have the option of completing the certificate totally online. There is also opportunity for in-person or hybrid instruction if the student chooses specific elective courses. Additional elective options may be added at a later time depending upon student interest and enrollment.

The 2 core courses and 2 elective courses may be taken in any order the learner wishes, which allows for flexibility regarding the program's timeline. All courses applied to the graduate certificate must be taken at Ohio State. The entire certificate can be completed in one academic year if students take 6 credits per semester. It is anticipated that students who are concurrently enrolled in nutrition and dietetics graduate degree programs would likely complete the certificate within two academic years. As per Graduate School guidelines, 100% of relevant credit hours required for the certificate may count towards the MDN degree program. The following is a description of current and proposed courses from which students could choose to complete the certificate.

### **Required Core Course (3 credits required)**

MDN 6950 Evidence-Based Analysis in Nutrition & Dietetics (3 cr): An evidence-based review as it applies to nutrition and dietetics, with a critical assessment of the literature based on current topics in nutrition and health, including formulating relevant clinical questions, finding and evaluating evidence, and translating research into practice.

### **Choice of Second Core Course (3 credits required)**

MDN 6500 Advanced Community Nutrition, Health Promotion & Public Policy (3 cr): Advanced study of community needs assessment, national nutrition policy, design and evaluation of programs and cultural factors to promote the health and nutritional status of the community.

MDN 6735 (New Course) Non-Diet Approaches to Health (3 cr): Study of non-diet

approaches to weight management and health promotion in diverse populations.

**Elective Courses (6 credits required)**

HTHRHSC 5895 Food Insecurity, and Food Assistance Programming and Policy in the U.S

(3 cr): Students will explore the complex set of factors that influence food insecurity in the U.S.; current approaches to addressing food insecurity in the U.S. at the local, state, and federal levels; the historical, social, political, and economic roots of current programming efforts; the strengths, limitations, and controversies related to such programming; and the potential for social welfare policy.

HTHRHSC 5000 Interdisciplinary Case Management for Working with Underserved Populations (2 cr): Students will collaborate with other health care professions using a problem-based learning approach to patient care in community health, focusing on populations living in poverty with complex healthcare needs.

HN 6010 Motivational Interviewing for Behavior Change (1 cr): Students will gain knowledge and skills in promoting nutrition-related behavioral change. The spirit behind motivational interviewing and strategies for promoting change will be presented.

MDN 6705 Advanced Nutrition for Performance (3 cr): Integrating/applying principles of human nutrition, exercise physiology and biochemistry. Content covers use of nutrients as fuel during exercise, influence of exercise on nutrient requirements and of nutrients on exercise performance, assessment of energy expenditure/nutritional status, ergogenic aids, needs of special populations, eating disorders in athletes, and interaction of diet/exercise in health promotion.

HN 7804 Advanced Nutrition in a Global Community (3 cr): Discussion of the major or emerging issues of community and international nutrition in low and middle-income countries/societies.

HN 7806 Behavioral Nutrition: Why People Change (3 cr): Evidence-based principles for facilitating nutrition-related behavioral change, including mechanisms of change, will be examined. Health behavior theory will be used to guide the development and evaluation of behavior change programs for the target audience.

MDN 6715 (New course) Dietary Supplements (3 cr): The study of current research on efficacy and safety of herbal and dietary supplements for performance enhancement, disease prevention and treatment.

The Semester-by-Semester Sample Plan (**Table 1**) demonstrates how a student could complete the certificate in one academic year using DL or Hybrid options.

<b>TABLE 1. NUTRITION AND HEALTH Promotion CERTIFICATE</b> Semester by Semester Sample Plan	<b>CREDITS</b>	<b>SEMESTER</b>
<b>Core Courses (6 credits required)</b>		
MDN 6950 Evidence-Based Analysis in Nutrition & Dietetics	3	Autumn - DL
MDN 6500 Advanced Community Nutrition, Health Promotion & Policy	3	Spring - DL
<b>Elective Courses (6 credits required)</b>		
MDN 6705 Advanced Nutrition for Performance	3	Autumn – DL
HN 7804 Advanced Nutrition in a Global Community	3	Spring - Hybrid

DL=Distance Learning Mode

### **C. Minimum requirements to complete program**

Entrance, performance, and exit standards for the certificate program will align with Graduate School standards for admission and progression.

Admission requirements include:

- Concurrent enrollment in an Ohio State Human Nutrition or Medical Dietetics graduate degree program (i.e. MDN, MS-HN, MS-HRS, OSUN-PhD or HRS-PhD)
- Or a baccalaureate degree plus the Registered Dietitian Nutritionist (RDN) credential.
- Minimum overall GPA of at least 3.0 in prior undergraduate and graduate coursework.

Minimum GPA and grades to complete the program are GPA 3.0/4.0 and only grades of A through B- may be counted toward the completion of the certificate program.

Application for admission will be facilitated through the HRS Student Services office, then processed through the Registrar's office. Advising for course scheduling will be provided as needed.

### **D. Administrative arrangement for the certificate**

Graduate studies oversight and governance will be provided at the college/unit levels by the:

College of Education and Human Ecology (CEHE)/Department of Human Sciences (DHS)

College of Medicine (COM)/School of Health and Rehabilitation Sciences (SHRS)



In addition to their respective Graduate Studies Committees, the joint MDN Graduate Committee, which consists of two faculty members from the COM, Division of Medical Dietetics and the CEHE, Human Nutrition Program in the Department of Human Sciences, will be responsible for recommending student admissions based on the Graduate School standards for admission and status as an RDN or a graduate student in the programs outlined in Section C.

The MDN Graduate Committee will work with program faculty to provide certificate program assessment and review. Any substantive changes to the required curriculum will require review and approval at the college/unit level by the respective Graduate Studies Committees.

The program Assessment Plan, detailed in **Table 2**, will include several metrics:

- Student performance within the program and after completion, assessed by evaluation of expected learning outcomes (ELO)
- Student perceptions of the certificate program (including accessibility, user-friendliness, value of knowledge relative to their career plans and recommendations for improvement), assessed by an anonymous on-line survey administered at program completion
- Certificate enrollment data
- Certificate completion data

<b>Table 2. Graduate Certificate Assessment Plan</b>		
Assessment of Certificate Expected Learning Outcomes (ELO)		
ELO1. Apply evidence-based nutritional practices to prevent chronic disease and promote health and wellness of individuals, groups and communities ELO2. Assess complex nutritional issues related to prevention of chronic disease in specific sub-groups (e.g. athletes, women) and diverse global populations ELO3. Facilitate nutrition-related behavior changes to promote health and wellness in diverse groups	<u>Direct methods:</u> Exam questions; knowledge of theory and assessment skills will be displayed in written assignments assessed with a rubric Criteria: A minimum of 76% of students achieving an 80% (B-) or higher on exam questions and assignments identified under each ELO.	The certificate data will be evaluated annually by a committee comprised of the instructors of the courses and the Director for the Health Information Management and Systems Division. This group will determine if students are meeting the learning outcomes and will determine improvements to the

	<u>Indirect methods:</u> Student and employer surveys on students' achievement. Criteria: A minimum of 76% of surveys indicate students applied ELOs in the workplace after program completion.	courses or assignments.
<b>Assessment of Additional Certificate Outcomes</b>		
Student Perceptions	<u>Method:</u> Anonymous on-line survey administered at program completion	These data will be reviewed annually by a committee comprised of the instructors of the courses and the Director for the Health Information Management and Systems Division. Data will be used to determine improvements to the courses and curriculum, and to make decisions regarding program staffing.
Enrollment Data	<u>Method:</u> Data obtained from the OSU Registrar's Office	
Certificate Completion Rate	<u>Method:</u> Data obtained from the OSU Registrar's Office	

### **Describe fiscal or faculty resources needed to support the certificate**

Of the ten courses proposed, eight are currently being offered to graduate students in Human Nutrition and Medical Dietetics. It is estimated that an additional 5-10 students/year completing the graduate certificate can be absorbed into each of the six pre-existing courses without any additional costs or resources. Two new distance courses will be developed for the certificate (MDN 6715 and MDN 6735). The Office of Distance Education and eLearning (ODEE) will be engaged to assist with development of the two new distance courses. Enrollment in the new core courses are expected to be between 15-32 per year; enrollment in the elective courses is expected to be between 8-16 students per year in the first 5 years of the certificate offering.

Existing faculty within both the Medical Dietetics and Human Nutrition units have the expertise to contribute to the certificate program and are currently teaching or co-teaching core and elective courses. These courses are offered or will be offered as

electives within the MDN, MS in HRS, MS in Human Nutrition, and will be open to other graduate programs on campus. Medical Dietetics will continue to provide faculty to teach these courses and will commit resources to hiring lecturers or faculty when enrollments exceed workload capacity with current faculty. A new clinical faculty has been approved by the Department of Human Sciences and a search is currently underway to fill this position. This new faculty member will contribute to course development and teaching as needed.

Students in the certificate program will be taking courses available to all graduate level Human Nutrition and Medical Dietetics students. This creates the potential for students who are matriculated as non-degree graduate students to continue to earn a graduate degree in a Human Nutrition or Medical Dietetics graduate program, including the HN-MS, HRS-MS, OSUN-PhD or HRS-PhD.

#### **E. Evidence of need, including opportunities for employment if applicable**

According to the 2019 Academy of Nutrition and Dietetics (AND) Compensation and Benefits Survey, over 30% of RDNs work for non-profit organizations and another 15% work in government positions. The emphasis of many of these organizations centers on health promotion and prevention of disease, in contrast to disease treatment. However, The Commission on Dietetic Registration does not offer a certification related to nutrition and health promotion. Thus, the proposed certificate fills a gap in educational offerings. Additionally, RDNs are required to earn 75 continuing education units (CEUs) every 5 years to maintain their registration. Each 3-credit graduate course within the certificate counts as 15 CEUs for RDNs. Finally, based on the AND 2019 survey, RDNs with specialty certifications earn significantly higher wages than those without. Therefore, this certificate could be appealing to a large number of RDNs in the work force as an avenue to help advance their careers. For students who are part of the MDN, MS-HN, and OSUN-PhD or HRS-PhD programs, this certificate will broaden their skills and knowledge base in the area of nutrition and health promotion, making them more competitive for positions that emphasize wellness for groups or individuals.

#### **Comparative data from other institutions**

Information on similar graduate academic certificate programs was gathered from peer institutions in Ohio and across the nation. Within Ohio, several other institutions, including University of Cincinnati, Ohio University, Bowling Green State University and Case Western University offer graduate certificates in nutrition. However, *none are in the area of nutrition and health promotion or wellness*. Thus, there is no within-state competition for students in this arena. Nationally, there are a few institutions that offer certificate programs with similar curricula (**Table 3**). These include University of Texas at San Antonio (Graduate Certificate in Community Nutrition) and New York

University (Graduate Certificate in Public Health Nutrition). However, these certificates are primarily targeting students or professionals in public health, not nutrition students or RDNs. The current certificate proposal is competitive in terms of credit hours with other academic graduate certificates (typically 12-15 credits) and unique in tailoring content to RDNs and graduate students in nutrition and dietetics.

**Table 3: Universities that currently offer a similar certificate program**

**The University of Texas at San Antonio** – Graduate Certificate in Community Nutrition (12 graduate credits – All online). Designed for working professionals with no RDN credential or nutrition background. <https://future.utsa.edu/programs/graduate-certificate/community-nutrition/#:~:text=UTSA's%20Graduate%20Certificate%20in%20Community,community%20nutrition%20education%20and%20promotion>.

**New York University** – Advanced Certificate in Public Health Nutrition (15 graduate credits; 11 credits may be applied to the MPH). Only available to students in the MPH program. <https://publichealth.nyu.edu/programs/advanced-certificate-public-health-nutrition>

## F. Prospective enrollment

The CEHE, Human Nutrition Program and COM, School of Health and Rehabilitation Sciences, Medical Dietetics Division recently joined together to offer a new master's program, the Master of Dietetics and Nutrition (MDN), which opened in Autumn 2020. The MDN had an initial 2020-21 class of 24 students, with 31 students admitted to the 2021-22 cohort. The maximum enrollment of 65 students per year, which is expected to be met in 2023-24, will nearly *triple* the number of master-level students in our graduate programs. MDN students may choose electives that are included in the Nutrition and Health Promotion certificate and may apply up to 6 credits of coursework toward this graduate certificate.

Demand for such a certificate is expected to be high based on data from a survey of incoming MDN Autumn 2021 students in which 50% of students indicated that they were “extremely interested” and 30% indicated that they were “somewhat interested” in completing a certificate in Nutrition and Health Promotion during their MDN degree. Based on interest from MDN students alone, it is anticipated that there will be at least 10-15 students enrolled per year in the first 2 years, with increasing enrollments thereafter.

This certificate is also expected to be of interest to students in other Human Nutrition and Medical Dietetics graduate programs (i.e. HN-MS, HRS-MS, OSUN-PhD, HRS-PhD). This represents a pool of approximately 25 potentially eligible students.

In addition to current graduate students, working professionals with the RDN credential are expected to enhance certificate enrollments. RDNs who serve as preceptors for OSU dietetic interns have already expressed their interest in the proposed certificate to OSU faculty members. The option to complete the certificate fully on-line is expected to attract a diverse group of RDNs who are in the work force.

Considering these data from the MDN, other Human Nutrition and Medical Dietetics graduate programs and working RDNs, we expect approximately 15-32 individuals per year to enroll in this certificate program during the first 5 years.

#### **G. Program goals and learner outcomes for certificate enrollees**

The goals of the certificate program are to:

- 1) augment the scope and depth of the respective curricula for students pursuing an applicable graduate degree in Nutrition or Dietetics to better prepare them for career opportunities emphasizing health promotion.
- 2) enhance specialized expertise of working professionals who already have the RDN credential and serve as an entry point for further graduate study.

Upon completion of the Nutrition and Health Promotion certificate, learners will be better prepared to:

- 1) apply evidence-based nutritional practices to prevent chronic disease and promote health and wellness of individuals, groups and communities
- 2) assess complex nutritional issues related to prevention of chronic disease in specific sub-groups (e.g. athletes, women, racial and ethnic minorities) and diverse global populations
- 3) facilitate nutrition-related behavior changes to promote health and wellness in diverse groups

#### **H. Special efforts to enroll and retain underrepresented groups in the discipline**

This certificate is available to RDNs independent of a graduate degree program. This makes the certificate more financially affordable than a certificate embedded in a degree program, which may increase access to individuals from economically disadvantage groups.

Enrollment efforts will target underrepresented groups in nutrition and dietetics by advertising the program at state and national conferences, which are attended by diverse members of the profession. In addition, the program will be advertised through The Academy of Nutrition and Dietetics' Member Interest Groups (MIGs). There are currently four MIGs relevant to underrepresented groups in dietetics: Asian Americans and Pacific Islanders MIG, Indians in Nutrition and Dietetics MIG, Latinos

and Hispanics in Dietetics and Nutrition MIG and the National Organization of Blacks in Dietetics and Nutrition MIG.

#### I. Student advising sheet/curriculum guide

<b>NUTRITION AND HEALTH PROMOTION CERTIFICATE Curriculum/Advisement Sheet</b>	<b>CREDITS</b>	<b>SEMESTER/PROPOSED MODE OF OFFERING</b>
<b>Required Core Course (3 credits)</b>		
MDN 6950 Evidence-Based Analysis in Nutrition & Dietetics	3	Autumn/ DL
<b>Choice of Core Course (choose 3 credits)</b>		
MDN 6500 Advanced Community Nutrition, Health Promotion & Public Policy	3	Spring/DL
MDN 6735 ( <i>New Course</i> ) Non-Diet Approaches to Health	3	Spring/DL
<b>Elective Courses (choose 6 credits)</b>		
HTHRHSC 5895 Food Policy	3	Autumn/ In-person
HTHRHSC 5000 Interdisciplinary Case Management for Working with Underserved Populations	2	Spring/DL
HN 6010 Motivational Interviewing for Behavior Change	1	Autumn 2 <sup>nd</sup> 7 weeks/In-person
MDN 6705 Advanced Nutrition for Performance	3	Autumn – DL
HN 7804 Advanced Nutrition in a Global Community	3	Spring /Hybrid
HN 7806 Behavioral Nutrition: Why People Change	3	Autumn/In-Person
MDN 6715 ( <i>New Course</i> ) Dietary Supplements	3	Autumn/ Hybrid





**Interdisciplinary Case Management for Working with Underserved Populations  
(HTHRHS 5000, PHR 5000, NURS 5000, SOCWORK 5018, Part 3 Advanced Competency-  
VITALS ID 10660)**

**Spring Semester 2022  
Syllabus**

**Course Information:**

**Instructors:**

Chirag Patel, MD, College of Medicine ([chirag.patel2@osumc.edu](mailto:chirag.patel2@osumc.edu))

Jodi Ford, PhD, RN, FAAN, College of Nursing ([ford.553@osu.edu](mailto:ford.553@osu.edu))

Lisa Raiz, MSW, PhD, College of Social Work ([raiz.1@osu.edu](mailto:raiz.1@osu.edu))

Myriam Shaw Ojeda, PharmD, College of Pharmacy ([shawojeda.1@osu.edu](mailto:shawojeda.1@osu.edu))

Khawlah Al-Muhanna, MS, RDN, School of Health and Rehabilitation Sciences  
([al-muhanna.3@osu.edu](mailto:al-muhanna.3@osu.edu))

**Class Meeting Schedule:** Tuesdays, 4:30-6:30 pm, synchronous Zoom meeting ([Direct Link](#)).

**In-Person sessions:** Dates: 10/04/2022 and 10/25/2022. Location: Atwell Hall, Room 251.

**Credits:** 2 credit hours.

**Office Hours:** Office hours are available by appointment. Please reach out with an email to the instructor representing your college.

**Course Description:**

This course will provide students the opportunity to collaborate with students from other health care professions including medicine, pharmacy, nursing, health and rehabilitation sciences, and social work. The students will use a problem-based learning approach to patient care in community health, focusing on populations living in poverty with complex healthcare needs. The groups will be interdisciplinary and students will work through patient cases together. Opportunities for experiential learning will be incorporated into the course. By the end of the course students will have a better appreciation of the roles and scope of practice of the different professions, the healthcare issues and needs of those living in poverty, and the impact of a team approach to patient care. Nationally, more attention and emphasis is being focused on the implementation of effectively functioning teams to improve the quality of patient care.

**Course Objectives:**

- Provide an understanding of the implications of poverty on health and healthcare access
- Foster an understanding of the roles and scope of practice of different professions
- Foster an understanding of the impact of the “team” on patient care
- Clarify what attributes different trainees can bring to situations
- Identify when consulting other professions is beneficial and appropriate
- Identify dynamics of effectively functioning teams and employ learned strategies



- Enhance communication skills
- Increase competence in team-based health care in community health settings, especially with residents living in poverty

### Student Learning Outcomes:

Upon completion of the course, students will be expected to:

- Communicate effectively with all members of the healthcare team
- Communicate effectively with community residents living in poverty
- Work together to solve clinically relevant complex case studies
- Demonstrate an understanding of the impact of poverty on health and healthcare provision
- Demonstrate an understanding of the healthcare team in medical and health homes

### How This Hybrid Class Works:

#### Online Structure:

- This course will be mostly conducted in a distance-learning, online format. Our class will meet synchronously once per week every Tuesday from 4:30-6:30pm.
- This is a highly interactive course, so the expectation is that all attendees turn on their webcam during the session.
- Due to the potential for technology mishaps, an effort will be made to record all course sessions. Recordings will be uploaded to Carmen Canvas.
- All materials will be provided via Carmen Canvas and all assignments will be completed via Canvas file upload or Canvas discussion boards. Tutorials to use Carmen Canvas are available at <https://ocio.osu.edu/audience/students>.
- All students must have an active OSU email account (name.#@buckeyemail.osu.edu ) and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

#### In-person meetings:

- In-Person sessions for case simulations will take place on 10/04/2022 and 10/25/2022 in Atwell Hall, Room 251.

#### Course Communication:

- Information and reminders will be sent via Carmen announcements. To receive announcement notifications, please ensure that your email is linked to Carmen and that course announcements notifications are turned on.
- To link your email to Carmen and turn on course notifications:
  - Sign in to Carmen using your OSU name.#
  - Click on SOCWORK 5018 under MY COURSES.  
NOTE: If you do not see the course, that means you haven't been added to the course's Carmen site. Please send the GTA an email with your full name and your OSU name.#.
  - Click on account > Settings > find "Ways to contact" > add your osu or osumc email address.

- To activate announcement notifications:
  - Click on account > Notifications > click the checkmark for announcements (green square indicates your choice).
  - Activating notifications for other course activities, such as discussions, course content, and due dates are up to your preference.
- Should you have any questions or concerns throughout the course, please contact the GTA: Khawlah Al-Muhanna ([al-muhanna.3@osu.edu](mailto:al-muhanna.3@osu.edu))

## **Course Materials and Technologies:**

### **Course Materials:**

- No textbooks are required for this course. All required readings will be provided via Carmen Canvas.

### **Course Technologies:**

Technology support:

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [ocio.osu.edu/help](https://ocio.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- TDD: 614-688-8743

Technology skills needed for this course:

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

Required equipment:

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication
- Required software
- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

Carmen access:

- You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
  - Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
  - Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes

- button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service
  - If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## **Course Evaluation:**

### **Attendance/Participation Expectations:**

- Attending the weekly synchronous Zoom sessions is expected.
- Please log-in to the Zoom class session on time.
- This is a highly interactive course, so the expectation is that all attendees turn on their webcam during the session.
- Participation is expected and is essential to achieving learning outcomes. Your efforts directly impact what you and your team/group will gain from the class.
- Maintaining proper discussion etiquette is expected by everyone in the classroom.
- Communication will be via Carmen in the form of announcements and/or emails. **Please see “Course Communications” section above and ensure that your email is linked to Carmen and course notifications are turned on.**
- Assignments must be completed as directed and on time. There will be case-related work required outside of class sessions.
- Please direct all your questions and/or concerns to the GTA.

### **Grading:**

- This course is graded Satisfactory/Unsatisfactory (80% will be needed to earn an S).

#### **Class attendance & participation (40%):**

- Class attendance is expected due to the participative nature of the course.
- **Absence notifications:** If for any reason you are unable to attend class, you must contact your primary faculty member *and* the GTA, *prior to* the missed class, to be granted an excused absence.
- Opportunities to make up classes will be provided for excused absences.
- Unexcused absences may result in 10% grade reduction.
- **Participation Evaluation:** Instructors will consider your engagement with your team in group activities, your contributions to class discussions, and your questions/comments to guest speakers.

#### **Completion of all projects and assignments (60%):**

- Poverty Simulation Project (40%): Contributions include participation in 1) group problem solving and conversation; and 2) the written final product. It is expected that every student in the group contributes equally to both aspects.
- Professional Presentation (20%)

- 5% will be deducted for any late assignment (submitted after the deadline on Sunday but prior to class time on Tuesday).
- 10% will be deducted from the final grade for any missed assignment.

### Description of Assignments/ Required Preparation:

- **Readings:** Assigned readings will be posted in the modules section in Carmen Canvas. They are meant to expand your knowledge and prepare you for a rich discussion with your classmates.
- **Case Simulations:** You will work through 3 patient cases in interdisciplinary groups. See course schedule for description of related preparation.
- **Professional Presentations:**  
 Student professional groups (e.g., medicine, pharmacy, social work) are expected to provide an 8-minute presentation that describes their profession to their classmates. In-class time is allotted for professional groups to work together and develop this brief presentation. However, out-of-class work is expected to complete this task. Presentations need to include:
  - 1) A brief overview of your profession's (2-3 minutes, 1-2 slides):
    - Educational preparation / advanced credentialing
    - Licensure / certification
  - 2) A description of your profession's (5-6 minutes):
    - Scope of practice
    - Employment opportunities
    - Connection or interaction with other professions
    - Standard information collected during initial intake/assessment visits (you can illustrate this via a list of information that can be found in assessment notes or via a brief case example)
 See class schedule for dates.
- **Canvas Discussion Board:**  
 You will be asked to prepare questions for some of the scheduled guest panels and upload them to Canvas Discussion Boards. See class schedule for dates.
- **Poverty Simulation Experiences:**  
 Early in the course, students will be assigned to "Family groups". Family groups will work together for the duration of the course to complete all four parts of the Poverty Simulation Experience. Part I is completed entirely in-class. Parts 2-4, in addition to preparation of the final presentation, are allotted in-class discussion time, but out-of-class work is expected. Additional information will be provided throughout the course.
- **All required submissions will be due on Sundays at 11:59 pm prior to the following class period. (See syllabus for dates).**

## Other Course Policies:

### Safety and health requirements:

All teaching staff and students are required to comply with and stay up to date on all University safety and health guidance, which includes wearing a facemask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

### Academic Misconduct:

"Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu/>].

### Students with Disabilities:

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let us know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with us as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Counseling and Consultation Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged

in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself or someone you know feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

### **Diversity and Inclusion:**

"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."

### **Statement on Title IX:**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](https://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

### **Copyright for instructional materials:**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

This syllabus, the course elements, policies, and schedule are subject to change.

**Course Schedule:** [Link to Zoom Session](#)

<p><b>Week 1</b> 08/23/2022</p>	<p><b>Prior to Week 1:</b>  <b>1) Required Reads:</b> <ul style="list-style-type: none"> <li>• Daniel, H., Bornstein, S. S., &amp; Kane, G. C. (2018). Addressing Social Determinants to Improve Patient Care and Promote Health Equity: An American College of Physicians Position Paper. <i>Annals of internal medicine</i>, 168(8), 577-578.</li> <li>• Castrucci B, Auerbach J. (2019). Meeting Individual Social Needs Falls Short of Addressing Social Determinants Of Health. <i>Health Affairs</i>.</li> </ul> <b>2) Optional Read:</b> Pereda, B., &amp; Montoya, M. (2018). Addressing Implicit Bias to Improve Cross-cultural Care. <i>Clinical obstetrics and gynecology</i>, 61(1), 2-9.</p> <p>Course introductions and expectations (Raiz)  Activity: Speed Networking (Khawlah)  Discussion: Social Determinants of Health (Raiz)</p>
<p><b>Week 2</b> 08/30/2022</p>	<p><b>Prior to Week 2:</b>  <b>1) Required Reads:</b> <ul style="list-style-type: none"> <li>• ASHA’s Summary Paper on The Core Competencies for Interprofessional Collaborative Practice (IPEC) 2016 Update.</li> <li>• Nancarrow SA, Booth A, Ariss S, Smith T, Enderby P, Roots A. (2013). Ten principles of good interdisciplinary teamwork. <i>Hum Resour Health</i>. 11(1):19.</li> </ul> <b>2) Watch:</b> Panopto Lecture on IPEC Interprofessional Competencies and prepare for discussion.  <b>3) Optional Reads:</b> <ul style="list-style-type: none"> <li>• Youngwerth, J. &amp; Twaddle, M. (2011). Cultures of interdisciplinary teams: How to foster good dynamics. <i>J of Palliative Med.</i>, 14(5), 650-654.</li> <li>• Brody JE. (2009). A Personal, Coordinated Approach to Care. <i>The New York Times</i>.</li> </ul> <p>Discussion: IPEC Interprofessional Competencies (Shaw Ojeda)  Guest Panel: Leadership Education in Neurodisabilities (LEND) Clinic, Nisonger Center (Khawlah)</p> </p>
<p><b>Week 3</b> 09/06/2022</p>	<p><b>Prior to week 3:</b>  <b>1) Preparation for class activities:</b> <ul style="list-style-type: none"> <li>• Know your family group number for the Poverty Simulation Experience (will be posted after week 2) and read your family’s Background document.</li> <li>• Read description of professional presentation assignment.</li> </ul> <p>Poverty Simulation Experience – Part I (Khawlah)  Activity: Professional Presentations – Part I (Khawlah)</p> </p>



<p><b>Week 4</b> 09/13/2022</p>	<p><b>Prior to week 4:</b>  <b>1) Assignment:</b> Submit your finalized professional presentations to the dropbox folder by 11:59pm on Sunday <b>09/11/2022</b>.  <b>2) Required Reads:</b></p> <ul style="list-style-type: none"> <li>Williams, D. R., Lawrence, J. A., Davis, B. A., &amp; Vu, C. (2019). Understanding how discrimination can affect health. <i>Health services research, 54</i>, 1374-1388.</li> <li>Sue, D. W., Alsaiddi, S., Awad, M. N., Glaeser, E., Calle, C. Z., &amp; Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. <i>American Psychologist, 74</i>(1), 128.</li> </ul> <p>Activity: Professional Presentations – Part II (Khawlah)  Guest Speaker: Wanda Dillard, RRT, MS – Race-based inequities and anti-racist practice (Raiz)</p>
<p><b>Week 5</b> 09/20/2022</p>	<p><b>Prior to week 5:</b>  <b>1) Read Case Study:</b> Cultural Competence in American Healthcare. Prepare to discuss Questions 1, 3, and 4 in class.  <b>2) Explore:</b> Use the website (<a href="https://www.findhelp.org/">https://www.findhelp.org/</a>) to explore resources around a zip code of your choosing (e.g. areas in your hometown, your current residence, area near your workplace, zip codes of your PSP family, etc.)</p> <p>Discussion: Cultural Competency (Shaw Ojeda)  Discussion: Finding resources (Khawlah)  Poverty Simulation Experience – Small group discussion of part II. (Khawlah)</p>
<p><b>Week 6</b> 09/27/2022</p>	<p><b>Prior to week 6:</b>  <b>1) Read Case 1:</b> Covid-19 Case and utilize attached resources to obtain relevant information in preparation for class.  <b>2) Required Read:</b> Sandel, M., Suther, E., Brown, C., Wise, M., &amp; Hansen, M. (2014). The MLP vital sign: assessing and managing legal needs in the healthcare setting. <i>Journal of Legal Medicine, 35</i>(1), 41-56.</p> <p>Case Simulation 1: Covid-19 Case (Patel)  Guest Panel: Charitable Pharmacy Representatives: Taylor Reed, Executive Director and Beth Collier, Patient Services Manager (Khawlah)  Guest Speaker: Medical Legal Aid (Khawlah)</p>
<p><b>Week 7</b> 10/04/2022 <b>In-person</b></p>	<p><b>Prior to week 7:</b>  <b>1) Read Case 2:</b> Sam Lutz (part I). Prepare your health risk assessment questions.  <b>2) Watch:</b> Root Cause Analysis</p> <p>Case Simulation 2: Sam Lutz – Health Risk Assessment Interview (Patel)  Activity: Root Cause Analysis (Patel)</p>



<p><b>Week 8</b> 10/11/2022</p>	<p><b>Prior to week 8:</b>  1) <b>Assignment:</b> Turn in Poverty Simulation Experience Part II to the dropbox folder by 11:59p on Sunday <b>10/09/2022</b>.  2) <b>Read Case 3:</b> Pat Kazinski (part I). Prepare for developing an inpatient care plan in class.</p> <p>Case Simulation 3: Pat Kazinski – Professional groups develop inpatient care plans + Interprofessional groups develop a unified inpatient plan (Patel)  Class discussion of plans (Patel)</p>
<p><b>Week 9</b> 10/18/2022</p>	<p><b>Prior to week 9:</b>  1) <b>Required Read:</b> Simply Put. A Guide for Creating Easy-to-Understand Materials. <i>U.S. Department of Health and Human Services, Centers for Disease Control and Prevention</i>.  2) <b>Watch:</b> Panopto Lecture on Communication and Health Literacy and prepare for discussion.</p> <p>Communication and Health Literacy (Khawlah)  Poverty Simulation Experience – Small group discussion of part III. (Khawlah)</p>
<p><b>Week 10</b> 10/25/2022 <b>In-person</b></p>	<p><b>Prior to week 10:</b>  1) <b>Read Case 3:</b> Pat Kazinski (part II). Prepare for developing an outpatient care plan in class.</p> <p>Case Simulation 3: Pat Kazinski – Professional groups develop outpatient care plans + Interprofessional groups Interview the Kazinskis and develop a unified outpatient plan (Patel)  Class discussion of plans (Patel)</p>
<p><b>Week 11</b> 11/01/2022</p>	<p><b>Prior to week 11:</b>  1) <b>Assignment:</b> Turn in Poverty Simulation Experience Part III to the dropbox folder by 11:59p on Sunday <b>10/30/2022</b>.  2) Using the IPEC Core Competencies Evaluation Sheet, reflect on your individual and team performances in the simulations thus far in preparation for class discussion.</p> <p><b>Discussion:</b> Reflecting on Collaboration and Teamwork (Patel)  Guest Panel: Representatives from Ohio Department of Insurance and Ohio Department of Medicaid (Raiz)</p>
	<p><b>Prior to week 12:</b>  1) <b>Watch:</b> PBS's report on Dr. Atul Gawande and the hot spotters initiative: Frontline   Doctor Hotspot (full report)   PBS. (2011).</p>

<b>Week 12</b> 11/08/2022	Poverty Simulation Experience – Small group discussion of part IV. (Khawlah) Guest Speaker: Bill Hayes - Poverty in Ohio & Medicaid Expansion (Raiz)
	<b>Prior to week 13:</b> 1) <b>Assignment:</b> Post your questions to the community care providers panel on the designated Canvas Discussion Board by 11:59p on Sunday <b>11/13/2022</b> .
<b>Week 13</b> 11/15/2022	Guest Panel: Community Care Providers – Opportunities for healthcare providers to serve communities in poverty (Raiz)
<b>Week 14</b> 11/22/2022	Thanksgiving Break – NO CLASS
	<b>Prior to week 15:</b> 1) <b>Assignment:</b> Turn in Poverty Simulation Experience part IV to the dropbox folder by 11:59p on Sunday <b>11/27/2022</b> .
<b>Week 15</b> 11/29/2022	Poverty Simulation Experience – Small group discussion of final presentation (Khawlah)
<b>Week 16</b> 12/06/2022 <b>Last Class</b>	<b>Prior to week 16:</b> Upload your group's Poverty Simulation Experience final presentation to the dropbox folder by 11:59p on Sunday <b>12/04/2022</b> .  Poverty Simulation Experience – Final Presentations (All Faculty) Reflections, feedback survey, and course wrap-up

## COURSE INFORMATION & SCHEDULE

### HTHRHSC / PUBAFRS 5895

Food Insecurity and Food Assistance Programming and Policy in the U.S (3 credits)

Autumn 2022 | Mondays & Wednesdays | 11:10 – 12:30 pm | PAES Bldg A103

## FACULTY INFORMATION

### Jennifer A. Garner, PhD, RD

Assistant Professor of Food and Nutrition Policy

*School of Health & Rehabilitation Sciences & John Glenn College of Public Affairs*

[Jennifer.Garner@osumc.edu](mailto:Jennifer.Garner@osumc.edu) (preferred contact method) | Office #: (614) 685-0639

Office Hours: Monday 9:30-10:30 am, Page Hall 210N (north side of building)

Wednesday 1 – 2:00 pm, Atwell Hall 243L (down a hall, last on the L)

## COURSE DESCRIPTION

Despite decades of research, programming, and policy aimed at ensuring that U.S. households have sufficient food access, food insecurity remains a persistent issue. While levels of food insecurity reached a 10-year low in 2018, the ongoing COVID-19 pandemic and related economic and food supply disruptions halted that trend. Some see addressing food insecurity as a moral imperative, with food representing a fundamental and basic need. Others see it as a long-term strategic investment; food insecurity has notable links with the health, learning, and long-term wellbeing of children and adolescents (with implications for military readiness), with the health of childbearing women (with intergenerational health consequences), and with costly chronic disease outcomes among middle age and older adults.

In this course, students will:

- Explore the complex set of factors that influence food insecurity in the U.S.;
- Consider the historical, social, political, and economic roots of these efforts;
- Interrogate current approaches to addressing food insecurity in the U.S., including their strengths, limitations, controversies, and opportunities; and,
- Propose concrete strategies for enhancing the potential of social welfare policy to impact food insecurity and related outcomes, directly and indirectly.

***This course is open to both undergraduate and graduate students. There are no prerequisites. Those taking it for graduate credit will expand their learning and thinking beyond food assistance to the social and economic factors (e.g., household structure, job security) and related policies (e.g., tax deductions) that may influence food assistance demand, and will be subject to additional learning outcomes (see pg 2) and different assignment expectations (see pg 6, A5).***

## COURSE GOALS & LEARNING OUTCOMES

Upon successful completion of this course, students will:

- A. **Appreciate the complex set of factors that influence the risk for and experience of food insecurity in the United States by...**
  - 1. Reflecting on their and their family's food-related traditions, practices, and routines and any related privileges or lack thereof, and
  - 2. Developing a conceptual map of factors known to impact risk of or be associated with food insecurity;
- B. **Know the reach, function, and impacts of current non-profit and federal food assistance programs by...**
  - 3. Defining the current eligibility criteria and key provisions of major federal and non-profit food assistance programs,
  - 4. Identifying potential – or hypothesized – impacts (both positive and negative) of food assistance programming for individuals, households, communities, and the economy, and
  - 5. Analyzing known dietary, health, social, and economic food assistance program impacts based on the available peer-reviewed literature;
- C. **Understand the historical events that informed current U.S. food assistance programming efforts by...**
  - 6. Examining the political, social, and economic circumstances surrounding the origin of a federal food assistance program,
  - 7. Describing the ways in which the reach, provisions, and impacts of a federal food assistance program have changed over time, and
  - 8. Comparing contemporary and historical controversies related to the private and public administration of food assistance benefits,
- D. **Recognize the strengths, limitations, and potential of various food assistance approaches by...**
  - 9. Assessing a food assistance program's strengths and limitations, and
  - 10. Proposing a program modification that would be reasonably expected to expand reach, facilitate efficiencies, or improve program outcomes;
- E. *[Graduate Students only]* **Evaluate the influence of social and economic factors and policies on food insecurity and demand for assistance by...**
  - 11. Examining the impact of non-food-related social policy (e.g. housing, tax, healthcare, etc.) on risk of food insecurity and use of food assistance, and
  - 12. Propose and evaluate promising approaches for reducing food insecurity sustainably in the U.S.

## COURSE MATERIALS

All course readings are available on the course's Carmen Canvas page.

## COURSE EXPECTATIONS

### ***Participation & Attendance***

As with most things in life, you will get out of this course what you put into it. The course has been designed with great care. I expect all students to give this learning opportunity the time and respect it deserves, and I will respect your time and learning accordingly. What do I mean by this?

**First, readings are selected prudently** so that you can dive in to each one. Don't just read them; think about them and take notes. Consider: *What is the explicit and implicit worldview of the writer? How well does the information capture the complexity of the topic? For academic articles, what were the key findings and contributions? What strengths and limitations of the study should be considered when interpreting the results? How does this article/paper complement other readings to date?* Be prepared to discuss – there will be ample opportunity to do so.

Note: Graduate-level students may be assigned an additional reading each week that covers the topic at hand in a more advanced, or conceptually difficult manner. Such reading will be optional for undergraduates. Any guiding questions, and the related in-class discussion, may also differ by level. For example, graduate-level students may be grouped together so that they can engage in deeper conversation regarding the day's topic. Their guiding questions will be designed – in consultation with Bloom's taxonomy of learning – to facilitate *evaluation* rather than simpler *analysis*. For example, undergraduates may be asked 'how do the findings differ between these articles?', whereas graduates may be asked 'how else could the results be interpreted?' and 'what can we conclude from the readings collectively?'

**Second, assignments are designed to maximize your autonomy** so that you can dive deeper into course topics that are of particular interest to you. Exercise that autonomy and start thinking about each product as far as possible ahead of the due date.

**Third, class will start and end on time, and your attendance counts.** Please plan ahead to arrive on time. I work to cultivate an engaging atmosphere and that dynamic is actively hampered when students arrive late or skip. I respect that extenuating circumstances may arise. A subset of classes will include unannounced 'Reading Check-Ins' that cannot be made up. Each one is worth a negligible number of points so as to not affect the grade of someone having to miss one, or even a few, for legitimate reasons: attend the funeral of a loved one; take care of your health.

### **Assignments**

For each major assignment, a written prompt will be provided via Carmen and will include a description, rubric (for A2-A5), due date and time, and mechanism for submission. There will be opportunities in-class to ask clarifying questions. I am happy to accept assignments early if due date conflict with other obligations. Late assignments are subject to the late policy below. I respect that extenuating circumstances may arise but no make-up assignments are allowed.

### **Grading & Response Timing**

Assignments will be graded within **7-14 days**. I will reply to emails within **2 business days**.

### UNIVERSITY GRADING SCALE

The University's standard grading scheme will be used for this course. Grades will be available for students to view on the course's Carmen Canvas site. I will aim to enter grades within 1-2 weeks of an assignment's submission.

A	100% to 93%	B-	< 83% to 80%	D+	< 70% to 67%
A-	< 93% to 90%	C+	< 80% to 77%	D	< 67% to 60%
B+	< 90% to 87%	C	< 77% to 73%	E	< 60% to 0%
B	< 87% to 83%	C-	< 73% to 70%		

### COURSE ACTIVITIES & EVALUATION

Graded Item Type	Quantity	Points per	Total Points
Class Engagement	20	5	100
Learning Checks	2	15	30
Assignment 1: Reflection	1	20	20
Assignment 2: Conceptual Map	1	50	50
Assignment 3: Program Summary	1	50	50
Assignment 4: Analytical Paper	1	100	100
Assignment 5: Policy Proposal	1	150	150
<b>TOTAL POINTS FOR THE COURSE</b>			500

## COURSE CALENDAR

Week	Date	Topic	Preparation	Due	Outcomes
<i>Module 1: The Basics of Food Insecurity &amp; Food Assistance</i>					
1	Aug 24	Introductions & Overview	N/A	--	--
2	Aug 29	Case Studies & Fundamentals	1-5	A1	A.1.
2	Aug 31	Causes & Consequences	6-9	--	A.1.-A.2.
-	Sep 5	LABOR DAY – NO CLASS	--	--	--
3	Sep 7	Causes & Consequences	10-13	--	A.2.
4	Sep 12, 14	Federal & State Programs	14-15	A2	B.3.
5	Sep 19, 21	Local & Non-profit Programs	16	--	B.3.
6	Sep 26, 28	Cross-Sector Partnerships	17-20	--	B.3.
<i>Module 2: History &amp; Impact of U.S. Food Assistance Programming</i>					
7	Oct 3, 5	Program Impacts	21-23	LC1	B.4. - B.5.
8	Oct 10, 12	Program Impacts & History	24-25	--	B.4. - B.5.
9	Oct 17, 19	Program History & Evolution	26-27	A3	C.6.
10	Oct 24, 26	Program Evolution	28-29	--	C.7.
<i>Module 3: Looking Ahead to the Future of U.S. Food Assistance Programming</i>					
11	31, Nov 2	Program Engagement	30-31	LC2	C.7.
12	Nov 7, 9	Controversies & Opportunities	32-34	--	C.8. - D.9.
13	Nov 14, 16	Controversies & Opportunities	35-36	A4	C.8. - D.9.
14	Nov 21	Class Presentations		--	D.10. - E.12.
15	Nov 28, 30	Class Presentations		--	
16	Dec 5, 7	Presentations & Wrap-Up		--	
Final		Submit via Carmen by 12/12 @ 11:59 pm		A5	

### Graded Item Descriptions

Class Engagement – I will assess—and reward—engagement in a variety of concrete ways. This may include unannounced polls to get your perspective or in-class activities to help you process the day’s topic. This will serve as the primary tool for giving you credit for your reading, preparation, and in-class engagement.

Learning Checks (LC1, LC2) – These low-stakes knowledge checks will cover key course concepts that will be emphasized in class and will allow you to demonstrate content comprehension.

Assignment 1 (A1): Reflection – Each of us has lived a different life, and has had different experiences. For A1, you will grapple privately with the ways in which your life has intersected with and, in some cases, protected you from the topics of this course: food insecurity and food assistance programming. While a relatively brief and low-stakes assignment, it will help attentive students to lay a foundation for your learning during the rest of the semester by asking – *What have I experienced that informs my thinking on this topic? What are my current perspectives on food assistance programming? What do I know about food insecurity and food assistance programs, and what do I have yet to learn? What am I looking forward to learning most?* Responses will remain private and will be used to tailor course content for the current semester.

Assignment 2 (A2): Conceptual Map – There are a multitude of factors across the socio-ecological spectrum—from the micro/individual to the macro/policy—that interact to influence food insecurity and the need for food assistance. You will have the opportunity to flex your creative and intellectual muscles by drafting a visual conceptual map of factors associated with food insecurity, citing relevant literature. The goal here is not perfection; rather, it is to spend time and *clear effort* grappling with the complexity of the course topic in a meaningful way.

Assignment 3 (A3): Program Summary – Building upon assignment 2, you will prepare a summary of a U.S.-based food assistance program of your choice. In it, I will ask you to define the current eligibility criteria and the program’s key provisions and to identify the ‘hypothesized’ and studied impacts of the program on individuals, households, communities, and the economy.

Assignment 4 (A4): Analytical Paper – Extending your work for assignment 3, you will examine the political, social, and economic circumstances surrounding the origin of a U.S.-based food assistance program of your choice. Specifically, I am asking that you: 1) describe the ways in which the *reach* and *provisions* of the program have changed over time; 2) evaluate how this may have influenced program impact; and 3) compare contemporary and historical controversies related to the program. Graduate students will be asked to also consider how program controversies are related to our country’s social psyche and political structure.

Assignment 5 (A5): Policy Proposal – *Will differ for undergrad and graduate students.* Building on assignment 4, you will analyze the strengths and limitations of your program of choice toward justification of a proposal for program modification. Undergraduates will be asked to propose at least one such modification and explain how it could be expected to expand program reach, facilitate efficiencies, or improve participant outcomes. Graduate students will be asked for a broader proposal to address food insecurity sustainably in the U.S. Everyone will have 15 minutes to ‘testify’ on their proposal, and engage in Q&A, during the final weeks of class.



## CLASS PREPARATION MATERIALS (TO READ/WATCH & TAKE NOTES ON BEFORE CLASS)

*Note: This is a non-exhaustive list of readings and videos. All required and supplementary readings will be available as a link or PDF on the course's Carmen Canvas site at least one week prior to the applicable class session. As applicable, new and timely readings and resources may be included for upcoming weeks so that we can grapple in real time with ongoing national conversations and policy actions. To balance depth and breadth, students may be advised to read key portions of a text rather than the entire piece.*

*Graduate student readings will be clearly distinguished from those intended for all students.*

### **Module 1: The Basics of Food Insecurity and Food Assistance**

#### **1.1.: Case Studies**

1. Feeding America. What is Food Insecurity?  
<https://hungerandhealth.feedingamerica.org/understand-food-insecurity/>
2. HBO. American Winter, Documentary Trailer. Aug 27 2012. (5:31 minutes)  
<https://www.youtube.com/watch?v=NbxQpCq21l0>
3. Participant Media. A Place at the Table, Film Trailer. Jan 11 2013. (2:26 minutes)  
<https://www.youtube.com/watch?v=f4LuipQzXqA>
  - a. Film Excerpt. *Rosie's Story*. (3:20 minutes)  
<https://www.youtube.com/watch?v=dNLSJgeRq7g>
  - b. Film Excerpt. *Barbie's Story*. (4:16 minutes)  
<https://www.youtube.com/watch?v=faNwIbf7q4g>
4. Tracie McMillan for National Geographic. The New Face of Hunger. 2014.  
<https://www.nationalgeographic.com/foodfeatures/hunger/>
5. ABC News. *A Nation Divided: Food Insecurity in America*. May 2020. (7:41 minutes)  
<https://www.youtube.com/watch?v=9ftO-WX6xa8>

#### **1.2.: Causes and Consequences**

6. Feeding America. Hunger and Health 101.  
<https://hungerandhealth.feedingamerica.org/understand-food-insecurity/hunger-health-101/>
7. Seligman H and Schillinger D. Hunger and Socioeconomic Disparities in Chronic Disease. *N Engl J Med*. 2010; 363:6-9. <https://www.nejm.org/doi/full/10.1056/NEJMp1000072>
8. Gunderson C and Ziliak JP. Food Insecurity and Health Outcomes. *Health Affairs*. November 2015; 34(11):1830-1839. <https://www.healthaffairs.org/doi/full/10.1377/hlthaff.2015.0645>
9. Gucciardi E, Vahabi M, Norris N, Del Monte JP, and Farnum C. The Intersection between Food Insecurity and Diabetes: A Review. *Curr Nutr Rep*. 2014; 3:324–332.  
<https://link.springer.com/content/pdf/10.1007/s13668-014-0104-4.pdf>
10. Leung C, Tester J, Laraia B. Household Food Insecurity and Ideal Cardiovascular Health Factors in US Adults. *JAMA Internal Medicine*. May 2017; 177(5):730-732.  
<https://jamanetwork.com/journals/jamainternalmedicine/article-abstract/2610101>

11. Tarasuk V, Cheng J, de Oliveira C, Dachner N, Gunderson C, and Kurdyak P. Association between household food insecurity and annual health care costs. *CMAJ*. 2015; 187(14):E429-436. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4592315/pdf/187e429.pdf>
12. Gunderson C, Engelhard E, and Hake M. The Determinants of Food Insecurity among Food Bank Clients in the United States. *The Journal of Consumer Affairs*. 2017;51(3): 501-518. <https://onlinelibrary.wiley.com/doi/full/10.1111/joca.12157>
13. Feeding America. (August 2020). Food Security Evidence Review: Key Drivers and What Works to Improve Food Security. <https://www.feedingamerica.org/sites/default/files/2020-12/Food%20Security%20Evidence%20Review%20August%202020.pdf>

### **1.3.: Federal & State Programs**

14. Congressional Research Service. Domestic Food Assistance: Summary of Programs. Updated August 27, 2019. 19 p. <https://fas.org/sgp/crs/misc/R42353.pdf>
15. Tiehen, Laura. *The Food Assistance Landscape: Fiscal Year 2019 Annual Report*, EIB-218, U.S. Department of Agriculture, Economic Research Service, July 2020. [https://www.ers.usda.gov/webdocs/publications/99026/eib-218.pdf?utm\\_source=SNEB+Members&utm\\_campaign=9c80ffeb77-EMAIL\\_CAMPAIGN\\_2017\\_08\\_25\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_5640af03cf-9c80ffeb77-709893233](https://www.ers.usda.gov/webdocs/publications/99026/eib-218.pdf?utm_source=SNEB+Members&utm_campaign=9c80ffeb77-EMAIL_CAMPAIGN_2017_08_25_COPY_02&utm_medium=email&utm_term=0_5640af03cf-9c80ffeb77-709893233)

### **Local & Non-profit Programs**

16. Daponte BO, Bade S. How the Private Food Assistance Network Evolved: Interactions between Public and Private Responses to Hunger. *Nonprofit and Voluntary Sector Quarterly*. December 2006;35(4): 668-690. <https://journals.sagepub.com/doi/pdf/10.1177/0899764006289771>

### **Cross-Sector Programs**

17. Walker DM, Hefner JL, DePuccio MJ, Garner JA, Headings A, Joseph JJ, Clark A. Approaches for overcoming barriers to cross-sector data sharing. *Am J Manag Care*. 2022 Jan;28(1):11-16. doi: 10.37765/ajmc.2022.88811. <https://glenn.osu.edu/sites/default/files/2022-04/Overcoming-Barriers-Cross-Sector-Data-Sharing.pdf>
18. Walker DM, DePuccio MJ, Hefner JL, Garner JA, Joseph JJ, Headings A, Clark A. Utilization Patterns of a Food Referral Program: Findings from the Mid-Ohio Pharmacy. *J Am Board Fam Med*. 2021 Nov-Dec;34(6):1174-1182. doi: 10.3122/jabfm.2021.06.210036. <https://www.jabfm.org/content/jabfp/34/6/1174.full.pdf>
19. Hamer MK, Mays GP. Public Health Systems and Social Services: Breadth and Depth of Cross-Sector Collaboration. *Am J Public Health*. 2020 Jul;110(S2):S232-S234. doi: 10.2105/AJPH.2020.305694. <https://ajph.aphapublications.org/doi/epdf/10.2105/AJPH.2020.305694>
20. Jablonski BBR, Casnovsky J, Clark JK, Cleary R, Feingold B, Freedman D, Gray S, Romeiko X, Olabisi LS, Torres M, van den Berg AE, Walsh C, Wentworth C. Emergency Food Provision for Children and Families during the COVID-19 Pandemic: Examples from Five U.S. Cities.

Appl Econ Perspect Policy. 2021 Mar;43(1):169-184. doi: 10.1002/aep.13096.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7646653/pdf/AEPP-43-169.pdf>

## **Module 2: Getting into the Weeds on Food Assistance Programming**

### **Program Impacts**

21. Franklin B, Jones A, Love D, Puckett S, Macklin J, and White-Means S. Exploring Mediators of Food Insecurity and Obesity: A Review of Recent Literature. *J Community Health*. 2012;37: 253–264. <https://link.springer.com/article/10.1007/s10900-011-9420-4>
22. Owen AL, and Owen GM. Twenty Years of WIC: A review of Some Effects of the Program. *Journal of the American Dietetic Association*. 1997;97(7): 777-782.
23. Sanjay B, Berkowitz SA, Seligman H. The Monthly Cycle of Hypoglycemia. *Medical Care*. July 2017; 55(7): 639-645. [https://journals.lww.com/lww-medicalcare/Fulltext/2017/07000/The\\_Monthly\\_Cycle\\_of\\_Hypoglycemia\\_An.1.aspx](https://journals.lww.com/lww-medicalcare/Fulltext/2017/07000/The_Monthly_Cycle_of_Hypoglycemia_An.1.aspx)
24. Oronce CIA, Miake-Lye IM, Begashaw MM, Booth M, Shrank WH, Shekelle PG. Interventions to Address Food Insecurity Among Adults in Canada and the US: A Systematic Review and Meta-analysis. *JAMA Health Forum*. 2021 Aug 6;2(8):e212001. doi: 10.1001/jamahealthforum.2021.2001.

### **Program Histories**

25. Nestle M. The Supplemental Nutrition Assistance Program (SNAP): History, Politics, and Public Health Implications. *American Journal of Public Health*. December 2019;109(12): 1631-1635. <https://ajph.aphapublications.org/doi/10.2105/AJPH.2019.305361>
26. Schwartz C, Wootan MG. How a Public Health Goal Became a National Law: The Healthy, Hunger-Free Kids Act of 2010. *Nutr Today*. 2019 Mar-Apr;54(2):67-77. doi: 10.1097/NT.0000000000000318. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6716573/>

### **Program Evolution**

27. US Department of Agriculture Food and Nutrition Service. Supplemental Nutrition Assistance Program (SNAP): a short history of SNAP. <https://www.fns.usda.gov/snap/short-history-snap>. Published November 28, 2017.
28. WIC reference TBD
29. Local food systems reference TBD

### **Program Engagement**

30. U.S. Department of Agriculture, Food and Nutrition Service, Office of Policy Support. Characteristics of Supplemental Nutrition Assistance Program Households: Fiscal Year 2018, by Kathryn Cronquist. Project Officer, Jenny Genser White. Alexandria, VA, 2019. <https://fns-prod.azureedge.net/sites/default/files/resource-files/Characteristics2018.pdf>
31. U.S. Department of Agriculture, Food and Nutrition Service, Office of Policy Support. Trends in Supplemental Nutrition Assistance Program Participation Rates: Fiscal Year 2010 to Fiscal Year 2017, by Alma Vigil. Project Officer, Jenny Genser White. Alexandria, VA,

2019. <https://fns-prod.azureedge.net/sites/default/files/resource-files/Trends2010-2017.pdf>

### **Module 3: Looking Ahead to the Future of Food Assistance Programming**

#### **Program Controversies & Opportunities**

32. Cohen N. SNAP at the Community Scale: How Neighborhood Characteristics Affect Participation and Food Access. *Am J Public Health*. 2019 Dec;109(12):1646-1651. doi: 10.2105/AJPH.2019.305363.
33. Harnack L, Valluri S, and French SA. Importance of the Supplemental Nutrition Assistance Program in Rural America. *American Journal of Public Health*. December 2019;109(12): 1641-1645. <https://ajph.aphapublications.org/doi/10.2105/AJPH.2019.305359>
34. Blevins. "How the Farm Bill Underpins U.S. Nutrition Policy". In: *Administering and Managing the U.S. Food System: Revisiting Food Policy and Politics*. 2021.
35. Gaines-Turner T, Simmons JC, and Chilton M. Recommendations From SNAP Participants to Improve Wages and End Stigma. *American Journal of Public Health*. December 2019;109(12): 1664-1667. <https://ajph.aphapublications.org/doi/10.2105/AJPH.2019.305362>
36. Pomeranz J. Supplemental Nutrition Assistance Program Data: Why Disclosure Is Needed. *American Journal of Public Health*. December 2019;109(12): 1659-1663. <https://ajph.aphapublications.org/doi/10.2105/AJPH.2019.305350>

### **COURSE POLICIES**

All University, College, School, and Program course policies apply to this course. Specifically, all policies of the School of Health and Rehabilitation Sciences and the Glenn College of Public Policy should be followed.

Up to date [university policies](#) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:

- Disability Statement
- Excused absence guidelines (COVID)
- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement
- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

**Late Assignment Submissions** – There will be a 2 point per day deduction for late submissions not pre-arranged at least 2 full business days in advance of the deadline with the instructor.

**Course Technology** – For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. Self-Service and Chat support: <http://ocio.osu.edu/selfservice>. Phone: 614-688-HELP (4357). Email: [8help@osu.edu](mailto:8help@osu.edu). TDD: 614-688-8743

**Accessibility of Course Technology** – This course requires use of CarmenCanvas (Ohio State's learning management system). If you need additional services to use these technologies, please see [here](#) for more info and contact me to request accommodations.

**Your Mental Health** – The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email [hrscom.counseling@osumc.edu](mailto:hrscom.counseling@osumc.edu), indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand).

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource.

**Copyright** – ©-The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

*This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances. Students will be made aware, in writing, of any such changes.*

# 1HN 7804: Advanced Community and International Nutrition

## Spring 2022

### Course Information

- **Course times and location:** Mondays 1:35pm-4:10pm; Enarson Classroom 218
- **Credit hours:** 3
- **Mode of delivery:** In-Person

### Instructor

- **Name:** Irene Hatsu, PhD, RD
- **Email:** Hatsu.1@osu.edu
- **Office location:** 341 Campbell Hall
- **Office hours:** By Appointment
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

### Course Description

Provide in-depth analysis of the major and emerging issues in global nutrition, influencing the development, health, and survival of various populations living in low- and middle-income countries. Explore approaches to prevention as well as strategies to improving health outcomes associated with these issues.

### Learning Outcomes

By the end of this course, students should successfully be able to:

1. Evaluate, discuss, and apply research in global nutrition issues.
2. Apply nutritional and other health concepts in understanding malnutrition as it pertains to the most at risk (infants, children, women) and other vulnerable (elderly, HIV-positive) populations.



3. Evaluate interventional and policy approaches to preventing/addressing nutritional problems among at-risk populations living in low- and middle-income countries.

## How This Course Works

**Mode of delivery:** This course is offered in-person with weekly required sessions on Mondays from 1:35pm - 4:10pm. Class sessions generally will consist of traditional lecture for background information, dialogue between instructor and students, and directed discussions of articles from the primary literature. We will discuss experimental design, methods, and results from assigned research papers throughout the semester. Reading assignments from the text for each topic are listed in the course schedule below. You are strongly encouraged to read the subject material before class. You should be prepared to contribute to the discussion since each student will be challenged with specific questions throughout the semester. Comprehension and integration of the material necessitates your active participation in the process. Lecture outlines will be provided in Carmen. Success in this course requires that you keep up with the material.

**Credit hours and work expectations:** This is a **3 credit-hour course**. According to [Ohio State bylaws on instruction](https://go.osu.edu/credit%20hours) (go.osu.edu/credit hours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to approximately 6 hours of homework (reading and assignment preparation, for example).

**Attendance and participation requirements:** You can expect your instructor to: arrive in the classroom before the beginning of the session; be organized, prepared, and capable of placing topics into a context that facilitates the integration of principles that you have learned in previous community and public health nutrition courses. I will not have the answer to every question you ask. However, I will consult with colleagues and utilize available resources to provide cogent responses for such questions. Your patience is needed and appreciated; your participation in class is valued.

What is expected from you? It is expected that you do the assigned readings and come to class prepared to actively engage in the learning process. The standard expectation is that you will devote about 2 hours to the material outside the classroom for each hour in the classroom. Therefore, the well-prepared student should expect to spend approximately 6 hours per week outside the classroom on the material. While not mandatory, weekly class attendance is highly encouraged to enhance class discussions. Please inform me if an extended absence is expected due to a serious illness, death in your immediate family, or other circumstances.



## Course Materials and Technologies

### Required Materials

Pertinent articles from the primary literature will be required reading throughout the semester. When possible, these articles will be available on the Carmen course webpage. These papers will be an important link to current research questions and approach in global/international nutrition issues. They will be covered using a class discussion format.

### Course Technology

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

### Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

### Required Equipment

Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection

Webcam: built-in or external webcam, fully installed and tested

Microphone: built-in laptop or tablet mic or external microphone

Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](https://go.osu.edu/student-tech-access)

### Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.





## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Grading and Faculty Response

### How Your Grade is Calculated

Assignment Category	Points/%
Exam 1	125 (25%)
Exam 2	125 (25%)
Critical Appraisal of research	50 (10%)
Term paper	125 (25%)
Oral presentation	75 (15%)
Total	500 (100%)

See [Course Schedule](#) for due dates.

### Grading Scale

Points	Percentage	Letter Grade
465.0-500.0	93-100%	A
450.0-469.0	90-92.9	A-

435.0-449.5	87-89.9	B+
415.0-434.5	83-86.9	B
400.0-414.5	80-82.9	B-
385.0-399.5	77-79.9	C+
365.0-384.5	73-76.9	C
350.0-364.5	70-72.9	C-
335.0-349.5	67-69.9	D+
300.0-334.5	60-66.9	D
<300	<60	E

## Descriptions of Major Course Assignments

### 1. Assignments

There are 2 assignments for this class (See descriptions below). Instructions for completing each assignment are available below and will be expanded on Canvas.

#### A) Critical Appraisal of a Research Article

Description: Students will critically appraise and lead a class discussion on an intervention-based peer reviewed research article focused on improving nutrition outcomes in an at-risk population in low/middle-income country.

#### B) Term Paper

Description: Students will be expected to write an authoritative review paper (10 pages (12 pages max (without references), double-spaced) and give an accompanying 20-minute presentation (15 minutes for presentation, 5 minutes for questions) on a specified current or emerging global nutritional problem(s) in a specific country/region/specific population a given low/middle-income country. The paper must include analysis and discussion of the scale, consequence and cause of the nutrition problem and an analysis of a successful program that aims to address the nutrition problem.

**Academic integrity and collaboration:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow AMA/Vancouver style to cite the ideas and words of your research sources. Citations can include reputable websites, articles, textbooks, etc. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

## 2. Exams

**Description:** There will be two exams (a midterm and a final), each worth 125 points.

### Late Assignments

Please refer to the course schedule below for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Make-up exams will only be given without penalty *under reasonable/justifiable circumstances* (e.g., illness requiring medical attention, death in family). Student must notify the instructor by telephone or email at least 1 hour before the exam. The indicated problem must be verifiable by the instructor. Unexcused, missed exams will be assigned a grade of zero. Written assignments that are completed and submitted late will incur a 20% penalty per each day it is late.

### Incomplete

An incomplete (I) grade will be assigned *only under extenuating circumstances* (such as extended illness) that prevents the completion of course requirements. The student, however, should have completed a substantial portion of the course work. The student must initiate the request for an incomplete grade. Per University policy, the incomplete grade must be made up no later than the end of the sixth week of the following semester.

### Instructor Feedback and Response Time

The following list are being provided to give you an idea of my intended availability throughout the course.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will respond to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** All important class-wide messages will be sent through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments and exams submitted on/before the due date, you can generally expect feedback and grades within **7-14 days**.



# Course Schedule

Refer to the Carmen Canvas course for up-to-date due dates.

Week	Topic	Learning Objective	References
1/10	Course introduction; Overview of current and emerging issues in global nutrition	Objective 1	<u>Background material:</u> 1. 2021 Global Nutrition Report: The state of global nutrition. Bristol, UK: Development Initiatives. 2. UN: <a href="https://www.un.org/sustainabledevelopment/sustainable-development-goals/">https://www.un.org/sustainabledevelopment/sustainable-development-goals/</a>
1/17	<b>MLK Holiday</b>		<b><u>No Class</u></b>
1/24	Nutrition interventions	Objective 1 Objective 3	<u>Background material:</u> 1. 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. 2. Ruel MT, Alderman H. (2013) Maternal and Child Nutrition Study Group. Nutrition-sensitive interventions and programmes: how can they help to accelerate progress in improving maternal and child nutrition? Lancet. 10;382(9891):536-51.  <u>Journal Club article:</u> 1. Doudou, MH et al. (2018). Mapping nutrition interventions, a key analytical tool for informing the multisectoral planning process: example from Burkina Faso. Food and Nutrition Bulletin, 39(3), 449-464. 2. Reinbott, A et al. (2016). Nutrition education linked to agricultural interventions improved child dietary diversity in rural Cambodia. British journal of nutrition, 116(8), 1457-1468.



1/31	Global nutrition transition and obesity	Objective 1 Objective 2	<p><u>Background material:</u></p> <p>Popkin BM, et al. (2020). Dynamics of the double burden of malnutrition and the changing nutrition reality. Lancet. 4;395(10217):65-74.</p> <p>2. Popkin BM, Adair LS, Ng SW (2012) Global nutrition transition and the pandemic of obesity in developing countries. Nutr Rev. 70:3-21.</p> <p>3. Wells JC, et al (2020) The double burden of malnutrition: aetiological pathways and consequences for health. Lancet. 4;395(10217):75-88.</p> <p>4. Hawkes C et al. (2020) Double-duty actions: seizing programme and policy opportunities to address malnutrition in all its forms. Lancet. 11;395(10218):142-55.</p> <p><u>Journal Club article:</u></p> <p>1. Mahmudiono, T et al. (2018). The effectiveness of nutrition education for overweight/obese mother with stunted children (NEO-MOM) in reducing the double burden of malnutrition. Nutrients, 10(12), 1910.</p> <p>2. Elkhouri Edde, C. et al. (2020). Impact of the Nutrition-Friendly School Initiative: analysis of anthropometric and biochemical data among school-aged children in Ouagadougou. Global Health Promotion, 27(2), 26-34.</p>
2/7	Breastfeeding and complementary feeding	Objective 1 Objective 2	<p><u>Background material:</u></p> <p>1. McFadden et al. (2017) Support for healthy breastfeeding mothers with healthy term babies. Cochrane Database of Systematic Reviews. doi:10.1002/14651858.CD001141.</p> <p>2. Olufunlayo TF et al. (2019) Improving exclusive breastfeeding in low and middle-income countries: A systematic review. Matern Child Nutr. 15(3):e12788. doi: 10.1111/mcn.12788.</p> <p>3. White, JM et al. (2017). Complementary feeding practices: Current global and regional estimates. Maternal &amp; Child Nutrition, 13, e12505.</p>

			<p>4. Michaelsen, KF et al. (2017). Emerging issues in complementary feeding: Global aspects. <i>Maternal &amp; Child Nutrition</i>, 13, e1244</p> <p><u>Journal Club article:</u></p> <p>1. Waswa, LM et al. (2015). Community-based educational intervention improved the diversity of complementary diets in western Kenya: results from a randomized controlled trial. <i>Public Health Nutrition</i>, 18(18), 3406-3419.</p> <p>2. Namale-Matovu, J et al (2018). Comparative effects of three methods of promoting breastfeeding among human immunodeficiency virus–infected women in Uganda: a parallel randomized clinical trial. <i>International health</i>, 10(6), 430-441.</p>
2/14	Maternal and Child nutrition	Objective 1 Objective 2	<p><u>Background material:</u></p> <p>1. Black RE et al (2013) Maternal and child undernutrition and overweight in low-income and middle-income countries. <i>Lancet</i>. 3:382-396</p> <p>2. Keats, EC et al. (2021). Effective interventions to address maternal and child malnutrition: an update of the evidence. <i>The Lancet Child &amp; Adolescent Health</i>.</p> <p>3. Victora, CG, et al. (2021) Revisiting maternal and child undernutrition in low-income and middle-income countries: variable progress towards an unfinished agenda. <i>Lancet</i>.</p> <p>4. Oh C, et al. (2020) Vitamin and mineral supplementation during pregnancy on maternal, birth, child health and development outcomes in low-and middle-income countries: a systematic review and meta-analysis. <i>Nutrients</i>, 12(2).</p> <p><u>Journal Club article:</u></p> <p>1 Mazumder S. et al. (2019) Effect of community-initiated kangaroo mother care on survival of infants with low birthweight: a randomised controlled trial. <i>Lancet</i>. 9;394(10210):1724-36.</p>

2/21	Micronutrient deficiencies in the developing world	Objective 1 Objective 2	<p><u>Background material:</u></p> <ol style="list-style-type: none"> <li>1. Tam, E et al. (2020). Micronutrient supplementation and fortification interventions on health and development outcomes among children under-five in low-and middle-income countries: a systematic review and meta-analysis. <i>Nutrients</i>, 12(2), 289.</li> <li>2. Allen et al. (2006) Guidelines on food fortification with micronutrients. Part II: Evaluating the public health significance of micronutrient malnutrition. WHO Publications. <a href="http://whqlibdoc.who.int/publications/2006/9241594012_eng.pdf">http://whqlibdoc.who.int/publications/2006/9241594012_eng.pdf</a></li> <li>3. Keats, EC et al. (2019). Improved micronutrient status and health outcomes in low-and middle-income countries following large-scale fortification: evidence from a systematic review and meta-analysis. <i>AJCN</i>, 109(6), 1696-1708.</li> </ol> <p><u>Journal Club article:</u></p> <ol style="list-style-type: none"> <li>1. Matias, SL et al (2017). Effects of lipid-based nutrient supplements v. micronutrient powders on nutritional and developmental outcomes among Peruvian infants. <i>Public health nutrition</i>, 20(16), 2998-3007.</li> <li>2. Kurpad, AV et al. (2021). Perspective: When the cure might become the malady: the layering of multiple interventions with mandatory micronutrient fortification of foods in India. <i>AJCN</i> 114(4), 1261-1266.</li> </ol>
<b>2/28</b>			<b>Exam 1</b>
3/7	HIV and nutrition	Objective 1 Objective 2 Objective 3	<p><u>Background material:</u></p> <ol style="list-style-type: none"> <li>1. Greenblott et al (2012) The Debilitating Cycle of HIV, Food Insecurity, and Malnutrition: Including a Menu of Common Food Security and Nutrition Interventions for Orphans and Vulnerable Children. Arlington, VA: USAID's AIDS Support and Technical Assistance Resources, AIDSTAR-One.</li> </ol>



			<p>2. Weiser et al. Conceptual framework for understanding the bidirectional links between food insecurity and HIV/AIDS. <i>Am J Clin Nutr</i> 2011 94: 6 1729S-1739S</p> <p><u>Journal Club article:</u> Weinhardt, L.S. et al (2017) Mixed-Method Quasi-Experimental Study of Outcomes of a Large-Scale Multilevel Economic and Food Security Intervention on HIV Vulnerability in Rural Malawi, <i>AIDS Behav</i> 21:712-723</p>
3/14	<b>Spring Break</b>		<b>No Class</b>
3/21	Global food insecurity	Objective 1 Objective 2	<p><u>Background material:</u></p> <ol style="list-style-type: none"> <li>1. UN Food and Agriculture Organization (2020) The state of food security and nutrition in the world.</li> <li>2. Duraó, S. et al. (2020). Community-level interventions for improving access to food in low-and middle-income countries. <i>Cochrane Database of Systematic Reviews</i>, (7).</li> <li>3. Burchi et al (2018). Addressing Food Insecurity in Sub-Saharan Africa: The Role of Cash Transfers. <i>Poverty &amp; Public Policy</i>. 10(4):564-89.</li> </ol> <p><u>Journal Club article:</u> Walsh et al. (2020) The Impact of a Household Food Garden Intervention on Food Security in Lesotho. <i>International Journal of Environmental Research and Public Health</i>. 17(22):8625.</p>
3/28	Nutrition and maternal reproductive health and survival	Objective 1 Objective 2 Objective 3	<p><u>Background material:</u></p> <ol style="list-style-type: none"> <li>1. Christian P. Nutrition and Maternal Survival in Developing Countries 2008. In <i>Handbook on Nutrition and Pregnancy</i>. Pp 319-336</li> </ol> <p><a href="http://ftp.portalneonatal.com.br/livros/arquivos/Neonatologia/HANDBOOKOFNUTRITIONANDPREGNANCY.pdf#page=335">http://ftp.portalneonatal.com.br/livros/arquivos/Neonatologia/HANDBOOKOFNUTRITIONANDPREGNANCY.pdf#page=335</a></p>



			<p>2. Haider, B.A. and Bhutta, Z.A., 2017. Multiple-micronutrient supplementation for women during pregnancy. <i>Cochrane Database of Systematic Reviews</i>, (4).</p> <p>3. Lassi, ZS et al (2021). Effects of preconception care and periconception interventions on maternal nutritional status and birth outcomes in low-and middle-income countries: A systematic review. <i>Campbell Systematic Reviews</i>, 17(2), e1156</p> <p><u>Journal Club article:</u> Hambidge K. (2019). A multicountry randomized controlled trial of comprehensive maternal nutrition supplementation initiated before conception: the Women First trial. <i>AJCN</i> 109(2), 457-469.</p>
4/4	Nutrition for the Elderly in Developing Countries	Objective 1 Objective 2	<p><u>Background material:</u> 1. Solomons NW and Bermudez DI. Nutrition in the Elderly from Low and Middle-Income Countries. In <i>Nutrition and Health in a Developing World</i>. 3<sup>rd</sup> Edition</p> <p><u>Journal Club article:</u> Bo, Y. et al. (2017). The n-3 polyunsaturated fatty acids supplementation improved the cognitive function in the Chinese elderly with mild cognitive impairment: a double-blind randomized controlled trial. <i>Nutrients</i>, 9(1), 54.</p> <p><b>Term paper Due</b></p>
4/11		Objective 3	<b>Student oral presentations</b>
4/18		Objective 3	<b>Student oral presentations</b>
4/25			<b>Exam 2</b>

*This course schedule is tentative and is subject to change. Any such changes will be updated in Carmen*

#### Other Supporting Articles:

- Menon K, Puthussery S, Ravalia A, Panchal P, Rana R, Mistry S, Tseng P, Bhandol J, Mavalankar D (2018), *Effectiveness of nutrition interventions in low- and middle-income countries: An evidence summary*. Indian Institute of Public Health Gandhinagar; Public Health Foundation of India; University of Bedfordshire, UK and BRAC, Bangladesh.
- Rana R, Mavalankar DV. Effectiveness of nutrition interventions on World Health Organization global nutrition targets: An evidence summary. *Indian Journal of Community Medicine: Official Publication of Indian Association of Preventive & Social Medicine*. 2021 Jan;46(1):157.
- Popkin, B.M. and Ng, S.W., 2021. The nutrition transition to a stage of high obesity and noncommunicable disease prevalence dominated by ultra-processed foods is not inevitable. *Obesity Reviews*.
- Smith MD, Rabbitt MP, Coleman-Jensen A. Who are the world's food insecure? New evidence from the Food and Agriculture Organization's food insecurity experience scale. *World Development*. 2017 May 1;93:402-12.
- Heidkamp RA, Piwoz E, Gillespie S, Keats EC, D'Alimonte MR, Menon P, Das JK, Flory A, Clift JW, Ruel MT, Vosti S. Mobilising evidence, data, and resources to achieve global maternal and child undernutrition targets and the Sustainable Development Goals: an agenda for action. *The Lancet*. 2021
- Bailey RL, West Jr KP, Black RE. The epidemiology of global micronutrient deficiencies. *Annals of Nutrition and Metabolism*. 2015;66(Suppl. 2):22-33.
- WHO: <https://www.who.int/en/news-room/fact-sheets/detail/infant-and-young-child-feeding>
- Müller MF, Penny G, Niles MT, Ricciardi V, Chiarelli DD, Davis KF, ... & Mueller, ND. (2021). Impact of transnational land acquisitions on local food security and dietary diversity. *Proceedings of the National Academy of Sciences*, 118(4).



## Other Course and University Policies

### Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

### Accessibility Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

## SLDS Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible. [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility)).

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Harassment, Discrimination, and Sexual Misconduct Statement

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## **HN 6010 Motivational Interviewing for Behavioral Change**

### Autumn 2021, 1 credit hour, Graduate Credit

**Class Location**

Meeting Days/Times: Tues., 12:40 – 2:30 pm

Meeting Location: TBA

**Instructor: Carla Miller, PhD, RD, FAND**

Office: 345 Campbell Hall

Email: miller.4453@osu.edu

Phone: 614-292-1391

Office Hours: By appointment

## Course Overview

### Description/Rationale

The purpose of the course is to increase student's knowledge and skill in using principles and techniques in motivational interviewing (MI) to facilitate health-related behavioral change. Students will review basic principles related to the style of MI, explore the values and beliefs that underlie this approach, examine evidence related to adopting this style in practice, and develop MI-related skills.

### Relation to Other Courses

The course is similar to other courses which address behavioral change but is unique in that it focuses on changing nutrition-related behaviors. These behaviors often are more complex than other behaviors due to the widespread availability of food in the environment and the human need to eat to survive.

**Prerequisites:** None except for enrollment in an OSU graduate program

**Prerequisite Knowledge:** A general understanding of human behavior is desired such as that discussed in an introductory human nutrition and/or psychology course(s).

## Learning Objectives

Upon completion of this course, the student will be able to:

1. Explain key concepts and principles in MI;
2. Demonstrate appreciation for the values and beliefs that underlie adoption of this style of practice;
3. Improve skills in reflective listening and promoting change talk;
4. Develop skills in facilitating a behavior change plan;
5. Apply principles in MI in the nutrition education and counseling process.

By the end of this course, students will be able to:

develop mastery regarding the behavior change process. Remember that some difficulty during learning is to be expected during the course. This process helps make learning stronger and better remembered. When learning is easy, it is often superficial and soon forgotten. Not all of our intellectual abilities are due to genetics. When learning is effortful, it changes the brain, making new neural connections, and increasing intellectual ability. Learning improves when you wrestle with new problems before receiving the solution. To achieve excellence in any subject matter, one must strive to surpass one's current level

of ability. Striving, by its nature, often results in setbacks. However, it is the setbacks that provide the essential information needed to adjust learning strategies to achieve mastery.

## Course Materials

### Required:

Miller WR, & Rollnick S. Motivational Interviewing: *Preparing People for Change*, 3<sup>rd</sup> Ed. New York, NY: Guilford Press; 2013.

### Required Readings:

Readings for each class session are listed on the syllabus by date. Journal articles will be placed on Carmen. Please read each reading prior to class and be prepared to discuss the findings in class.

## Course Requirements/Evaluation

### Grades

#### Point Allocation:

Class attendance	12 points
Class participation	50 points
Favorite mentor reflection	20 points
Strengths & affirmation assignment	20 points
Story corps assignment	20 points
I can fix that assignment	30 points
Identifying change & sustain talk	35 points
Final Exam	<u>100 points</u>
<b>TOTAL POINTS</b>	<b>287 points</b>

*See below for assignment descriptions and due dates.*

### Late Assignments

It is important to meet due dates to review and grade all assignments in a timely fashion. Assignments are due at the beginning of class on the date specified. Late assignments will be penalized by the deduction of 5% of the points per calendar day that the assignment is late. This includes weekend and week days.

### Policies for Missed Exams and Quizzes

All students will be expected to take exams on the dates designated. No make-up exams will be given unless serious illness or very unusual circumstances (documented to the instructor in writing) prevents a student from being present at a regularly scheduled exam. Students must notify the instructor prior to the exam if they will be unable to take a scheduled exam and to make appropriate arrangements.

### Grading Scale

93–100: A	267 – 287 total points
90–92.9: A-	258 - 266
87–89.9: B+	250 - 257
83–86.9: B	238 - 249
80–82.9: B-	230 - 237
77–79.9: C+	221 - 229

73–76.9: C	210 - 220
70 –72.9: C-	201 - 209
67 –69.9: D+	192 - 200
60 –66.9: D	172 - 191
Below 60: E	171 or below

## Assignment Descriptions

### 1. Class Participation

This is a “hands on” course with opportunity to practice the skills we discuss in class. The best way to become proficient at motivational interviewing is to practice. There will be skill development activities during each class period. Your participation in these activities is vital to learning and using the material.

### 2. Favorite Mentor Reflection

Complete the written assignment regarding the attributes of a mentor in your life. Turn in a written description using the prompts provided in class.

### 3. Strengths & Affirmation Assignment

Prepare a written response to the scenario regarding the client with a history of cardiovascular disease. What strengths does the client demonstrate? How can you affirm these strengths to facilitate change? Turn in a written response using the prompts provided in class.

### 4. Story Corps Assignment

Go to [www.storycorps.org](http://www.storycorps.org) and identify someone’s story. Prepare a written response to the prompts provided in class.

### 5. I Can Fix That Assignment

Revise the conversation provided in the sample exercise to be consistent with MI. Write down how you could rebuild the conversation. Use your own words while staying in the spirit of MI.

### 6. Identifying Change and Sustain Talk

Read the dialogue provided between a client and practitioner. Read the transcript and underline what you view as change talk. Highlight what you view as sustain talk.

### 7. Final Exam

The final exam will cover all of the material discussed in class. Both short answer and essay questions will be included on the exam. Bring paper and a writing utensil with you to the exam.

## Course Policies

### Student Conduct and Participation

See above regarding participation expectations for the course.

### Communication

The university’s official mode of communication is via university email. Students should use their BuckeyeMail when emailing their professor, and faculty will use their OSU email when emailing students.



The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back-up what you say.
- **Backing-up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

**Response Times:** I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP or use [8help@osu.edu](mailto:8help@osu.edu) at any time if you have a technical problem.)

- Grading and feedback: For large weekly assignments, you can generally expect feedback within 7 days.
- E-mail: I will reply to e-mails within 24 hours on school days.

## Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

## Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)

- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TTY: 614-688-8743

## Institutional Policies

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If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

### Accessibility Accommodations

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SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional

services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

## Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

## Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**Trigger Warning:** Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and

contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

### Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### Tentative Course Schedule

Date	Topic	Learning Objective	Reading Assignment
Week 1	Course overview; MI defined	LO.1	Text chapters 1-3
Week 2	MI skills: OARS+I <a href="#">Favorite mentor assignment due</a>	LO.3	Text chapters 4-6; DiLillo et al., 2004
Week 3	Exploring values & goals; MI skill: Focusing <a href="#">Strengths &amp; affirmations assignment due</a>	LO.2	Text chapters 7-9; Moyers 2014
Week 4	MI skill: Exchanging information <a href="#">Story corps assignment due</a>	LO. 3, 5	Text chapters 10-11; Armstrong et al., 2011
Week 5	MI skill: Recognizing change & sustain talk <a href="#">I can fix that assignment due</a>	LO.4, 5	Text chapters 12-14; Magill et al., 2018
Week 6	MI skill: Strengthening commitment <a href="#">Identifying change &amp; sustain talk assignment due</a>	LO.4, 5	Text chapters 19-21; Forman & Moyers, 2019
Week 7	<b>Final exam</b>		

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).



THE OHIO STATE UNIVERSITY

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY

## COURSE INFORMATION

HUMNNUTR 7806 Behavioral Nutrition – Why People Change

Autumn 2022, 329 Campbell Hall

Credit Hours: 3

## FACULTY INFORMATION

Instructor	Email	Office Location	Office Hours
Julie Kennel, PHD, RDN, LD	<a href="mailto:Kennel.3@osu.edu">Kennel.3@osu.edu</a>	313 Campbell	By appt – in person and Zoom

Preferred means of communication:

- The preferred method of communication for questions is **email**. Instructors will reply to emails within **24 hours on days when class is in session at the university**.
- Class-wide communications will be sent through the Inbox tool in CarmenCanvas.

## CLASS MEETING SCHEDULE

Course times and location: Tuesdays and Thursdays 1:15-2:35pm in-person. Class time lectures will not be recorded. Ask classmates about material you missed and/or schedule office hours with the instructor if you miss a class.

## COURSE MATERIALS / SOFTWARE

Required:

- Glanz K, Rimer BK, and Viswanath K. Health Behavior: Theory, Research, and Practice, 5e. ISBN: 978-1-118-62900-0. Jossey-Bass. 2015
- Supplementary readings, including position statements and original research studies published in peer-reviewed journals. These supplementary readings are required for this course and will be posted to Carmen as topics progress through the semester.
- Required Equipment:
  - **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
  - **Webcam:** built-in or external webcam, fully installed and tested
  - **Microphone:** built-in laptop or tablet mic or external microphone
  - **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## COURSE DESCRIPTION

Evidence-based principles for facilitating nutrition-related behavioral change, including mechanisms of change, will be examined. Health behavior theory will be used to guide the development and evaluation of behavior change programs for the target audience.

## PREREQUISITES

None

## COURSE LEARNING OUTCOMES

By the end of the course, students should successfully be able to meet competencies as outlined here.

1. Explain key concepts and principles in selected theories of behavioral change.
2. Apply theoretical principles to program design, implementation, and evaluation.
3. Communicate how these principles can be used to explain, predict, and modify human behavior.
4. Apply principles of instructional design for research and educational purposes.
5. Discuss effective strategies in your own experiences.
6. Evaluate nutrition education programs among diverse groups.

## COURSE POLICIES

All College and Program course policies apply to this course. OSUN and Human Nutrition MS Handbooks are available. These provide all required policies and procedures required for students accepted into these academic programs.

## COURSE TECHNOLOGY

This course will be conducted in person. All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](#) is available. Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please check your [notification preferences](#) ([go.osu.edu/canvas-notifications](http://go.osu.edu/canvas-notifications)) to be sure you receive these messages. Please contact the Help Desk for more information.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available [online](#), and support for urgent issues is available 24x7.

Self-Service and Chat support: [go.osu.edu/IT](http://go.osu.edu/IT) • Phone: 614-688-HELP (4357)

Email: [ServiceDesk@osu.edu](mailto:ServiceDesk@osu.edu) • TDD: 614-688-8743

### Internet requirements:

Minimum WiFi speed of 3 MB/s is required for using CarmenCanvas to submit assignments, while a minimum 7 MB/s is recommended for Zoom classes, streaming lectures, etc. Students can connect devices to campus wireless internet by navigating to [wireless.osu.edu](http://wireless.osu.edu).

### Microsoft 365

This course requires students to author documents using Microsoft 365. Students can login to Microsoft 365 via [microsoft365.osu.edu](http://microsoft365.osu.edu). Check the university's IT Service Desk knowledge base article KB04728, [FAQ on Office 365 for Students](#), for information on hardware requirements.

## UNIVERSITY POLICIES

Up to date [university policies](#) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:

- Disability Statement
- Excused absence guidelines (COVID)
- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement

- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

## YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand).

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The [Ohio State Wellness app](#) is also a great resource.

Expectations are that we all will be respectful of our classmates while consuming course content and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

School Specific Grievances and Solving Problems: Please see the program handbooks for specifics. In general, a student should meet with the instructor of record for the course first and then, as outlined, a student should then take any problem or grievance to the Human Nutrition Graduate Studies Chair or OSUN Director.

Conduct in the Classroom and Academic Learning Environment: Students will adhere to the code of student conduct for The Ohio State University at all times. Students have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur..

## GRADING AND EVALUATION

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

Assignment type:

- **Independent Work:** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- **Collaboration Required:** An explicit expectation for collaboration among students either in-class or outside (i.e. group work).
- **Optional-Collaboration:** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

Assignment Name	Points / Weight	Assignment Type
Individual Behavior Change Assignments Part 1 @5 points Part 2 @5 points Part 3 @10 points	20 points (16%)	Independent work
Behavior Change Interview	5 points (5%)	Independent work
Research Article Presentations Presentation @5 points Participation throughout the semester @10 points	15 points (13%)	Independent work
Media Advocacy Assignment Presentation	20 points (16%)	Collaboration Required



Assignment Name	Points / Weight	Assignment Type
Theory Applications Paper Draft @10 points Peer Review @5 points Final@20 points	35 points (29%)	Collaboration Required
Final Exam	25 points (21%)	Independent Work
TOTAL COURSE POINTS – Final grades will not be rounded	120 points	

## COURSE ASSIGNMENTS

### INDIVIDUAL BEHAVIOR CHANGE ASSIGNMENTS

**Description:** Students will identify a single healthy lifestyle behavior they want to change. They will reflect on their own experience with changing this behavior during the semester through a series of assignments.

**Academic integrity and collaboration:** Your assignments should be your own original thoughts and writing.

### BEHAVIOR CHANGE INTERVIEW

**Description:** Students will interview one person who has purposefully changed their dietary behavior. The person should be practicing the change currently, not planning to change their diet in the future or changed their diet in the distant past. Then students will reflect on the behavioral determinants. Findings will be discussed in class.

**Academic integrity and collaboration:** Your assignments should be your own original thoughts and writing.

### RESEARCH ARTICLE PRESENTATIONS

**Description:** Students will select a primary evidence article related to the chosen topic and have it approved by the instructor one week in advance. The presenting student will read and study the article so they can give a 5-10-minute presentation of the article (like a journal club) to the class. **All students will read the full article and discuss the article in class.**

**Academic integrity and collaboration:** Your assignments should be your own original thoughts and writing.

### MEDIA ADVOCACY ASSIGNMENTS

**Description:** Policy change has been one of the most effective ways to modify behavior in large populations. Many policies are or implicitly based on theory. Students will practice using media advocacy tools and tactics to promote change in health policy. Students will write an opinion-editorial (op-ed) or press release and series of social media engagement pieces. Students will present their work in a class presentation.

**Collaboration required:** An explicit expectation for collaboration among students.

### THEORY APPLICATIONS PAPER

**Description:** Students will write an 8–10-page paper that discusses theory applied to health behavior and cites research on how well it has worked. Students can choose to write about how one health behavior, such as eating breakfast, has been explained and/or modified using two behavioral theories or concepts. The paper should focus on how the chosen theories have been used to examine or intervene upon the chosen behavior and include an assessment of how well the theories fit the behavior. You can choose any theories other than the Social Ecological Framework.

**Academic integrity and collaboration:** Your assignments should be your own original thoughts and writing.

## GRADING SCALE

This course uses a grading scale as a percentage of total points.



93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9:  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## ATTENDANCE / PARTICIPATION EXPECTATIONS

You must be at class at the scheduled time. Class lectures will not be recorded. We encourage you to ask classmates about the material you missed and/or schedule office hours with instructors if you need to miss a class.

Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Research shows regular participation is one of the highest predictors of success.

**Office hours:** optional

Discussion and Communication Guidelines:

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online or in-person.
- **Citing your sources:** Please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider backing up your work so you do not lose material as you are in process of completing it.

**Class time:** Be present with limited distractions. During any Zoom sessions, I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may need to turn your camera off to limit distractions to others. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) ([go.osu.edu/zoom-backgrounds](https://go.osu.edu/zoom-backgrounds)). Remember expectations for any classroom space is respectful interactions.

## ABSENCE AND MAKEUP POLICY

If you have a situation that might cause you to miss more than 90% of classes, discuss it with the instructor **AS SOON AS POSSIBLE**. Missing classes will result in further conversation with the program directors according to expectations outlined in the program handbooks.

## LATE ASSIGNMENT SUBMISSIONS

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20-point assignment submitted past the deadline may earn a maximum of 10 out of 20

points. Carmen sends a confirmation email to students when assignments are successfully uploaded – if you do not receive confirmation, check Carmen.

- **Preferred contact method:** If you have a question, please contact your instructor first through my Ohio State email address.
- **Grading and feedback:** For assignments submitted before the due date, instructors will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## COURSE SCHEDULE

Week #	Dates	Topic	Readings and Assignments Due
1	Aug 23, 25	Course Overview and Relevance What does it mean to change behavior?	Readings: Glanz Chapters 1 and 2 Assignment: Behavior Change Interview (8/25)
2	Aug 30, Sept 1	Health Behavior: The Foundations	Readings: Glanz Chapter 4 Assignment: Individual Behavior Assignment Part 1 (9/1)
3	Sept 6,8	Social Cognitive Theory, Health Belief Model	Readings: Glanz Chapter 9 (9/6) and Chapter 5 (10/8) Assignment: Research Article Presentations 1 (9/6) and 2 (9/8)
4	Sept 13,15	Integrated Behavioral Model, Theory of Reasoned Action, and Theory of Planned Behavior	Readings: Glanz Chapter 6 Assignment: Individual Behavior Assignment Part 2 (9/15)
5	Sept 20,22	Transtheoretical Model	Readings: Glanz, Chapter 7 Assignment: Research Article Presentations 3 and 4 (9/22)
6	Sept 27,29	Social Ecological Framework Diffusion of Innovations	Readings: Chapter 8 (9/27) and Chapter 16 (9/29) Assignment: Research Article Presentation 5 (9/29)
7	Oct 4,6	Social Networks and Social Support Stress, Coping, and Health Behavior	Readings: Glanz Chapters 11 (10/4) and 12 (10/6) Assignment: Individual Behavior Assignment Part 3 (10/6)
8	Oct 11	Improving Health through Community Engagement and Community Building with Dr. Carolyn Gunther	Readings: Glanz Chapters 14 and 15 Assignment: None
9	Oct 18, 20	Communication and Health Behavior in Changing Media, Tailoring Health Communication	Readings: Glanz Chapter 17 and Dorfman L and Wallack L. 2007. Moving nutrition upstream: the case for reframing obesity. J Nutr Educ Behav, 39(2 Suppl), S45-50. Assignment: Research Article Presentation 6 (10/20)

Week #	Dates	Topic	Readings and Assignments Due
10	Oct 25,27	Media Project Team Meetings	Readings: None Assignment: None
11	Nov 1,3	Adult Learning Theory Goal Setting Theory – practice with behavioral interview from week 1	Readings: None Assignment: Research Article Presentation 7 (Nov 3)
12	Nov 8,10	Behavioral Economics Social Marketing	Readings: Glanz Chapters 20 (11/8) and 21 (11/10) Assignment: Theory Applications Draft Paper (11/10)
13	Nov 15,17	Health Equity Peer Feedback on Theory Applications (Draft) Papers	Readings: Krieger N. 2016. Living and Dying at the Crossroads: Racism, Embodiment, and Why Theory is Essential for a Public Health of Consequence. Am J Public Health, 106(5), 832. Assignment: Research Article Presentations 8 (11/15) and 9 (11/17)
14	Nov 22	Individual Meetings for Application Theory Paper	Readings: None Assignment: None
15	Nov 29, Dec 1	Media Advocacy Group Presentations	Readings: None Assignment: Media Advocacy (11/29)
16	Dec 6	Semester Reflections	Readings: None Assignment: Theory Applications Paper (12/6)
Finals	Fri, Dec 9	Final Exam 2-345pm	

## COPYRIGHT

©-The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**THIS SYLLABUS, THE COURSE ELEMENTS, POLICIES, AND SCHEDULE ARE SUBJECT TO CHANGE.**



# THE OHIO STATE UNIVERSITY

SCHOOL OF HEALTH AND  
REHABILITATION SCIENCES

## COURSE INFORMATION

Department / Course Number	Master of Dietetics and Nutrition (MDN) 6500
Course Title	Advanced Community Nutrition, Health Promotion, and Public Policy
Term	Spring 2023
Credit Hours	3

## FACULTY INFORMATION

<b>Instructor:</b>	Ingrid Richards Adams, PhD, RDN, LD	Christopher A. Taylor, PhD, RDN, LD, FAND
<b>Department:</b>	Medical Dietetics	Medical Dietetics
<b>Office Location:</b>	306E Atwell Hall	306A Atwell Hall
<b>Phone Number:</b>	614-292-8781	614-688-7972
<b>Email:</b>	<a href="mailto:Richards.3@osu.edu">Richards.3@osu.edu</a>	<a href="mailto:Taylor.1043@osu.edu">Taylor.1043@osu.edu</a>
<b>Office Hours:</b>	Wed, 4-5 pm	Wed, 12-1 pm

## CLASS MEETING SCHEDULE

In Person: Wednesdays, 1-4 pm, 327 Atwell Hall

## COURSE MATERIALS / SOFTWARE

Required:

eTextbook: Required: Boyle MA. Community Nutrition in Action - An Entrepreneurial Approach. 8th Edition, 2021. The eBook for this course is being provided via the OSU CarmenBooks program. Through CarmenBooks, students obtain publisher materials electronically through Carmen/Canvas, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as CarmenBooks fee on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to purchase your textbook.

\*\*\*Unless you choose to opt-out of the program, you do NOT need to purchase any materials for this course at the bookstore. For more information on the program or information on how to opt out, please visit the CarmenBooks website. The CarmenBooks fee for this course is \$46.12.

How To Access your eBook for this course:

- Go to the OSU Carmen site and log in and navigate to your Carmen course
- Locate the CARMENBOOKS link in the left hand navigation bar and click on this link
- You will see an icon to LAUNCH UNIZIN
- At the next page you will have to ACCEPT the licensing agreement and then you will have access to the eBook

For Questions regarding the CarmenBooks program please visit the affordable learning [website](#)

## COURSE DESCRIPTION

Advanced study of community needs assessment, national nutrition policy, design and evaluation of programs and cultural factors to promote the health and nutritional status of the community.

## PREREQUISITES

Admission to the MDN degree program.

## COURSE LEARNING OUTCOMES

At the completion of this course, students will:

1. Explain the characteristics, functions and processes of a community and identify the role of nutrition in health promotion.
2. Describe the objectives of, and services provided by community nutrition programs.
3. Describe the different methods for assessing nutritional status and health in the community and give examples of the appropriate use of each method.
4. Utilize sources of health and demographic data at the local, state, and national level for community needs assessments.
5. Apply knowledge from other disciplines such as epidemiology, anthropology, and health education to a community nutrition assessment.
6. Demonstrate an understanding of the processes involved in designing, implementing and evaluating a community nutrition program.
7. Develop goals and objectives for community nutrition programs.
8. Prepare proposals for available funding agencies targeting specific health and/or nutrition needs.
9. Describe methods for evaluating nutrition interventions in the community.
10. Describe the legislative and regulatory process, and discuss ways to influence policy.
11. Discuss the public health implications of nutrition and health public policies.
12. Recognize the influence of economic factors on food behavior and nutrition policies.

## COURSE POLICIES

All School and Program course policies apply to this course. [SHRS Handbooks](#) are available. These provide all required policies and procedures required for students accepted into SHRS academic programs.

## COURSE TECHNOLOGY

Online Structure: Additional materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](#) is available. Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available [online](#), and support for urgent issues is available 24x7.

Self-Service and Chat support: [go.osu.edu/IT](https://go.osu.edu/IT) • Phone: 614-688-HELP (4357)

Email: [ServiceDesk@osu.edu](mailto:ServiceDesk@osu.edu) • TDD: 614-688-8743

### Internet requirements:

Minimum WiFi speed of 3 MB/s is required for using CarmenCanvas to submit assignments, while a minimum 7 MB/s is recommended for Zoom classes, streaming lectures, etc. Students can connect devices to campus wireless internet by navigating to [wireless.osu.edu](https://wireless.osu.edu).

## Microsoft 365

This course requires students to author documents using Microsoft 365. Students can login to Microsoft 365 via [microsoft365.osu.edu](https://microsoft365.osu.edu). Check the university's IT Service Desk knowledge base article KB04728, [FAQ on Office 365 for Students](#), for information on hardware requirements.

## UNIVERSITY POLICIES

Up to date [university policies](#) are available from the University and these policies apply to this course. You can view the following statements and policies:

- Disability Statement
- Excused absence guidelines (COVID)
- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement
- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

## YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email [hsrcm.counseling@osumc.edu](mailto:hsrcm.counseling@osumc.edu), indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand).

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The [Ohio State Wellness app](#) is also a great resource.

The university template for content warning language may be adapted for your course as needed: Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or [Counseling and Consultation Services](#) at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

School Specific Grievances and Solving Problems: Please see [HRS Student Handbook](#) Policy #20 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #20, a student should then take any problem or grievance to the Division Director.

Conduct in the Classroom and Academic Learning Environment: Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see [HRS Student Handbook](#) Policy # 5.

## GRADING AND EVALUATION

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

Assignment type:

- **Independent Work:** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- **Collaboration Required:** An explicit expectation for collaboration among students either in-class or outside (i.e. group work).

Assignment Name	Points / Weight	Assignment Type
Weekly Quizzes	100	Independent
Secondary Data Analysis Assignment	50	Independent
Cultural Competence	100	Independent
Policy Letter	50	Independent
Grant Proposal	200	Collaboration Required
3 Phase Submissions (25 pt each)		
Final Submission (125 pt)		
Grant Proposal Presentation	25	Collaboration Required
Take Home Final	75	Independent
TOTAL COURSE POINTS	600	

## COURSE ASSIGNMENTS

Descriptions for assignment or category of assignments, including expectations about individual vs. collaborative work, relative weight toward the course grade, and information about the length and format of all papers. As the program is built on a competency-based education model, completion of all assignments is required to pass the class, in addition to grade based on the cumulative points.

### Assignment 1: Weekly Quizzes on Reading Assignments.

Prior to coming to class, students will be expected to read the assigned chapter on the syllabus and take a 10-point quiz on Carmen. Quizzes cannot be reset so please take the relevant quiz before coming to class. There will be no make-up of scheduled reading assignments. There will be 11 quizzes and will drop the lowest score.

### Assignment 2: Dietary Guidance and Secondary Data Analysis.

Complete a review of various secondary sources of health information to gather data across various local, state and national sources. Answer questions about the content and context of the most recent Dietary Guidelines for Americans.

### Assignment 3: Complete a course on Improving Cultural Competency for Behavioral Health Professional.

You will be introduced to cultural and linguistic competency that will help you to better understand your client's needs and allow you to provide higher quality care. The course has four modules and EACH will take you about one (1) hour to complete. All four modules MUST be completed. Information on this course could be found at the following site: <https://thinkculturalhealth.hhs.gov/education/behavioral-health>

This assignment is available the first day of class and must be completed by March 1. Students must upload a copy of their certificate of completion on Carmen to obtain credit for this assignment. Note your completion certificate should have all FOUR modules listed.

#### **Assignment 4: Policy Letter.**

Draft a letter to a state or national legislator to share your opinion on a key health issue.

#### **Assignment 5: Grant Proposal Project.**

Work in small groups to develop a grant proposal for a community health program that addresses a specific need within a target community. The proposal will be developed and submitted in three phases, with a final complete proposal due after feedback.

#### **Assignment 6: Presentation.**

Proposal teams will give a 10 minute presentation to describe the need for the program, describe the program designed, and how the program will be evaluated. Presentations will be scored on content, visual presentation, and delivery.

#### **Assignment 7: Final Examination**

There will be a take home final examination for the course, that will be available for during finals week and will be due the last day of finals by 5 pm. The exam will be open book and represent an application of the materials.

### **GRADING SCALE**

A	A-	B+	B	B-	C+	C	C-	D+	D	E
93-100%	90-93%	88-90%	83-88%	80-83%	78-80%	73-78%	70-73%	68-70%	63-68%	63- 0%

### **ATTENDANCE / PARTICIPATION EXPECTATIONS**

Professional behavior is expected. This depends on your respectful behavior to all of your classmates, being respectful of guest speakers, arriving on time to your online class, and attending all scheduled classes. Class discussions are a significant part of our class time, because of this, students need to present, attentive, and contribute constructively during the class session.

### **ABSENCE AND MAKEUP POLICY**

This course is intended to provide you with an in-depth understanding of key issues involving community nutrition. Points will be taken off for unexcused absences. The policy for this course is that the student will notify the instructor by e-mail, prior to the start of class if the student will be LATE or ABSENT. Each unexcused absence or tardy is subject to a 5-point deduction.

### **LATE ASSIGNMENT SUBMISSIONS**

No late submissions will be accepted.

#### Instructor Feedback and Response Expectations:

Email Response: 48 hours

Graded Materials Return: 1 week



## TENTATIVE COURSE SCHEDULE

Week #	Dates	Topic	Readings	Assignments Due	
1	1/11	Introduction to MDN 6500 Opportunities in Community Nutrition	Ch 1		A/T
2	1/18	A National Agenda for Public Health	Ch 3	CHAPTER 3 QUIZ	T
3	1/25	Epidemiology	Ch 2	CHAPTER 2 QUIZ Dietary Guidance and secondary Data Assignment Due	T
4	2/1	Community Needs Assessment	Ch 5	CHAPTER 5 QUIZ	A
5	2/8	Community Needs Assessment/ Program Planning	Ch 6		A
6	2/15	Grants	Ch 19	CHAPTER 19 QUIZ	A/T
7	2/22	Principles of Behavior Change	Ch 4	CHAPTER 4 QUIZ Proposal Phase I Due	A
8	3/1	Cultural Competence	Ch 14, 15	CHAPTER 15 QUIZ Cultural Competence Assignment Due	A
9	3/8	Food and Nutrition Security	Ch 10	CHAPTER 10 QUIZ Proposal Phase II Due	T
	3/15	SPRING BREAK			
10	3/22	Mother and Infant	Ch 11	CHAPTER 11 QUIZ	A
11	3/29	Child and Adolescent	Ch 12	CHAPTER 12 QUIZ Proposal Phase III Due	A
12	4/5	Aging	Ch 13	CHAPTER 13 QUIZ	T
13	4/12	The Art and Science of Policy Making	Ch 7, 9	CHAPTER 7 QUIZ	T
14	4/19	Group Presentations		Policy Letter Due Final Proposal Due: April 24, 5 PM	A/T
Finals		Take Home Final Exam		Due Tues, May 2 <sup>nd</sup> , by 5 PM	

## COPYRIGHT

©-The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**THIS SYLLABUS, THE COURSE ELEMENTS, POLICIES, AND SCHEDULE ARE SUBJECT TO CHANGE.**



# SYLLABUS

## MDN 6705

Advanced Nutrition for Performance  
Autumn 2021 – Online

Wed 12-3 pm. 3 credit hours.

## COURSE OVERVIEW

### Instructors

Instructor: Jackie Buell, PhD, RDN, LDN, CSSD, LAT, ATC

Email address: [buell.7@osu.edu](mailto:buell.7@osu.edu)

Phone number: 614-292-9812

Office hours: posted in Carmen and by appointment

Instructor: Julie Kennel, PhD, RDN, LD

Email address: [kennel.3@osu.edu](mailto:kennel.3@osu.edu)

Phone number: 614-292-3538

Office hours: posted in Carmen and by appointment

### Course description

MDN 6705. An advanced course designed to integrate and apply the principles of human nutrition, exercise physiology, and biochemistry. The course content covers the use of nutrients as fuel during exercise, the influence of exercise on nutrient requirements and of nutrients on exercise performance, assessment of energy expenditure and nutritional status, ergogenic aids, needs of special populations, eating disorders in athletes, and the interaction of diet and exercise in health promotion.

Prerequisites: MOLBIOCH 3312, BIOCHEM 4511, PHYSIO 3200, or HUMNNTR 4609 or equivalent. This course is not available to students with credit for HUMNNTR OR MEDDIET 5705.

### Course learning outcomes

At the completion of this course, students will:

1. Assess energy expenditure of exercising populations, including state-of-the-art and convenience methods.
2. Examine the sources of fuel for exercise (biochemistry of nutrients) and the extent to which fuel sources can be manipulated nutritionally.
3. Predict how exercise will influence nutritional requirements and how nutrition can be used to enhance performance.
4. Examine the theoretical basis of methods used in research on nutrition and exercise.
5. Justify synergistic ways nutrition and exercise can be used to improve health.
6. Strategize about dietary recommendations for athletes and special populations participating in a variety of activities.
7. Select legal, safe, and effective supplemental nutritional ergogenic aids based on current scientific evidence.
8. Examine nutrition periodization programs for aerobic and anaerobic athletes.
9. Identify nutrients that support the recovery from athletic injuries, illness, or overuse.
10. Plan meal contents, meal schedules, and fluid intake in relation to training and performance
11. Examine the psychosocial, biological, and sociocultural determinants related to the development of eating disorders.
12. Explain the relationship between body image disturbances, weight stigma, and eating disorders common to athletes.
13. Describe several counseling interventions and compare/contrast how they can be used in the context of nutrition therapy with an eating disorder client.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is an online course. The class will use recorded lecture and live online class time. All sessions will be recorded if you are unable to make a live lecture time.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of

homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online presence and in-class activities and participation. We expect your cameras to be on, if at all possible, to facilitate creating a classroom environment. The following is a summary of expected participation:

- **Participation:** Regular attendance (90% of class sessions) and participation is expected. During some weeks you may have brief pre-recorded lecture to listen to before the live class. If you have a situation that might cause you to miss an entire week of class, discuss it with your instructor *as soon as possible*.
- **Case studies:** Three case studies will be completed. These case studies will focus on pathophysiology, anatomy, biochemistry, and pharmacology of the specific condition as well as nutrition assessment, diagnosis, intervention design, and monitoring and evaluation planning. You must cite your sources using a standard citation style.
- **Athlete Portfolio:** You will select an athlete and complete a macronutrient and micronutrient needs assessment based on the athlete's personal profile and training schedule. The portfolio will also evaluate at least one potential dietary supplement recommendation based on published evidence and clinical judgement.
- **Research Article Discussions:** You will search for research articles representing primary evidence related to the topic for six of the modules. Upon selecting an article, the author and title of the author must be included in the discussion board for that week to prevent duplication of articles. You will provide a summary of the background, purpose, methods, results, and conclusions of the study in a written or audio/video format to be shared with the class. This will create a journal club environment within the course.
- **Clinical applications:** You will have four unannounced activities to complete in class that demonstrate you can apply the theoretical concepts to real-life examples to help problem-solve with the athlete.
- **Exam:** There are two exams.
- **Office hours:** **OPTIONAL** All office hours are optional.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks and Materials

#### REQUIRED

The heavily suggested text will be Clinical Sports Nutrition 5<sup>th</sup> edition by Louise Burke and Vicki Deakin. This is an excellent book and should be considered one of your keeper references if going into Sports Nutrition.

The course will be using supplementary readings, including position statements and original research studies published in peer reviewed journals. These supplementary readings are required for this course and will be posted to Carmen as topics progress throughout the semester.

## Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## BASELINE TECHNICAL SKILLS FOR HYBRID COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

## REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

## REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

## CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Case Studies (3@50 pts each) special populations	150
Athlete Portfolio	100
Research article discussions (4@10 points each)	40
Clinical applications (unannounced in-class activities; 4@10 points)	40
Exams (2@75 points each)	150
Total	<b>480</b>

See course schedule below for due dates.

## Late assignments

Due dates for all assignments are firm. Assignments submitted past the deadline will be deducted by 10% of the value of the assignment per day late. For example, a 20-point assignment submitted two days past the deadline may earn a maximum 16 out of 20 points. The online course management system, Carmen, sends a confirmation email to students when assignments are successfully uploaded - if you do not receive confirmation, check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 7 business days following the submission of an assignment or exam. Please refer to Carmen and the schedule for due dates.

## Grading scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Instructor feedback and response time

The instructors are providing the following list to give you an idea of the intended availability throughout the course.

- **Grading and feedback:** Generally expect feedback within **7 days** on articles and clinical applications, the feedback for larger projects (portfolio and case studies) will post within **10-14 days**.
- **Email:** Expect responses to emails within **24 hours on days when class is in session at the university**. We will make every attempt to respond to emails over the weekend, but this is not required. If you do not hear back in 24 hours, please choose to send the e-mail again.
- **Technical support** – see the course technology section

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are the course expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, please use AMA citation styles. When you use an online source, for either academic journals or websites, include a link according to the AMA citation style.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into any discussions.

### Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### Academic integrity policy

#### POLICIES FOR THIS ONLINE COURSE

- **Exam:** You must complete the exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments should be your own original work. In formal assignments, you should follow a standard style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your



assignments before you turn them in—but no one else should revise or rewrite your work.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on an exam is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [\*Code of Student Conduct\*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If an instructor suspects that a student has committed academic misconduct in this course, she is obligated by university rules to report the suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))

- *Ten Suggestions for Preserving Academic Integrity* ([\*Ten Suggestions\*](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## School and Program Handbooks

Handbooks are available on the SHRS website: [hrs.osu.edu](http://hrs.osu.edu). These handbooks provide all required policies and procedures for students accepted into academic programs in SHRS.

**Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first (Buell/Kennel) and then, as outlined in Policy #5, a student should then take any problem or grievance to the faculty supervisor (Taylor/Belury).

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily

activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: [ccs.osu.edu](https://ccs.osu.edu). You can also reach out to the [HRS counselor](#) for graduate students. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

The university is committed to supporting students and program participants with COVID-19 based risk factors. Student Life Disability Services, in conjunction with the Office of Institutional Equity, will work with students who are vulnerable to complications from COVID-19 to ensure that they have the necessary resources to participate in university life as safely as possible. Ohio State students from any campus may submit a [COVID-related accommodation request](#). Students registered with Student Life Disability Services can work directly with their [assigned Access Specialist](#) to modify their accommodations or make additional COVID-based accommodation requests.

### Accessibility of course technology

This hybrid course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

## COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p><b>Topics: Athlete assessment</b></p> <p><b>Readings: Burke and Deakin Ch 2 and 3</b></p> <p><b>Assignments: None</b></p>
2		<p><b>Topics: Energy Systems</b></p> <p><b>Readings: Burke and Deakin Ch1</b></p> <p><b>Assignments: Athlete Portfolio Part 1</b></p>
3		<p><b>Topics: Macronutrients and Fuel Utilization</b></p> <p><b>Readings: Burke and Deakin Ch 15</b></p> <p><b>Assignments: Research Article DB #1 on Fat-Adapted Athletes and Performance</b></p>
4		<p><b>Topics: Protein and Planned Weight management</b></p> <p><b>Readings: Burke and Deakin 4, 6, and 7</b></p> <p><b>Assignments: Athlete Portfolio Part 2</b></p>
5		<p><b>Topics: Ultra-endurance fueling</b></p> <p><b>Readings: Tiller et al, 2019. ISSN Position Stand: nutritional considerations for single-stage ultra marathon training and racing.</b></p> <p><b>Assignments: Case Study #1 COLLEGE SWIMMER</b></p>
6		<p><b>Topics: Water and Electrolytes</b></p> <p><b>Readings: Belval et al, 2019. Practical Hydration Solutions for Sports. Nutrients.</b></p> <p><b>Burke and Deakin Ch 13</b></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<b>Assignments: Research Article DB #2 on Estimating Fluid and Electrolyte Needs</b>
<b>7</b>		<b>Assignments: Exam 1</b>
<b>8</b>		<b>Topics: Micronutrient and Antioxidant Needs</b> <b>Readings: Clenin et al, 2015. Iron Deficiency in Sports. Swiss Medical Weekly and Hildebrand et al, 2016. Compromised Vit D Status Negatively Affects Muscular Strength in College Athletes. IJSNEM.</b> <b>Assignments: Athlete Portfolio Part 3</b>
<b>9</b>		<b>Topics: Dietary Supplement Evaluation</b> <b>Readings: Garthe, 2018. Athletes and Supplements. Prevalence and Perspectives. IJSNEM.</b> <b>Assignments: Research Article DB #3 on Dietary Supplement Efficacy Study Methods</b>
<b>10</b>		<b>Topics: Gastro-intestinal Intolerances</b> <b>Readings: Mohr et al, 2020. The athletic gut microbiota. JISSN.</b> <b>Assignments: Case Study #2 BEGINNER TRIATHLETE includes Burke <a href="#">podcast</a> on carbohydrate intake on high, low, and periodized CHO intake.</b>
<b>11</b>		<b>Topics: Injury, illness, and overtraining</b> <b>Readings: Rawson et al, 2018. Dietary Supplements for Health, Adaptation, and Recovery in Athletes. IJSNEM.</b> <b>Assignments: Athlete Portfolio Part 4</b>
<b>12</b>		<b>Topics: Eating disorders</b> <b>Readings: Quatromoni, 2017. A Tale of Two Runners. JAND.</b> <b>Assignments: Research Article DB #4 on RED-S and the Culture of Sport Performance</b>
<b>13</b>		<b>Topics: Eating disorders</b> <b>Readings: Melin et al, 2019. Energy Availability in Athletics. IJSNEM.</b> <b>Assignments: Athlete Portfolio Part 5</b>
<b>14</b>		<b>Topics: Special conditions: athletes with diabetes, masters</b>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><b>Readings:</b> Ratjan et al, 2015. Type 1 DM and exercise in competitive athletes. Exp. Clin. Endocrinol Diabetes.</p> <p><b>Assignments:</b> Case Study #3 VEGETARIAN CROSS-COUNTRY – includes Larsen-Meyer, 2018. Vegetarian and Vegan Diets for Athletic Training and Performance, <a href="#">GSSI</a>.</p>
15		<p><b>Topics:</b> Special conditions: pregnancy and postpartum, child athletes</p> <p><b>Readings:</b> Bo et al, 2016. Exercise and Pregnancy in recreational and elite athletes - Consensus Statement. Brit J Sports Med.</p> <p><b>Podcast:</b> Dr. Stacy Sims on Menstrual Cycle Influence in Athletes</p> <p><b>Assignments:</b> None</p>
Final		<b>Assignments:</b> Final Exam



# THE OHIO STATE UNIVERSITY

SCHOOL OF HEALTH AND  
REHABILITATION SCIENCES

## COURSE INFORMATION

MDN 6950-0010

Evidence-Based Analysis in Nutrition & Dietetics

Spring 2023

3 credit hours

## FACULTY INFORMATION

**Instructor:** Dr. Colleen Spees, PhD, MEd, RDN, LD, FAND

**Department:** Medical Dietetics/School of Health and Rehabilitation Sciences

**Office Location:** 306C Atwell Hall

**Phone Number:** 614-266-9234

**Email:** [spees.11@osu.edu](mailto:spees.11@osu.edu)

**Office Hours:** By appointment

## TEACHING ASSOCIATES:

Jade Smith, MS, RDN, LD [jade.smith2@osumc.edu](mailto:jade.smith2@osumc.edu)

Kathy Garrison, MS, RDN, LD [kathy.garrison@osumc.edu](mailto:kathy.garrison@osumc.edu)

## CLASS MEETING SCHEDULE

Mondays (in-person), 8:30am-11:30am, Atwell Hall, Room 161

## COURSE MATERIALS / SOFTWARE

No required textbooks. Readings will be posted to Carmen for class meetings and there may be costs associated with viewing documentaries.

## COURSE DESCRIPTION

Critical evaluation of emerging research in nutrition related to disease prevention, health promotion, physical performance, and behavior change in diverse populations.

## PREREQUISITES

Enrollment in MDN Degree Program (2<sup>nd</sup> year)

## COURSE LEARNING OUTCOMES

The goal of this course is for students to gain a thorough understanding of evidence-based research related to the impact of nutrition on health and disease risk/management. Upon completion of this course, students will be able to apply knowledge toward the prevention and/or treatment of disease. Specifically, students will engage in higher-level thinking to answer questions such as:

- What evidence should I base my dietary, clinical, and lifestyle recommendations?
- What is the strength of the evidence?
- How can I contribute to the discovery of new evidence-based nutritional approaches for the prevention or treatment of chronic disease?
- How can I contribute to solving problems that exist with nutrition-related research?
- Can I develop new and creative nutrition-related applications to prevent or treat chronic diseases?

Upon completion of this course, students should be able:

- Synthesize information obtained in other courses, such as biochemistry or physiology, and integrate it with what they already know about nutrition.
- Gain a solid understanding of the research methodologies that are employed to study various aspects of the diet-disease relationship
- Critically review research findings in nutrition-related publications.

## COURSE POLICIES

All School and Program course policies apply to this course. [SHRS Handbooks](#) are available. These provide all required policies and procedures required for students accepted into SHRS academic programs.

### Policies for this course:

- Your assignments must be **your own original work**. In formal assignments, you should follow a standard style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on an exam or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. The instructors have attempted to make the guidelines for group work as clear as possible for each activity and assignment but ask if you have questions.

## COURSE TECHNOLOGY

**Structure:** This course will be conducted in a live format with **all classes conducted in person**. If you miss a class, you are responsible for obtaining notes from a classmate. All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](#) is available.

Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

Should we need to meet via Zoom, a link will be provided in advance. If this happens, see the expectations below for Videoconference Expectations and Technical issues.



**Videoconference Expectations:** If a zoom class is needed, come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions via video/chat spaces. At the start of our session, specific information will be shared on how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up afterward to make sure your questions are answered.

Plan to be present during the entire class session. For some activities, you will be asked to turn on your camera, so we can see each other and connect. Please use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the background. The goal is to create a safe environment where we can benefit from seeing each other and connecting, but we want to prioritize your safety and well-being.

**Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [go.osu.edu/it](https://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. We will not be able to address technical issues during a live session.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available [online](#), and support for urgent issues is available 24x7.

Self-Service and Chat support: [go.osu.edu/IT](https://go.osu.edu/IT) • Phone: 614-688-HELP (4357)

Email: [ServiceDesk@osu.edu](mailto:ServiceDesk@osu.edu) • TDD: 614-688-8743

## UNIVERSITY POLICIES

Up-to-date [university policies](#) are available from the University and these policies apply to this course. You can view the following statements and policies:

- Disability Statement
- Excused absence guidelines (COVID)
- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement
- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

## YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email [hsrc.com.counseling@osumc.edu](mailto:hsrc.com.counseling@osumc.edu), indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand).

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The [Ohio State University Wellness App](#) is also a great resource.

Some content in this course may involve media that involves social issues such as nutrition insecurity, poverty, disease, and disordered eating. These are real-world situations that clinicians and community-based practitioners often face. [Counseling and Consultation Services](#) at 614-292-5766 are available for consult, and you may always connect with your instructor as needed.

For all classes, the expectation is that you are respectful of all classmates, and we create a safe space for each other. Failure to show respect to each other will result in dismissal from the class.

Conduct in the Classroom and Academic Learning Environment: Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see [HRS Student Handbook](#) Policy # 5.

School-Specific Grievances and Solving Problems: Please see [HRS Student Handbook](#) Policy #20 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #20, a student should then take any problem or grievance to the Division Director.

## GRADING AND EVALUATION

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

### Assignment Type:

- **Independent Work:** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- **Collaboration Required:** An explicit expectation for collaboration among students either in-class or outside (i.e. group work).
- **Optional-Collaboration:** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

Assignment Name	Points / Weight	Assignment Type
1-User's Guide to Cheating Death Discussion Posts (6 @ 25 points each)	150	I
2-Standardized Patient Review	50	I
3-In-Class Assignment	25	I
4-Practice Motivational Interviewing Session	50	I
5-Partner Documentary Presentations "Sell the Truth"	100	C
TOTAL COURSE POINTS	375	

## COURSE ASSIGNMENTS

**Descriptions of Major Course Assignments:** A conversational tone is acceptable for non-academic topics. For class discussions and assignment submissions, use appropriate grammar, spelling, and punctuation. When we have academic discussions, cite your sources. When citing course materials, list full references. For online sources, include an active weblink.

### **1-User's Guide to Cheating Death Discussion Posts (6 @ 25 points/total of 150 points):**

This assignment must be completed independently. You will watch 6 episodes of the User's Guide to Cheating Death outside of regular class time. These assignments are spread throughout the course (see Course Calendar) and located in the designated assignment section of Carmen.

Each student will write a discussion post that reflects the main nutrition or lifestyle-related takeaways from each episode and application to future practice. Each discussion post will be graded on content, articulation, grammar, professionalism, and presentation of the evidence supporting the content. Points will be deducted for grammatical errors. We recommend writing your post in Word and then use spell check before posting. Limit your comment to 250 words.

## 2-Standardized Patient Review (50 points)

This assignment must be completed independently. You will listen to your recording of the standardized patient (diabetes) you completed in Year 1 during MDN6300. The transcript of the recording will be emailed to your buckeyemail account early in the semester.

- You will listen and watch the recording of your standardized patient.
- You will correct your transcript to reflect the wording you hear when you listen to the recording.
- You will follow the instructions outlined in the assignment.

To access your recording:

Visit the following link: <https://cseac.osumc.edu/ui2/login>

When prompted, use your med center credentials (ex: harb04). Note the password is the same as your buckeyemail password. If your login does not work, you will need to update your password. If you do not remember your med center ID, email Professor Garrison at [Kathy.garrison@osumc.edu](mailto:Kathy.garrison@osumc.edu)

Using notes and examples provided in the lecture on Advanced Motivational Interviewing (MI), you will review your own transcript. You will highlight any reflections used in **green** and in instances where you could have applied MI techniques but did not, you will highlight these statements/questions in **yellow**.

Locate at least three instances on your transcript (but more if you can), and note your revised response on the transcript form (and in a different color font) as noted in the example below:

**Patient stated: Getting in shape would make me feel so much better about myself.**

**Clinician stated: What are some steps you could take to get in shape?**

**Clinician MI Revised: Getting in shape would lead to not only a healthier, but a happier you.**

You will upload this **corrected** transcript into the designated assignment slot in Carmen.

## 3-In-Class Assignment (25 points)

This assignment must be completed independently. For this **in-class assignment**, you will complete the worksheet provided to you during class. This assignment will be completed and submitted at the end of the class.

## 4-Practice Motivational Interviewing Session (50 points)

This assignment must be completed independently. You will be assigned an individual for this project that has identified a lifestyle behavior they want to focus on. You will communicate directly with the person several weeks prior to the actual interview to schedule a mutually agreeable time to meet via zoom. You will be alerted to the person's identified health behavior prior to your practice motivational interviewing session.

During this session, you will use motivational interviewing skills to encourage this person to move towards change or make progress toward their desired goal.

## Interview Checklist:

- You will be provided with the contact information and lifestyle behavior focus for your assigned person.
- Once you have the contact information, you will reach out and schedule a time for your session. Let the person know that this meeting will be conducted with Zoom and will be recorded. Video is optional for your assignment, but it has to be recorded. Work with your person to determine how they will feel most comfortable.
  - For instructions on how to schedule, record and download the mp4 of your session in Zoom, see the instructions in Carmen titled 'Motivational Interviewing Practice Zoom Instructions'
  - There is no class the week of April 3 to allow for this assignment, and the interview should be scheduled during this week.
- Once you have scheduled a date, send an outlook invite to your person along with a zoom link.
- The day before the interview, send a follow up email or text to your person reminding them of the session.
- Be online at least 10 minutes prior to the scheduled time to ensure your equipment and Zoom is working properly
- Once the individual is on the meeting, thank them for taking the time to meet with you and remind them the meeting is being recorded.
- Limit the interaction to 15-20 min (no longer than 20 min)
- Upload the zoom recording into the designated assignment slot in Carmen.
- A transcript will be provided and uploaded into this assignment slot within 48 hours of your Zoom submission.

Once provided the transcript, you will highlight every place a reflection was used in **green**. You will also review this interaction the same way you reviewed your standardized patient. Review the new transcript and highlight in **yellow** all places where you could have used a reflection versus a question/direct comment. Find at least three places (or more) you could have used a reflection. Directly below your original statement/question, and in a different color font, document an appropriate reflection that embraces the spirit of MI. Refer to examples in the Standardized Patient Review assignment.

### 5-Partner Documentary Presentations: 'Sell the Truth' (100 points)

Note that class documentaries, sample videos, or external content for this course do not represent the opinions of the instructor, HRS, or OSU. The intent of the documentaries is to encourage evidence-based conversation and to expose inaccurate and inappropriate content that is often provided to the lay population.

For this assignment, you will be assigned a partner and you will mutually agree on a documentary to watch and evaluate for your project. A list of documentaries to choose from are listed in the Carmen Module entitled 'Partner Documentary Presentations'. You will be provided a google doc to note your chosen documentary. Everyone will have access to the google doc at the same time so you will need to designate someone to 'sign up' for your preferred documentary. Your Team will evaluate the documentary to determine if the information presented was evidence-based and what information has been distorted. Your team is tasked with developing a creative and impactful way to communicate the evidence-based information and "Sell the Truth." Examples could include a brief podcast, infographic, mini commercial, Kahoot, street interview, campus debate, etc.

The Friday prior to your team's in-class presentation, you will upload your project in the designated Assignment slot in Carmen. For the in-class presentation, your team will provide a brief description of the documentary and share your "Sell the Truth" project. After presenting your creative project, you will explain why you chose this topic, share your view on why presenting evidence-based information is important, and answer questions from your peers. Get creative!

## GRADING SCALE

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	92.9- 90%	89.9- 87%	86.9- 83%	82.9- 80%	79.9- 77%	76.9- 73%	72.9- 79%	69.9- 67%	66.9- 60%	59.99- 0%

## ATTENDANCE / PARTICIPATION EXPECTATIONS

**Classes will be hosted live.** Attendance will be taken each week, and you will be expected to arrive on time. If you are tardy, you will lose 5 points off of your final grade. If a zoom class is initiated, attendance is recorded by being

successfully logged in and having your camera on by the start of class. If you have a situation that might cause you to miss a class, contact your instructor immediately.

## ABSENCE AND MAKEUP POLICY

Attendance will be recorded at the start of each class. 5 points will be deducted if you are tardy to class; **10 points will be taken off for unexcused absences. Points are deducted from your final grade.** The policy for this course is that the student will notify the instructors by e-mail at least 24 hours prior to the start of class if the student will be LATE or ABSENT.

## LATE ASSIGNMENT SUBMISSIONS

**Late assignments will not be accepted.** Please refer to Carmen for the due dates.

## COURSE SCHEDULE

Date	Topic	Speaker	Assignment	Due Date (by 11:59 PM)
<b>Week 1:</b> 1/9/23	Introduction to Evidence-Based Medicine In-Class Video	Dr. Colleen Spees Kathy Garrison	Discussion Post #1: Slimming Down	1/20/23
<b>Week 2:</b> 1/16/23	<b>NO CLASS – MLK DAY</b>		Discussion Post #2: Genetic Revolution	1/27/23
<b>Week 3:</b> 1/23/23	Advanced Motivational Interviewing	Dr. Colleen Spees Jade Smith	Standardized Patient and MI Transcript	2/3/23
<b>Week 4:</b> 1/30/23	Evidence-Based Guidelines	Dr. Colleen Spees	Discussion Post #3: Detox	2/10/23
<b>Week 5:</b> 2/6/23	Nutritional Genomics	Dr. Colleen Spees		
<b>Week 6:</b> 2/13/23	Evidence-Based Recommendations During Life Stages  Mid-course evaluation	Dr. Colleen Spees Jade Smith	Discussion Post #4: Vitamins and Supplements	2/24/23
<b>Week 7:</b> 2/20/23	Nutrition Security and Medically Tailored Meals	Dr. Colleen Spees Nicole Laverty	Discussion Post #5: Germs	3/10/23
<b>Week 8:</b> 2/27/23	Advanced Motivational Interviewing Part 2	Jade Smith	<b>In-Class Assignment</b>	
<b>Week 9:</b> 3/6/23	Gut Health	Dr. Colleen Spees Dr. Brett Loman		

<b>Week 10:</b> 3/13/23	<b>NO CLASS – SPRING BREAK</b>			
<b>Week 11:</b> 3/20/23	Hot Topics in Nutrition	Dr. Colleen Spees	Discussion Post #6: The Natural Way	3/31/23
<b>Week 12:</b> 3/27/23	<b>NO CLASS – Conduct MI Interviews</b>		Interview Assignment	4/14/23
<b>Week 13:</b> 4/3/23	MI Lessons Learned and Translation to Practice	Dr. Colleen Spees Jade Smith		
<b>Week 14:</b> 4/10/23	<b>NO CLASS – CAPSTONE DAY</b>			
<b>Week 15:</b> 4/17/23	Documentary Presentations “Sell the Truth”	Students Present	Partner Documentary Project	4/14/23
<b>Week 16:</b> 4/24/23	Documentary Presentations “Sell the Truth”	Students Present	Partner Documentary Project	4/21/23

## COPYRIGHT

©-The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**THIS SYLLABUS, THE COURSE ELEMENTS, POLICIES, AND SCHEDULE ARE SUBJECT TO CHANGE.**

# Dietary Supplements

MDN 6715

## Course Information

- **Course times and location:** Mondays 6:00 p.m. - 8:30 p.m., Atwell Hall 136 and Virtual.
- **Credit hours:** 3
- **Mode of delivery:** Hybrid

## Instructor

- **Name:** TBD
- **Email:** TBD
- **Office hours:** Wednesdays 12:30 p.m. – 1:30 p.m. And by appointment.
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Inbox tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Prerequisites

Admission to MDN, OSUN, or graduate program in HRS or Human Nutrition or permission of instructor.

## Course Description

Uses, efficacy, safety, physiological function, and evidenced-based recommendations for dietary supplements and herbs used as interventions in various diseases and conditions or to maintain health.

## Learning Outcomes

By the end of this course, students should successfully be able to:

- Describe primary uses, physiological function, interactions, and safety concerns for major classes of supplements and botanicals.



THE OHIO STATE UNIVERSITY

Education and Human Ecology/Health and  
Rehabilitation Services  
Human Sciences/Health Sciences

- Analyze scientific literature to critically evaluate both well-designed and flawed studies used to support claims and recommendations for the use of specific herbs and supplements.
- Ascertain the role of dietary supplements and herbal products in complementary nutrition or integrative nutrition therapy.
- Discuss trends and practices in complementary nutrition and government regulation of the dietary supplement industry.
- Identify and evaluate resources and databases that feature components of dietary supplement and herbal usage.
- Analyze available materials related to supplements and synthesize information to draw conclusions regarding effective use, marketing claims, safety concerns, and evidence-based practice.
- Describe the uses of supplements and botanicals in the treatment of diseases and conditions such as liver, renal, gastrointestinal, endocrinology, cardiovascular, and oncology diseases/conditions as well as in certain populations such as athletes, women, and children.





# How This Course Works

**Mode of delivery:** This course is hybrid. The course will meet in person about 50% of the time. You must be in the classroom at the scheduled classtime. On planned days that we are virtual, you must be logged in Carmen Zoom at the scheduled class time. Classes may be recorded so that students may reinforce learning; however, recordings are not intended to take the place of in-person class time. See the Course Schedule for information on in-person meeting times.

**Pace of activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

## Participating in in-person lectures and activities for attendance: **every week**

- Viewing pre-recorded lecture (as assigned). Listen to pre-recorded lecture before the live class.
- You are expected to be in-person at scheduled class time we are in-person. You are expected to be virtual at scheduled class times if we are virtual. If you have a situation that might cause you to miss a class, discuss it with the instructor *as soon as possible*. Recording of synchronous sessions for those who cannot attend will be recorded to the extent possible and posted but are not meant to replace in-person attendance. Missing multiple classes will result in further conversation with the program directors.
- **Office hours: optional**  
Office hours are optional. I will be available on Wednesdays 12:30-1:30pm. I am also available by appointment.



# Course Materials, Fees and Technologies

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](https://go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)



- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)
- Recording video and recording, editing, and uploading video. 1pm

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Grading and Faculty Response

### How Your Grade is Calculated

Assignment Category	Points
Assignment #1 – From a Client Perspective	50
Assignment #2 – From a Health Care Professional's Perspective	50
Research Summaries – 5 journal articles worth 20 points each	100
Exams	
Midterm #1	50
Midterm #2	50
Final	100
<b>Total:</b> Final grades will not be rounded.	<b>400</b>

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

## Assignment #1 – From a Client Perspective

**Description:** Given an assigned medical or wellness condition, conduct an internet search to find complementary biological therapies suggested for that condition. Choose a therapy and describe the sources, availability of information, marketing claims, scientific accuracy, and reliability of data and information presented. For the same supplement, visit a dietary supplement store or section of the store (or do a sampling using online sources) and list the different brands and costs as well as any materials available to “support” the supplement and advice given by store personnel or representatives on social media. Length: 5-6 pages, double-spaced, no larger than 12 point font and 1 inch margins.

**Academic integrity and collaboration:** Your assignments should be your own original work and follow proper citation style.

## Assignment #2 – From a Health Care Professional’s Perspective

**Description:** For a given supplement or botanical, prepare a comprehensive document including indications, effectiveness, safety, herb-medication interactions, uses, marketing claims, safety concerns, and evidence-based practices. Include a reference list. Length: at least 6 pages, double-spaced, no larger than 12-point font and 1 inch margins.

**Academic integrity and collaboration:** Your assignments should be your own original work and follow proper citation style.

## Research Summaries

**Description:** Each student will do 5 two-page research summaries on different supplements and herbals. The articles need to be peer-reviewed journal articles, with no more than 2 review articles or meta-analyses. Write a summary for each.

**Academic integrity and collaboration:** Your assignments should be your own original work and follow proper citation style.

## Exams

**Description:** You will take two midterms and one final comprehensive exam.

**Academic integrity and collaboration:** Your exams should be your own original work without any external help or communication.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20-point assignment submitted past the deadline may earn a maximum of 10 out of 20 points. Carmen sends a confirmation email to students when assignments are successfully uploaded – if you do not receive confirmation, check Carmen.

# Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Inbox tool in Carmen. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## Grading Scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E



# Other Course Policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online or in-person.
- **Citing your sources:** Please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider backing up your work so you do not lose material as you are in process of completing it.
- **Class time:** During our sessions, be present with limited distractions. During Zoom sessions, I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may need to turn your camera off to limit distractions to others. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember expectations for any classroom space is respectful interactions.

## University Policies

Up to date [university policies](#) are available from the Office of Academic Affairs, and these policies apply to this course.



## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](https://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)



# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week Date	Topics	Readings, Assignments, Due Dates
1	Welcome to the course  Dietary Supplement and Herbal practices in the US and World	Readings: Hassen G, Belete G, Carrera K G, et al. (July 15, 2022) Clinical Implications of Herbal Supplements in Conventional Medical Practice: A US Perspective. <i>Cureus</i> 14(7): e26893. doi:10.7759/cureus.26893 AND  Food Politics 2023: Supplements, Diet, Food Systems with Marion Nestle – <a href="#">video recording</a> .  Due: None
2	Quality and Safety, Government Regulation Chemistry (Classification) of Herbal medicines	Readings: Soller. <a href="#">Regulation in the Herbal Market</a> : The Myth of the “Unregulated Industry” AND Brown. An Overview of herb and dietary supplement efficacy, safety, and government regulations in the US with suggested improvements. <a href="https://doi.org/10.1016/j.fct.2016.11.001">https://doi.org/10.1016/j.fct.2016.11.001</a>  Due: None
3	Dietary Supplement and Herbal use in Weight Management	Readings: Orapheuek, P. et al 2023. Effect of a Multispecies Synbiotic Supplementation on Body Composition, Antioxidant Status, and Gut Microbiomes in Overweight and Obese Subjects: A Randomized, Double-Blind, Placebo-Controlled Study. <i>Nutrients</i> , 15(8), 1863. <a href="https://doi.org/10.3390/nu15081863">https://doi.org/10.3390/nu15081863</a>  Due: Research Summary 1
4	Dietary Supplement and Herbal use in Endocrinology	Readings: Cross and Thomas, 2021. Safety and Efficacy of Dietary Supplements for Diabetes. <i>Diabetes Spectr</i> , 34(1):67-72. <a href="https://doi.org/10.2337/ds19-0068">https://doi.org/10.2337/ds19-0068</a>  Due: None
5	Dietary Supplement and Herbal use in Cardiovascular	Readings: Bahramsoltani et al 2021. Bioactive Foods and Medicinal Plants for Cardiovascular Complications of Type II Diabetes. <i>Evid Based Complement Alternat Med</i> . doi: <a href="https://doi.org/10.1155/2021/6681540">10.1155/2021/6681540</a> AND Liperoti R et al 2017. Herbal Medications in Cardiovascular Medicine. <i>J Am Coll Cardiol</i> . 69:1188-99.  Due: Research Summary 2
6	Midterm 1	
7	Dietary Supplement and Herbal use in Oncology	Readings: Hou, Y. N., Deng, G., & Mao, J. J. (2019). Practical Application of "About Herbs" Website: Herbs and Dietary Supplement Use in Oncology Settings. <i>Cancer journal</i> , 25(5), 357–366. <a href="https://doi.org/10.1097/PPO.0000000000000403">https://doi.org/10.1097/PPO.0000000000000403</a> AND





		<a href="#">Cancer Therapy Interactions with Foods and Dietary Supplements</a> (PDQ®) – Health Prof Version  Due: From a Client Perspective (Assign #1)
8	Dietary Supplement and Herbal use in Gastrointestinal	Readings: Holtmann et al 2020. Use of Evidence-based herbal medicines for patients with functional gastrointestinal disorders. Dig Dis. 38(4):269-79. <a href="https://doi.org/10.1159/000504570">https://doi.org/10.1159/000504570</a>  Due: None
9	Dietary Supplement and Herbal use in Hepatic Guest speaker: Rich Bruno, PhD, RD	Readings: Hodges et al 2020. Anti-inflammatory activities of green tea catechins along the gut-liver axis in nonalcoholic fatty liver disease. J Nutr Biochem. doi: 10.1016/j.jnutbio.2020.108478  Due: Research Summary 3
10	Dietary Supplement and Herbal use in Neurology and Behavioral Health (Anxiety and Depression) Guest speaker: Irene Hatsu, PhD, RD	Readings: Radford-Smith and Anthony, 2023. Prebiotic and Probiotic modulation of the microbiota-gut-brain axis in depression. Nutrients. 15(8):1880 doi: 10.3390/nu15081880  Due: Research Summary 4
11	Midterm 2	
12	Dietary Supplement and Herbal Use in Women's Health	Readings: Morehead, A., & McInnis, L. A. (2021). Herbal Supplements for Common Women's Health Issues. <i>The Nursing clinics of North America</i> , 56(1), 69–78. <a href="https://doi.org/10.1016/j.cnur.2020.10.006">https://doi.org/10.1016/j.cnur.2020.10.006</a>  Due: None
13	Dietary Supplement and Herbal Use in Pediatrics	Readings: None  Due: Research Summary 5
14	Cultural Considerations Ayurvedic Herbal Medicine, Traditional Chinese Medicine (TCM)	Readings: Mukherjee et al 2017. Development of Ayurveda – Tradition to trend. J Ethnopharmacol. 197:10-24 doi: 10.1016/j.jep.2016.09.024  Due: None
15	Dietary Supplements and Athletic Performance	Readings: <i>All Me</i> Podcast on Creatine with Dr. Richard Kreider.  Due: From a Health Professional's Perspective(Assign #2)
16	Future perspectives	Readings: Choose Your Own Adventure (Article)  Due: None
FINAL	Exam – according to final exam schedule	



# Dietary Supplements

MDN 6715

## Course Information

- **Course times and location:** Mondays 6:00 p.m. - 8:30 p.m., Atwell Hall 136 and Virtual.
- **Credit hours:** 3
- **Mode of delivery:** Hybrid

## Instructor

- **Name:** TBD
- **Email:** TBD
- **Office hours:** Wednesdays 12:30 p.m. – 1:30 p.m. And by appointment.
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Inbox tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Prerequisites

Admission to MDN, OSUN, or graduate program in HRS or Human Nutrition or permission of instructor.

## Course Description

Uses, efficacy, safety, physiological function, and evidenced-based recommendations for dietary supplements and herbs used as interventions in various diseases and conditions or to maintain health.

## Learning Outcomes

By the end of this course, students should successfully be able to:

- Describe primary uses, physiological function, interactions, and safety concerns for major classes of supplements and botanicals.



THE OHIO STATE UNIVERSITY

Education and Human Ecology/Health and  
Rehabilitation Services  
Human Sciences/Health Sciences

- Analyze scientific literature to critically evaluate both well-designed and flawed studies used to support claims and recommendations for the use of specific herbs and supplements.
- Ascertain the role of dietary supplements and herbal products in complementary nutrition or integrative nutrition therapy.
- Discuss trends and practices in complementary nutrition and government regulation of the dietary supplement industry.
- Identify and evaluate resources and databases that feature components of dietary supplement and herbal usage.
- Analyze available materials related to supplements and synthesize information to draw conclusions regarding effective use, marketing claims, safety concerns, and evidence-based practice.
- Describe the uses of supplements and botanicals in the treatment of diseases and conditions such as liver, renal, gastrointestinal, endocrinology, cardiovascular, and oncology diseases/conditions as well as in certain populations such as athletes, women, and children.



# How This Course Works

**Mode of delivery:** This course is hybrid. The course will meet in person about 50% of the time. You must be in the classroom at the scheduled classtime. On planned days that we are virtual, you must be logged in Carmen Zoom at the scheduled class time. Classes may be recorded so that students may reinforce learning; however, recordings are not intended to take the place of in-person class time. See the Course Schedule for information on in-person meeting times.

**Pace of activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

## Participating in in-person lectures and activities for attendance: **every week**

- Viewing pre-recorded lecture (as assigned). Listen to pre-recorded lecture before the live class.
- You are expected to be in-person at scheduled class time we are in-person. You are expected to be virtual at scheduled class times if we are virtual. If you have a situation that might cause you to miss a class, discuss it with the instructor *as soon as possible*. Recording of synchronous sessions for those who cannot attend will be recorded to the extent possible and posted but are not meant to replace in-person attendance. Missing multiple classes will result in further conversation with the program directors.
- **Office hours: optional**  
Office hours are optional. I will be available on Wednesdays 12:30-1:30pm. I am also available by appointment.



# Course Materials, Fees and Technologies

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](https://go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)



- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)
- Recording video and recording, editing, and uploading video. 1pm

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Grading and Faculty Response

### How Your Grade is Calculated

Assignment Category	Points
Assignment #1 – From a Client Perspective	50
Assignment #2 – From a Health Care Professional's Perspective	50
Research Summaries – 5 journal articles worth 20 points each	100
Exams	
Midterm #1	50
Midterm #2	50
Final	100
<b>Total:</b> Final grades will not be rounded.	<b>400</b>

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

## Assignment #1 – From a Client Perspective

**Description:** Given an assigned medical or wellness condition, conduct an internet search to find complementary biological therapies suggested for that condition. Choose a therapy and describe the sources, availability of information, marketing claims, scientific accuracy, and reliability of data and information presented. For the same supplement, visit a dietary supplement store or section of the store (or do a sampling using online sources) and list the different brands and costs as well as any materials available to “support” the supplement and advice given by store personnel or representatives on social media. Length: 5-6 pages, double-spaced, no larger than 12 point font and 1 inch margins.

**Academic integrity and collaboration:** Your assignments should be your own original work and follow proper citation style.

## Assignment #2 – From a Health Care Professional’s Perspective

**Description:** For a given supplement or botanical, prepare a comprehensive document including indications, effectiveness, safety, herb-medication interactions, uses, marketing claims, safety concerns, and evidence-based practices. Include a reference list. Length: at least 6 pages, double-spaced, no larger than 12-point font and 1 inch margins.

**Academic integrity and collaboration:** Your assignments should be your own original work and follow proper citation style.

## Research Summaries

**Description:** Each student will do 5 two-page research summaries on different supplements and herbals. The articles need to be peer-reviewed journal articles, with no more than 2 review articles or meta-analyses. Write a summary for each.

**Academic integrity and collaboration:** Your assignments should be your own original work and follow proper citation style.

## Exams

**Description:** You will take two midterms and one final comprehensive exam.

**Academic integrity and collaboration:** Your exams should be your own original work without any external help or communication.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Assignments submitted past the deadline will be deducted half the value of the assignment. For example, a 20-point assignment submitted past the deadline may earn a maximum of 10 out of 20 points. Carmen sends a confirmation email to students when assignments are successfully uploaded – if you do not receive confirmation, check Carmen.



# Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Inbox tool in Carmen. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## Grading Scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E



# Other Course Policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online or in-person.
- **Citing your sources:** Please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider backing up your work so you do not lose material as you are in process of completing it.
- **Class time:** During our sessions, be present with limited distractions. During Zoom sessions, I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may need to turn your camera off to limit distractions to others. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember expectations for any classroom space is respectful interactions.

## University Policies

Up to date [university policies](#) are available from the Office of Academic Affairs, and these policies apply to this course.



## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](https://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)



# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week Date	Topics	Readings, Assignments, Due Dates
1	Welcome to the course  Dietary Supplement and Herbal practices in the US and World	Readings: Hassen G, Belete G, Carrera K G, et al. (July 15, 2022) Clinical Implications of Herbal Supplements in Conventional Medical Practice: A US Perspective. <i>Cureus</i> 14(7): e26893. doi:10.7759/cureus.26893 AND  Food Politics 2023: Supplements, Diet, Food Systems with Marion Nestle – <a href="#">video recording</a> .  Due: None
2	Quality and Safety, Government Regulation Chemistry (Classification) of Herbal medicines	Readings: Soller. <a href="#">Regulation in the Herbal Market</a> : The Myth of the “Unregulated Industry” AND Brown. An Overview of herb and dietary supplement efficacy, safety, and government regulations in the US with suggested improvements. <a href="https://doi.org/10.1016/j.fct.2016.11.001">https://doi.org/10.1016/j.fct.2016.11.001</a>  Due: None
3	Dietary Supplement and Herbal use in Weight Management	Readings: Oraphruek, P. et al 2023. Effect of a Multispecies Synbiotic Supplementation on Body Composition, Antioxidant Status, and Gut Microbiomes in Overweight and Obese Subjects: A Randomized, Double-Blind, Placebo-Controlled Study. <i>Nutrients</i> , 15(8), 1863. <a href="https://doi.org/10.3390/nu15081863">https://doi.org/10.3390/nu15081863</a>  Due: Research Summary 1
4	Dietary Supplement and Herbal use in Endocrinology	Readings: Cross and Thomas, 2021. Safety and Efficacy of Dietary Supplements for Diabetes. <i>Diabetes Spectr</i> , 34(1):67-72. <a href="https://doi.org/10.2337/ds19-0068">https://doi.org/10.2337/ds19-0068</a>  Due: None
5	Dietary Supplement and Herbal use in Cardiovascular	Readings: Bahramsoltani et al 2021. Bioactive Foods and Medicinal Plants for Cardiovascular Complications of Type II Diabetes. <i>Evid Based Complement Alternat Med</i> . doi: <a href="https://doi.org/10.1155/2021/6681540">10.1155/2021/6681540</a> AND Liperoti R et al 2017. Herbal Medications in Cardiovascular Medicine. <i>J Am Coll Cardiol</i> . 69:1188-99.  Due: Research Summary 2
6	Midterm 1	
7	Dietary Supplement and Herbal use in Oncology	Readings: Hou, Y. N., Deng, G., & Mao, J. J. (2019). Practical Application of "About Herbs" Website: Herbs and Dietary Supplement Use in Oncology Settings. <i>Cancer journal</i> , 25(5), 357–366. <a href="https://doi.org/10.1097/PPO.0000000000000403">https://doi.org/10.1097/PPO.0000000000000403</a> AND



		<a href="#">Cancer Therapy Interactions with Foods and Dietary Supplements</a> (PDQ®) – Health Prof Version  Due: From a Client Perspective (Assign #1)
8	Dietary Supplement and Herbal use in Gastrointestinal	Readings: Holtmann et al 2020. Use of Evidence-based herbal medicines for patients with functional gastrointestinal disorders. Dig Dis. 38(4):269-79. <a href="https://doi.org/10.1159/000504570">https://doi.org/10.1159/000504570</a>  Due: None
9	Dietary Supplement and Herbal use in Hepatic Guest speaker: Rich Bruno, PhD, RD	Readings: Hodges et al 2020. Anti-inflammatory activities of green tea catechins along the gut-liver axis in nonalcoholic fatty liver disease. J Nutr Biochem. doi: 10.1016/j.jnutbio.2020.108478  Due: Research Summary 3
10	Dietary Supplement and Herbal use in Neurology and Behavioral Health (Anxiety and Depression) Guest speaker: Irene Hatsu, PhD, RD	Readings: Radford-Smith and Anthony, 2023. Prebiotic and Probiotic modulation of the microbiota-gut-brain axis in depression. Nutrients. 15(8):1880 doi: 10.3390/nu15081880  Due: Research Summary 4
11	Midterm 2	
12	Dietary Supplement and Herbal Use in Women's Health	Readings: Morehead, A., & McInnis, L. A. (2021). Herbal Supplements for Common Women's Health Issues. <i>The Nursing clinics of North America</i> , 56(1), 69–78. <a href="https://doi.org/10.1016/j.cnur.2020.10.006">https://doi.org/10.1016/j.cnur.2020.10.006</a>  Due: None
13	Dietary Supplement and Herbal Use in Pediatrics	Readings: None  Due: Research Summary 5
14	Cultural Considerations Ayurvedic Herbal Medicine, Traditional Chinese Medicine (TCM)	Readings: Mukherjee et al 2017. Development of Ayurveda – Tradition to trend. J Ethnopharmacol. 197:10-24 doi: 10.1016/j.jep.2016.09.024  Due: None
15	Dietary Supplements and Athletic Performance	Readings: <i>All Me</i> Podcast on Creatine with Dr. Richard Kreider.  Due: From a Health Professional's Perspective(Assign #2)
16	Future perspectives	Readings: Choose Your Own Adventure (Article)  Due: None
FINAL	Exam – according to final exam schedule	



# SYLLABUS

## MDN 6735

Non-Diet Approaches to Health  
Hybrid

Mondays 1-3pm. 3 credit hours.

### COURSE OVERVIEW

#### Instructor

Instructor: Julie Kennel, PhD, RDN, LD

Email address: [kennel.3@osu.edu](mailto:kennel.3@osu.edu)

Phone number: 614-292-3538

Office hours: posted in Carmen and by  
appointmentMy preferred communication method  
is email.

#### Course description

MDN 6735. An advanced course designed to integrate and apply the principles of human nutrition and non-diet approaches to weight management. The course content covers the philosophy of non-diet approaches, the influence of these approaches on weight, biochemical measures, food and physical activity behaviors, body image and satisfaction, and mental health, and the influence of weight bias and stigma within nutritional therapies. There is a practical component to the class that takes traditional learning from lectures, readings, assignments, and directly relays it to personalized application utilization behavioral research strategies to promote adoption and adherence.

Prerequisites: None

Course learning  
outcomes

At the completion of this course, students will:

1. Examine the theoretical basis of methods used in research of non-diet approaches.
2. Justify ways non-diet approaches can be used to improve health.
3. Explain the relationship between body image disturbances, weight stigma, and eating disorders or disordered eating.

4. Compare and contrast the nutrition care process using non-diet approaches and weight-focused approaches.
5. Explore educational and counseling strategies consistent with non-diet approaches for individuals wanting to improve eating competence and nutritional health.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is a hybrid course. The class will use recorded lecture and live online class time. All sessions will be recorded if you are unable to make a live lecture time.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is a hybrid course, your attendance is based on your online presence and in-class activities and participation. We expect your cameras to be on, if at all possible, to facilitate creating a classroom environment. The following is a summary of expected participation:

- **Participation:** Regular attendance (90% of class sessions) and participation is expected. During some weeks you will have pre-recorded lecture to listen to before the live class. If you have a situation that might cause you to miss an entire class, discuss it with your instructor *as soon as possible*.
- **Practical-based Assignments:** Personalized application utilizing behavioral research strategies to promote adoption and adherence of intuitive eating principles. Students will practice principles and reflect on the experience and future application as a practicing health professional.
- **Special Topic Podcast or Presentation:** You will select a special topic related to the course and curate a podcast or recorded presentation. You must cite your sources using a standard citation style.
- **Research Article Discussions:** Students will read and complete a primary evidence article review using a standard form that collects background, purpose, methods, results, and conclusions of the study. Students will post this review to the discussion board in a written or audio/video format. Students will discuss the article in class. Students are encouraged to provide input on the article selected for each topic. Send article ideas to the instructors. This will create a journal club environment within the course.



- **Clinical applications:** You will have unannounced activities to complete in class that demonstrate you can apply the theoretical concepts to real-life examples that require problem-solving.
- **Exam:** There are two exams.
- **Office hours:** **OPTIONAL** All office hours are optional.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks and Materials

#### REQUIRED

- Bacon L and Aphramor L. Body Respect. 2014 ISBN: 9781940363196.
- Tribole E. and Resch E. Intuitive Eating, 4<sup>th</sup> edition. 2020. ISBN 1250255198.
- Tribole E. and Resch E. The Intuitive Eating Workbook: Ten Principles for Nourishing a Healthy Relationship with Food. 2017. ISBN: 1626256225.
- ENCPT. Nutrition Care Process Terminology. <https://www.ncpro.org/> Log on: [dietetics@osumc.edu](mailto:dietetics@osumc.edu) Password: gobucks
- Supplementary readings, including original research studies published in peer-reviewed journals. These supplementary readings are required for this course and will be posted to Carmen as topics progress through the semester.

### Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### BASELINE TECHNICAL SKILLS FOR HYBRID COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

### REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#)

- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

## REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

## CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated



Assignment Name	Points / Weight	Assignment Type
Case Studies 1 – self graded with 10-point reflection 2 – instructor graded 15 points 3 – instructor graded 25 points	50 (17%)	Independent work
Pre-class Quizzes 8@5 points	40 (13%)	Independent Work
Practical-based Assignment Reflections 1 – 25 points; self-practice 2 – 25 points; practice with volunteers	50 (17%)	Independent work
Research Article Discussions 4@5 points	20 (6%)	Optional-Collaboration
Special Topic Presentation	50 (17%)	Independent work
Exams 2@45 points	90 (30%)	Independent work
TOTAL COURSE POINTS – Final grades will not be rounded	300	

See course schedule below for due dates.

## Late assignments

Due dates for all assignments are firm. Assignments submitted past the deadline will be deducted by 10% of the value of the assignment per day late. For example, a 20-point assignment submitted two days past the deadline may earn a maximum 16 out of 20 points. The online course management system, Carmen, sends a confirmation email to students when assignments are successfully uploaded - if you do not receive confirmation, check Carmen. Unless otherwise noted on the schedule below, grades and/or feedback will be posted 7 business days following the submission of an assignment or exam. Please refer to Carmen and the schedule for due dates.

### Course Assignments

#### CASE STUDIES

**Description:** Three case studies will be completed. Case studies allows students to practice their skills. You will show that you can apply the theoretical concepts to real-life examples that require problem-solving. Case studies will focus on pathophysiology, anatomy, biochemistry, and pharmacology of the specific condition as well as nutrition assessment, diagnosis, intervention design, and monitoring and evaluation planning. You must cite your sources using a standard citation style.

**Academic integrity and collaboration:** Your assignments should be your own original thoughts and writing.

#### SPECIAL TOPIC PRESENTATION

**Description:** You will select a special topic related to the course and give a 10-minute presentation. Content must be evidence-based and cited using a standard citation style.

**Academic integrity and collaboration:** Your assignments should be your own original thoughts and writing.

#### Research article DISCUSSIONS

**Description:** Students will read and complete a primary evidence article review using a standard form that collects background, purpose, methods, results, and conclusions of the study. Students will post their review and participate in a discussion about the merits of the article in class. Students are encouraged to provide input on the article selected for each topic. Send article ideas to the instructors. This will create a journal club environment within the course.

**Academic integrity and collaboration:** You can discuss with other and your assignments should be your own original thoughts and writing.

### **Pre-quizzes**

**Description:** The pre-quizzes will help you evaluate your comprehension of the content in the assigned readings. The readings will prepare you for the lecture and in-class discussion, and it's important to keep up with the content in advance of class. You have two opportunities to take the pre-quiz and your highest score will be recorded.

**Academic integrity and collaboration:** Your assignment should be your own thoughts. The assignment is open resource, meaning you can use the assigned readings materials while completing the quiz.

### **PRACTICAL-BASED ASSIGNMENT Reflections**

**Description:** Personalized application utilizing behavioral research strategies to promote adoption and adherence of intuitive eating principles. Students will practice principles and reflect on the experience and future application as a practicing health professional. Practice will include self-practice and practice with willing volunteers.

**Academic integrity and collaboration:** Your assignment should be your own thoughts. The assignment is open resource, meaning you can use the assigned readings materials while completing the quiz.

### **EXAMS**

**Description:** There are two cumulative skills assessments that will test your comprehension and application of the material.

**Academic integrity and collaboration:** Your assignments should be your own original thoughts and writing.

## **Grading scale**

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Instructor feedback and response time

The instructors are providing the following list to give you an idea of the intended availability throughout the course.

- **Grading and feedback:** Generally expect feedback within **7 days** on articles and clinical applications, the feedback for larger projects (portfolio and case studies) will post within **10-14 days**.
- **Email:** Expect responses to emails within **24 hours on days when class is in session at the university**. We will make every attempt to respond to emails over the weekend, but this is not required. If you do not hear back in 24 hours, please choose to send the e-mail again.
- **Technical support** – see the course technology section

## OTHER COURSE POLICIES

Many policies (Academic Misconduct, COVID-related accommodation, SLDS etc) developed by the university are applicable to this program and can be found [here](#): Link to Ohio State's Office of Undergraduate that houses the sample wording for these policies.

## Discussion and communication guidelines

The following are the course expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, please use AMA citation styles. When you use an online source, for either academic journals or websites, include a link according to the AMA citation style.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into any discussions.

## School and Program Handbooks

Handbooks are available on the SHRS website: [hrs.osu.edu](http://hrs.osu.edu). These handbooks provide all required policies and procedures for students accepted into academic programs in SHRS.

**Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first (Kennel) and then, as outlined in Policy #5, a student should then take any problem or grievance to the faculty supervisor (Bruno).

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: [ccs.osu.edu](http://ccs.osu.edu). You can also reach out to the [HRS counselor](#) for graduate students. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

**This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.**

## COURSE SCHEDULE

# Course Schedule

Week #	Dates	Topic	Readings and Assignments Due
1	Jan 9	The Impact of Weight on Health: Evidence-Based Analysis and Weight Regulation	Readings: Body Respect Section 1 Assignments: None
2	Jan 16	MARTIN LUTHER KING JR DAY	
3	Jan 23	Theory of Non-Diet Approaches (NDA); Consequences of Weight Focused and NDA Interventions	Readings: Body Respect Section 2 Assignments: Pre-quiz 1 <b>Due Jan 22</b> , Research Article Discussion 1: Clifford et al, 2015. doi: 10.1016/j.jneb.2014.12.002 <b>Due Jan 29</b>
4	Jan 30	Intuitive Eating Overview and Principle 1	Readings: Intuitive Eating Chapters 1-6 and IE Workbook IE Assessment and Principle 1

Week #	Dates	Topic	Readings and Assignments Due
		Introduction to Special Topic Presentations	Assignments: Pre-quiz 2 <b>Due Jan 29</b>
5	Feb 6	Weight Bias and Discrimination in Healthcare with Heather Schier, PhD Candidate	Readings: Body Respect Section 3 and 4 Assignments: Pre-quiz 3 <b>Due Feb 5</b> , Research Article Discussion 2: Vadiveloo et al, 2017. doi: 10.1007/s12160-016-9831-7 <b>Due Feb 12</b>
6	Feb 13	Exam 1	Readings: None Assignments: Exam 1 <b>Due Feb 13 (in class)</b>
7	Feb 20	Intuitive Eating Principle 2	Readings: Intuitive Eating Chapter 7 and IE Workbook Principle 2 Assignments: Pre-quiz 4 <b>Due Feb 19</b> , Case Study 1 <b>Due Feb 26</b>
8	Feb 27	Intuitive Eating Principles 3 and 4 Review Case Study 1	Readings: Intuitive Eating Chapters 8 and 9 and IE Workbook Principles 3 and 4 Assignments: Pre-quiz 5 <b>Due Feb 26</b> Research Article Discussion 3: Pleasure Eating <b>Due Mar 5</b>
9	Mar 6	Intuitive Eating Principles 5 and 6	Readings: Intuitive Eating Chapters 10 and 11 and IE Workbook Principles 5 and 6 Assignments: Pre-quiz 6 <b>Due Mar 5</b> , Practical Based Assignment Reflection 1 <b>Due Mar 19</b>
10	Mar 13	SPRING BREAK	
11	Mar 20	Intuitive Eating Principle 7 - <b>ASYNCHRONOUS</b>	Readings: Intuitive Eating Chapter 12 and IE Workbook Principle 7 Assignments: Case Study 2 <b>Due Mar 26</b>
12	Mar 27	Intuitive Eating Principle 8 Body Image Review Case Study 2	Readings: Intuitive Eating Chapter 13 and IE Workbook Principle 8 Assignments: Pre-quiz 7 <b>Due Mar 26</b>
13	Apr 3	Intuitive Eating Principles 9 and 10	Readings: Intuitive Eating Chapters 14 and 15 and IE Workbook Principles 9 and 10 Assignments: Pre-quiz 8 <b>Due Apr 2</b>
14	Apr 10	No Class – Capstone Day	Readings: None Assignments: Case Study 3 <b>Due Apr 16</b> , Practical Based Assignment Reflection 2 <b>Due Apr 16</b>
15	Apr 17	Review Case Study 3 Special Project Presentations - <b>ASYNCHRONOUS</b>	Readings: None Assignments: Special Project Presentations <b>Due Apr 17</b> , Research Article Discussion 4 Special Projects <b>Due Apr 23</b>
16	Apr 24	Exam 2	Assignments: Exam 2 <b>Due Apr 24 (in-class)</b>







Office of Faculty Affairs  
150 Arps Hall  
1945 N. High Street  
Columbus, OH 42310-1172  
614-292-8862 Phone  
ehe.osu.edu

March 21, 2023

Dr. Mary Stromberger, PhD  
Vice Provost for Graduate Education and  
Dean of the Graduate School  
250 University Hall  
320 N. Oval Mall  
Columbus, OH 43210

Dear Dean Stromberger,

I am writing on behalf of the College of Education and Human Ecology's (EHE) Office of Academic Affairs. EHE supports the recent curricular change that was approved by the EHE Curriculum Committee on March 20, 2023:

- The creation of a Graduate Certificate in Nutrition and Health Promotion.

We anticipate that these changes will improve the curriculum in the graduate program in Nutrition and Dietetics for the graduate students, and for Registered Dietitian Nutritionists.

Sincerely yours,

Anastasia R. Snyder, PhD  
Associate Dean for Faculty Affairs  
College of Education and Human Ecology



306 Atwell Hall  
453 W. 10<sup>th</sup> Ave.  
Columbus, OH 43210

614-292-8131 Phone  
614-292-0210 Fax

<https://go.osu.edu/meddiet>  
<https://go.osu.edu/mdn>

September 22, 2021

Dear Dr. Orchard:

Please accept this letter of support from the Medical Dietetics Program in the School of Health and Rehabilitation Sciences of the College of Medicine for the joint certificate program (Nutrition and Health Promotion). This will create an opportunity for students in the Master of Dietetics and Nutrition as well as the MS and PhD programs in HRS to gain specialized coursework targeting broader health and nutrition behavior. Many of the courses are offered as individual electives within these programs and we are committed to providing faculty time to support the offering of these courses. When certificate enrollment grows beyond capacity, we will partner to identify faculty and associated faculty to cover the offerings.

Thank you for collaborating to develop this certificate program to enhance the learning opportunities of our students.

Sincerely,

Christopher A. Taylor, PhD, RD, LD, FAND  
Professor and Director of Medical Dietetics  
Co-Director of the Master of Dietetics and Nutrition  
Professor of Family Medicine,  
The Ohio State University



THE OHIO STATE UNIVERSITY

COLLEGE OF NURSING

**College of Nursing**

Newton Hall  
1585 Neil Ave  
Columbus, OH 43210

Phone (614) 292-8900  
Fax (614) 292-4535  
E-mail [nursing@osu.edu](mailto:nursing@osu.edu)  
Web [nursing.osu.edu](http://nursing.osu.edu)

Marcia Nahikian-Nelms, PhD, RDN, LD, FAND  
Professor, Clinical Director, Academic Affairs-School of Health and Rehabilitation Sciences  
Director, Education- Center for Faculty Advancement, Mentoring and Engagement  
Senior Faculty Affiliate - Michael V. Drake Institute for Teaching and Learning  
College of Medicine  
The Ohio State University  
453 West Tenth Avenue  
Columbus OH 43210

December 6, 2021

Dear Dr. Nahikian-Nelms:

It is with great enthusiasm that I provide a letter of concurrence for the proposed graduate certificate in Nutrition and Health Promotion. The opportunity for students to obtain focused training in nutrition to prevent chronic disease and maintain life-long wellness is central to population health and prevention of non-communicable diseases.

We wish you well as you advance this important work.

Sincerely,

Cindy Anderson, PhD, RN, APRN-CNP, ANEF, FAHA, FNAP, FAAN  
Professor and Senior Associate Dean for Academic Affairs and Educational Innovation  
Martha S. Pitzer Center for Women, Children and Youth



## College of Public Health

### Division of Health Behavior and Health Promotion

359A Cunz Hall  
1841 Neil Avenue  
Columbus, OH 43210

Phone (614) 292-4685  
Fax (614) 688-3533  
Web: <http://cph.osu.edu>

December 8, 2021

Marcia Nahikian-Nelms, PhD, RDN, LD, FAND  
Professor, Clinical  
Director, Academic Affairs-School of Health and Rehabilitation Sciences  
Director, Education- Center for Faculty Advancement, Mentoring and Engagement  
College of Medicine  
The Ohio State University  
453 West Tenth Avenue  
Columbus OH 43210

Dear Dr. Nahikian-Nelms,

Thank you for sharing the proposed new cross-college graduate certificate in *Nutrition and Health Promotion* for our review. We note that the colleges involved include the College of Medicine (COM), Division of Medical Dietetics and College of Education and Human Ecology (CEHE), Human Nutrition Program. We further note that this is a Category 3 Stand-Alone Graduate Certificate designed for post-baccalaureate students who want to earn an academic certificate.

This certificate program does not overlap with or encroach upon programs offered in the College of Public Health. We therefore share our concurrence for this graduate certificate program.

This looks like an excellent program and we wish you the best as you introduce this new offering!

Sincerely,

A handwritten signature in black ink that reads "Gail L. Kaye".

Gail L. Kaye, PhD, RD, LD, LPCC  
Assistant Dean, Undergraduate Programs and Assessment  
Professor, Clinical Public Health  
Health Behavior Health Promotion  
The Ohio State University  
College of Public Health

PH (614) 688-4024  
FX (614) 688-3533