

University of Guelph
Department of Family Relations and Applied Nutrition
NUTR*4900 (02) Selected Topics in Human Nutrition

COURSE OUTLINE

Winter 2014

Section 02: T & Th 10:00 - 11:30

MINS B37

~~Office Hours – Tuesdays 11:20-12:30; Thursdays 9:00-9:45~~

J Randall Simpson

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MINS 237, ext 53843

This course will involve readings and discussion on selected areas in human nutrition related to iron, iodine and vitamin A deficiencies in the developing world, along with formal class reports and term papers. Prerequisites are NUTR*2050, NUTR*3040 or NUTR*3090, and NUTR*4010. Students must be registered in the Applied Human Nutrition program.

Course Website

Announcements, updated schedules, grades, and other information will be posted on CourseLink, a website for on campus courses at: <https://courselink.uoguelph.ca/shared/login/login.html>.

COURSE EVALUATION

		% Final Grade
<u>Oral:</u>	Article Critique on Perspectives in International Nutrition	15%
	Major Seminar	20%
	Discussant	5%
<p>Each student will complete an anonymous peer evaluation for the article critique and the major seminar.</p>		
<u>Written:</u>	Summary on Perspectives in International Nutrition	15%
	Abstracts for major paper	5%
	Major Paper	25%
<u>Participation:</u>	Participation in class discussions	15%

COURSE OBJECTIVES

University of Guelph Learning Objectives:

- Literacy:**
Students are required to read and critique scientific journal articles. Students will present a critique of one of the required readings on Perspectives in International Nutrition and write a critical review on a topic of their choice in selected areas of human nutrition research.
- Numeracy:**
Students are required to read and critique journal articles that describe quantitative research, which

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involves measurement and statistical analyses. The course focuses on increasing your critical appraisal skills to prepare you to be more informed consumers of research (and better researchers).

3. Global understanding:

The importance of considering contextual factors such as the political, biological, cultural, and environmental circumstances inherent in a particular study are addressed in this course.

4. Moral maturity:

This course emphasizes that research must be ethically and methodologically sound. Values and ethical issues in conducting research are discussed during the critical appraisal of journal articles.

5. Aesthetic maturity:

Student presentations and class discussions expose students to a variety of research strategies, which should increase students' understanding and appreciation of the complexity, challenges, and creativity of conducting quality research.

6. Understanding of forms of inquiry:

This course focuses on key elements of the design and procedures of high quality studies. The strengths and limitations of various approaches to acquire knowledge will be discussed.

7. Depth and breadth of understanding:

A wide range of studies in human nutrition will be discussed. This course provides in-depth coverage of the critical appraisal process. Students demonstrate their critical appraisal skills by independently writing a review on a topic of their choice in selected areas of human nutrition research and by presenting it to the class.

8. Independence of thought:

Students are expected to be critical thinkers in reviewing published studies and to share their critical assessment of the research during class discussions. Students pursue their topic of interest when writing a critical review, which provides an opportunity for self-directed learning.

9. Love of learning:

This course embraces the promotion of self-determination among students to facilitate their love of learning. Students choose a topic in human nutrition that is of interest and relevant to them (from selected research topics) when writing a term paper.

Specific Learning Objectives for Students:

1. To understand the strengths and limitations of selected methodologies used in human nutrition research. Students will critique research articles using a defined critical appraisal format.
2. To develop competency and assurance in the careful evaluation and interpretation of published reports of research in human nutrition.
3. To integrate the results of a careful critical appraisal in written and oral assignments.
4. To expand prior knowledge base on specific nutritional issues through interpretation and appraisal of scientific research.
5. To enhance oral, listening and writing skills through practice and feedback.
6. To develop a basic understanding of the issues of iron, iodine and vitamin A deficiencies in developing countries.
7. To develop an understanding of global geography.

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You Are Encouraged To...

- Become familiar with PubMed to find journal articles. If you are not familiar with PubMed, sign up for one of the library tours (it will be a great use of your time).
- Learn how to write a literature review through Writing Services at U of G.
http://www.lib.uoguelph.ca/assistance/writing_services/.
- Use RefWorks to manage references for your term paper. RefWorks is a web-based database manager and bibliography creation tool. It allows you to collect references from a wide variety of electronic resources (e.g. PubMed) to create your own personal reference database. If you use Microsoft Word, your collected references can be seamlessly integrated into your term paper following the format for the text of the paper and the reference list as per the Canadian Journal of Dietetic Practice and Research. Register for a RefWorks workshop at the Office of Student Affairs website (<http://www.studentaffairs.uoguelph.ca/home/>), under "Events".

READINGS

Required course readings for the first half of the semester are available either through the library or they will be available on CourseLink. The readings should be done before coming to class so that you are prepared to participate in class discussions. Please bring the readings to class.

PLANS FOR THE SEMESTER

Introduction to Selected Topics in Human Nutrition: January 7-21, 2014

The first two and a half weeks of the course will include:

- Guidelines for critical appraisal of selected methodologies used in human nutrition research (Appendix A)
- Review of methods involved in human nutrition research
- Overview of Perspectives in International Nutrition
- Library searching, writing, and statistics overviews
- Demonstration presentation and discussion

Perspectives in International Nutrition: January 23-February 11, 2014

Oral Article Critique

Beginning on **January 28, 2014**, each student will give an oral critical appraisal based on a research article on Perspectives in International Nutrition. In preparing the oral presentation, you are expected to seek out background information necessary for an understanding of the article, to be able to explain the research methodology and results to the class and to answer questions concerning it. This also includes the geographical setting of the study. The content should include key issues that are interesting, clearly explained and treated in some depth.

1. Each critical appraisal will be followed by general class discussion led by a discussant.
2. For the schedule for the oral presentations of the article critique, a lottery will take place in class on

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January 9, 2014. Students will sign up for two dates (once as presenter and once as discussant). If you are not able to attend class on January 9, 2014, dates for both the presentation and discussant will be assigned. In this instance, it is your responsibility to find out which articles you are responsible for as a presenter and discussant.

3. Your PowerPoint presentation should be 15 minutes that will be followed by 10 minutes of discussion led by a discussant. Rule of thumb: one slide per minute. Therefore, a 15 minute presentation should contain roughly 15 slides (do not go smaller than font size 24). There will be 2-3 presentations per class, depending on the class size.
4. Presenters will e-mail their PowerPoint (**2007 version**) presentations to me by **4:00 PM** the day before the presentation. There will be a 10% (out of 100) penalty for late submissions. I will e-mail you to confirm that your file has been received. Your emailed slides will be considered the final slides and therefore revised slides will not be accepted before or during class. You will use my laptop (a PC, not a Mac) during your presentation. Please do not include video clips or internet connections.
5. Your presentation will be graded using the evaluation form in Appendix B.

Discussant for Oral Article Critique & Major Seminar

The role of the discussants is to facilitate a deeper discussion of key issues from the critical appraisal/seminar and to lead discussion and facilitate class involvement.

1. Thank the presenter. Discussants are encouraged to meet with the presenter when preparing for the discussion.
2. Lead a 10 minute discussion after the presentation, facilitating class involvement.
 - Ask 2-3 pertinent questions to the class to encourage discussion (1 slide per question).
 - The questions can relate to any aspect of study design, data collection, measures, study population, etc.
 - Aim for insightful and thought-provoking questions, rather than predictable or 'boring' questions.
3. The presenter should participate in the discussion, can clarify points, etc.
4. Summarize the discussion at the end, giving final interpretation and overview.
5. Discussants are to email their PowerPoint slides to me by **4:00 PM** the day before the class. There will be a 10% (out of 100) penalty for late submissions. I will email you to confirm that I received your slides. Your emailed slides will be considered the final slides and therefore revised slides will not be accepted before or during class.
6. Your role as discussant will be graded using the evaluation form in Appendix C.

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Written Summary on Perspectives in International Nutrition

1. You are to interpret the findings of 4 articles from one of the groups of the articles presented in class (i.e., iodine, iron, vitamin A, or micronutrient deficiency interactions), and write a 5-page report (single-sided, double-spaced, 2.5 cm margins, 12 point font, Times New Roman) summarizing the current knowledge, from the articles presented, on Perspectives in International Nutrition. The summary should include an introduction (including objectives of the report), the study design, numbers of subjects, a summary of the main findings, strengths and limitations of the research, implications of the results, generalizability, conclusions, clinical/practical significant of the findings, and your suggestions for future research. You should integrate the research findings from the journal articles and not simply do a critical appraisal of each article separately. **Therefore, the summary should not include tables.** You should paraphrase rather than use quotations extensively. Use headings and sub-headings to organize your summary. Please put your name and page numbers in a footer.
2. The page limit does not include the number of separate pages for the title page and the reference section (use single space for the references). If more than 5 pages are submitted, only the first 5 pages will be graded. References should be in the style of the Canadian Journal of Dietetic Practice and Research (http://dcjournal.metapress.com/media/public/profiles/dcjournal/guide_for_authors.pdf). **The written summary is due by 4:00 PM on Tuesday, March 4, 2014.** Late written critiques will be accepted up to **Thursday March 6th by 4:00 PM**, with a 10% *per day* penalty, unless accompanied by a medical note. Written critiques will not be accepted after this date.

Your written summary will be graded using the evaluation form in Appendix D.

You are to complete the summary report independently. Students are not to collaborate on the report (it is not a group effort).

Major Seminar and Term Paper: March 4 or 6 – April 2, 2014

In preparing the major seminar and term paper the student is expected to seek out background information necessary for an understanding of the chosen topic. The student is expected to use the principles of critical appraisal and a comprehensive literature review to develop the presentation and major paper; the student is also expected to be able to answer questions concerning the topic. Remember that the University of Guelph may not have all the articles you require for your major paper; if the article is central to your research topic you will need to request it through inter-library loan. Leave lots of time for ordering articles. Unfamiliar words or terms should be looked up in a dictionary.

Major Seminar

1. Each student will select a topic for a 25 minute seminar and a major paper. Suggested topics can include the following: *international nutrition topics; infant nutrition (breast feeding, pre-term infants, macronutrients, fatty acids; nutrition and immune function (role of macronutrients and micronutrients, aging); vitamin and mineral supplementation; health benefits of functional foods and nutraceuticals (soy products/isoflavones, oats, flax seed, borage oil, olive oil, garlic).* You may

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suggest a topic that is not listed; however, you must consult with me before proceeding in order to avoid unnecessary work. You must have a minimum of five (5) primary human research studies on the topic before proceeding. Preliminary selection of topics will take place on **January 23, 2014**. In order to keep the seminars interesting, identical topics will not be permitted.

2. Each student should make an appointment and meet with me prior to submission of the final topic for the seminar/major paper. The title of the seminar/major paper, a **2-page outline** (single-sided, double-spaced, 2.5 cm margins, 12 point font, Times New Roman) of the seminar/term paper and a copy of the abstracts from 5 relevant (ideally published in the last 5 years), primary (original) references on human nutrition must be submitted to me by **February 6, 2014**. Please make a title page with your name and the title of your topic. Your outline will be graded as per Appendix E.
3. You are expected to use principles of critical appraisal to develop the seminar presentation (discuss 3 - 5 journal articles) and term paper (e.g., 15-20 journal articles should be reviewed). You should integrate the research findings from the journal articles and not simply do a critical appraisal of each article separately. **The seminar presentation can include tables, but the term paper should not include tables.** Review articles can be used to provide an overview of the topic. You are expected to be able to answer question concerning the selected topic during the discussion.

It is expected that there will be 2 seminar presentations per class. Each seminar presentation should be 25 minutes. During this time allotment, you should also facilitate discussion of key issues related to methods (e.g., sampling, research design, and/or measurement). Following the presentations for each class, there will be a discussion period, led by a discussant, in which all students are expected to participate.

2. The dates for the seminar presentations and discussant roles will be decided by lottery on **January 23, 2014**. Student seminars begin **March 4 or March 6, 2014** (depending on class enrolment).
3. Each presenter will e-mail his/her PowerPoint (2007 version) presentation to me by **4:00 PM** the day before the presentation. I will confirm that your PowerPoint has been received.
4. **Provide a handout (electronic) to all classmates and me by 10:00 AM the day before your seminar.** The handout should include: (a) your name, seminar date, and topic; (b) a 250 word abstract of your seminar presentation; and, (c) citations for 3- 5 key papers that you will discuss. All students should read the abstract for each seminar. An electronic file will be distributed (via CourseLink).
5. Your seminar will be graded according to Appendix **B**.

Term Paper

1. The term paper should be 10 (minimum) to 12 (maximum) pages in length (single-sided, double-spaced, 2.5 cm margins, 12 point font, Times New Roman). Please include a title page with your name, the title of your paper, and your home address. You can include the same articles from your seminar in the term paper. The term paper should include an introduction (including objectives of the term paper), a summary of the main findings of the research that you are presenting, strengths and

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limitations of the research (this is where you can include study design and sample sizes), implications of the results, conclusions, and your suggestions for future research. You should integrate the research findings from the journal articles and not simply do a critical appraisal of each article separately. **Therefore, the term paper should not include tables.** The page limit does not include the number of separate pages for the title page and the reference section (use single space). If more than 12 pages are submitted, only the first 12 pages will be graded. References should be on separate pages as an appendix to the paper. You should paraphrase rather than use quotations. Use headings and sub-headings to organize your report and include page numbers. References should be on separate pages as an appendix to the paper. References should be in the style of the Canadian Journal of Dietetic Practice and Research (http://dcjournal.metapress.com/media/public/profiles/dcjournal/guide_for_authors.pdf). **Include in an appendix the abstracts for, or the face pages of, all the articles you critique in your term paper.**

2. **A paper copy as well as an electronic copy of the major paper are due on Thursday, April 3, 2014 by 4:00 PM.** Late term papers will be accepted until **4:00 PM on Tuesday, April 8, 2014** with a 10% (out of 100) *per day* penalty, unless accompanied by a medical note. Term papers will NOT be accepted after Tuesday, April 8th.
3. You must submit the electronic copy before your grades will be released from the registrar's office. Please be sure to include your home mailing address as well so that the paper can be returned to you at the end of the semester. Your term paper will be graded using the evaluation form in Appendix F.

You are to complete the term paper independently. Students are not to collaborate on the term paper (it is not a group effort).

POLICIES AND PROCEDURES

Missed Work

Information about what students should do if they are unable to complete course work because of medical, psychological or compassionate circumstances is given in the 2013-2014 undergraduate calendar, in the "academic consideration, appeals and petitions" section. If you are not able to meet an in-course requirement due to illness or compassionate reasons, please advise me (or other designated person) in writing (include your name, mailing address, and e-mail address). Where possible, this should be done in advance of the missed work or event. If this is not possible, this should be done as soon as possible after the due date, and certainly no later than one week. If appropriate documentation of your inability to meet the in-course requirement is necessary, I (or other designated person) will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade.

Academic misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community (faculty, staff, and students) to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from

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occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The academic misconduct policy is detailed in the undergraduate calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>.

The Learning Commons' academic integrity tutorial, which includes a plagiarism module, is available at <http://www.academicintegrity.uoguelph.ca/>.

Students who have copied answers from the internet or a published source (i.e., who appear to have engaged in academic misconduct) will be reported to the Chair of Family Relations and Applied Nutrition, who will render a decision, or under certain circumstances, forward a report to the Dean of the College of Social and Applied Human Sciences for a decision. If you are unsure about what constitutes academic misconduct, come talk to me and/or take the Learning Commons' online tutorial on academic integrity, which includes a plagiarism module at <http://www.academicintegrity.uoguelph.ca/index.cfm>.

Protocol

- It is important that you attend classes regularly and complete the readings to do well in this course.
- Meaningful participation in class discussions contributes to learning so you are expected to attend classes and participate in discussions. All of us share the responsibility of creating an environment that facilitates class discussions. You are expected to come to class prepared to ask discussion questions and to comment on questions raised by the presenters and discussants.
- You will provide anonymous feedback for the student presentations (see Appendix B).
- Please come to class on time, turn off your cell phone, and refrain from conversations with your classmates during class. These activities disrupt class, making it difficult for your classmates to focus on the information presented. So please be considerate of others.
- The electronic recording of classes is expressly forbidden without the prior consent of the instructor. This prohibition extends to all components of the course, including but not limited to lectures and seminars, whether conducted by the instructor, seminar leader, or other designated person. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

Participation

- This is a small class. Everyone's participation is needed and appreciated to make this course a success. It is expected that you attend and participate fully in all classes. As the instructor, I share

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with you the responsibility of creating an environment that facilitates relevant and appropriate class discussions.

- However, oral participation is not for everyone; just because a person is quiet in class does not mean that s/he is not engaged in the content. Therefore, the participation grade for this course is based on two components.

Component 1 is based on attendance and meaningful class participation. This includes frequency AND quality of questions and comments during discussions. Critiquing research is not a spectator sport. We want to hear from your! What do you think about a particular study or question or issue and why? Avoid 'me too' contributions; similarly, don't disagree for the sake of disagreeing. Rather, justify your position. This component also considers the quality of the feedback you provide on your class mates' presentations. The feedback should be helpful and constructive. If you are absent from class, I would appreciate an email indicating your absence.

Component 2 is based on activities that I cannot see or may see from a different perspective. To help me determine this component of your participation, complete the reflective questions in Appendix G. Assign yourself a grade out of 10 for this component. I will take your self-assigned grade into consideration in determining your overall grade for participation.

Your participation will be graded according to Appendix G.

Grading

The grading system described in the 2013-2014 undergraduate calendar will be used. The grading system is as follows:

Letter grade	%	Letter grade	%
A +	90 – 100	C +	67 – 69
A	85 – 89	C	63 – 66
A -	80 – 84	C -	60 – 62
B +	77 – 79	D +	57 – 59
B	73 – 76	D	53 – 56
B -	70 – 72	D -	50 – 52
		F	0 – 49

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SCHEDULE OF CLASSES

I reserve the right to revise the schedule of classes as long as you are given adequate notice. If class is cancelled (e.g., bad weather), all remaining presentations and/or seminars will be moved ahead. If this presents a problem, please see me for alternate rescheduling. If the presenter is absent due to illness or compassionate reasons, I will need to reschedule presentations and/or seminars.

Date	Topic
Tues., January 7	Course introduction and review of course outline and appendices Review of research methods in nutrition and dietetics and evaluating the literature
Thurs., January 9	Overview of Perspectives in International Nutrition Lottery for dates for presentations for article critique
Tues., January 14	Writing advice (Writing Services, U of G) MACS 209
Thurs., January 16	Library search advice (Library, U of G) MACS 209
Tues., January 21	Statistics overview MACS 209
Thurs., January 23	Overview of Perspectives in International Nutrition Preliminary selection of topics for major seminar/paper Lottery for dates for presentations for major seminar Demonstration presentation (JRS)
Tues., January 28	Student presentations
Thurs., January 30	Student presentations
Tues., February 4	Student presentations Abstracts and summary for major seminar/paper due
Thurs., February 6	Student presentations
Tues., February 11	Student presentations
Thurs., February 13	No class
Tues., February 18	Winter break (no class)
Thurs., February 20	Winter break (no class)
Tues., February 25	No class
Thurs., February 27	No class
Tues., March 4	Individual student seminars (depending on class enrolment) Summary on Perspective in International Nutrition due
Thurs., March 6	Individual student seminars
Tues., March 11	Individual student seminars
Thurs., March 13	Individual student seminars
Tues., March 18	Individual student seminars
Thurs., March 20	Individual student seminars
Tues., March 25	Individual student seminars
Thurs., March 27	Individual student seminars
Tues., April 1	Individual student seminars
Thurs., April 3	Individual student seminars Major paper due

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REQUIRED READINGS

Articles	Suggested Presentation Date	Presenter	Discussant
Evaluating literature and nutrition research			
Gray GE, Gray LK. (2002). Evidence-based medicine: Applications in dietetic practice. <i>J Am Diet Assoc.</i> 2002;102(9):1263-72.	Jan 7	JRS	
Mattes RD, Boushey CJ. To read or not to read original research articles: it should not be a question. <i>J Am Diet Assoc.</i> 2000;100:171-174.			
Barr SI. Evaluating the literature. <i>J Can Diet Assoc.</i> 1989;50:219-224.			
Monsen ER, Cheney CL. Research methods in nutrition and dietetics: design, data analysis, and presentation. <i>J Am Diet Assoc.</i> 1988;88:1047-1065.			
Overview of Perspectives in International Nutrition			
Ahmed T, et al. Global burden of maternal and child undernutrition and micronutrient deficiencies. <i>Ann Nutr Metab.</i> 2012;61(suppl 1):8-17.	Jan 9	Class	
Butta ZA, Salam RA. Global nutrition epidemiology and trends. <i>Ann Nutr Metab.</i> 2012;61(suppl 1):9-17.			
Solomons NW. All that glitters is not iron (deficiency): Revisiting the question of why anemic individuals are anemic. <i>Nutr Rev.</i> 2002;60 (3):91-96.			
Pasricha S-R, et al. Control of iron deficiency anemia in low-and middle-income countries. <i>Blood;</i> 2013;121:2607-2617.			
Micronutrient Initiative http://www.micronutrient.org/English/View.asp?x=699 http://www.unitedcalltoaction.org/documents/Investing_in_the_future_Summary.pdf			
Kim Garwood, Writing Services, University of Guelph library Writing strategies	Jan 14	MACS 209	
Peggy Prichard, University of Guelph library Library research	Jan 16	MACS 209	

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Articles	Suggested Presentation Date	Presenter	Discussant
Michelle Edwards, Statistics Consultant Review of basic statistics	Jan 21	MACS 209	
Underwood BA. (2004). Vitamin A deficiency disorders: international efforts to control a preventable "pox". <i>J Nutr.</i> 2004;134(1):231S-236S	Jan 23	Class	
Zimmermann MB. Research on iodine deficiency and goiter in the 19 th and early 20 th centuries. <i>J Nutr.</i> 2008;2060-2063.			
Andersson M, et al. Global iodine status in 2011 and trends over the past decade. <i>J Nutr.</i> 2012;142:744-750.			
<i>Pharoah PO, et al. Neurological damage to the fetus resulting from severe iodine deficiency during pregnancy. Lancet 1971;1(7694):308-310.</i>	Jan 23	JRS	

Iodine Deficiency Disorders			
Bautista A, et al. The effects of oral iodized oil on intelligence, thyroid status, and somatic growth in school-age children from an area of endemic goiter. <i>Am J Clin Nutr.</i> 1982;35(1):127-134.	Jan 28		
Sebotsa MLD et al. Iodine status as determined by urinary iodine excretion in Lesotho two years after introducing legislation on universal salt iodization. <i>Nutr.</i> 2005;21:20-24.	Jan 28		
Buxton C, Bague B. (2012). Knowledge and practices of people in Bia District, Ghana, with regard to iodine deficiency disorders and intake of iodized salt. <i>Arch Pub Health.</i> 2012;70(5).	Jan 28		
Iodine & Iron Deficiencies			
Hess SY, et al. Treatment of iron deficiency in goitrous children improves the efficacy of iodized salt in Côte d'Ivoire. <i>Am J Clin Nutr.</i> 2002;75(4):743-748.	Jan 30		
Anemia & Iron Deficiency Anemia			
Asobayire F, et al. Prevalence of iron deficiency with and without concurrent anemia in population groups with high prevalence of malaria and other infections: a study in Côte d'Ivoire. <i>Am J Clin Nutr.</i> 2001;74:776-782.	Jan 30		

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Articles	Suggested Presentation Date	Presenter	Discussant
Stoltzfus RJ, et al. Effects of iron supplementation and anthelmintic treatment on motor and language development of preschool children in Zanzibar: double blind, placebo controlled study. <i>Br Med J.</i> 2001;323:1389-1393.	Jan 30		
Monterrosa EC, et al. Predominant breast-feeding from birth to six months is associated with fewer gastrointestinal infections and increased risk from iron deficiency among infants. <i>J Nutr.</i> 2008;138:1499-1504.	Feb 4		
Sharieff W, et al. Is cooking food in iron pots an appropriate solution for the control of anaemia in developing countries? A randomized clinical trial in Benin. <i>Pub Health Nutr.</i> 2007;11(9); 971-977.	Feb 4		
Lemaire et al. Iron containing micronutrient powder provided to children with moderate-to-severe malnutrition increases hemoglobin concentrations but not the risk of infectious morbidity: a randomized, double-blind, placebo-controlled, noninferiority safety trial. <i>Am J Clin Nutr.</i> 2011;94:585-593.	Feb 4		

Vitamin A Deficiency			
Sommer , et al. Impact of vitamin A supplementation on childhood mortality: a randomized controlled community trial. <i>Lancet</i> 1986;327:1169-1173.	Feb 6		
Idindili B, et al. Randomized controlled safety and efficacy trial of 2 vitamin A supplementation schedules in Tanzanian infants. <i>Am J Clin Nutr.</i> 2007;85:1312-1319.	Feb 6		
Tang G, et al. B-carotene in Golden Rice is as good as B-carotene in oil at providing vitamin A to children. <i>AM J Clin Nutr.</i> 2012;96:658-664.	Feb 6		

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Articles	Suggested Presentation Date	Presenter	Discussant
Micronutrient Deficiency Interactions			
Zimmerman MB, et al. Dual fortification of salt with iodine and micronized ferric pyrophosphate: a randomized double-blind, controlled trial. <i>Am J Clin Nutr.</i> 2004;80:952-9.	Feb 11		
Zimmerman MB, et al. Vitamin A supplementation in children with poor vitamin A and iron status increases erythropoietin and hemoglobin concentrations without changing total body iron. <i>Am J Clin Nutr.</i> 2006;84(3):580-586.	Feb 11		
Zimmerman MB, et al. Vitamin A supplementation in iodine-deficient African children decreases thyrotropin stimulation of the thyroid and reduces the goiter rate. <i>Am J Clin Nutr.</i> 2007;86:1041-1044.	Feb 11		