

Department of Family Relations and Applied Nutrition
University of Guelph



NUTR*3110 FOOD SECURITY
Winter 2015

Sessional Lecturer: Jane Bellman, MEd, RD
LEC Location: MCKN 116
LEC Dates: Mondays 8:30 - 11:20 a.m. from Jan. 5 – March 30, 2015
Office Location - MINS 147
Office hours: Thurs afternoons
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Teaching Assistant (TA): TBA

COURSE OUTLINE

The course involves readings, a variety of speakers from in the field and discussions on programs and activities directed towards increasing food access for those who are food insecure. Prerequisite is NUTR*2050. This course is restricted to AHN majors. It is assumed that **all** students are familiar with Medline and other library searches. If not, students are **strongly** advised to sign up for one of the library tours.

Course Objectives

1. Literacy:

Students are required to read scientific journal articles and position/policy papers on aspects of food security. They will communicate their understanding of food security issues in a mid-term and a final exam, comprised of multiple choice, short answer and essay questions. In addition, students will write a reflective paper following at least three hours of volunteer work in a community agency engaged in emergency food provision and present on a critique of a food secure program and/or article on a food security topic. For volunteer activities that require a police check, it will need to be completed in January.

- 2. Global understanding:**
Students will acquire an understanding of the social, political, agricultural and economic influences on food security in Canada and selected industrialized and non-industrialized countries. They will gain knowledge of the various strategies used to combat food insecurity in selected countries.
- 3. Moral maturity:**
Students will develop an enhanced awareness of society's obligations to its citizens around food availability. In addition they will appreciate that many people who lack food security are not personally responsible for their circumstances.
- 4. Depth and breadth of understanding:**
Students will develop an in depth understanding of the forces which place individuals at risk for food insecurity, and the need to assess the effectiveness of programs and policies designed to improve food security. Through their volunteer assignment and reflective paper, they will identify influences on food security, and the barriers faced by clients of specific programs.
- 5. Independence of thought:**
Students are expected to be critical thinkers in reviewing published studies. The reflective paper will give them an opportunity to demonstrate independence of thought through sharing their experience of volunteering with a food provision agency.
- 6. Love of learning:**
This course embraces intellectual curiosity. Students will be encouraged to question why food insecurity exists, to question the effectiveness of current policies and programs, and to suggest improved strategies.
- Specific learning objectives:**
Students who successfully complete the course will:
1. Have an understanding of food security and the factors that undermine it in both industrialized and non-industrialized countries.
 2. Be aware of the prevalence of food insecurity among different populations.
 3. Understand the nutritional consequences of food insecurity.
 4. Be aware of the interaction of health, economic and agricultural policies in creating food security.
 5. Be able to critique the effectiveness of various programs and interventions designed to improve food security.

Evaluation

There will be two examinations [mid-term and final], a reflective paper and student presentations. The mid-term and exam will be comprised of short answer and essay questions.

Mid-term	30%	Monday, Feb. 9, 2015
Reflective paper	30%	Due date: Sunday, March 8, 2015 by 5:00 pm
Group Presentation	10%	Presentations will be held on March 16th and Mar 30th, 2015 in class
Final	30%	April 2015 TBA

Volunteer Placement and Reflective Paper: Food Security in High Risk Communities [30%]

The purpose is to gain hands-on experience working with population groups at high risk for food insecurity. In consultation with the teaching assistant (TA), students will select a community agency to volunteer with for at least 3 hours. This may be a morning or an afternoon, or may be three separate 1-hour visits. Students must be able to arrange their own transportation to the agency. The reflective paper is due **Sunday March 8, 2014 in Dropbox in CourseLink by 5:00 pm.**

The TA is available to help match students to an agency. If you are or have volunteered with an agency within the last 6 months, e-mail the TA by **January 26th** with the name and location of the agency and the TA will determine if it meets the criteria for a food security related placement. If you are interested in volunteering with one of the agencies listed on the handout on CourseLink, e-mail the TA before and no later than **January 26th**. Some agencies prefer that students visit in teams of two or three and the TA will coordinate this. On Monday Jan. 26th some placement agencies will be visiting class to provide a brief overview of their program and meet the students who might be interested in volunteering at their agency. Students can sign up with their agency choice at the end of this class. Refer to the Course Syllabus below for the agencies that will be visiting class on January 26th.

After completion of the volunteer activity, students will write an 8 page (double-spaced, 11 point Arial font) paper:

1. Background information: type of program; its history, purpose, objective(s), funding source(s); and description of the clients.
2. Reflect upon experience at the placement: what you learned about the clients; the barriers the clients face in trying to provide food for themselves and/or their families; your assessment of the effectiveness of the approach the agency uses; and your suggestions for improving their program.

Note that reflection is more than a recount of your experience. It should delve deep into details on what you are thinking - before your placement, when you got there and on what you saw and thought about how the activity is benefiting/not benefiting those who are food insecure. Your paper should end with your suggestions of some solutions/recommendations and their implementation considerations for program improvement or ways to improve the food security of its clients, based on your observations and what you learned from the literature.

Submit your completed reflective paper by **5:00 pm on Sunday March 8, 2014** via Dropbox in Courselink.

Academic Integrity:

Detailed information, including an online tutorial about the regulations governing academic misconduct is in the Graduate Calendar at: <http://www.academicintegrity.uoguelph.ca/>. Students who have copied information 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.

Late Assignments

Late written work will be accepted up to three (3) days past the due date with 10% per day penalty including weekends and holidays (unless accompanied by a medical note). Papers are NOT accepted after three (3) days overdue. An extension can be negotiated if requested at least four (4) days before the due date.

Referencing

Referencing of all resources must be in the American Psychological Association (APA) style. APA style guidelines are posted on D2L and available in the library: http://www.lib.uoguelph.ca/assistance/writing_services/resources/components/documents/apa.pdf

<p>Total Marks</p>	<p>Reflective Paper Rubric: Food Security in High Risk Communities</p>
<p>/4</p>	<p>Volunteer Activity Set-Up</p> <ul style="list-style-type: none"> • Connect with TA for placement set-up. • Police check completed before the activity, if required. • Arrive to the placement on time and participate fully in the activity. • Share insightful feedback to the placement leader where relevant.
<p>/21</p>	<p>Written Report</p> <p>Part A: Overview of Volunteer Placement</p> <ul style="list-style-type: none"> • Provide a short description of the volunteer placement site and the activity you participated in (history, purpose,

<p>agency objective(s), funding and clients attending).</p> <ul style="list-style-type: none"> • Provide clear reason(s) on why you selected the specific site and what you wanted to get out of the experience. <p>Part B: Reflection</p> <ul style="list-style-type: none"> • Reflect on your placement experience: <ul style="list-style-type: none"> ◦ What you thought the placement program before attending and then what you learned when you got there; ◦ The clients and the specific barriers they face in trying to provide food for themselves and/or their families. • Describe your assessment of the effectiveness (impact) of the approach the agency uses to help their clients. Think about its effectiveness locally and even more broadly if it is a program that is offered in other cities and provinces. • Integrate ideas from peers, if attending the activity with others. <p>Part C: Recommendation & Conclusion</p> <ul style="list-style-type: none"> • Offer your suggestions/recommendations for program improvement and how they could be implemented. • Support your assessment and recommendations for program improvement to the literature (1-3 studies)**. 	<p>/5</p> <p>Paper Organization (5 marks)</p> <ul style="list-style-type: none"> • Clear introduction, use of transitions and subtitles. • Formatting: double spacing, 11 point Arial font, maximum 8 pages, including title page with student name, ID number, course #, name of placement site, and list of references. • Paper is legible and easy to read; writing is clear and succinct. • All statements in the report are clearly referenced (APA style), including personal communications. • Free of spelling, punctuation and grammatical errors. <p>Total /30 Submit your report to the D2L drop box in CourseLink by 5:00 pm Sunday March 8, 2014.</p>
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Presentation of a Food Security Program and/or Article Critique [10%]

Working in groups of 4-5 students, provide a 10 minute presentation (with 5 minutes for Q&As and discussion) critiquing a food security program and/or an article on a food security topic from a list that will be provided on CourseLink in February.

Details of what to present are outlined in the rubric below, however the presentation must include the following:

- Background/overview on the program and/or article.
- Critical analysis of the program's and/or article subject matter and its effectiveness or ineffectiveness in reducing food insecurity**.

- A brief summary that can be shared with other students, such as a handout or slides posted on CourseLink prior to the presentation.

It is up to each group to decide who in the group presents (one or some or all group members can present). To alleviate concerns about uneven contributions by group members, within the presentation or handout **very briefly** articulate each group member's participation towards the presentation.

Groups can be self-selected with notification to the TA of the group members **by 5:00 pm on Feb. 1, 2015**. Students without a group will be placed in a group by the TA during the week of Feb. 2-6, 2015. Final groups will be posted on CourseLink by Feb. 6, 2015.

The program and/or article list for the presentations will be posted on CourseLink on Monday Feb. 9th. Groups are to notify the TA via email of their topic choice and will be accepted on a first pick basis. **Topics need to be chosen by Friday Feb. 20, 2015** and the TA notified. There will not be duplications of presentation topics.

The TA will randomly draw group presentation dates (either Monday March 16th or March 30th). Presentation dates will be posted in the News section in CourseLink by **February 23, 2015**.

Presentation slides and/or handout must be sent to the course instructor for posting on CourseLink under Student Presentations, **before** their presentation.

****Critical Analysis**

Critical analysis/appraisal is the process of judging the quality of a research study's methods or a program's impact/effectiveness at meeting its objective(s). Here are some key cites to consider for your reflective paper and presentations:

- National Collaborating Centre for methods and Tools (NCCMT). A Compendium of Critical Appraisal Tools for Public Health Practice <http://www.nccmt.ca/pubs/CompendiumToolENG.pdf>. To learn more about how to critically appraise the literature NCCMT provides seven videos on Understanding Research Evidence at: <http://www.nccmt.ca/resources/multimedia-eng.html#ure>
- PEN: Practice-based Evidence in Nutrition* <http://www.pennutrition.ca>. Access available through the University of Guelph library using your student login.
- Core Public Health Functions for BC. Evidence Review: Food Security <http://www.health.gov.bc.ca/public-health/pdf/food-security-evidence-review.pdf>.
- General search for systematic reviews, meta analyses and topic articles on PubMed: <http://www.ncbi.nlm.nih.gov/pubmed>

Evaluation Rubrics of Oral Presentation [10 marks]

A. Introduction /2

10	9	8	7	6	5	4	3	2	1
Appropriate introduction and adequate background or overview of what the program and/or article (history, purpose, agency objective(s), funding, clients) is about.			Gives partial information or none. No rationale given; missing background / overview information.						

B. Content /2

10	9	8	7	6	5	4	3	2	1
Information suited to audience and time available. Ideas logical, interesting and clearly explained in some depth. Appropriate amount of information demonstrating understanding of subject. Makes accurate statements; applies theory / guidelines/ practices well to explain topic. Appropriate use of references. Gives a final interpretation and overview.			Attempts too many ideas in short time. Confused and / or superficial; seems unclear about the topic. Unrelated information presented. Some inaccuracies. Little application of theory / practices. Inappropriate use of or no references used. Concludes abruptly without summarizing main points.						

C. Questions & Discussion /2

10	9	8	7	6	5	4	3	2	1
Able to facilitate, participate and control discussion through various techniques. Able to answer questions appropriately.			Unable to facilitate a discussion. Difficulties in answering questions. Disruption with transition between facilitators.						

D. Visual Aids /2

10	9	8	7	6	5	4	3	2	1
<p>Effective use of visual aids in enhancing / supporting the audience understanding. Presentation slides or handout summaries are given to the instructor for posting on CourseLink prior to the presentation and contain:</p> <ul style="list-style-type: none"> • A brief overview of the program or article that is being critiqued • Analysis of program's/article topic's effectiveness at reducing food insecurity • Pertinent links and references. 			<p>Does not add much to presentation. Poor choice of visuals. Does not provide a presentation or handout to the instructor to post that summarizes key information on the program or article; no analysis of the program or article effectiveness towards food security; does not provide pertinent links or a reference list.</p>						

E. Voice, Language, Posture and Gestures /1

10	9	8	7	6	5	4	3	2	1
<p>Voice can be heard easily. Tone is varied and strong. Good diction. Relaxed posture and no distracting mannerisms. Minimal use of non-verbal fillers. Uses notes, but does not read. Enthusiastic.</p>			<p>Hard to hear. Monotonous voice. Poor pronunciation. Raises voice at end of statements. Interjects 'um' and 'ok'. Reads text. Lacks enthusiasm.</p>						

F. Style, Timing & Organization of Presentation /1

10	9	8	7	6	5	4	3	2	1
<p>Logical organization. Presentation well prepared and organized. Slides or handout free of spelling and grammatical errors. Starts on time and finished within time limits. Pacing good.</p>			<p>Illogical organization; many spelling & / or grammar errors. No slides or handout provided. Poor time management. Unable to start and / or finish on time. Rushed at end or too slow.</p>						

COURSE SYLLABUS
NUTR*3110 Food Security

D 2L (Courselink) site:

D2L (Courselink) will be used for general relaying of information between instructor and students and among students; and, distribution of assignment materials, lecture notes, marking schemes and grades. Course focus is on readings provided on Courselink. There is no course textbook. The Courselink site provides copies of the course outline, readings and other information related to the course. There is a discussion forum for you to raise issues with other class members, if desired.

Two or three days prior to each lecture the respective PowerPoint slides or links to resources will be posted on Courselink, when applicable. Students are encouraged to print these out and bring them to class to annotate them during the lecture. When there are guest lecturers, sometimes slides are posted following the lecture. It is expected that student complete the readings for each lecture as outlined below.

If you have a Question:

It is best if questions are saved for class, as quite often if one student has a question someone has the same question and will benefit from hearing the answer. The course instructor will also be available to answer questions before and after each class and during office hours. If these routes do not work, questions can also be emailed to the course instructor or TA if related to the placement activity.

Week	Date 2015	Topic	Guest	Readings / Student Activities
1	Jan. 5	<p>Course Overview</p> <ul style="list-style-type: none"> • Review of Course Outline and Syllabus, expectations and instructor's office hours/availability. • Review setting up your volunteer placement and writing your reflective paper. • Review requirements and process for presentation activity. 		<p>All materials for the course will be posted on Courselink, including all lecture PowerPoints, readings as links or pdfs and volunteer program information.</p> <p>There are a number of speakers that will be invited to class and their slides will be posted as soon as possible on Courselink. The material covered by guest speakers will be on the mid-term and exam.</p> <p>Volunteer Placement:</p> <ul style="list-style-type: none"> • Students need to pick three (3) food secure places to volunteer at (unless currently volunteering or have done so in the last six months) no later than

Week	Date 2015	Topic	Guest	Readings / Student Activities
		<p>Definitions and Measurements of Food Security / Insecurity</p>		<p>Jan. 26th and let the TA know of your choices. You will be assigned one (1) of your choices.</p> <ul style="list-style-type: none"> For agencies that require a police check, apply as soon as possible. There is no cost as it is for a volunteer activity. Two pieces of ID are required at registration. <p>Readings for this class: The Household Food Security Survey Module (HFSSM) http://www.hc-sc.gc.ca/fit-an/surveil/nutrition/commun/insecurit/hfssm-mesam-eng.php** Hard copies will be handed out in class.</p> <p>FAO. Policy Brief - Food Security. Jun 2006. http://www.fao.org/forestry/13128-0e6f36f27e091055bec28ebe830f46b3.pdf</p> <p>Jones AD, Nquire FM et al. What Are We Assessing When we Measure Food Security? A Compendium and Review of Current Metrics. Adv Nutr. 2013 Sep;4(5):481-505. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3771133/</p> <p>Pérez-Escamilla R, Segall-Corréa AM. Food Insecurity Measurement and Indicators. Rev. Nutr. 2008;21. http://www.scielo.br/scielo.php?pid=S1415-52732008000700003&script=sci_arttext</p>
2	Jan 12	<p>Food Insecurity in North America:</p> <ul style="list-style-type: none"> Individual and Household Food Insecurity 	Pat Vanderkooy Manager Public Affairs at Dietitians of	<p>Readings for this class: Dietitians of Canada. Individual and Household Food Insecurity in Canada. Position of Dietitians of Canada. Can J Diet Pract Res. 2005;66(1):43-6.</p>

Week	Date 2015	Topic	Guest	Readings / Student Activities
		<ul style="list-style-type: none"> Prevalence, Challenges with Measurement and Policy Implications 	Canada	<p>http://www.dietitians.ca/Downloadable-Content/Public/householdfoodsec-position-paper.aspx</p> <p>Health Canada. Canadian Community Health Survey, Cycle 2.2, Nutrition (2004): Income-related Household Food Security in Canada. 2007. http://www.hc-sc.gc.ca/fn-an/surveill/nutrition/commun/income_food_sec_sec_alim-eng.php</p> <p>Household Food Insecurity in Canada Report 2012. http://nutritionalsciences.lamp.utoronto.ca/wp-content/uploads/2014/05/Household_Food_Insecurity_in_Canada-2012_ENG.pdf</p>
3	Jan. 19	<p>Food Insecurity in North America:</p> <ul style="list-style-type: none"> Community Food Security and Community Level Interventions (Programs and Policies) to Improve Food Security 		<p>Readings for this week:</p> <p>Dietitians of Canada. Community Food Security: Position of Dietitians of Canada. Can J Diet Pract Res. 2007. http://www.dietitians.ca/Downloadable-Content/Public/cfs-position-paper.aspx</p> <p>McCullum C, Desjardins E, Kraak V, et al. Evidence-based Strategies to Build Community Food Security. J Am Diet Assoc. 2005;105(2):278-283. http://www.yrfn.ca/pdf/Building%20Food%20Security.pdf</p>
4	Jan. 26	<p>Placement set-up confirmation for completion of reflection paper</p> <p>Food Insecurity in North America:</p> <ul style="list-style-type: none"> Learning about Programs 	To be confirmed	<p>A variety of food security placement sites will attend class and each will present on their program. Potential programs that will attend:</p> <ul style="list-style-type: none"> Better Beginnings Better Future Drop Inn Centre Garden Fresh Box Guelph Food Bank

Week	Date 2015	Topic	Guest	Readings / Student Activities
		That Address Food Insecurity		<ul style="list-style-type: none"> • School Nutrition Programs • University of Guelph Student Food Bank <p>Following the presentations, students who are interested and still need a placement can sign up with one of the placement sites.</p> <p>Reading for this class: Core Public Health Functions for BC. Evidence Review: Food Security http://www.health.gov.bc.ca/public-health/pdf/food-security-evidence-review.pdf</p> <p>Food Access Guide 2013: http://gwpoverty.ca/wp-content/uploads/2013/07/03.-Food-Access-Guide-2013-Updated-July.pdf</p> <p>Bridges Out of Poverty Workshop https://www.wdpublichealth.ca/?q=bridges</p> <p>Note: This workshop PowerPoint presentation cannot be posted as the workshop is copyrighted.</p>
5	Feb. 2	Understanding Poverty Review for the Midterm	Elaine Weir Public Health Nurse, Wellington-Dufferin-Guelph Public Health	<p>First hour of the class will be the midterm.</p> <p>Following the midterm there will be a short break, then lecture on consequences of food insecurity.</p> <p>Readings for this class: NCCDH. Food Security Issues in a Public Health Context. 2008. http://www.phabc.org/pdfcore/2008_FoodSecurity_Lit_Rev.pdf</p>
6	Feb. 9	Midterm Consequences of Food Insecurity in Developed Countries		

Week	Date 2015	Topic	Guest	Readings / Student Activities
7	Feb. 16	No Class - Reading Week		
8	Feb. 23	Social Determinants of Health	Donna Weldon Health Promotion Specialist, Hamilton Public Health	Reading for this class: Mikkonen J, Raphael D. Social Determinants of Health. The Canadian Facts. Introduction (pg 7-9), Chapter 2 Stress, Bodies and Illness (pg 10-11) and Chapter 8: Food Insecurity (pg 26-28) . Toronto (ON); York University School of Health Policy and Management; 2010. http://www.thecanadianfacts.org/The_Canadian_Facts.pdf
9	Mar. 2	Food Insecurity in Less Industrialized Countries: <ul style="list-style-type: none"> • State of Food Security in the World • Nutrition Consequences - <ul style="list-style-type: none"> ○ Hunger and Undernutrition ○ Nutrition Paradox ○ Nutrition Transition • Policy and Programs to Address Food Insecurity 		Reflective Paper Due Sunday March 8, 2013 by 5:00 pm on dropbox in Courselink. Readings for this class: Global Hunger Index: The Challenge of Hidden Hunger; 2014. http://www.ifpri.org/sites/default/files/publications/ghi14.pdf Sixth Report on the World Nutrition Situation. Progress in Nutrition. Summary Chapter 2 Regional Trends pg 8-11 ; Summary Chapter 3 Maternal Nutrition pg 62-63 ; Summary Chapter 4 Sustainable Food and Food Security pg 76-77 . http://www.unscn.org/files/Publications/RWNS6/report/SCN_report.pdf Kearney J. Food Consumption Trends and Drivers. The Royal Society Publishing. 2010;365(1554). http://rstb.royalsocietypublishing.org/content/365/1554

Week	Date 2015	Topic	Guest	Readings / Student Activities
				<p data-bbox="261 842 289 913"><u>2793</u></p> <p data-bbox="337 247 407 913">FAO. Key Messages for the State of Food Insecurity in the World reports:</p> <ul data-bbox="418 260 841 913" style="list-style-type: none"> <li data-bbox="418 260 488 913">• 2014: Strengthening the enabling environment for food security and nutrition http://www.fao.org/3/a-i4037e.pdf <li data-bbox="532 306 602 913">• 2010: Addressing food insecurity in protracted crises http://www.fao.org/fileadmin/templates/publications/pdf/i1683e_flyer.pdf <li data-bbox="695 281 841 913">• 2008: High food prices and food security-threats and opportunities ftp://ftp.fao.org/docrep/fao/011/i0291e/i0291e00a.pdf <p data-bbox="883 310 953 913">World Food Program. World Hunger Series 2007. Hunger and Health. http://www.wfp.org/sites/default/files/WHS_leaflet_English_2007.pdf</p> <p data-bbox="1052 254 1214 913">Mwaniki A. Achieving Food Security in Africa - Challenges and Issues. United Nations. 2006. http://www.un.org/africa/osaa/reports/Achieving%20Food%20Security%20in%20Africa-Challenges%20and%20Issues.pdf</p> <p data-bbox="1224 254 1294 913">Readings for this class will be posted a week before the class</p>
	Mar 9	<p data-bbox="1224 1247 1294 1562">Food Insecurity in Less Industrialized Countries:</p> <ul data-bbox="1305 1247 1360 1562" style="list-style-type: none"> <li data-bbox="1305 1289 1360 1562">• Community-based Nutrition Programs to 	Kendra Siekmans Health and Nutrition Specialist,	

Week	Date 2015	Topic	Guest	Readings / Student Activities
		Address Food Insecurity	Healthbridge Foundation of Canada	
11	March 16	Group Presentations		Student groups present on their program or article critique. Each group gets 10 minutes to present with 5 minutes for Q&As and discussion.
12	March 23	Role of Research and Monitoring in Program and Policy Development <ul style="list-style-type: none"> • Nutritious Food Basket • Research Supporting Programming - The Research Shop • Guelph Food Round Table and Food Hub 	Lisa Needham Public Health Nutritionist, Wellington-Dufferin-Guelph Public Health Erin Nelson postdoctoral fellow, University of Guelph Research Shop SEED Food Hub Director or designate	Recommendations Report: Emergency Food Services in Guelph-Wellington. Available at: http://www.theresearchshop.ca/sites/default/files/Emergency%20Food%20Services%20in%20Guelph-Wellington.pdf The Cost of Healthy Eating in Wellington and Dufferin Counties 2014 Board Report ** Hard copies to be provided in class** : http://www.wdgpUBLICHEALTH.ca/sites/default/files/wdgpfiles/BH%2001%20OCT0114%20R19%20-%20Ontario%20Nutritious%20Food%20Basket%20with%20Appendices.pdf Review before class: <ul style="list-style-type: none"> • Guelph Food Round Table: http://www.gwft.com/ • SEED Community Hub: http://gwpoverty.ca/index.php/projects/theseed/
13	March 30	Sustainable Food Systems and Implications for Dietetic Practice Wrap-up and Exam Review		Finish group presentations. Each group get 10 minutes to present with 5 minutes for Q&As and discussion. Reading for this class: Tagtow A, Harmon A. Healthy Land, Healthy Food & Healthy Eaters. 2009. http://www.uwyo.edu/winwyoming/pubs/healthyland

Week	Date 2015	Topic	Guest	Readings / Student Activities
	April TBA	Exam		%20healthyfood%20healthyeaters.pdf

Note: This syllabus is an overall semester plan and may be changed at the discretion of the instructor to post additional readings, accommodate guest speakers, snow storms, and other unforeseen circumstances. Updates on CourseLink will be posted as soon as possible if such changes become necessary.