

NUTR* 4900 (Section 03): Selected Topics in Human Nutrition – International Nutrition

Winter 2015 Course Syllabus

**Department of Family Relations and Applied Nutrition
University of Guelph**

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Office hours: Tuesday and Thursday (by appointment)

Class times: Tuesday and Thursday, 10:00 am – 11:20 am, MCKN 238

Course website: Announcements, updated schedules, grades, and other information will be posted on Courselink, a website for on-campus courses:
<http://courselink.uoguelph.ca/index.html>

Course description:

This course involves readings and discussion on selected topics in **International Nutrition**, as well as article critiques, discussions, seminars, and a term paper.

Nutr*4900 is restricted to students majoring in Applied Human Nutrition. Prerequisites are FRHD* 3070 (research methods), NUTR* 3040 (clinical nutrition I), and NUTR* 4010 (nutritional assessment).

Course objectives:

To learn to think critically about and discuss research on important nutrition issues from a global perspective, with emphasis on low- and middle- income countries.

Course evaluation:

Method	% of final grade	Due date
Oral		
Article critique (with a partner)	15	January 22 – February 12
Discussant for an article critique (with same partner as above)	5	January 22 – February 12
Individual student seminar	20	February 24 – March 24
Participation in class discussions and learning self-assessments	20	Throughout
Written		
Individual critique of assigned research article	10	February 12, 10 a.m.
Individual term paper	30	April 2, 10 a.m.

POLICIES

1. E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

2. Drop Date

The last date to drop one-semester courses, without academic penalty, is March 6, 2015. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

3. Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

4. Missed Work

If you are not able to meet an in-course requirement due to illness or compassionate reasons, please advise me in writing (email is acceptable). 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 course requirement is necessary. See the undergraduate calendar for information on regulations and procedures for Academic Consideration:

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

5. Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

6. Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact SAS (formerly CSD) at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <http://www.uoguelph.ca/csd/>

7. 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 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>

8. Turnitin

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2014/15 Undergraduate Calendar states: "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" (p. 31).

In this course, both the students and instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you will be required to screen your own written assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment. For the term paper, you will be required to submit a copy of the last Turnitin report together with your paper.

9. Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs:
<http://www.uoguelph.ca/registrar/calendars/index.cfm?index>

COURSE COMPONENT DESCRIPTIONS AND INSTRUCTIONS

1. Article Critiques

1a. Oral presentation of article critique (15%)

You and a classmate (choose your own partner) will present an oral critique of an assigned article. In preparing the presentation, seek out background information necessary to understand the article, and be able to explain the research methods and results to the class, as well as provide a critique of the article. Be prepared to answer questions concerning the article. Each presentation will be followed by general class discussion led by two discussants.

Each presentation should be 20 minutes, followed by 10 minutes of discussion. **Email me your PowerPoint presentation by 10:00AM the day before your presentation. I will email you back to confirm that it has been received. If I receive your presentation after 10:00AM the day before your presentation, it will be considered late and you will incur a 10% penalty. Your emailed presentation will be considered the final version - revised presentations will not be accepted.**

1b. Discussant for an Article Critique (5%):

You and your same partner as above will be discussants for a separate assigned article presented by a pair of students. As a discussant, your role is to:

- Thank the presenter
- Lead a 10 minute discussion, facilitating class involvement.
 - Identify two (2) issues/findings in the areas of sampling, study design, and/or measurement
 - Ask two (2) pertinent questions to class to encourage discussion
 - Presenter can clarify points and participate in discussion
 - Summarize discussion at the end, giving final interpretation and overview

Separate lotteries will be held to determine who will (a) provide a presentation on and (b) facilitate discussion of each research article.

2. Individual critique of assigned research article (10%) – due February 12, 2015 at 10 a.m.

You are to independently complete a critique of an assigned article (all students will receive the same article). **The name and reference for the critique article will be provided in class on January 27th (as well as posted on the course website).**

The purpose of the brief written critique is to get you to think independently and to practice your critical thinking skills (and to receive feedback) prior to submitting your term paper. Provide a brief summary (a few sentences) of the research study including the methods used, describe the key strengths and limitations of the study (as you see it, not just as the authors describe them), and provide three (3) recommendations you would implement to improve the study if you were to lead it.

The critique has a **maximum of 4 pages** (8.5" x 11" paper; double-spaced; 2.5 cm margins; 12-point font size; Times New Roman). 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 4 pages are submitted, only the first 4 pages will be graded. Use the style in the American Psychological Association's (2010) publication manual of the American Psychological Association (APA) (6th ed.) when referencing. You should paraphrase rather than use quotations extensively. Use headings and sub-headings to organize your report and include page numbers.

Late critiques will be accepted up to Monday, February 16, 2015 by 10 a.m., with 10% (out of 100) per day penalty (including weekend days), unless accompanied by a medical note. Critiques will NOT be accepted after February 16.

[NOTE: if you are presenting your oral critique, or are a discussant for a presentation, on Feb 10, you have a one day extension - therefore your written critique would be due February 13, at 10 a.m.]

3. Individual seminars and term paper

3a. Seminar (20%)

You will present a 20 to 25 minute seminar on a topic of your choice related to international nutrition. After browsing some of the literature to identify possible topics, **please set up an appointment with me to discuss and obtain approval**. Please bring with you 3-4 abstracts for original articles on the possible topic. **Your seminar/term paper topic should be approved by Feb 12.**

For the seminar, choose three primary (i.e. original) research articles to discuss. Integrate the research findings from the articles – don't do a critical appraisal of each article separately. Because research articles are highly focused, you'll need to seek out background information to understand your topic when preparing for the seminar. Review articles can be used to provide an overview of the topic, but should not be included as one of the original research articles in your presentation. **The seminar presentation can include tables, but the term paper should not include tables.** The University of Guelph may not have all the articles that you require for your term paper. Therefore you may need to obtain articles that are central to your selected topic through inter-library loan. Allow adequate time for ordering articles.

There will be three seminars per class. A lottery system will be used to determine the date of your seminar. Each seminar should be 20 to 25 minutes (including discussion). There are no discussants for seminars; therefore you'll be leading your own discussion on topics such as sampling, research design, measurement, etc. You are expected to be able to answer questions concerning the selected topic during the seminar.

Email me your PowerPoint presentation by 10:00 a.m. the day before your seminar. I will email you back to confirm receipt. If I don't receive your PowerPoint presentation by 10 a.m. the day before your presentation, your presentation will be considered late and you

will incur a 10% penalty. Your emailed presentation will be considered the final presentation and therefore revised presentations will not be accepted.

3b. Term Paper (30%) -- due April 2, 2015 at 10 a.m.

As a comprehensive literature review, the term paper (on the same topic as your seminar) should thoroughly describe the body of knowledge about your research topic. Approximately 10-20 journal articles should be included in your review.

The term paper should include an introduction (including objectives of the term paper), a summary of the main findings of the articles you reviewed, strengths and limitations of the research, 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. Paraphrase rather than use quotations extensively. Use headings and sub-headings to organize your report. **The term paper should not include tables. Be sure to include abstracts for all the articles you critique in your term paper.**

Checklist for the term paper:

- Maximum of 12 pages, 8.5" x 11" paper; double-spaced; 2.5 cm margins; 12-point Times New Roman font. If more than 12 pages are submitted, only the first 12 pages will be graded. The page limit does not include the title page, the list of references or the appendices.
- Title page
- References cited using the APA citations style - see the American Psychological Association's (2010) publication manual of the American Psychological Association (APA) (6th ed.). The APA reference style is described in the following document:
<http://www.lib.uoguelph.ca/get-assistance/writing/citations/apa-american-psychological-association-style>

I encourage you to consider using citation software to keep track of all the references that you cite in your paper. Software such as RefWorks makes it easy to create bibliographies using the required style (e.g. APA) and correctly format the references in the body of the paper. You can learn more about RefWorks through the Learning Commons at the library.
<http://www.lib.uoguelph.ca/get-assistance/writing/citations>

- Appendix A that includes a copy of the abstract for each "primary research" journal article reviewed in your term paper.
- Appendix B that includes a copy of the *Turnitin* report – All students are required to submit a copy of the Turnitin originality report based on the final version of their submitted paper.

Submit the Microsoft Word document in Dropbox in CourseLink. Late term papers will be accepted until 10 a.m. on April 6 with a 10% (out of 100) *per day* penalty, unless accompanied by a medical note. Term papers will NOT be accepted after 10 a.m. on April 6.

4. Participation:

As one fifth of your final grade, participation in class discussions is an essential component of the course. Therefore, it is expected that you attend and participate fully in all sessions. As the instructor, I share with you the responsibility of creating an environment that facilitates relevant and appropriate class discussions. You are expected to come to class prepared to ask discussion questions and to comment on questions raised by the discussants. Your preparation and participation in the discussions will contribute to our learning experience and will be appreciated by all.

The required readings for the first half of the semester are available via e-journals in the library and specified websites. **The readings for a particular week should be done before coming to class so that you are prepared to participate in class discussion. You should bring the readings to class.**

You will also be asked to complete a self-learning assessment before the second class (Jan. 7) and towards the end of the semester. Completion of these two assessments will be considered as part of your class participation mark.

Schedule and required readings

Note: I reserve the right to revise the schedule of classes as needed, as long as you are given adequate notice. If class is cancelled (e.g., bad weather), all remaining presentations will be shifted one class forward. The cancelled presentation will be the next presentation.

Presentation date	Topic and Reading	Presenter/Facilitator
Course introduction/ overview of international nutrition research		
Jan. 6	<p>Course introduction & Learning Objectives</p> <p>Discussion: What is international nutrition?</p> <p>Prior to class, peruse the recently released: Global Nutrition Report 2014 http://globalnutritionreport.org/2014/11/13/global-nutrition-report-2014/</p>	Kendra Siekmans
Jan. 8	<p>Conceptual frameworks to guide research and program design and evaluation</p> <p>Black, R. E., Allen, L. H., Bhutta, Z. A., Caulfield, L. E., de Onis, M., Ezzati, M., . . . Child Undernutrition Study, G. (2008). Maternal and child undernutrition: global and regional exposures and health consequences. <i>Lancet</i>, 371(9608), 243-260.</p> <p>Olney, D. K., Talukder, A., Iannotti, L. L., Ruel, M. T., & Quinn, V. (2009). Assessing impact and impact pathways of a homestead food production program on household and child nutrition in Cambodia. <i>Food Nutr Bull</i>, 30(4), 355-369.</p>	Kendra Siekmans
Building capacity to evaluate research and write a literature review		
Jan. 13	<p>Tutorial on Academic Integrity and Citation Style (joint class with Section 2) **Room: MCKN 237**</p>	Kim Garwood , Manager Writing Services
Jan. 15	<p>Tutorial on Literature Search Methods (joint class with Section 2) **Room: MCKN 237**</p>	Peggy Pritchard , Learning and Curriculum Support Librarian
Jan. 20	<p>Tutorial on Statistics (joint class with Sections 1 & 2) **Room: UC 103**</p>	Lucia Costanzo , Data Resource Centre Analyst

Presentation date	Topic and Reading	Presenter/Facilitator
Articles for Critique		
Jan. 22	<p>Measuring nutrition status – the role of anthropometry Subramanian, S. V., Ackerson, L. K., Davey Smith, G., & John, N. A. (2009). Association of maternal height with child mortality, anthropometric failure, and anemia in India. <i>JAMA</i>, 301(16), 1691-1701.</p> <p>Ruel, M. T., Menon, P., Habicht, J. P., Loechl, C., Bergeron, G., Pelto, G., . . . Hankebo, B. (2008). Age-based preventive targeting of food assistance and behaviour change and communication for reduction of childhood undernutrition in Haiti: a cluster randomised trial. <i>Lancet</i>, 371(9612), 588-595.</p>	
Jan 27	<p>Micronutrient deficiencies – the search for biomarkers of micronutrient status</p> <p>Grant, F. K., Suchdev, P. S., Flores-Ayala, R., Cole, C. R., Ramakrishnan, U., Ruth, L. J., & Martorell, R. (2012). Correcting for inflammation changes estimates of iron deficiency among rural Kenyan preschool children. <i>J Nutr</i>, 142(1), 105-111.</p> <p>Mburu, A. S., Thurnham, D. I., Mwaniki, D. L., Muniu, E. M., & Alumasa, F. M. (2010). The influence of inflammation on plasma zinc concentration in apparently healthy, HIV+ Kenyan adults and zinc responses after a multi-micronutrient supplement. <i>Eur J Clin Nutr</i>, 64(5), 510-517.</p>	
Jan 29	<p>Micronutrient deficiencies – evaluating large-scale interventions to improve vitamin A status</p> <p>Awasthi, S., Peto, R., Read, S., Clark, S., Pande, V., Bundy, D., & team, D. (2013). Vitamin A supplementation every 6 months with retinol in 1 million pre-school children in north India: DEVTA, a cluster-randomised trial. <i>Lancet</i>, 381(9876), 1469-1477.</p> <p>Mason, J. B., Ramirez, M. A., Fernandez, C. M., Pedro, R., Lloren, T., Saldanha, L., . . . Eisele, T. (2011). Effects on vitamin A deficiency in children of periodic high-dose supplements and of fortified oil promotion in a deficient area of the Philippines. <i>Int J Vitam Nutr Res</i>, 81(5), 295-305.</p>	

Presentation date	Topic and Reading	Presenter/Facilitator
Feb 3	<p>Infant and young child feeding practices – the use of indices to measure behaviour</p> <p>Jones, A. D., Cruz Agudo, Y., Galway, L., Bentley, J., & Pinstrip-Andersen, P. (2012). Heavy agricultural workloads and low crop diversity are strong barriers to improving child feeding practices in the Bolivian Andes. <i>Soc Sci Med</i>, 75(9), 1673-1684.</p> <p>Rah, J. H., Akhter, N., Semba, R. D., de Pee, S., Bloem, M. W., Campbell, A. A., . . . Kraemer, K. (2010). Low dietary diversity is a predictor of child stunting in rural Bangladesh. <i>Eur J Clin Nutr</i>, 64(12), 1393-1398.</p>	
Feb 5	<p>Impact of “nutrition-sensitive” interventions – the agriculture-nutrition connection</p> <p>Rawlins, R., Pimkina, S., Barrett, C. B., Pedersen, S., & Wydick, B. (2014). Got milk? The impact of Heifer International’s livestock donation programs in Rwanda on nutritional outcomes. <i>Food Policy</i>, 44(C), 202-213.</p> <p>Bezner Kerr, R., Berti, P. R., & Shumba, L. (2011). Effects of a participatory agriculture and nutrition education project on child growth in northern Malawi. <i>Public Health Nutr</i>, 14(8), 1466-1472.</p>	
Feb 10	<p>Environmental enteropathy</p> <p>Lin, A., Arnold, B. F., Afreen, S., Goto, R., Huda, T. M., Haque, R., . . . Luby, S. P. (2013). Household environmental conditions are associated with enteropathy and impaired growth in rural Bangladesh. <i>Am J Trop Med Hyg</i>, 89(1), 130-137.</p> <p>Ryan, K. N., Stephenson, K. B., Trehan, I., Shulman, R. J., Thakwalakwa, C., Murray, E., . . . Manary, M. J. (2014). Zinc or albendazole attenuates the progression of environmental enteropathy: a randomized controlled trial. <i>Clin Gastroenterol Hepatol</i>, 12(9), 1507-1513 e1501.</p>	

Presentation date	Topic and Reading	Presenter/Facilitator
Feb 12	<p>Written article critique due at 10 a.m. (today's presenters will have a 1 day extension)</p> <p>Double Burden of Malnutrition Leroy, J. L., Habicht, J. P., Gonzalez de Cossio, T., & Ruel, M. T. (2014). Maternal education mitigates the negative effects of higher income on the double burden of child stunting and maternal overweight in rural Mexico. <i>J Nutr</i>, 144(5), 765-770.</p> <p>Laillou, A., Yakes, E., Le, T. H., Wieringa, F. T., Le, B. M., Moench-Pfanner, R., & Berger, J. (2014). Intra-individual double burden of overweight and micronutrient deficiencies among Vietnamese women. <i>PLoS One</i>, 9(10), e110499.</p>	
Feb 17 & 19	READING WEEK – no class this week	
Feb 24	Individual student seminars	1. 2. 3.
Feb 26	Individual student seminars	1. 2. 3.
Mar 3	Individual student seminars	1. 2. 3.
Mar 5	Individual student seminars	1. 2. 3.
Mar 10	Individual student seminars	1. 2. 3.
Mar 12	Individual student seminars	1. 2. 3.
Mar 17	Individual student seminars	1. 2. 3.
Mar 19	Individual student seminars	1. 2. 3.
Mar 24	Individual student seminars	1. 2. 3.

Presentation date	Topic and Reading	Presenter/Facilitator
Mar 26	TBA	
Mar 31	TBA	
Apr 2	Written term paper due at 10 a.m. Last Day of Classes – TBA	