

NUTR* 4900 (Section 04): Selected Topics in Human Nutrition

Ethics in Public Health Nutrition

Winter 2018 Course Outline

Department of Family Relations and Applied Nutrition

University of Guelph

Instructor: Simone D. Holligan, Ph.D.
Email: holligas@uoguelph.ca

Office hours: Tuesdays, by appointment, **MACS 324**, x 52347

Class times: Tuesdays and Thursdays, 4:00pm – 5:20pm, **MACS 301**

Course website: Announcements, updated schedules, grades, and other information will be posted on CourseLink: <http://courselink.uoguelph.ca/index.html>

Course description:

This course involves readings and discussion on selected topics on the **ethics associated with public health nutrition policies and interventions**, as well as a critical appraisal of the literature, discussions, seminars, and a term paper.

Prerequisites:

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 the role of ethics in the design, implementation, and evaluation of public health nutrition policies and interventions.

Course evaluation:

Method	% of final grade	Due date
Oral		
Article critique (as a pair/group)	15	January 30 – February 13
Discussant for an article critique (with same partner as above)	5	January 30 – February 13
Individual student seminar	20	March 6 – March 29
Written		
Individual critical appraisal	10	February 15, 11:59 p.m.
Individual term paper	30	April 6, 11:59 p.m.
Engagement		
Participation in class discussions and learning self-assessments	10	Throughout
Peer review of term paper	10	April 3, in class

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 9th, 2018**. 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. Statistical Assistance

To obtain assistance with statistics and experimental design, you may contact the staff at the Data Resource Centre. Go to the UG Library website and select **Get Assistance** > then **Map, GIS & Data** > then **Book Maps, GIS & Data Appointments**. State in your message that you are in the NUTR*4900 course. You can expect a response regarding setting up a consultation within 48 hours.

6. 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.

7. 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 Accessibility Services as soon as possible. For more information, contact Accessibility Services at 519-824-4120 ext. 56208 or email

accessibility@uoguelph.ca or see the website: <https://wellness.uoguelph.ca/accessibility/>

8. 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>

9. 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 2017/18 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 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 term paper through Turnitin. 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.

10. 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 in length. **Post your PowerPoint presentation to the CourseLink Dropbox by 11:00 AM the day of your presentation. If the presentation is posted after 11:00 AM the day of your presentation, it will be considered late and you will incur a 10% penalty. Your posted 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) strengths/limitations in the arguments presented
 - 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
- You will **not** use PowerPoint as the discussants.

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

2. Individual critical appraisal (10%) – due February 15th, 2018 by 11:59 p.m. posted to Dropbox

You are to independently complete a critical appraisal of the literature presented during the group presentations. You will appraise between **3 to 4** articles that were presented and discuss the ethical concerns associated with the practice of public health nutrition.

The purpose of the critical appraisal 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 of the content of the articles, describe the key strengths and limitations of the arguments that are presented (as you see it, not just as the authors describe them), and provide three (3) recommendations for practitioners in the field.

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.

Late critiques will be accepted up to Tuesday, February 20th, 2018 by 11:59 p.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 20th.

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 the ethical considerations in public health nutrition. After browsing some of the literature to identify possible topics, **please set up an appointment with me to discuss and obtain approval.** You are required to present **4 abstracts** for primary and secondary articles on the possible topic during the meeting. **Your seminar/term paper topic should be approved by February 27th, 2018.**

For the seminar, choose **three primary (i.e. original) research articles** to discuss. Integrate the study 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.

There will be two/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 intervention design, method of evaluation, ethical issues etc.** You are expected to be able to answer questions concerning the selected topic during the seminar.

Post your presentation to Dropbox by 11:00 a.m. the day of your seminar. If the presentation is posted after 11:00 a.m. the day of your seminar, it will be considered late and you will incur a 10% penalty. Your posted presentation will be considered the final version - revised presentations will not be accepted.

3b. Term Paper (30%) – due April 6th, 2018 at 11:59 p.m., posted to CourseLink Dropbox

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 studies, implications of the findings, conclusions, and your suggestions for future studies. You should integrate the study 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. **Be sure to include abstracts for all the articles you critique in your term paper in an appendix.**

Turnitin (Plagiarism Detection) is integrated into the Dropbox folder for the term paper. Turnitin will produce an originality report for each submission. This originality report will list the areas in the assignment that are similar to other published works listed in the Turnitin databases (e.g., published papers, websites, and other student work). The originality report will usually be available in a few minutes, but may take up to 24 hours to be completed. The originality report and the percentages reported are not a direct measure of plagiarism. They just show areas where similarities exist.

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 can be accessed via the page below:
<https://www.lib.uoguelph.ca/get-assistance/writing/citations>
- Appendix A that includes a copy of the abstract for each journal article reviewed in your term paper.

Submit your term paper using Dropbox in CourseLink. Late term papers will be accepted until 11:59 p.m. on April 11th with a 10% (out of 100) *per day* penalty, unless accompanied by a medical note. Term papers will NOT be accepted after 11:59 p.m. on April 11th.

4. Participation

4a. Class participation (10%)

At **10%** 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.**

The participation grade for this course will be based on two components: a) the first component is based on **attendance** and the **frequency** and **quality** of your oral participation in class, and b) the second component is based on your **self-evaluation of your participation** (see Self-Reflection on page 19, due on **April 5th in class**). You will reflect on your participation and assign yourself a grade out of **10** and I will take this grade into consideration when determining your grade for participation.

4b. Peer Review (10%)

As **10%** of your final grade, you will be required to review the term paper of one of your peers during our class time. You will be presented with an e-version of their term paper. You will conduct an open review, where you and the author of the paper you are reviewing, are known.

You are asked to critique the body of work presented, and to provide feedback that allows your peer to significantly improve their term paper. You will be evaluated on: the **clarity** of your feedback; the **relevance** of your feedback; the depth of **analysis** you display in reviewing the paper; the **interconnections** you make with your previous knowledge and experiences; along with your accounting for **biases** and **assumptions** that may influence your review.

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.

Date	Topic	Presenter/Facilitator
Course introduction		
Tues, Jan. 9 th	Course Introduction & Learning Objectives	Simone Holligan
Thurs, Jan. 11 th	What is Public Health Nutrition? - Goals and objectives	Simone Holligan
Building capacity to evaluate research		
Tues, Jan. 16 th	Role of the State? - Nanny or Steward?	Simone Holligan
Thurs, Jan. 18 th	Tutorial on Understanding Statistics Tutorial on Literature Search Methods **Bring your own laptop**	Lucia Costanzo Data Resource Centre Jacqueline Kreller-Vanderkooy Learning & Curriculum Support
Tues, Jan. 23 rd	In-class article discussion (Group practice) - <i>Ethics in public health interventions</i>	Simone Holligan
Critical Appraisal of Literature – Articles released 1 week before scheduled presentation		
Thurs, Jan. 25 th	OPEN CLASS TIME/ STUDY BREAK	N/A
Tues, Jan. 30 th	Ethics in Obesity Prevention	Student presenters & discussants: Groups 8 & 5; 7 & 6

Date	Topic	Presenter/Facilitator
Thurs, Feb. 1 st	Ethics in Food Fortification and Sustainability	Student presenters & discussants: Groups 6 & 1
Tues, Feb. 6 th	Ethics in Chronic Disease Prevention & Treatment	Student presenters & discussants: Groups 5 & 2; 4 & 3
Thurs, Feb. 8 th	Ethics in Food Security	Student presenters & discussants: Groups 3 & 8
Tues, Feb. 13 th	Ethics in Intervention Implementation & Evaluation	Student presenters & discussants: Groups 2 & 4; 1 & 7
Thurs, Feb. 15th	Tutorial on Writing a Literature Review **Written critical appraisal due at 11:59 p.m.**	Sarah Gibbons, Writing Services
End of first half of semester		
Feb. 19th -23rd	READING WEEK – No class this week	N/A
Start of second half of semester		
Tues, Feb. 27th	Guest Lecture	To be determined
Thurs, Mar. 1st	Feedback on written critical appraisal	Simone Holligan
Integration of Knowledge Base		
Tues, Mar. 6 th	Individual student seminars	3 students

Date	Topic	Presenter/Facilitator
Thurs, Mar. 8 th	Individual student seminars	2 students
Fri, Mar. 9th	40th CLASS DAY. Last day to drop courses.	***
Tues, Mar. 13 th	Individual student seminars	3 students
Thurs, Mar. 15 th	Individual student seminars	2 students
Tues, Mar. 20 th	Individual student seminars	3 students
Thurs, Mar. 22 nd	Individual student seminars	2 students
Tues, Mar. 27 th	Individual student seminars	2 students
Thurs, Mar. 29 th	Individual student seminars	<i>Alternative date</i>
Final Preparations for Term Paper & Reflections on Course		
Tues, Apr. 3rd	In-Class Peer Review - During class time **Bring your own laptop**	N/A
Thurs, Apr. 5th	Last Day of Class - Self-Reflection & Group Reflection	N/A
Fri, Apr. 6th	**Term paper due - by 11:59 p.m. on CourseLink	N/A
End of semester		

Appendix A: Evaluation Rubrics

EVALUATION OF GROUP PRESENTATION / INDIVIDUAL SEMINAR

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Presenters: _____ Date: _____

CONTENT

1. Introduction

10	9	8	7	6	5	4	3	2	1
Gives appropriate introduction. Sets the stage for what is to follow.						Dull opening. Partial or no introduction. No rationale given.			

2. Content

25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Treated in some depth. Critical thinking demonstrated. Evidence of synthesis/integration. Important points stressed. Interesting. Logical flow. Organized.												Superficial. Lack of critical thinking. Poor synthesis/integration. Important points lacking. Uninteresting. Poor flow. Disorganized.												

3. Understanding

25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Understanding of topic and article(s) is clear. Makes accurate statements. Answers questions well.												Unclear, confused. Some inaccuracies. Difficulty answering questions.												

4. Summary/Conclusion

10	9	8	7	6	5	4	3	2	1
Repeats key ideas. Places content in larger context. Gives a final interpretation and overview.						Concludes abruptly without summarizing main points. Does not repeat key ideas. Does not place what was presented into context.			

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DELIVERY

5. Visual Aids

5	4	3	2	1
Are effective in enhancing talk and help understanding. Slides are easy to read, and not crowded with information.				Do not add much to presentation. Poor choice of fonts/graphics. Shown too quickly. Slides cluttered. Not well explained.

6. Audience Contact

5	4	3	2	1
Maintains interest. Establishes eye contact. Minimal reading from slides/notes. Enthusiastic.				Audience bored, and not involved. Does not look at audience. Reads slides/notes. Lacks enthusiasm.

7. Voice, Language and Mannerisms

5	4	3	2	1
Voice can be heard easily. Tone of voice varied. Good diction. Does not raise voice at end of sentences. Relaxed posture, no distracting mannerisms.				Hard to hear. Monotonous voice. Poor pronunciation. Raises voice at end of sentences. Interjects "um" and/or "OK". Tense, stiff, and/or displays mannerisms which detract.

8. Timing

5	4	3	2	1
Pace is good throughout. Number of slides and content suited to time available. Right amount of time to explain each slide.				Rushed at end, or too slow. Attempted too many ideas/slides for time available. Not enough/too much time spent on slides.

9. Overall Style and Level of Presentation

10	9	8	7	6	5	4	3	2	1
Appropriate for audience (professional, "pitched" at suitable level). Relaxed. Confident.					Unprofessional. Too informal. Presented at a level too high/too low for this audience.				

Comments:

TOTAL	/100
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EVALUATION OF DISCUSSANTS

Discussants: _____ Date: _____

1. Issues/findings

10	9	8	7	6	5	4	3	2	1
Identifies two issues in the areas of sampling, measurement or evaluation/interpretation. Provides background for the audience.							Focuses on only one issue or covers too many for the audience to grasp. No background.		

2. Questions for audience

10	9	8	7	6	5	4	3	2	1
Posed two relevant questions for the audience to encourage discussion of critical issues. Able to keep the discussion going.							No questions, or trivial questions which do not help the audience to understand critical points. Discussion falls flat.		

3. Delivery

10	9	8	7	6	5	4	3	2	1
Relaxed, enthusiastic. Is concise and clear. Professional. Easily heard.							Tense, appears bored. Rambles and/or confuses audience with explanations. Unprofessional. Too quiet or too loud.		

Comments:

Total	/30
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EVALUATION OF WRITTEN CRITICAL APPRAISAL

1. Brief summary of articles **(10)**
2. Demonstrated comprehension of study designs and procedures **(20)**
3. Identification of key strengths and limitations of the studies **(15)**
4. Arguments presented in a clear and concise manner **(20)**
5. Recommendations for improvement **(20)**
6. Writing style, organization and grammar **(15)**

TOTAL	/100
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EVALUATION OF TERM PAPERS

1. **The objective (or purpose) of this paper** is stated in specific terms. It is clear which aspects of the problem will be considered. It is sufficiently restricted to permit analysis in some depth. The meanings of terms or concepts which are central to this paper have been clearly explained; definitions given. (5)

2. **The review of literature** provides a synthesis of relevant material, ideas are well understood; and information has been used accurately. Discussion of the studies is integrated. It has been structured to be consistent with the scope of the topic; shows some breadth of coverage of topic, as well as depth. (20)

3. **The sources of information** were most appropriate for problem chosen. Maximum use was made of primary sources. Sources were sufficient for this project. (10)

4. **Critical appraisal of the literature** is well done with a thorough discussion of the strengths and limitations of the studies. (25)

5. **Recommendations for future research** are appropriate. (5)

6. **Organization, presentation and composition.** Skilful, pleasant and easy to read. Paragraphs develop logically. Meanings are clear. Sentence structure is concise, grammatically correct, cohesive. Minimum use of extraneous or repetitious material. Systematic using subheadings. Ample margins allowed. No spelling or punctuation errors. References are cited correctly, following the APA style. (30)

7. **Recommendations for health professionals** are clear and based on the review. (5)

TOTAL	/100
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EVALUATION OF PEER REVIEW

Level	Criteria	Score
Reflective review	Clarity: Language is clear and expressive. Concepts explained accurately.	4
	Relevance: Review is relevant and meaningful to the course learning goals.	4
	Analysis: Review indicates how the paper contributes to student's understanding of course concepts, self, and others.	4
	Interconnections: Review demonstrates connections between material from other courses and/or past experience.	4
	Self-criticism: Reviewer displayed strong ability to question their biases, stereotypes, pre-conceptions, and/or assumptions while conducting the review.	4
Constructive review	Clarity: Minor, infrequent lapses in clarity and accuracy.	3
	Relevance: Review is mostly meaningful, but somewhat irrelevant to the course learning goals.	3
	Analysis: Review demonstrates student attempts to analyze the paper, but the analysis lacks depth.	3
	Interconnections: Review demonstrates some connections between material from other courses and/or past experience.	3
	Self-criticism: Reviewer displayed moderate ability to question their biases, stereotypes, pre-conceptions, and/or assumptions while conducting the review.	3
Novice review	Clarity: There are frequent lapses in clarity and accuracy.	2
	Relevance: Review makes attempts to demonstrate relevance, but the relevance is unclear.	2
	Analysis: Review fails to demonstrate a depth of analysis.	2
	Interconnections: There is little to no attempt to demonstrate connections between material from other courses and/or past experience.	2
	Self-criticism: There is some attempt at self-criticism, but reviewer fails to question their biases, stereotypes, pre-conceptions, and/or assumptions.	2
Unacceptable review	Clarity: Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	1
	Relevance: Review is mostly irrelevant to the student and/or course learning goals.	1
	Analysis: Review does not move beyond basic descriptions.	1
	Interconnections: No attempt to demonstrate connections to previous learning or experiences.	1
	Self-criticism: No attempt at self-criticism.	1

Peer-review score _____ / 20

SELF-REFLECTION ON PARTICIPATION

NAME: _____

DATE: _____

1. Within the classroom, I contributed to the class in the following ways:

2. My level of participation was
 - a. High
 - b. Average
 - c. Low

Provide justification for your rating.

3. To prepare for class, I:

4. Outside of the classroom, I contributed to the class in the following ways (e.g., discussed content with classmates/others, extra readings, provided feedback to other groups)

My self-assessment grade for my participation _____ / 10