

Public Health Aspects of Maternal and Child Nutrition PH 207A

University of California, Berkeley
School of Public Health
Meetings: Thursday, 2-4pm

Fall 2020
3 units

Location:

<https://berkeley.zoom.us/j/98214610076?pwd=VFZW5HBPY1ZjS3IBNjFCZFNMNUIkUT09>

Meeting ID: 982 1461 0076

Passcode: 207A

*You need to be signed into your Zoom account to access all UC Berkeley Zoom meetings. You can login with your CalNet ID here: <https://berkeley.zoom.us/>.

Piazza Sign-up: piazza.com/berkeley/fall2020/pbhlth207alec001

Lia Fernald

Professor, School of Public Health

Public Health Nutrition and Community Health Sciences

Office hours: Wednesday 4-5pm and Thursday 4-5pm or by appointment

Wednesday office hours:

<https://berkeley.zoom.us/j/93917268790?pwd=Unh4VVdua3hGRGJMb2RveEc1bWlkZz09>

Meeting ID: 939 1726 8790

Passcode: 207A

Thursday office hours:

<https://berkeley.zoom.us/j/99349302040?pwd=OUZEYJGT0kzQnRMRCs3eGxEOURodz09>

Meeting ID: 993 4930 2040

Passcode: 207A

Taylor Hennings

Graduate Student Instructor

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Office Hours: Tuesdays 12-2pm or by appointment

<https://berkeley.zoom.us/j/91428571000?pwd=MGxHV1BLSURFWFVMUkhkZDBPUjkUT09>

Meeting ID: 914 2857 1000

Passcode: 207A

Course Description

Nutrition plays a vital role in human reproduction and child growth and development. This course provides an overview of the major nutritional issues faced by women of childbearing age, infants, children and adolescents in the United States and globally, with selected topics explored in greater depth. In addition to academic knowledge, this course offers students the opportunity to apply practical knowledge of nutrition on a personal level.

Structure of course

The course will be structured to follow the human life cycle, and will be divided into the following major sections with specific objectives for each section. Throughout the course, we will discuss health disparities in maternal and child nutrition in both a domestic and international context. Identify those at risk for poor health outcomes, investigate the root causes of inequities, and explore the efficacy of interventions and possible approaches to address inequalities in nutrition and health.

Basic principles of nutrition

- Overview of principles of nutritional science, including macro and micronutrients
- Implications of diet and nutrition for life-long health, including prevention of chronic disease
- Nutritional assessment
- Personal, social, economic and cultural impacts on intake and nutritional status
- Nutrition-related Food intake recommendations, dietary guidelines and population nutritional status in developed and less-developed countries

Pregnancy

- Describe the normal physical (physiological, metabolic and anatomical) changes that occur in the mother and fetus during pregnancy
- Overview basics of peri-natal epidemiology, including medically complicated pregnancy
- Describe and think critically about research relating nutritional and behavioral factors to fertility and pregnancy outcome, including risk factors for poor pregnancy outcome in developed and less developed countries
- Identify recommended strategies to assess maternal nutrition and health at the individual and population level, and provide interdisciplinary interventions in various settings to promote optimal nutrition during preconception and pregnancy.

Infant nutrition

- Overview the physiological and metabolic process of human lactation as well as the non-lactating postpartum mother, including maternal nutritional requirements
- Describe and think critically about the research literature documenting short and long-term impact of lactation on maternal and child health in developed and less-developed countries
- Explore the influence of factors at the personal, family, cultural, medical care and societal levels on low birth weight and protein-energy malnutrition.
- Understand the feeding process, including development of infant feeding skills, the feeding relationship, in developed and developing countries.

Childhood & Adolescent nutrition

- Overview of physical growth and development during the first five years of life, including monitoring and assessment of growth and nutritional status.
- Eating disorders, psychology of eating, other adolescent nutrition issues.
- Describe and think critically about the research literature addressing nutrition interventions targeted at children and adolescents

Objectives

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

1. Assess nutritional needs of mothers and children at the individual and community level.
2. Identify health disparities that correlate with gaps in maternal, infant, child, and adolescent nutrition.
3. Critically evaluate programs and interventions aimed at improving MCH nutrition.
4. Communicate published MCH nutrition research and evidence-based practice guidelines to program administrators and end users.
5. Recommend actions based on published MCH nutrition practice guidelines at a both personal and programmatic levels.

Technical Requirements

- This course is built on a Learning Management System (LMS) called Canvas and UC Berkeley's version is called [bCourses](#). It can be accessed with a computer, tablet, or smartphone.
- If you are having technical difficulties, please alert one of the instructors immediately. In addition, please email tech support immediately to resolve any issues.
 - In bCourses, click on "Help" in the panel on the left.
- We will use [Zoom](#) for synchronous meetings (e.g., lecture, discussion, and office hours).
 - [Activate your free UC Berkeley Zoom account](#) and always join the Zoom meeting with your Berkeley account. You will need to be signed in to join.
 - You may join a Zoom meeting with a computer, tablet, smartphone, or by calling in. Please join with a computer with a camera and microphone (built-in or external) if possible as it will give you the best access to content.

Lecture

- Thursday 2-4pm PST via Zoom
- Zoom meetings will be scheduled through bCourses.
 - The lecture and zoom link will appear on your bCourses calendar.
 - The zoom link will also be in the Module for each week.
 - Your primary email in bCourses must match your email address in Zoom.

Zoom Policies

- Please keep the Zoom link private—do not share with anyone outside of the course.
- Please set your Zoom name to be the name you would like the instructors to call you. You may optionally include your personal pronouns.
 - Example: Elizabeth (she/her)

- Please set your Zoom picture to an appropriate profile picture of you to foster a sense of community and enhance interactions. If you are not comfortable using an image of yourself, you may use an appropriate picture of an avatar.
- We encourage participating in class and discussion with your video on to foster a sense of community and enhance interactions. However, we understand that some students are not comfortable with video or may not be able to participate by video.
- We will be recording all Zoom lectures. The instructor will announce when the recording is beginning during each lecture. If you do not wish to be recorded, please turn off your video, mute your audio, and use chat to ask questions. The chat record will be deleted immediately after class ends.
- Please leave your audio on mute during the lecture but be prepared to unmute yourself to ask or answer questions or participate in breakout rooms.
- We will use Zoom features such as breakout rooms, polls, and the whiteboard as well as external tools such as Google Drive, and bCourses. To maximize your ability to participate during lecture we recommend joining Zoom via a computer or tablet with a video camera and microphone.
- We understand that your specific situation may present challenges to class participation. Please contact the instructors if you would like to discuss your ability to access course material. The [Student Technology Equity Program](#) (STEP) is available to help students get access to a laptop, Wi-Fi hotspot, and other peripherals (e.g. webcam, headphones, etc.).
- **Zoom chat**
 - In this course we will use Zoom chat as a mechanism to build community and foster information and resource sharing among students. To these ends, chat will be enabled before class and during breaks. In addition, we will enable chat periodically to gather input on specific questions and activities to benefit the full group. The same expectations for respectful communication hold for chat as they do for face to face interaction.
- **Questions during lecture**
 - If there is a technical difficulty during lecture you may unmute yourself to notify the instructor (e.g., the instructor is on mute, screen sharing isn't working, etc.).
 - The instructor will periodically pause and ask for questions. At this time please use the "raise hand" feature in Zoom and unmute yourself when the instructor calls on you. You may also ask your question in the chat at this time.
- **Breaks**
 - If you need to take a break for any reason during a Zoom meeting simply turn off your video and audio to avoid disruption. You do not need to request permission or message the instructor.

bCourses Site

- The bCourses site will be the central hub for all course information.
- Please [set your bCourses notifications](#) so that you do not miss any announcements or assignments.
- Check the bCourses site frequently (at least twice per week) to stay current with all course activity.

Late Work

- In general, assignments must be submitted by the date. A 30% penalty will be deducted for work submitted up to 24 hours late, a 60% penalty for work up to 48 hours late, and the solutions will be posted 72 hours after the due date, at which point no late work will be accepted.
- If you are unable to meet the due date, contact the instructor in advance by email to discuss your specific situation. Late work may be accepted on a case-by-case basis.

Office Hours

- Office hours will be two hour-long [Zoom](#) meetings each week at the listed times for each instructor and GSI.
- You may drop in to the Zoom meeting at any time during the office hour and leave at any time. You do not need to announce that you are leaving the Zoom meeting.
- All questions and answers will be heard by all participants in the Zoom meeting. If you have a question pertaining to your personal situation please email the instructor. The instructor may respond by email or schedule a short, private Zoom meeting.
- Please ask your question out loud. Questions typed into chat will only be taken if you are not able to use your microphone or unmute yourself.
- When you join the meeting, type in chat “I have a question”. The instructor will call on students to ask their question in the order that they appear in the chat.
- Please be prepared to show your work if relevant to your question. The instructor will give you permission to share your screen. Please use a free scanning app in advance to create a PDF to share if you would like to show handwritten work. Alternatively, you may share a tablet or iPad screen to write work synchronously.

Piazza

- We will use Piazza as an alternative format to Office Hours to ask questions about course content.
- The same expectations for respectful communication hold for Piazza as they do for face to face interaction.
- Instructors will check Piazza and respond to questions on Monday, Wednesday, and Friday afternoons. We may not be able to respond to every question.
- Respond to your peers! We encourage you to help each other by responding to students’ questions. Please do not share complete answers to homework problems until the solutions have been posted.
- Anonymous posting has been activated, you may post your questions anonymously.

Students' Questions

- All questions about course content (e.g., homework problems, lecture concepts, due dates, exam format) must be asked during [lecture](#), during [office hours](#), or over [Piazza](#) so that all may benefit from the answer.
- The only questions that may be asked by email are those related to your personal situation, such as a request to submit a late assignment or technical difficulties you are experiencing. We will do our best to respond to your email within 24 hours on weekdays.

Academic Integrity

- It is considered academically dishonest to turn in work to be graded (homework, lab assignment, project, quiz, exam) that is not your own work, unless the assignment explicitly states otherwise. You may work with others in preparing homework and studying for exams, but the work you turn in must be the product of your own thinking. Academic dishonesty can result in no credit for an assignment or the course. It can also result in referral to UC Berkeley authorities for additional sanctions.
- Turnitin: UC Berkeley's honor code states "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." As a tool to promote academic integrity in this course, written work submitted via bCourses may be checked for originality using Turnitin. Turnitin compares student work to a database of books, journal articles, websites, and other student papers. This creates an opportunity for students to improve their academic writing skills, by ensuring that other sources have been properly cited and attributed. For more information about Turnitin at UC Berkeley
- <https://sa.berkeley.edu/conduct/integrity>
- <https://dls.berkeley.edu/services/academic-integrity/turnitin-students-getting-started>

Classroom expectations

Attendance Policy

- Attendance is required. Because your active participation is required in this class, you may not have more than 1 unexcused absence, and you may not miss more than 2 classes throughout the semester.
 - If you miss a 2nd class, or you miss classes consecutively, please provide a reason for your absence and email the GSI within 48 hours of your absence to discuss how you can make up the coursework.
- Class begins on time: please arrive on time.
- If this presents a hardship (internet connectivity issues, living situations, time zone difficulties, etc.) please let the professor or GSI know as soon as possible.
- We understand that some students may be in situations that make synchronized attendance difficult. If you have to miss class, we will ask you to submit a written assignment answering the following questions:

- o How would you explain what today's class session/video was about to a classmate?
- o How did the ideas of today's class/video relate to previous class sessions?
- o What was confusing or something that you are unsure about?
- o What did you find most interesting or surprising about class today/the video?
- Please note, that as governed by UC policy, **students with conflicts with any assignment due dates or other scheduling concerns are responsible to notify the GSI in writing by the second week of the semester (before September 6)** of any potential conflict(s) and to recommend a solution, with the understanding that an earlier deadline or date of examination may be the most practicable solution. These policies apply to student athletes, student musicians, those with out-of-town interviews, and other students with activities (e.g., classes missed as the result of religious holy days). Complete guidelines are available on the Academic Senate website: <http://tinyurl.com/schedconflictguidelines>

Other

- Complete required reading in advance of assigned class periods. We will discuss the readings in class.
- Check bCourses regularly for messages regarding class assignments and scheduling.
- Your voice matters: participate!

Written work

Formatting requirements for all written work:

- o Clearly marked with your name and student ID
- o Titled with the issue you are discussing double spaced
- o Double spacing
- o 12 pt font
- o Times New Roman, Cambria or Calibri Font
- o 1-inch margins
- o Do not exceed space or word limits
- o Work must be written clearly; please use grammar and spell checks.
- o We will only accept less than 15% turnitin score

Course Evaluation	Points
Class Participation & In-class work	10 points
Weekly assignments Discussion questions Write-ups for debates (2)	15 points
Community Leader Presentations & Reflection	10 points
COVID-19 Podcast (20 points for podcast, 5 for discussion board responses)	25 points
Fact Sheet Assignment Write-up	30 points
Short In-Class Presentation	10 points
Total	100 points

Grading Scale:

A+/A/A-: 90-100%

B+/B/B-: 80-90%

C+/C/C-: 70-80%

D+/D/D-: 60-70%

F: <60%

Required Text:

Nutrition through the Life Cycle, Sixth Edition. (2016) Judith E. Brown, Janet Isaacs, U. Bea Krinke, Ellen Lechtenberg, Maureen Murtaugh.

Other links

Healthy People 2020 | Maternal, Infant and Child Health

<https://www.healthypeople.gov/2020/topics-objectives/topic/maternal-infant-and-child-health>

Healthy People 2020 | Nutrition and Weight Status

<https://www.healthypeople.gov/2020/topics-objectives/topic/nutrition-and-weight-status>

MCH Bureau (Health Resources Service Administration)

<https://mchb.hrsa.gov/>

MCH Navigator Self-Assessment

<https://www.mchnavigator.org/assessment/>

March of Dimes

<http://www.marchofdimes.org/>

Assignments

I. Community Visits & Write-up: Due October 29 (10 points)

Visit from local community organizations

We will have a visit from a few community sites that focus on Maternal & Child Nutrition Issues. Before the visit, briefly research the organization and understand its purpose. Prepare questions. After they visit, write a brief report (1-2 pages) that includes the following:

- Is there a nutrition component to the program? If so, how does it fit into the overarching program goals/agenda? If not, why not?
- Identify the population(s) at risk for poor health outcomes
- How does the program address health inequities among populations who are disproportionately affected
- Describe how the programs/interventions aim at improving maternal and child nutrition
- Discuss the efficacy of the organization/program's interventions and the approaches to address inequalities in maternal and child nutrition and health
- Some questions to think about asking the visitor:
 - What is the most satisfying aspect of your work and why?
 - What is the most challenging aspect of your work and why?
 - What, if any, important changes in the organization would you like to see?
- Feel free to share any other thoughts/comments about the visit.

II. COVID/Food system reflection Podcast Assignment: Due October 22 (25 points)

Record a brief reflection (5-6 minutes by yourself, 8-10 minutes with partner) on how COVID is affecting the U.S. food system and Maternal and Child Health (20 points).

You will also post your podcast to a discussion board in bCourses and comment on at least three other students' podcasts with at least three thoughtful comments by **November 5** (5 points)

- 1) Something new you learned from listening.
- 2) Something you particularly liked.

3) A new question that was generated by listening

**Note: these need to be different from other comments - ie each person needs to add something unique

-You should use the questions and articles below to think about your podcast.

-You can choose to focus on multiple issues or just one.

-You can record yourself talking or interview someone.

-You can work by yourself or with one partner from class

-You can record the audio anyway you want and upload it to bCourses on the "My Media" tab.

You can also record on this tab.

- What were the limitations of the U.S. food system before COVID?
- What is happening in the U.S. food system during the COVID crisis?
- How has the COVID crisis affected the food system supply chain?
- How has food system issues affected women and families of color disproportionately?
- Is the COVID food system crisis affected women and children? If so, how?
- Is COVID disproportionately affecting women? If so, how?
- How has COVID affected food safety net programs? Explain.
- How has the COVID crisis affected food insecurity and what are the implications for maternal and child health?
- What role do you think the government/policy should play in rebuilding a sustainable food system and having reliable safety net programs?
- What role do you think the consumer should play in rebuilding a sustainable food system?
- How do you think the U.S. food system should be rebuilt post-COVID to adequately provide nutritious food for all?

Amid a Deadly Virus and Crippled Economy, One Form of Aid Has Proved Reliable: Food Stamps
<https://www.nytimes.com/2020/07/19/us/politics/coronavirus-food-stamps.html?auth=login-google>

People of Color are at Greater Risk of COVID-19. Systemic Racism in the Food System Plays a Role.

<https://civileats.com/2020/05/05/people-of-color-are-at-greater-risk-of-covid-19-systemic-racism-in-the-food-system-plays-a-role/>

Feeding Low-Income Children during the COVID-19 Pandemic

<https://www.nejm.org/doi/full/10.1056/NEJMp2005638>

Spoiled Milk, Rotten Vegetables and a Very Broken Food System

<https://www.nytimes.com/2020/05/08/opinion/coronavirus-global-food-supply.html>

The Impact of Coronavirus on Food Insecurity

<https://www.feedingamerica.org/research/coronavirus-hunger-research>

Reset the Table: Meeting the Moment To Transform the U.S. Food System

<https://www.rockefellerfoundation.org/report/reset-the-table-meeting-the-moment-to-transform-the-u-s-food-system/>

Coronavirus Childcare Crisis Will Set Women Back a Generation

<https://www.washingtonpost.com/us-policy/2020/07/29/childcare-remote-learning-women-employment/>

III. Fact Sheet: Due December 3, 2020 (30 points)

A fact sheet is designed to describe a health condition, issue or problem in a format that is brief and easy to read. Fact sheets are used to provide an overview, recommendations and advice, and can be used to inform or justify health education, clinical practice, research and/or policy decisions. The focus is on providing what is essential and presenting the information in a way that is visually appealing, concise and accessible. Although the format, length, referencing and detail of fact sheets vary, below are some examples to give you a general sense of the genre:

<http://siteresources.worldbank.org/INTPHAAG/Resources/AAGNutrition.pdf>

<http://www.cdc.gov/HealthyYouth/nutrition/facts.htm>

This project will give you an opportunity to delve into the research addressing a maternal and child nutrition topic and design your own fact sheet.

- **Audience:** Address your fact sheet to a professional audience such as public health workers, clinicians or policy makers.
- **Focus:** Describe what is known, not known and controversial about your topic.
- **Length:** 4 pages (exclusive of executive summary and bibliography). Use 11-point font or larger.
- **Figures and Tables:** We encourage you to include figures or tables if you wish, but the page limit cannot exceed 4 pages. Additional pages will not be graded.
- **Process:** Identify two to three high-quality articles (systematic reviews or meta-analyses) published within the last five years in peer-reviewed scientific journals to serve as the foundation of your fact sheet. These key review articles should be starred within your reference list. You may augment these with additional findings from original research publications, book chapters, reports, published data or material from reputable websites. All references used to create your fact sheet must be cited in the text and referenced at the end.
- **Content:**
 - Identify the problem or issue.
 - Describe how your issue is defined, diagnosed and/or assessed.
 - Describe its epidemiology (e.g. incidence, prevalence, risk factors).
 - Does the problem vary by population?
 - Describe how the issue affects both the individual and their community.
 - Is its etiology understood? If not, what are leading theories?
 - What important research challenges are associated with this problem?
 - What are the primary interventions to prevent or remedy this problem at the individual, community and/or policy level? How successful are these efforts?
 - What important issues remain to be addressed?

Steps in Preparing your Topic Fact Sheet

1. Sign up for a topic of interest. If you need help, browse the list posted on bCourses.
2. Conduct a literature search. Once you have a possible topic, create a search strategy using PubMed. Even if you are familiar with PubMed, we strongly recommend you utilize the help of reference librarians at the Public Health library or instructional sessions that are offered by the library.
3. Focus on systematic reviews and meta-analyses. Identify published systematic reviews and meta-analyses on your topic during the past five years.
4. Select the best 3 articles. Evaluate the review articles to identify the 3 best articles. See the document, "How to Identify the 3 'Best' Reviews" posted on bCourses (under Files/Fact Sheets/Resources) for help.
5. (Optional) Limit the scope of the topic. If your topic yields a great many review articles, limit the scope of the topic further or reduce the time frame to only 1-3 years. If there are not enough reviews, consult with the faculty about selecting a different topic.
6. Compare the results of the selected articles. A grid listing the questions/content areas on one axis and the reviews on the other can be very effective. See the "Fact Sheet Article Comparison Table" posted on bCourses (under Files /Fact Sheets/Resources) for guidance.
7. Summarize your results. What is consistent? What is controversial and why? What is not known at all? Be sure to reference this section carefully as you construct your fact sheet.
8. Prepare a one-paragraph Executive Summary.
9. Seek feedback from the faculty and your peers. We encourage and will facilitate peer review/editing throughout the fact sheet process.

****NOTE:** We want to support you in doing the best possible job on your Fact Sheet. It is required that you come and talk to the instructor or the GSI **at least three weeks** before the draft fact sheet is due. When you come, please bring: 1) A concise statement of your question; 2) an outline of the paper; 3) a list of references you have used to date; 4) any additional questions you may have. If you do not come and see one of us, your grade will automatically be reduced by 50%.

Additional Fact Sheet Deadlines:

3 potential topics for fact sheet AND sign up for presentation topic	Due: Thursday September 10 th
Finalized topic for fact sheet with initial bibliography (1 page)	Due: Thursday September 17 th
Fact sheet draft (full content, does not have to be formatted yet)	Due: Thursday November 12 th
Final fact sheet, full content with formatting	Due: Thursday December 3 rd

Rubric for grading Fact Sheet

IV. Presentations: October 8, November 5, and December 3 (10 points):

Max. 5-9 slides in 10 minutes.

The presentation of your topic should include the highlights of a relevant paper on your topic and give some more details that show the presenter's familiarity with the topic. **Please get approval of your scientific paper from the instructors at least two weeks before the presentation.** The presentations will occur throughout the semester, and you will have an opportunity to sign up for the time that you would like during the first few weeks of classes.

The presentation will be graded on:

- Limit to 5-9 slides 2 pts
- Summarizing the paper 5 pts
- Details not included in the paper 3 pts

Topics: Please choose your topic from the list in the course schedule, or feel free to select another topic. The presentation of your project will occur in the week listed in the course schedule, in the presentation day relating to infancy, toddler, childhood, and adolescent nutrition.

Course Schedule

Date	Topic(s)	Required Readings & Assignments (see details below)
8/27	Introduction and Overview	Icebreaker: Something fun you did over summer
9/3	Basic principles: Biology of nutrition, dietary recommendations & assessment	<p>Icebreaker: Your Pet (past, present, or future kind of pet)</p> <p>Required:</p> <ul style="list-style-type: none"> • Watch Dr. Cindy Leung’s Healthy MCH Nutrition Lecture (on bcourses week 2 page) • Brown et al (2016): Chapter 1 “Nutrition Basics” • Dietary Guidelines for Americans 2015-2020: Executive Summary and Chapter 3: The Socio-Ecological model (p. xi-xvii and p.64-72) • Scientific Panel on New Dietary Guidelines Draw Criticism From Health Advocates. June 2020. Ny Times. • A Comparison of 6 Food Guides from Around the World https://www.livescience.com/54812-unique-food-guides-around-the-world.html <p>Recommended:</p> <ul style="list-style-type: none"> • Browse: What Should I Eat? (https://www.hsph.harvard.edu/nutritionsource/what-should-you-eat) • Brown et al (2016): Chapter 16 “Adult nutrition” • Ethnic/Cultural Food Pyramids https://www.nal.usda.gov/fnic/ethniccultural-food-pyramids • https://www.dietaryguidelines.gov/sites/default/files/2020-07/ScientificReport_of_the_2020DietaryGuidelinesAdvisoryCommittee_first-print.pdf
9/10	Basic principles: Behavioral, cultural, environmental and economic issues.	<p>Icebreaker: Place you want to go</p> <p>Required:</p> <ul style="list-style-type: none"> • Perez-Escamilla & Kac. Childhood obesity prevention: a life-course perspective. Int J Obes Suppl 3(Suppl 1): S3-S5 • Kumanyika, S. Getting to equity in obesity prevention: A new framework. National Academy of Medicine Discussion Paper. https://nam.edu/wp-content/uploads/2017/01/Getting-to-Equity-in-Obesity-Prevention-A-New-Framework.pdf • Rogerson, B., Lindberg, R., Givens, M., and Wernham, A. A simplified framework for incorporating health into community development initiatives. Health Affairs 33 (11), 2014. https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2014.0632

		<ul style="list-style-type: none"> • Watch: https://www.youtube.com/watch?v=hDEgOTog9lw <p>Recommended:</p> <ul style="list-style-type: none"> • Behavioral Economic Concepts To Encourage Healthy Eating in School Cafeterias: Experiments and Lessons from College Students https://www.ers.usda.gov/publications/pub-details/?pubid=46107 • Economic Costs of Obesity https://www.hsph.harvard.edu/obesity-prevention-source/obesity-consequences/economic/ <p>Due: 3 potential topics for fact sheet AND sign up for presentation topic</p>
9/17	<p>Nutrition pre-conception Life Course Perspective</p> <p>Guest speaker: Barbara Abrams, Professor Emeritus, Maternal and Child Health</p>	<p>Icebreaker: Favorite sports team</p> <p>Required:</p> <ul style="list-style-type: none"> • Brown et al (2016): Chapters 2 “Preconception Nutrition” • Gillman MW. Developmental origins of health and disease. NEJM 2005. • Intervention strategies to improve nutrition and health behaviours before conception. Barker M, Dombrowski SU, Colbourn T, Fall CHD, Kriznik NM, Lawrence WT, Norris SA, Ngaiza G, Patel D, Skordis-Worrall J, Sniehotta FF, Steegers-Theunissen R, Vogel C, Woods-Townsend K, Stephenson J. Lancet. 2018 May 5. • Watch Ted Talk - What Babies Learn Before they are Born: https://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born • Watch Dr. Cindy Leung’s - Developmental Origins of Health and Disease (in bCourses) <p>Recommended:</p> <ul style="list-style-type: none"> • Brown et al (2016): Chapter 3 “Preconception Nutrition” • Kunz LH, King JC. Impact of maternal nutrition and metabolism on health of the offspring. Semin Fetal Neonatal Med. 2007 Feb;12(1):71-7. Epub 2007 Jan 2. • Gillman MW et al. Developmental origins of childhood overweight: potential public health impact. Obesity. 2008. <p>Due: Finalized topic for fact sheet with initial bibliography (1 page) Due: (Ungraded) Apply the assigned readings on preconception to design a policy or intervention program aimed at women starting a pregnancy with the healthiest nutritional status - come prepared to discuss this in class</p>
9/24	<p>Pregnancy: Nutrient needs during pregnancy</p>	<p>Icebreaker: Hobby</p> <p>Required:</p> <ul style="list-style-type: none"> • Brown et al (2016): Chapter 4: “Nutrition during pregnancy”

		<ul style="list-style-type: none"> • King J. “Women’s Diet May Influence Long-Term Health of Mother and Child.” 2013. • Watch Pregnancy: A Teachable Moment for Weight Control and Obesity: https://www.youtube.com/watch?v=WbyKLRdqKEA • Food Security Program Expansion Can Help Reduce Preterm Birth: https://pretermbirthca.ucsf.edu/sites/g/files/tkssra2851/f/wysiwyg/Food%20Security%20Policy.pdf • Listen: This Racism is Killing Me. Codeswitch Podcast. NPR: https://www.npr.org/transcripts/576818478 *Warning: This podcast has a story about a Black woman dying after childbirth and may be triggering <p>Recommended:</p> <ul style="list-style-type: none"> • Brown et al (2016): Chapter 5: “Nutrition during pregnancy, conditions and interventions” • Thangaratinam S. et al. Effects of interventions in pregnancy on maternal weight and obstetric outcomes: meta-analysis of randomized evidence. BMJ 2012. • IOM Report Brief. Weight Gain During Pregnancy: Reexamining the Guidelines. 2009 http://www.nationalacademies.org/hmd/~/_/media/Files/Report%20Files/2009/Weight-Gain-During-Pregnancy-Reexamining-the-Guidelines/Report%20Brief%20-%20Weight%20Gain%20During%20Pregnancy.pdf • Thomas M et al. Potential for a stress-reduction intervention to promote healthy gestational weight gain: focus groups with low income pregnant women. Women’s Health Issues 2014.
10/1	<p>Infancy: Breastfeeding & Infant Nutrition</p> <p>Community site visit: Tonya Lang, Alameda County Breastfeeding Coalition</p>	<p>Icebreaker: Favorite body of water</p> <p>Required:</p> <ul style="list-style-type: none"> • Brown et al (2016): Chapter 6: “Nutrition during lactation” • Watch: CHILD Cohort Study: New Scientific Insights into Breastfeeding: https://www.youtube.com/watch?v=lfKKuwPpYWo • CDC MMWR: Racial Disparities in Breastfeeding Initiation and Duration Among US Infants Born in 2015: https://www.cdc.gov/mmwr/volumes/68/wr/mm6834a3.htm • What’s Right About a 6 Year Old Who Breastfeeds (Jan 2015) https://www.npr.org/sections/13.7/2015/01/15/377384587/what-s-right-about-a-six-year-old-who-breastfeeds • La Leche: How do I wean: https://llusa.org/how-do-i-wean/ • Watch: Baby knows best! Study shows baby-led weaning promotes healthy food preferences: https://www.youtube.com/watch?v=x3M_cIQh0-s

		<p>Recommended:</p> <ul style="list-style-type: none"> • Brown et al (2016): Chapter 7: “Nutrition during lactation, conditions and interventions” • Surgeon General’s Call to Action to Support Breastfeeding Executive Summary (2011) https://www.surgeongeneral.gov/library/calls/breastfeeding/executivesummary.pdf • Surgeon General: Barriers to Breastfeeding in the United States https://www.ncbi.nlm.nih.gov/books/NBK52688/ • American Academy of Pediatrics (AAP) Policy Statement: Breastfeeding and the Use of Human Milk http://pediatrics.aappublications.org/content/pediatrics/129/3/e827.full.pdf • National WIC Association: How the WIC program Supports Breastfeeding. https://s3.amazonaws.com/aws.upl/nwica.org/breastfeeding_infographic2018.pdf • California WIC Association Policy Brief: Opportunities for Nutrition and Breastfeeding Interventions under Health Reform. http://www.calwic.org/storage/documents/reports/CWA-Lactation_and_Nutrition_Counseling_Under_Health_Reform_May_2012.pdf • WIC food package revision press release: http://www.fns.usda.gov/pressrelease/2014/003114 • Surgeon General’s Call to Action to Support Breastfeeding Full Report (2011) https://www.surgeongeneral.gov/library/calls/breastfeeding/calltoactiontosupportbreastfeeding.pdf • USDA report brief: Diet quality by young American children by WIC participation status (2015) https://fns-prod.azureedge.net/sites/default/files/ops/NHANES-WIC05-08-Summary.pdf <p>Debate: Should weaning be child-led or should children be weaned at a certain age?</p>
10/8	<p>Pregnancy and Infancy Presentations</p> <p>Student presentations</p>	<p>Icebreaker: Picture of you when you were little</p> <p>Required:</p> <ul style="list-style-type: none"> • Brown et al (2016): Chapter 12 and 13 “Child and preadolescent nutrition” <p>Student presentations on nutrition in infancy, toddlerhood and preschool (potential topics)</p> <ol style="list-style-type: none"> 1) Nutritional management of low birth weight infants 2) Does energy supplementation improve birth outcomes in developing countries? 3) Nutritional management of severe malnutrition 4) Famine and emergency feeding 5) Outcomes of previously malnourished children adopted into developed countries 6) Does WIC improve birth outcomes?

		<p>7) Does WIC influence obesity in children? 8) Interventions and programs for improving BF initiation rates 9) Environmental contaminants in breast milk 10) Protein-energy malnutrition and failure-to-thrive 11) What programs have helped or hindered breastfeeding in the US and/or around the world? 12) Fish oil supplementation during pregnancy – what is the evidence? 13) Role of fathers in pregnancy and breastfeeding support. 14) Other topic that you can propose –</p>
10/15	<p>Early childhood Development of food preferences</p>	<p>Icebreaker: Favorite dessert or sweet thing</p> <p>Required:</p> <ul style="list-style-type: none"> • Brown et al (2016): Chapter 9 “Infant Nutrition” • Ventura, A.K. and Worobey, J. “Early Influences on the Development of Food Preferences. Current Biology (2013) 23: R401-R408 • Birch, L.L. “Development of food preferences” Annual Review of Nutrition (1999) 19:41-62. • Watch How to get a picky eater to eat. https://www.youtube.com/watch?v=L-47Tctxq94 • Anzman, S.L., Rollins, B.Y. and Birch, L.L. “Parental influence on children’s early eating environment and obesity risk: implications for prevention.” Int J Obes (2010) 34(7): 1116-1124. • Spill, M.K., Birch, L.L., Roe, L.S., and Rolls, B.J. “Eating vegetables first: the use of portion size to increase vegetable intake in preschool”. Am J Clin Nutr (2010) 91:1237-43. <p>Recommended</p> <ul style="list-style-type: none"> • Ellyn Satter’s How to Feed Children “Division of Responsibility” https://www.ellynsatterinstitute.org/wp-content/uploads/2016/11/handout-do-r-tasks-cap-2016.pdf
10/22	<p>Child nutrition</p> <p>Community Visit: Dr. Larissa Estes-White, DrPH. Executive Director, Alameda All-In</p>	<p>Icebreaker: Your hometown</p> <p>Required:</p> <ul style="list-style-type: none"> • CDC. “Childhood Obesity Facts.” http://www.cdc.gov/obesity/data/childhood.html • Watch: Weight of the Nation: Children in Crisis https://www.youtube.com/watch?v=-pEkCbqN4uo • Brown et al (2016): Chapters 10 & 11 “Toddler and Preschooler Nutrition” <p>Recommended:</p>

		<ul style="list-style-type: none"> • Browse Choose MyPlate for Preschoolers: https://www.choosemyplate.gov/health-and-nutrition-information • Anzman, S.L., Rollins, B.Y. and Birch, L.L. “Parental influence on children’s early eating environment and obesity risk: implications for prevention.” Int J Obes (2010). • Spill, M.K., Birch, L.L., Roe, L.S., and Rolls, B.J. “Eating vegetables first: the use of portion size to increase vegetable intake in preschool”. Am J Clin Nutr (2010). • Ebelling, CB et al. Childhood obesity: public-health crisis, common sense cure. Lancet 2002. Martinez, SM et al. Is it time for bed? Short sleep duration increases risk for obesity in Mexican American children. Sleep Med. <p>Due: COVID-19 Podcast & post podcast to bCourses discussion board</p>
10/29	<p>Childhood Deficiencies and Disparities</p> <p>Guest speaker: Jen Falbe, MPH, PhD, Soda Tax</p>	<p>Icebreaker: Favorite comfort food</p> <p>Required:</p> <ul style="list-style-type: none"> • Dror, D.K. and Allen, L.H. “Effect of vitamin B12 deficiency on neurodevelopment in infants: current knowledge and possible mechanisms” Nutr Rev. (2008) 66(5): 250-5 • Genova, T.D. and Guyda, H. “Infants and children consuming atypical diets: Vegetarianism and macrobiotics.” Pediatrics Child Health. (2007) 12(3): 180-188 • Hayes, Dayle, MS, RD. “Feeding Vegetarian and Vegan Infants and Toddlers.” Academy of Nutrition and Dietetics (Nov 1 2017). https://www.eatright.org/food/nutrition/vegetarian-and-special-diets/feeding-vegetarian-and-vegan-infants-and-toddlers • Moorhead, J. “Is veganism safe for kids?” The Guardian. https://www.theguardian.com/lifeandstyle/2010/apr/20/veganism-safe-children <p>Recommended:</p> <ul style="list-style-type: none"> • The Academy of Nutrition and Dietetics Position Paper: Vegetarian Diets (2016). • https://www.eatrightpro.org/~media/eatrightpro%20files/practice/position%20and%20practice%20papers/position%20papers/vegetarian-diet.ashx <p>Debate: Ethics of a vegan childhood</p>
11/5	<p>Childhood student presentations</p>	<p>Icebreaker: School lunch memory</p> <p>Required:</p> <ul style="list-style-type: none"> • Brown et al (2016): Chapters 12 & 13: “Child and preadolescent nutrition.” <p>Student presentations on nutrition in childhood</p>

		<ol style="list-style-type: none"> 1) Is milk really good for children? 2) Probiotic supplementation – hype or real? 3) Organic food: is it really better for children? 4) Ethics of feeding your child a vegan diet 5) How does the environment contribute to childhood obesity? 6) Vitamin A deficiency and health in children 7) Vitamin D deficiency and health in children 8) Food allergies during infancy and childhood <p>Due: Comment on at least three other student podcasts on the bCourses discussion board</p> <ol style="list-style-type: none"> 1) Something new you learned from listening. 2) Something you particularly liked. 3) A new question that was generated by listening <p>**Note: these need to be different from other comments - ie each person needs to add something unique</p>
11/12	<p>Federal and State Nutrition Programs</p> <p>Guest speaker: Wendi Gosliner, RD, DrPH, Nutrition Policy Institute</p> <p>EatSF</p> <p>CFPA</p>	<p>Icebreaker: Favorite restaurant</p> <p>Required:</p> <ul style="list-style-type: none"> ● Marion Nestle’s Comments: https://ajph.aphapublications.org/doi/epub/10.2105/AJPH.2019.305143 ● Food Assistance: https://ajph.aphapublications.org/doi/epub/10.2105/AJPH.2019.305070 ● Protect School Nutrition Standards: https://ajph.aphapublications.org/doi/epub/10.2105/AJPH.2019.305072 ● Kevin Concannon Comments: https://ajph.aphapublications.org/doi/epub/10.2105/AJPH.2019.305165 ● Thompson HR, Madsen K, Park E, Ritchie L, Gosliner W. Effect of removing chocolate milk on milk and nutrient intake among urban secondary school students. <i>Preventing Chronic Disease</i>. 2020;17:200033. DOI: https://doi.org/10.5888/pcd17.200033 <p>Recommended:</p> <ul style="list-style-type: none"> ● Summary of the Child Nutrition Reauthorization Act 2010. http://www.frac.org/wp-content/uploads/cnr-primer.pdf ● Report Brief IOM Report (2009). School Meals Building Blocks for Healthy Children. http://www.nationalacademies.org/hmd/~/media/Files/Report%20Files/2009/School-Meals/School%20Meals%202009%20%20Report%20Brief.pdf <p>Due: Fact Sheet draft</p>
11/19	<p>Adolescent Nutrition</p>	<p>Icebreaker: Favorite TV show</p> <p>Required:</p>

	<p>Guest speaker: Andrea Garber, RD, Ph.D., Professor, UCSF</p>	<ul style="list-style-type: none"> • Preventing and Treating Adolescent Obesity: A Position Paper of the Society for Adolescent Health and Medicine. J Adolesc Health. 2016 November; 59(5): 602–606 • Nagata JM, Garber AK, Tabler J, Murray SB, Vittinghoff E, Bibbins-Domingo K. Disordered eating behaviors and cardiometabolic risk among young adults with overweight or obesity. Int J Eat Disord. 2018;1–11. <p>Recommended:</p> <ul style="list-style-type: none"> • Cho I, Blaser MJ. The human microbiome: at the interface of health and disease. Nature Reviews 2012. • Watch: NPR. The Invisible Universe of the Human Microbiome: https://www.youtube.com/watch?v=5DTrENdWvvM • Watch Ted Talk - Meet Your Microbes: https://www.youtube.com/watch?v=27IMmdmy-b8 • Kennedy, P. “The Fat Drug” New York Times. http://www.nytimes.com/2014/03/09/opinion/sunday/the-fat-drug.html
11/26		THANKSGIVING BREAK NO CLASS
12/3	<p>Nutrition in childhood and adolescence</p>	<p>Icebreaker: Your Hero</p> <p>Required:</p> <ul style="list-style-type: none"> • Brown et al (2016): Chapter 14: “Adolescent nutrition.” <p>Student presentations on nutrition in adolescence</p> <ol style="list-style-type: none"> 1) Key issues relating to nutrition in adolescence 2) How does nutrition influence precocious puberty? 3) Diabetes in children & adolescents 4) Food allergies during adolescence 5) Eating disorders in adolescence <p>Due: Fact sheet</p>