

University of Puerto Rico  
Rio Piedras Campus  
Nutrition and Dietetics Program  
Natural Sciences Faculty

Course Title: Nutrition in the Community  
Course code: NUTR 4176

Credits / Hours: Two credits. One hour of discussion and three hours of laboratory, workshop and community experiences.

Prerequisites: NUTR 4170; Access to a Computer with Internet, and e-mail address.

Professor:

Dr. Celia Mir RDN, LND, CFCS, CWCM, CGIMg, DEPR, REPR, CCMg, CPhA

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Course Description:

Emphasizes the philosophy and objectives of agencies and community nutrition programs. Includes background knowledge of the nature, causes, and extend of nutrition problems in the world with emphasis in Puerto Rico. Considers planning, methodology, and evaluation of nutritional status and provides interactive experiences in different areas of public health.

Course Objectives or Summary of Expected Outcomes:

By the end of the course, the students should be able to:

1. Explain the history, philosophy and recognize the objectives of the Public Health Care System.
2. Identify the members of the health team, and explain the importance of their participation in the comprehensive health services.
3. Detail the responsibilities of each member of the health team emphasizing the role of the community and public health team emphasizing the role of the community and public health nutritionists-dietitian's.
4. Identify practices that contribute with nutritional problems and explain the factors which cause nutritional problems.
5. Identify the principal events which have contributes programs, especially in Puerto Rico.
6. Identify and recognize the characteristics of our Food and Nutrition Insecurity patterns
7. Identify the social, economical, and cultural factors of the community which must be considered to plan nutrition education programs.
8. Identify the food habits of Puerto Rico and others countries and explain their importance in the Planning, implementation, and execution of nutrition programs.

9. Recognize some strategies that accomplishing objectives can help to the implementation of nutrition programs.
10. Identify method which can be used to evaluate the nutritional status of the community and to explain the purpose, advantages, and limitations of each one.
11. Indicate the measures which have been used to solve the nutrition problems at local and international level including legislation and public policies.
12. Discuss the legislation related to food and nutrition in Puerto Rico, USA, and indicate the agencies responsible to enforce them.
13. Indicate the contribution of local and international agencies in Public Health Nutrition.
14. Identify the nutritional problems of Puerto Rico and analyze studies in relation to different groups.
15. Plan, implement, and evaluate educational activities in nutrition to different groups in the community.
16. Demonstrate use of Internet and software available related to Public Health.
17. Contribute, effectively, to the inclusion of fellow disabled students in class activities.

#### Foundation Knowledge Requirements and Learning Outcomes

Students are able to:

- 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.
- 1.3 Apply critical thinking skills.
  
- 2.1 Demonstrate effective and professional oral and written communication and documentation.
- 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics and describe interprofessional relationships in various practice settings.
- 2.3 Access the impact of a public policy position on nutrition and dietetics practice.
- 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.
- 2.5 Identify and describe the work of interprofessional teams and the roles or others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.
- 2.6 Demonstrate an understanding of cultural competence/sensitivity.
- 2.7 Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession.
  
- 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.

Course Content Unit Topic	Time allowed in Hours	
	Discussion	& Laboratory
1. Definitions and terminology: Health, Health Care, Health prevention Promotion and Protection, Community Nutritionists and Dietitians; Educational Requirements, Roles and Responsibilities, Ethics, Entrepreneurship in Community Nutrition, Indicators of Change, Professional Organizations, Salary Scales, Alliances, Social Marketing Framework, etc.	2	2
2. History and Objectives of Public Health Hospital and Delivery Systems Evolution, Need for Cultural Competence, Diversity Health Statistics, Health Disparities, Cost of Health Care, Health team and Resources, Prevention Levels, Health Insurance's, Communication Styles, etc.	2	2
3. The Reality of Health Care Health Care Reform, Cost Effectiveness of Nutrition Services, etc.	2	2
4. Nutrient Standards, DRI, Health People 2010, Current Public Health Issues, Dietary Guidance Systems, Health Fraud, etc.	1	2
<b><i>Test</i></b>	<b>2</b>	
5. Food Security and Insecurity Hunger and Poverty in USA and PR Criteria of Food Insecurity Scenario for the Nutrition Programs development	2	4
6. Policies and Legislation Processes Policy, Monitoring, Assessment, Surveillance, Screening, Research, Consumption Programs Knowledge, Attitudes, and Behavior Programs, Food Composition and Food Supply Programs, etc. The Food Assistance Programs: Food Stamp, Supplemental Food, Child Nutrition, Food donation, Senior Nutrition; Federal Expenditures on Major Antipoverty Programs, etc.	2	3

<b><i>Test</i></b>	<b>2</b>	
7. Assessment of nutritional status in the Community		
a. Direct Evaluation	2	3
Anthropometric Measurements, Body Composition Techniques, Clinical Signs, Biochemical and other functional tests, etc.		
b. Indirect Evaluation		
Food Consumption Patterns, Dietary surveys, Ecology, Demographic Information, Vital Statistics, Cultural and Sociological Data, Epidemiology, Food Balance Sheets, etc.	2	2
c. Studies on Nutritional Status of Puerto Rico People	2	2
Patterns of Living of Puerto Rico Families The Doña Elena Project, Master Sample Survey, Weight and Height Tables for PR Children, Department of Health Studies, New Research, etc.		

***Test*** **2**

**Instructional Strategies or Teaching/Learning Methods:**

Discussion, Conference, Students Presentations, Group and individual assignments, Group and individual projects, Community Case Discussions, Surveys in the Community, Community Projects, etc.

Alternative methods in a no presencial scenario: videos, computer assisted search, computer assisted learning, internet connections, modules, virtual forums, chats, special tasks, diverse tasks, visits to community programs, watch and observe professional in their field, etc. If necessary tests could be changed by projects or tasks on line. The UPR Certification Num 112 (2014-2015) is applied in this course - with 75% of face to face learning experiences and if necessary the additional 25% could be no presencial.

**Learning Resources:**

Speakers, Access and skills to use a Computer with Internet connection (Word, Excel, Power Point and other, e-mail address, UPR email available (upr.edu), Calculator, Professional Journals, Books, Computer Lab, Moodle account, anthropometric tools as growth charts, tales, caliper, beam balance and food scales, measuring tape, etc.

Mission of the Didactic Program in Nutrition and Dietetics:

The Program's Mission is to provide the necessary academic preparation to train Nutritionists-Dietitians that will be qualified to offer clinical services through medical nutrition therapy, administrative services in the food service systems management and educational services, so that they may work in different scenarios within an ever changing and culturally diverse society. The integration of specialized knowledge and competencies in food and nutrition will allow the graduates to promote the general well-being of Puerto Rican society, helping the citizens to obtain optimal nutrition in Health or in Illness, throughout their life cycle.

Course Evaluation:

	Mandatory Points
3 tests*	300
1 Final test (optional)	
2 Community Projects	
a. Nutrition Screening,	100
Anthropometric and Nutritional Status	
a. Legislative Assignment	100
1-5 oral reports	100
Perfect attendance and class participation	100
Total points	700

\* See Instructional Strategies session.

Grading System:

Final grade will be calculated using the regular grading system A-F and a standard curve as follows:

100 – 90	=	A
89 – 80	=	B
79 – 70	=	C
69 – 60	=	D
< 59	=	F

Attendance, Punctuality, Responsibilities. Course policies:

In addition to 700 points to obtain an "A" Grade:

- a. This course is experiential; therefore no more than one justified absence will be permitted. The final grade could be reduced 100

points in case of unjustified absences or continuous delays. Three late arrivals to class equal one absence.

- b. All submitted assignments or projects must meet acceptable standards expected of college students.
- c. Due dates are deadlines. One late assignments, project, or activity could drop the final grade one letter.
- d. No make-up exams, except those students who present a medical excuse, in which case arrangements will be made. You must communicate with the professor on or prior to the exam date. In case of an unjustified test replacement or incomplete removal no “A” grade is possible.
- e. Any student involved in violation of professional ethics or academic integrity in the completion assignment will receive a score of zero (0). This includes but is not limited to plagiarism of texts, journals, web pages, another student’s work, attendance sheet, quizzes and exams.
- f. Mobile phones and other electronic devices are not permitted in the classroom for personal use. You can use them if the professor ask you to do it.
- g. All communication through email should include a brief greeting, message, student name, student number, course and section. The professor will reply according to schedule and priority. Emails are not to ask for grades; that information is going to be provided personally.

#### Integrity:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR General Student Handbook establishes that all forms of dishonesty or lack of academic integrity include but are not limited to fraudulent actions, obtaining scores or grades by means of fraudulent simulations, partially or completely copying the academic work of others, partially or completely plagiarizing the work of others, partially or completely replicating answers during an examination, completing a written or verbal examination for another student or under another student’s identity, as well as aiding or facilitating another in any of the aforementioned conducts. Correspondingly, fraudulent conduct refers to any behavior performed with the intention of committing fraudulent acts, including but not limited to, the alteration or falsification of scores and grades, records, identification cards or other official documents provided by UPR or any other institution. All conduct relating to cognizant attempts to circulate any aforementioned falsified or altered documents as being genuine and true will be subject to disciplinary sanctions. Any of these actions will be subject to disciplinary measures, as per the disciplinary procedure established in the UPR General Student Handbook.

## Student Information Regarding Law 51 (Puerto Rico:)

This course contributes, in an effective way, to the successful inclusion of students with disabilities in a classroom. Students who receive Vocational Rehabilitation should communicate with the professor at the beginning of the semester in order to plan for reasonable accommodation and/or acquisition of needed special equipment, according to the recommendations of the Office for Persons with Disabilities of the Dean of Student Affairs. (In accordance with Law 51 June 7, 1996.)

## Bibliography:

### Text :

Boyle, M.A. (2017). Community Nutrition in Action: An entrepreneurial approach. Seventh edition. Cengage: Boston, MA. ISBN 13-978-1305637993

### Others: Academy of Nutrition and Dietetics Positions Papers:

The role of nutrition in health promotion and chronic disease prevention/reaffirmed 2017  
Total diet approach to healthy eating / reaffirmed 2017  
Nutrient supplementation / reaffirmed 2017  
Dietary fatty acids for healthy adults / reaffirmed 2017  
Health implication of dietary fiber / retires 2018  
Oral health and nutrition / reaffirmed 2017  
Vegetarian diets / retires 2021  
Interventions for the prevention and treatment of pediatric wt & obesity/reaffirmed 2017  
Interventions for the treatment of overweight and obesity in adults / retires 2020  
Individualized nutrition approaches for older adults in health care communities / reaffirmed 2017  
Food and nutrition programs for community-residing adults / reaffirmed 2017  
Food and nutrition for older adults: promoting health and wellness / reaffirmed 2017  
Nutrition guidelines for healthy children ages 2- 11 years / retires 2018  
Promoting and supporting breastfeeding / retires 2019  
The role of nutrition in health promotion and chronic disease prevention / retires 2020

The following internet sites provide information for this course:

Academy of Nutrition and Dietetics - <http://www.eatright.org>  
Dietary Guidelines for Americans - <http://www.health.gov/dietaryguidelines/>  
Centers for Disease Control and Prevention Health - [http://www.cdc.gov/nchs/data/04trend.pdf#pref](http://www.cdc.gov/nchs/data/hus/04trend.pdf#pref)

<http://www.cdc.gov>

Healthy People - [www.health.gov/healthy\\_people/document/](http://www.health.gov/healthy_people/document/)

Institute of Medicine - <http://www.iom.edu>

National Center for Chronic Disease Prevention and Health Promotion -  
<http://www.cdc.gov/hrqol/>

US Department of Health and Human Services [www.hhs.gov](http://www.hhs.gov)

US Department of Agriculture: Agricultural Research Service -  
<http://www.ars.usda.gov/>

US Department of Agriculture: My Plate - <http://www.myplate.gov/>

US Food and Drug Administration - <http://www.fda.gov/>

Administration on Aging - <http://www.aoa.gov>

Agency for Health Care Research and Quality - <http://www.ahrq.gov>

American Association of Retired Persons (AARP) - <http://www.aarp.org>

Centers for Medicare and Medicaid - <http://www.cms.hhs.gov/>

DRI - <http://www.nap.edu/catalog/11537.html>

Mimi Nutritional Assessment - <http://www.nestle-nutrition.com/tools/mna.aspx>

Nutrition Screening Initiative -  
<http://www.aafp.org/online/en/home/clinical/nsi.html>

National Health Information Center - <http://www.health.gov/nhic>

FAO - <http://www.fao.org>

NIH - <http://www.nih.gov>

USDA Center for Nutrition Policy and Promotion - <http://www.usda.gov/cnpp>

WHO - <http://www.who.org>

USDA Food Safety and Inspection Service - <http://www.fsis.usda.gov>

What we eat in America -  
<http://www.barc.usda.gov/bhnrc/foodsurvey/home.htm>

Managed Care Information Center - <http://www.themcic.com/>

National Center for Complementary and Alternative Medicine -  
<http://www.nccam.nih.gov/>

Office of Dietary Supplements - <http://dietary-supplements.info.nih.gov/>

### **Other Mandatory References:**

Torres, L. (2002) Estrategias de investigación para la inclusión. Facultad de Educación [www.uprrp.edu/registrador/suplemento\\_5.pdf](http://www.uprrp.edu/registrador/suplemento_5.pdf)

Torres, L. (2002). Asistencia Tecnológica derecho de todos. Facultad de Educación [www.uprrp.edu/registrador/suplemento\\_5.pdf](http://www.uprrp.edu/registrador/suplemento_5.pdf)

[Reviewed in: March, 2018](#)

[Classroom assigned – 105](#)

[Classrooms 205, 207, 209 and my office 208B and 206 \(substitute\)– this is the second semester that are close down – sick and contaminated building with fiberglass in the ac system.](#)



