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Robert Stempel College of Public Health and Social Work
FLORIDA INTERNATIONAL UNIVERSITY

Department of Dietetics and Nutrition

HUN 3191 World Nutrition

Fall 2017 UPDATED

Dr. M. Magnus magnus@fiu.edu, Academic Health Center 5

Office Hours:

Prerequisite: Principles of Nutrition HUN 2201

--Recommended: Cultural Food Practices. Cynthia M. Goody and Lorena Drag. Diabetes Care and Education Dietetic Practice Group of the American Dietetic Association. 2011

--Required Textbook: Dr. Magnus' World Nutrition Workbook from: ecampus.ut.edu

To resolve questions with Blackboard, call 305 348 2814

To get your 14 digit pass code on the back of your FIU ID, take your FIU ID to the 2nd year "Reserve Desk" so that they can activate your ID.

Course goals: By the end of this course, students will gain Global Perspective by recognizing their own perspective and the diversity of other perspectives in food values, habits, food beliefs, and food policy.

Students will be able to:

Compare and contrast food ways—food-related beliefs, food myths, food preparation methods, and eating behaviors in different cultures

Compare and contrast food policy (food labeling and Dietary Guidelines) in different countries

Assemble a multi-perspective analysis for improving the short-term and long-term effectiveness of food assistance programs

Global Awareness by increasing students' knowledge of local, global, international and intercultural issues in nutrition problems, policy, and programs.

The student will be able to:

Increase their awareness and acceptance of cultural differences, cultural values (punctuality, personal responsibility for health, favorite foods), and be willing to adjust their own response to cultural differences.

Describe the tenets with which food beliefs, values, and food myths are held for themselves, and for others.

Discuss how eating habits vary according to culture and country

Describe the principles of culturally competent dietary assessment and nutrient analysis

Identify and overcome the challenges of individual and group cross-cultural nutrition services—conducting needs assessments, marketing, designing, implementing and evaluating nutrition services in cross-cultural settings.

Improve their level of cross-cultural competence by identifying their own professional strengths and areas of improvement.

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Global Engagement by demonstrating their willingness to address local, global, international and intercultural issues by adopting cross-cultural skills in the delivery of nutrition services.

At the end of this course, students will be able to:

- Become successful learners of cross-cultural nutrition competence.
- Accept shared responsibility for addressing local, global, international and intercultural issues, and for taking action in their own personal and professional lives.
- Identify the benefits and costs of increasing cross-cultural competence in nutrition.

KNOWLEDGE & SKILLS	METHOD OF EVALUATION
Research methodology & scientific method [KRD 1.1]	Workbook Activity: Linking nutrient underconsumption and overconsumption with specific diseases; Linking nutrition programs and their outcomes
Health promotion & disease prevention [KRD 2.1, 2.3, 3.1, 3.2]	Assessment of comparative risk of diet-related diseases among Whites and a specific non-White target population
Clinical and Customer Service [KRD 3.1, 3.2, 3.3]	Development of a nutrition proposal for a session nutrition program for decision makers of a targeted ethnic group

Course Requirements:

	<u>Points</u>	<u>Due</u>
First exam	90	Wed 25 Oct
Presentation	50	Assigned date
Attendance	30	
Final exam	120	Mon 4 Dec

Week of

TOPIC

ASSIGNED READING

21 Aug	XC Cross-Cultural (XC) Nutrition Checklist	
28 Aug	Health and Nutrition Disparities	
Sep 18	The Continuum of XC Competence in Health Care and Nutrition	
Sep 25	Cross-Cultural Nutrition Competence	
Sep 25	Comparative Dietary Guidelines	*Comparison of Food Guides
Oct 2	XC Needs Assessment	
Oct 9	XC Dietary Assessment and Nutrient Analysis	
Oct 16	XC Lesson Planning	
Oct 23	Adapting Nutrition Education Materials	
Nov 6	Overcoming Barriers to XC Nutrition	
Nov 13	Hispanic Americans, African Americans, Asian Americans	
M 20 Nov	Presentations	

*Reading to be downloaded from: ecampus.fiu.edu

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--Makeup exams are not available.

--Official notification (eg. physician note) is needed to be excused from an exam.

If you are excused from an exam, you score zero on the exam.

Without official notification to be excused from an exam, students score zero for that exam.

--During exams, the following items are not allowed to be worn or used: caps, hoodies, water bottles, all electronic items—cell phones etc.

--Students who arrive late for exams will be allowed to take the exam for the stated time frame of the exam. On exam days, plan to come early. Exams cannot be rescheduled because of travel delays.

GRADING OPTIONS

A	92-100
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the rights of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Misconduct includes: Cheating – The unauthorized use of books, notes, and electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, and recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

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Cross-Cultural Nutrition Team Presentation

It's the year 2025, and you and your team have started your own nutrition consulting practice. Using the name of the ethnic group which you have been assigned, identify an actual group (church, Chamber of Commerce) for which you will develop a nutrition proposal for a 6-session nutrition program for adults.

You will need to conduct research to answer the needs assessment questions for this group and visit their ethnic grocery store. The purpose of your 20-minute presentation is to persuade decision-makers to fund your nutrition proposal this year versus next year.

At the beginning of your presentation, you will distribute 40 of the following:

1. The 1-page handout on Ethnic Foodways will be distributed for a 1-minute silent review. Having read about the ethnic food ways of the group, HUN 3191 students will immediately assume the role of decision-makers of that ethnic group.
At the upper right of the Ethnic Foodways, list the names of each team member alphabetically as follows: Perez, M, Poulos, A...
2. Please refer to us as "You" will learn how to compare food labels (instead of "they")

2. Bring 40 low-cost memory joggers which offer recommendations of preferred foods, preparation methods or portion sizes.

3. Taste testing samples of a modified heart-healthy ethnic food with gloves and napkins. Additionally, please contact a food company and request samples or coupons. Learners love giveaways.

Components of the Presentation:

--A Ethnic Foodways Handout: A single-spaced, 1-page description in note form (no sentences, no verbs):
Food preparation methods: Jerk—grilled meat with spices: cinnamon, garlic, onion, hot peppers.

Ethnic Foodways include:

- major sources of CHO, PRO, fat
- typical meals, hot and cold beverages
- foods never eaten
- foods eaten with every meal every day
- holiday foods
- snack foods
- food-related superstitions (medicinal uses of food)
- daily meal pattern
- meal
- who cooks? who eats first?
- religious prohibitions or endorsements
- potentially harmful infant feeding practices
- use of spices
- food preparation methods.

--An introduction of your group members at the beginning of the presentation. To improve your chances of your proposal this year, feel free to fast forward to 5 years from now and describe imaginary educational credentials and experience with that particular ethnic group.

--Olfactory, auditory (music), and cultural symbols (flag colors, traditional greeting) which demonstrate cultural sensitivity.

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--One slide of a visual testimonial of a person of that ethnicity, describing how their pre-post health outcomes (blood pressure, blood cholesterol, hemoglobin A1c (blood sugar levels over the last 90 days), body weight, blood vessel structure, etc) over a 3-year period. Potential sites for visual testimonials: <http://nutritionstudies.org/t/success-stories/>
<http://www.dresselstyn.com/site/success-stories/>
<http://www.mindbodygreen.com/0-17625/before-after-plant-based-diet-success-stories.html>

--A relevant food-related proverb to demonstrate your sensitivity to the culture.

--A personal story of how each team member solved a nutrition problem. (“I never thought the day would come that I would drink soy milk but when I tried it with cocoa powder and Stevia, it tasted great!”)

--One statement by each team member which neutralizes the effect of your apparent youthfulness and inexperience. (“When I used to work as a volunteer at Baptist Hospital...”)

--A description of six 30-minute culturally sensitive, interactive, fun and effective learning activities (eg Nutrition Bingo). Create 2 SMART objectives for each session and provide them as take-aways of the session. (Learners will be able to list 3 high-fiber options for BLDS)

--A 2-minute sample of a 30-minute interactive learning activity (Nutrition Bingo).

--An overview of 7 traditional ethnic superfoods, the nutrients and associated diet-sensitive condition using the following format:

Superfood Callallo (green leafy vegetable)

Nutritional Benefits	Health Benefits
Rich in...	Disease Prevention
Vitamin A	Decrease cancer risk
Potassium	Decrease blood pressure

--Practical topics which use the culture’s phrases and alliteration—repeated syllables eg:
Bolt to Breakfasts to Beat Diabetes (Usain Bolt is a Jamaican Olympic athletes)
Loving Lunches for your Ital Heart, (Ital is a heart-healthy low-sodium, whole foods Jamaican cuisine)
How to Survive a Jamaican Snack Attack

--An overview that each of the six 1-hour sessions will include a 12-minute PowerPoint presentation on the topic, practical recommendations on overcoming barriers to eating right (the advantages of the 50% Rule, the importance of making small dietary changes (from white rice to brown rice), and a 30-minute interactive learning activity (nutrition jeopardy).

--An overview of nutritional strengths of the cuisine. Visit a typical ethnic grocery store that your ethnic group would frequent. The purpose of your visit is: to identify the nutritional strengths of the cuisine and incorporate them into your presentation. Nutritional strengths include: 1) ethnic superfoods and beverages, their nutrient strengths, and the associated preventable diet-sensitive conditions, 2) nutritious food preparation method (jerk), and recommended condiments (pepper sauce). During your presentation, describe one discovery from your ethnic grocery store visit. Identify one red light ethnic prepared dish, modify it, and use the table format below to show the nutrient comparison of the original and modified food:

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Nutrient Content (1 cup)	Traditional Stew Peas	Heart-Healthy Stew Peas
	Kidney beans, smoked pigs' tail, white flour boiled dumpling	Kidney beans, smoked turkey leg, yellow yam, carrot coins, ground flaxseed
Fiber (g)	9	14
Protein (g)	12	18
Fat (g)	8	3
Vitamin A (RE)	10	500
Cholesterol (mg)	100	50

This format is easy to read because the units of measurement are stated once. Please provide the recipe of the modified ethnic food.

--A summary of your presentation: "The three most important reasons why you should benefit from funding this proposal this year are..."

--References using the APA reference style.

Use the following 50-point Rubric to ensure that you have met the requirements of the presentation:

- 5 points 1-page Ethnic Foodways
- 2 memory jogger
- 3 comparative quantitative health risks and consequences (diseased organs)
- 1 ethnic music
- 4 introductions (credibility, testimonials, statements which neutralize your youthfulness)
- 5 taste testing, traditional and modified comparative nutrient data and recipe
- 1 use of flag
- 2 use of ethnic proverb, personal success stories, phrases from that culture
- 7 6 fun, effective 30-minute interactive learning activities, SMART objectives.
- 8 ethnic superfoods, their nutrients, associated diseases; ethnic grocery store discovery
- 3 overcoming barriers to dietary change
- 5 2-minute teasers of a learning experience
- 3 summary of why they should fund your proposal, references
- 1 2 files sent to magnus@fiu.edu by 5pm on the day of your presentation.

Apply the Cross-Cultural Nutrition Checklist to your proposal to maximize your grade.

Practice your team presentation at least three times, without reading from the PowerPoint slides.

When we read silently, we read six times faster than we read aloud. So when the presenter reads aloud from a PowerPoint slide and gets to the line 1, the learners are on line 6. Reading your PowerPoint slides is a sign of poor preparation.

Instead, create index cards; highlight and memorize 3-5 keywords on each card. Reading verbatim from PPT slides or index cards is a sign of poor preparation.

Speak ad lib and refer to the card occasionally.

When you practice, each team member should share 3 strengths and 3 weaknesses of each presenter.

All group members will receive the same grade.

Grades will be shared at the next class.

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By 5pm on the day of your presentation, use the following format to name the 2 files:

EthnicgroupFoodways (KoreanFoodways)

EthnicgroupPowerPoint (KoreanPPT)

Please include the names of each group member in the email.

No Google Docs files please.

Start early. Most projects take 50% longer than anticipated!

Managing Your Group

All group members will receive the same grade.

If you encounter underperformance of a group member, please send the person an email which quantitatively describes the number of meetings missed, the number of non-responses, email messages, and copy me. This will serve as the person's only documented opportunity for the person to improve their performance.

If the person's performance does not improve, at the end of the semester, this email provides evidence that the person was notified of the need to improve their contribution to the group. If the person does not receive this quantitative email, they cannot be expected to improve their behavior.

At the end of the semester, all group members will receive the same grade. The grade of the group's under-performers will be determined by the other group members' response to my question:

"What percentage of the assigned work did the person contribute?"

The mean of all other group members will be used to calculate the grade of a group member who is under-performing.

It is always good strategy to assign early due dates so that if a group member submits sub-standard work, there will be sufficient time to improve on the work. The goal is to get better at managing your group every semester.

HOW TO MODIFY A RECIPE

If your recipe calls for this ingredient:	Substitute this ingredient for a heart-healthy alternative:
Bacon	Canadian bacon, turkey bacon, smoked turkey or lean prosciutto (Italian ham)
Bread, white	Whole-grain bread
Bread crumbs, dry	Rollled oats or crushed bran cereal
Butter, margarine, shortening or oil in baked goods	Applesauce or prune puree for half of the called-for butter, shortening or oil; butter spreads or shortenings specially formulated for baking that don't have trans fats Note: To avoid dense, soggy or flat baked goods, don't substitute oil for butter or shortening. Also don't substitute diet, whipped or tub-style margarine for regular margarine.
Butter, margarine, shortening or oil to prevent sticking	Cooking spray or nonstick pans
Cream	Fat-free half-and-half, evaporated skim milk
Cream cheese, full fat	Fat-free or low-fat cream cheese, Neufchatel, or low-fat cottage cheese pureed until smooth

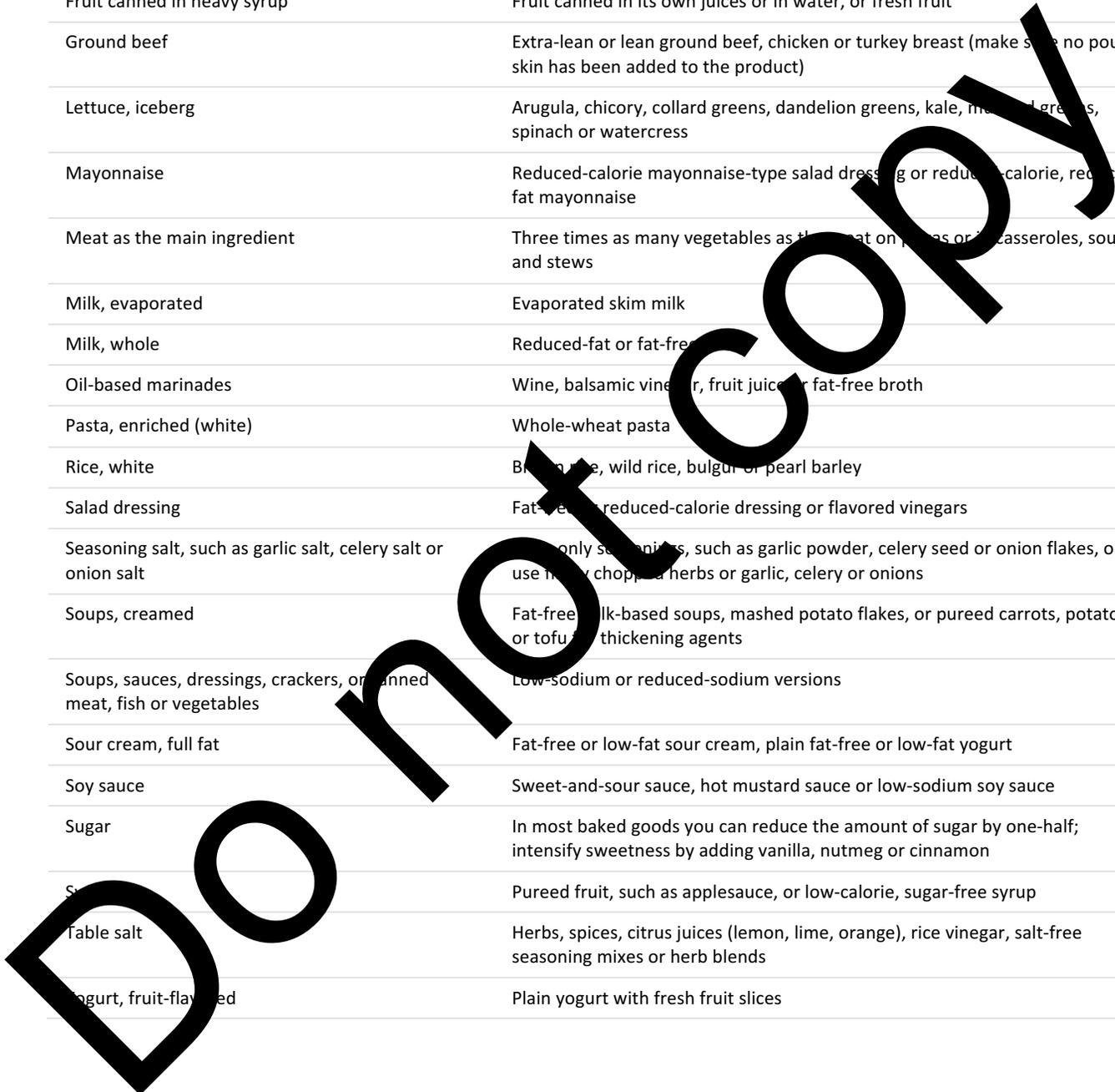
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Eggs	Two egg whites or 1/4 cup egg substitute for each whole egg
Flour, all-purpose (plain)	Whole-wheat flour for half of the called-for all-purpose flour in baked goods Note: Whole-wheat pastry flour is less dense and works well in softer products like cakes and muffins.
Fruit canned in heavy syrup	Fruit canned in its own juices or in water, or fresh fruit
Ground beef	Extra-lean or lean ground beef, chicken or turkey breast (make sure no poultry skin has been added to the product)
Lettuce, iceberg	Arugula, chicory, collard greens, dandelion greens, kale, mustard greens, spinach or watercress
Mayonnaise	Reduced-calorie mayonnaise-type salad dressing or reduced-calorie reduced-fat mayonnaise
Meat as the main ingredient	Three times as many vegetables as the meat on pizza or in casseroles, soups and stews
Milk, evaporated	Evaporated skim milk
Milk, whole	Reduced-fat or fat-free milk
Oil-based marinades	Wine, balsamic vinegar, fruit juice or fat-free broth
Pasta, enriched (white)	Whole-wheat pasta
Rice, white	Brown rice, wild rice, bulgur or pearled barley
Salad dressing	Fat-free or reduced-calorie dressing or flavored vinegars
Seasoning salt, such as garlic salt, celery salt or onion salt	Herb-only seasonings, such as garlic powder, celery seed or onion flakes, or using finely chopped herbs of garlic, celery or onions
Soups, creamed	Fat-free milk-based soups, mashed potato flakes, or pureed carrots, potatoes or tofu for thickening agents
Soups, sauces, dressings, crackers, or canned meat, fish or vegetables	Low-sodium or reduced-sodium versions
Sour cream, full fat	Fat-free or low-fat sour cream, plain fat-free or low-fat yogurt
Soy sauce	Sweet-and-sour sauce, hot mustard sauce or low-sodium soy sauce
Sugar	In most baked goods you can reduce the amount of sugar by one-half; intensify sweetness by adding vanilla, nutmeg or cinnamon
Syrup	Pureed fruit, such as applesauce, or low-calorie, sugar-free syrup
Table salt	Herbs, spices, citrus juices (lemon, lime, orange), rice vinegar, salt-free seasoning mixes or herb blends
Yogurt, fruit-flavored	Plain yogurt with fresh fruit slices
Bacon	Canadian bacon, turkey bacon, smoked turkey or lean prosciutto (Italian ham)
Bread, white	Whole-grain bread
Bread crumbs, dry	Rolled oats or crushed bran cereal
Butter, margarine, shortening or oil in baked goods	Applesauce or prune puree for half of the called-for butter, shortening or oil; butter spreads or shortenings specially formulated for baking that don't have trans fats Note: To avoid dense, soggy or flat baked goods, don't substitute oil for butter or shortening. Also don't substitute diet, whipped or tub-style margarine for regular margarine.
Butter, margarine, shortening or oil to prevent sticking	Cooking spray or nonstick pans

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Cream	Fat-free half-and-half, evaporated skim milk
Cream cheese, full fat	Fat-free or low-fat cream cheese, Neufchatel, or low-fat cottage cheese pureed until smooth
Eggs	Two egg whites or 1/4 cup egg substitute for each whole egg
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Fruit canned in heavy syrup	Fruit canned in its own juices or in water, or fresh fruit
Ground beef	Extra-lean or lean ground beef, chicken or turkey breast (make sure no poultry skin has been added to the product)
Lettuce, iceberg	Arugula, chicory, collard greens, dandelion greens, kale, mesclun greens, spinach or watercress
Mayonnaise	Reduced-calorie mayonnaise-type salad dressing or reduced-calorie, reduced-fat mayonnaise
Meat as the main ingredient	Three times as many vegetables as the meat on pizzas or casseroles, soups and stews
Milk, evaporated	Evaporated skim milk
Milk, whole	Reduced-fat or fat-free
Oil-based marinades	Wine, balsamic vinegar, fruit juice or fat-free broth
Pasta, enriched (white)	Whole-wheat pasta
Rice, white	Brown rice, wild rice, bulgur or pearl barley
Salad dressing	Fat-free or reduced-calorie dressing or flavored vinegars
Seasoning salt, such as garlic salt, celery salt or onion salt	Use only seasonings, such as garlic powder, celery seed or onion flakes, or use finely chopped herbs or garlic, celery or onions
Soups, creamed	Fat-free milk-based soups, mashed potato flakes, or pureed carrots, potatoes or tofu as thickening agents
Soups, sauces, dressings, crackers, or canned meat, fish or vegetables	Low-sodium or reduced-sodium versions
Sour cream, full fat	Fat-free or low-fat sour cream, plain fat-free or low-fat yogurt
Soy sauce	Sweet-and-sour sauce, hot mustard sauce or low-sodium soy sauce
Sugar	In most baked goods you can reduce the amount of sugar by one-half; intensify sweetness by adding vanilla, nutmeg or cinnamon
Syrup	Pureed fruit, such as applesauce, or low-calorie, sugar-free syrup
Table salt	Herbs, spices, citrus juices (lemon, lime, orange), rice vinegar, salt-free seasoning mixes or herb blends
Yogurt, fruit-flavored	Plain yogurt with fresh fruit slices



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Cross-Cultural Nutrition Coaching Session—Individual and Group Report

The purpose of this assignment is for you to:

1. Experience and critique a nutrition coaching session as a client who is culturally different to the nutrition coach.
2. Collectively improve the cultural sensitivity of a nutrition session.

INDIVIDUAL REPORT

For the purposes of this assignment, you are a non-White American student or one of your parents is non-White. Identify your three favorite ethnic red light food (guava pastelito, chicharones, fried yuca). If you don't have favorite ethnic red light foods, ask your non-White group members to share some of their favorite ethnic comfort foods. During the session, if you are asked, describe two ethnic red light foods which you enjoy.

During the first week of the semester, call 305-348-2401 to schedule an appointment for nutrition consultation. The longer you wait, the lower the likelihood that all your group members will meet the due date. All 44 of your classmates will also be scheduling at this time and will be required to complete and submit a 3-day food record prior to the Nutrition Coaching session.

Before the session:

1. Assess your real age at www.realage.com to identify an area for possible dietary changes. If you get good news from realage.com (that you are younger than your real age) and there are no recommendations dietary changes, identify the most common diet-sensitive condition which runs in your family. For the purposes of the Nutrition Coaching session, that condition will be your priority. Review the Checklist prior to the session, and complete the assignment while the information is fresh.
2. Review the Cross-Cultural Nutrition Checklist and your Workbook.
3. Complete and submit the 3-day food record according to the instructions for the session.

As soon as you leave the session, check off the items in the Checklist and write in the score for your session.

For each group, merge on to a page, the completed Checklist and the numbered answers (not the questions) to the following questions:

1. List your three favorite ethnic red light foods:
2. How useful was the session—VERY USEFUL/USEFUL/NOT THAT USEFUL?
3. List 3 specific things that you would do differently if you were the nutrition coach (eg. recommend ethnic superfoods)?
 - A.
 - B.
 - C.
4. What was the best and worst part of the process?
5. Would you recommend this coach to family member? Explain your rationale.

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GROUP REPORT—IMPROVEMENT OPPORTUNITIES

Compare the Individual Reports of your group members and identify the Report which had the lowest score.

Using the Checklist, list 10 specific behaviors that could have been used to improve the score. Each recommendation should not exceed one typed line.

Each group member will receive the same grade therefore each group member needs to review the improvement opportunities. To fail to review the assignment is to mistakenly assume that your group members are correct.

Hand in the STAPLED Improvement Opportunities Report on top, followed by the Individual Report from the group member with the lowest score, then the Individual Reports of additional group members. Unstapled pages will not be accepted.

Physically write (not type) the names of all group members on the top right corner in this format: Perez, Maria.

Present names of group members in alphabetical order.

Recommended Format

Group Report--Improvement Opportunities

Lowest Checklist Score= ___/25

The Nutrition Coach could have:

- 1. shown me visuals on how to have smaller portions of my favorite red-light ethnic foods*
- 2.*

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