NEW YORK UNIVERSITY
ACCRA CAMPUS

INTERNATIONAL NUTRITION
Lecturer: Prof. Matilda Steiner-Asiedu, PhD, MPH
Cell: 0541260704

GLOBAL NUTRITION: THE AFRICAN PERSPECTIVE

Course Description:
The course is designed to enhance students’ awareness of the multifaceted nature of nutrition problems across the globe and the need for holistic approaches to methods to address them including research. The course will review the UNICEF malnutrition structure within the context of livelihood frameworks to demonstrate the linkages between health, nutrition and agriculture. Food security issues and impacts on nutrition and developmental issues will be discussed. The course will also discuss the trends of globalization and the nutritional implications. The fact that the intensity and effects of globalization are experienced differently across different nations, social classes, cultures, and genders will be stressed. The course will further review key concepts and debates regarding nutrition transition, infant and young child feeding, women, aging and health.

FIELD VISITS
Field visits will be part of the course so that students will see and understand real challenges of nutrition within a developing country’s perspective. Four field trips will be organized to complement class lectures.
  o A visit to rehabilitation centers to experience and understand the features of childhood under-nutrition and its management.
  o A visit to deprived communities to access the nutrition situation, using rapid appraisal techniques as an essential component of the application of extension methods in solving nutritional problems.
  o Market surveys will be an integral part of the course to help understand the impact of market systems on globalization and food security; food handling and sanitation on nutrition.
  o Visit to an elderly home for interaction and learning about the challenges they face. This will influence the thought process of students for planning programs and effect policies.

Course Objectives: By the end of the course, students would be able to:
  o Outline the nature and scope of nutrition challenges in both developed and developing countries.
  o Recognize the inter-relationship between culture, social, economic, environmental, behavioral and life stage on nutrition and health.
  o Understand the food path and value addition on food and nutrition.
security.
- Transfer of nutritional innovations to answer new challenges.
- Identify governmental, non-governmental and international organizations as stakeholders in program planning and execution.
- Explain nutrition situation of women and their role in improving nutrition in families and households.
- Describe strategies to alleviate malnutrition among the vulnerable groups.
- Understand the relationship between nutrition transition, globalization of food systems and health.
- Explain the aging process and the role of nutrition.
- Elucidate the relationship between nutrition, environment and health.

Course Requirements and Grading

Attendance and class participation (15%): Attendance, preparation and class participation are required. Students should be prepared to discuss topics in the readings and to answer and ask questions. They should also expect to relate what they learn in class to everyday life experiences, i.e. to discuss how the readings are related to field and personal experiences.

Written Assignments

Issue/Thought Papers (15% of your grade)
Each student is expected to write a two-three page (typed, double spaced) thought paper (summary and critique) on ideas stimulated by assigned readings for a particular week. Discussion or argument should be very precise. Note that the best papers will be those that integrate ideas from the new readings and previous readings or discuss the relationship between the new readings and previous readings, lectures, and personal experiences. Presentation should include comments about how the article could be improved and what the student basically likes about it. The following format should be used in writing this paper:

- Summarize the main argument(s)
- Focus on one or two arguments in your paper
- Indicate why you selected that particular argument
- Do a critique on the paper (e.g. what is good about it and why? What is weak about it and why? What else would you have liked to see in the paper?)
- Discuss how the paper compares with previous readings, lectures and personal experiences.

Midterm Test (30% of your grade)
There will be one class test, which will make up 30% of your grade. The format will be announced in class but will be mainly short answers.

Response paper based on field work (10% of your grade)
A two to three-page paper on your community experience and what you learned will be expected of you. Your paper should describe how your experience relates to health, nutrition and what you have learned in class. Excellent papers would be those that
integrate public health principles and theory and fieldwork. Papers will be presented verbally in class.

**Final Term paper (30% of your grade; 8 - 10 pages)**
Each student is to select a topic on global nutrition challenges to be approved. It may take the form of a case study or situation analysis or an evaluation of a nutrition program.

**Outline of the paper:**

1. State the problem (e.g. who is affected and how are they affected, why is it a problem, etc)

2. What are the possible causes of the problem? (Not just at the individual level but also social and community responsibility).

3. Review the literature on the chosen problem, with emphasis on what is being done to address it.

4. What innovative solutions/interventions do you have for the problem considering the ecological nature of the problem? (In other words, plan an intervention for the problem). Emphasize prevention and empowerment-oriented efforts in your intervention.

5. How would you evaluate the intervention?

**Important Notice:**

**Citations:** When you use another person's work in your papers, it is important to give credit to the source. If you paraphrase the work or refer to its conceptual framework or conclusions, use a parenthetical citation. If you use actual words from the work, enclose them in quotation marks, and include a page number in your citation. Proper use and acknowledgement of others' work makes your own work more scholarly, and in this class, is a component of the grade you get on your papers. However, use of another's work without proper citation is the academic sin of plagiarism, and can incur penalties.

**Grading Papers**
Papers will be graded on the basis of the following:

1. thoroughness and quality of response to specific requirements of project
2. integration of appropriate readings and public health terminologies from the course into discussions
3. clarity, organization, and style
4. use of good grammar and language
## COURSE OUTLINE (citations without page #s the entire book is good ref.)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>COURSE DESCRIPTION</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
<td>Section</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 9    | Women and Health | - Maternal health before, during and after delivery  
- Nutritional status of women and pregnancy outcomes- case reports  
**FIELD VISIT:** Market surveys |
| 10   | Infant and Young Child Feeding | - Breastfeeding trends and implications  
  *under and over weight*  
- HIV and Breastfeeding  
- Complementary feeding and trends  
**FIELD VISIT:** Visit to an elderly home |
| 11-12 | International and Local Agencies Promoting Nutrition and Health | - Overview of their roles and focus: GHANA MINISTRY OF HEALTH, UNICEF, WFP, WIC, PLAN GHANA, CARE, WIAD, HELPAGE GHANA, SCHOOL FEEDINGS PROGRAMS etc.  
- Students to report on an agency of their choice and submit a 5 page succinct paper  
**FIELD VISIT:** Visit to an elderly home |
| 13   | Aging, Nutrition and Health | - Determinants of ageing  
- Understanding ageing and its effect on lifestyle  
**FIELD VISIT:** Visit to an elderly home |
| 14   | Nutritional challenges and coping strategies | - Support services  
- Policies in place to promote good nutrition  
- Practical solutions to nutrition problems |

**References:**
- Amoah AG. Public Health Nutr. 2003, 751-7
- Amoah AG. Ethn Dis. 2003, 97-101
  . p572-609
- Sizer, F. and Whitney, E. (2008), p509-520
  . p623-639
- Latham, M.C., (1997)  
- Ministry of Health Imagine Ghana Free of malnutrition (2005)  
INSTRUCTIONAL METHODS:
Teaching will include lectures, question-answer sessions, group discussions, and problem solving and presentations. Students are expected to have read assigned reading prior to class to facilitate teaching and learning.

READINGS:
There is no formal text book for this course. Students will be given handouts and websites to access for further information.

REFERENCES


