

## 2019-9-NFS301 Nutrition Literacy: Sorting Science From Snake Oil

**Course Description:** The course will help students learn to recognize the strengths and limitations of various nutrition research methods, find reliable nutrition information on the Internet and develop systematic thinking skills to critically evaluate the quality of nutrition information in both the scientific literature and popular media. *Prerequisite:* NFS284H1

### Learning Objectives:

By the end of this course students will be able to:

- recognize the strengths and limitations of various nutrition research methods
- find reliable nutrition information on the Internet
- critically evaluate the quality of nutrition information in both the scientific literature and popular media

### Instructors:

**Debbie Gurfinkel**

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Office: MS 5267 Medical Sciences Building, 1 King's College Circle

Office Hours: Fri 1-5 pm Sept 6-Dec 13, 2019 inclusive, except Sept 20, when I will be unavailable from 2-3 pm. Other exceptions should they arise will be posted on Quercus. If you cannot make Friday hours, please e-mail for an appointment at another time.

**John Sievenpiper**

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Office: MS 5334A Medical Sciences Building, 1 King's College Circle

Office Hours: Friday 3-4pm except Oct 18, Nov 8, or Nov 15

### Course time, location, website, and notifications:

Lecture: Friday 9-12 MS 2172

Course website: available on Quercus

**Notifications:** Announcements are posted on the course website and it is the student's responsibility to read these regularly and to regularly check the course website for new content, upcoming due dates, and the release of grades. It is strongly recommended that students **leave their Quercus notifications on**, to be automatically advised of important course information.

**Textbook:** There is no required textbook for this course.

### Course Schedule:

Week	Date	Topic	Before next class
1	Sept 6 <b>Dr. G</b>	Review of Syllabus; Nutrition Research: PICOS & Quality Appraisal Tools Introduction to Observational studies; Nutrition in the Media: How things go wrong <b>Practice Group Work (not for credit)</b>	Complete <b>pre-class quiz</b> for <i>Cespedes et al 2016</i> on due <b>Sept 12 at 9 AM</b> . See Reading List Below for link to paper

2	Sept 13 <b>Dr. G</b>	Observational Study 1: <i>Cespedes et al 2016</i> Quality Appraisal Tool for Observational Studies Confounding, Effect Modification, Mediation <b>Group Work 1</b> <i>Discussion of Concept Assignment</i>	Complete <b>pre-class quiz</b> for <i>Hruby et al 2017</i> : due online <b>Sept 19 at 9 AM</b> See Reading List Below for link to paper
3	Sept 20 <b>Dr G</b>	Observational Studies 2: <i>Hruby et al 2017</i> Nutrition in the Media: Fact Checking Nutrition in the Media: Headlines and Clickbait <b>Group Work 2</b>	
4	Sept 27 <b>Dr G</b>	Systematic Review of Observational Studies Quality Appraisal Tool for Systematic Reviews How to search PubMed <i>Discussion of Searching PubMed Quiz</i> <b>Group Work 3</b>	Complete <b>pre-class quiz</b> for <i>Mirrahimi et al 2012</i> : due online <b>Oct 3 at 9 AM</b> See Reading List Below for link to paper
5	Oct 4 <b>Dr G</b>	Systematic Review of Observational Studies: <i>Mirrahimi et al 2012</i> Nutrition in the Media: Health-related Websites Quality appraisal tool for health-related websites <b>PubMed Quiz Due</b> <b>Group Work 4</b>	
6	Oct 11 <b>Dr S</b>	Introduction to RCTs: Nutrition in the Media: How Nutrition Studies are reported. Quality Appraisal Tool for Media Articles <b>Concept Assignment Due</b> <i>Discussion of Media Article Assignment</i> <b>Group Work 5</b>	
7	Oct 18 <b>Dr G</b>	TERM TEST 1-Open book: On course content from Sept 7 to Oct 5 inclusive	Complete <b>pre-class quiz</b> for <i>Jenkins et al 2011</i> due online <b>Oct 24 at 9 AM</b> See Reading List Below for link to paper
8	Oct 25 <b>Dr S</b>	Randomized Controlled Trial: Discussion of <i>Jenkins et al 2011</i> <b>Group Work 6</b> Nutrition in the Media: University Press Releases	Complete <b>pre-class quiz</b> for <i>Li et al 2012</i> due online <b>Oct 31 at 9 AM</b> See Reading List Below for link to paper
9	Nov 1 <b>Dr S</b> Nov 4-last day to drop	Paper 7: Systematic Review of RCTs: Discussion of <i>Li et al 2012</i> When scientists get it wrong: PREDIMED retraction <b>Group Work 7</b> <b>Media Article Due</b>	
10	Nov 8	NO CLASS – NOVEMBER BREAK	
11	Nov 15	<b>TERM TEST 2</b> – Open Book: On course content from Oct 11, Oct 25, Nov 1	
12	Nov 22 <b>Dr S</b>	Nutrition and the Internet <b>Group Work 8</b>	
13	Nov 29 <b>Dr S</b>	Non-Nutritive Sweeteners: Observational Studies vs RCTs <b>Group Work 9</b>	

Assignment	Due Date	Weight
Group Work	Sept 13, 20, 27, Oct 4,11,25, Nov 1, 22, 29	9 = (9 X 1%)
Pre-class Quizzes	Sept 12, 19, Oct 3, 24, 31, <b>NOTE: QUIZZES ARE DUE Online at 9 AM THURSDAY BEFORE CLASS</b>	10 = (5 X 2%)
Searching PubMed Quiz	Oct 4 online at 9 AM	3
Concept Assignment	Oct 11 online at 9 AM and hard copy	27
Term Test 1- Open book-short answer	Oct 18 during scheduled class	21
Media Article	Nov 1 online at 9 AM and hard copy	15
Term Test 2-Open book-short answer	Nov 15 during scheduled class	15
<b>TOTAL</b>		<b>100</b>

## Reading List:

Pre-class quiz due online at 9 AM	Journal article
Thurs, Sept 12	Cespedes EM, Hu FB, Tinker L, Rosner B, Redline S, Garcia L, Hingle M, Van Horn L, Howard BV, Levitan EB, Li W, Manson JE, Phillips LS, Rhee JJ, Waring ME, Neuhaus ML. 2016. <b>Multiple Healthful Dietary Patterns and Type 2 Diabetes in the Women's Health Initiative.</b> Am J Epidemiol. 183(7):622-33. <a href="https://journals-scholarsportal-info.myaccess.library.utoronto.ca/pdf/00029262/v183i0007/622_mhdpatditwhi.xml">https://journals-scholarsportal-info.myaccess.library.utoronto.ca/pdf/00029262/v183i0007/622_mhdpatditwhi.xml</a>
Thurs, Sept 19	Hruby A, Guasch-Ferré M, Bhupathiraju SN, Manson JE, Willett WC, McKeown NM, Hu FB. 2017. <b>Magnesium Intake, Quality of Carbohydrates, and Risk of Type 2 Diabetes: Results From Three U.S. Cohorts.</b> Diabetes Care. 40(12):1695-1702. <a href="https://care-diabetesjournals-org.myaccess.library.utoronto.ca/content/diacare/40/12/1695.full.pdf">https://care-diabetesjournals-org.myaccess.library.utoronto.ca/content/diacare/40/12/1695.full.pdf</a>
Thurs, Oct 3	Mirrahimi A, de Souza RJ, Chiavaroli L, Sievenpiper JL, Beyene J, Hanley AJ, Augustin LS, Kendall CW, Jenkins DJ. 2012. <b>Associations of glycemic index and load with coronary heart disease events: a systematic review and meta-analysis of prospective cohorts.</b> J Am Heart Assoc. 1(5):e000752. <a href="https://www.ahajournals.org/doi/pdf/10.1161/JAHA.112.000752">https://www.ahajournals.org/doi/pdf/10.1161/JAHA.112.000752</a>
Thurs, Oct 24	Jenkins DJ, Jones PJ, Lamarche B, Kendall CW, Faulkner D, Cermakova L, Giguere I, Ramprasath V, de Souza R, Ireland C, Patel D, Srichaikul K, Abdunour S, Bashyam B, Collier C, Hoshizaki S, Josse RG, Leiter LA, Connelly PW, Frohlich J. 2011. <b>Effect of a dietary portfolio of cholesterol-lowering foods given at 2 levels of intensity of dietary advice on serum lipids in hyperlipidemia: a randomized controlled trial.</b> JAMA. 306(8):831-9. doi:10.1001/jama.2011.1202. <a href="https://jamanetwork-com.myaccess.library.utoronto.ca/journals/jama/fullarticle/1104262">https://jamanetwork-com.myaccess.library.utoronto.ca/journals/jama/fullarticle/1104262</a>
Thurs, Oct 31	Li SS, Blanco Mejia S, Lytvyn L, Stewart SE, Vigiouk E, Ha V, de Souza RJ, Leiter LA, Kendall CWC, Jenkins DJA, Sievenpiper JL. 2017. <b>Effect of Plant Protein on Blood Lipids: A Systematic Review and Meta-Analysis of Randomized Controlled Trials.</b> J Am Heart Assoc. 6(12). pii: e006659. doi:10.1161/JAHA.117.006659. <a href="https://doi-org.myaccess.library.utoronto.ca/10.1161/JAHA.117.006659">https://doi-org.myaccess.library.utoronto.ca/10.1161/JAHA.117.006659</a>

## Important Course Policies:

### Assignment Submissions:

All assignments in this course **require both an online submission and a hard copy**. The hard copy is being requested so that TAs can read your assignments from paper – which is much easier than from a screen. All feedback to students, however, will be provided online, so the hard copy is not returned to students; instead it is shredded shortly after final marks are submitted. **Students should download their marked assignments and associated feedback, from Quercus**, for their personal files so they have complete record of their assignment and its grading.

### Late submission of assignments:

**NO ASSIGNMENT WILL BE ACCEPTED after the due date and time for online submission** except for compelling reasons such as illness, personal distress, family emergency or other unforeseen circumstance. Please contact Dr G by e-mail ([debbie.gurfinkel@utoronto.ca](mailto:debbie.gurfinkel@utoronto.ca)) to request an extension, prior to the due date, if possible. A very brief explanation of why you are requesting an extension is required. This can be a written explanation from you or a medical certificate: <http://www.illnessverification.utoronto.ca/index.php> Verbal explanations can also be provided either in face-to-face discussion or by phone (Dr. G's phone: 416-978-3621). All information is treated as confidential. Students dealing with intense or ongoing personal distress or chronic illness, who may need special and continuing accommodation, are advised to discuss their situation with their college registrar and consider contacting Accessibility Services (See item below for more info on Accessibility Services)

**Please note** that poor time management, having several assignments due at the same time, having to study for term tests, etc are generally NOT compelling reasons for an extension. Extensions, for such reasons, are granted only in rare situations. Students are expected to complete their assignments as best they can, hand them in on time, even if incomplete, and accept that they may not get as high a grade as they would like.

If you feel you have a compelling reason that cannot be easily documented or are uncertain if your reasons are compelling, you should ideally discuss this with Dr G before the assignment due date. If this is not possible then **FIRST** hand-in as much of the assignment as you possibly can on the due date and **THEN** contact Dr G to discuss your situation. All discussions are kept confidential.

**Accessibility Services:** If you are registered with Accessibility Services, extensions are provided in accordance with the terms of your letter of accommodation.

**Assignment re-reads:** If you have concerns about your grading, a re-read can be requested. Instructions on how to submit re-read requests will be provided during the term.

### Turnitin

*"Normally students will be required to submit their assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site."*

All students are expected to either submit to Turnitin, which is voluntary, or provide an alternative. On Quercus, online submissions will automatically be submitted to Turnitin, but you will have to agree to the Turnitin service agreement. If you have issues with Turnitin, please contact Dr G to arrange an alternate submission. Briefly, for those who do not submit to Turnitin, as an alternative you will be expected to meet with Dr Gurfinkel for a short **oral test** during which you will be asked questions about the writing of the assignment and its content. Your assignment grade may be changed based on how well you answer these questions.

Dr. Gurfinkel reviews the Turnitin submissions and will e-mail students if there are any concerns about their writing. Often this is no more than a discussion of how to properly paraphrase and/or cite references, but the deduction of marks may also result. Failure to respond to such an e-mail **will** result in the deduction of assignment marks. If a serious case of plagiarism is suspected, the student's assignment will be forwarded to the Office of Academic Integrity for review and possible sanction.

### **Policy for missed term tests:**

Except for compelling reasons such as those described in the policy regarding late assignments, all students will be given a grade of ZERO if they miss a term test. When compelling reasons are provided, a make-up test will be arranged. **Contact Dr G as soon as possible, but NO LATER than 1 week after the missed test**, so that a make-up test can be arranged in a timely fashion.

### **Lecture material, audio recordings, and intellectual property**

Lecture presentations and course materials are the intellectual property of the instructor. All students enrolled in NFS301 are permitted to use the material for personal study. You may also make audio recordings of the lecture for personal use. Note that if you bring a recording device to the front of the classroom, you do so at your own risk. These devices do get lost or stolen. The distribution, transmission, reproduction or re-posting of the NFS301 course materials, in whole or part, is NOT permitted without the consent of the instructor.

### **Academic Integrity**

Students are expected to conduct themselves with academic integrity. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations:

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>. For more information, also see <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca>.

### **Help with Academic Skills:**

**Academic Success Centre:** The Academic Success Centre provides workshops, peer mentoring, and other resources to help all students improve their academic skills. Check out the available services at:

<http://www.asc.utoronto.ca/>

**English Language Learning:** Provides support to students for whom English is a second language. It also supports native speakers who would like to improve their language skills. Check out available services at:

<http://www.artsci.utoronto.ca/current/advising/ell>

**Writing Centres:** Writing Centres provide assistance with writing assignments for all students. Check out available services at: <http://www.writing.utoronto.ca/writing-centres>

### **Accessibility Needs:**

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at

the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.