

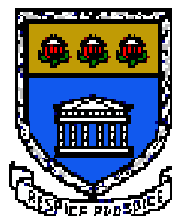


Masters in Public Health

Public Health Nutrition: Policy and Programming

Module Guide

**School of Public Health
University of the Western Cape
South Africa**



Public Health Nutrition: Policy and Programming

UWC Module Registration Number: 851838

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Readings: Readings are listed at the end of the Module Introduction. They were compiled for registered students in one or two Readers. Copyright permission was sought and paid for per reading per student. Readings are not included but their sources are indicated in the Module Guide.

Credit value of module: 20 (200 notional learning hours).

Study Materials for this module: Module Guide, two Readers

Target group: Health and allied health and welfare professionals with a four or more year degree (MPH)

Delivery: This module was offered as a distance learning module with optional contact sessions.

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The Vision of the School of Public Health is to contribute to the optimal health of populations living in a healthy and sustainable environment in developing countries, particularly Africa, with access to an appropriate, high quality, comprehensive and equitable health system, based on a human rights approach.

The Purpose of the School is to contribute to developing policy-makers and implementers who are knowledgeable and skilled in the principles and practice of Public Health, whose practice is based on research, influenced by informed and active communities, and implemented with a commitment to equity social justice and human dignity.

Contact

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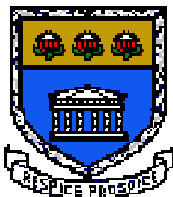
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School of Public Health

University of the Western Cape

Private Bag X17, Bellville, 7535

South Africa



I MODULE INTRODUCTION

1 LETTER OF WELCOME

School of Public Health (SOPH)
University of the Western Cape
Private Bag X17
Bellville
7535
South Africa

Dear colleagues

Welcome to this Postgraduate Diploma module called Public Health Nutrition: Policy and Programming. By the time you reach this module, you will have already covered at least two other modules. Hopefully you will therefore be quite familiar with the process of distance learning.

Nutrition is improving for many people in the world, but for others, not nearly fast enough. At the International Conference on Nutrition in 1992, all governments endorsed the goals of the World Summit for Children of 1990, which called for halving the “1990 underweight prevalence by the year 2000”. Some countries have shown rapid improvement and in many, hunger and malnutrition are being eliminated. Their experiences of the factors that led to improved nutrition and how it was achieved should be closely examined. If appropriate, their strategies should be applied to manage and make programmes more effective in countries where many children are still malnourished.

In many countries, there is no shortage of policies on nutrition and the areas related to it, but very few people are aware of all of them. The most critical issue is that implementing these policies requires training. The challenges are to build capacity at all levels, and to build a network of people who understand and internalise the link between poverty and malnutrition. Such people should be working in synergy, if not working together.

This module is designed to guide you through different countries’ experiences in nutrition programmes and policies. We will try to look critically at the various aspects of programming and the relationship between the success of programmes and related policies. In addition, we will also examine the socio-political and technical factors that contribute

to successful nutrition programmes.

There are two assignments for this module which you will find in section 3.3 of the Module Introduction. Read the assignments carefully and develop a work plan before going too much further. Remember that developing your assignment while you study is a very effective way to study actively. You will find a template for a work plan in section 4 of the Module Introduction.

This module has three units, and two readers. At the end of the module you will find an evaluation sheet. Please don't forget to tell us how you experienced the Module and where it could be improved.

We hope you find the module interesting, academically stimulating and, above all, useful in your work. Enjoy your studies!

Sincerely

Module Convenor

2 INFORMATION ABOUT THIS MODULE

2.1 Module aims and rationale

Although many countries have adequate policies on nutrition, those policies are either not sufficiently well-known, or practitioners are ill-equipped to implement them effectively. Implementing policies often requires training. The challenge is to build capacity at all levels and to build a network of people who understand and internalise the link between poverty and malnutrition. In addition, those in the fields of, for example, health, social welfare and development, need to work together in a more integrated way.

This aim of this module is to guide you through the experience of different countries in implementing nutrition programmes and policies and to encourage you to study them critically looking for lessons and good practices. In addition, you are invited to study the relationship between successful programmes and their guiding policies as well as the socio-political and technical factors that contribute to their success. In this way, it is hoped that you will be equipped to apply your knowledge, understanding and skills and to contribute to the improvement of nutrition policy implementation through integrated programmes in your own site of practice.

2.2 Module outline

This module consists of three Units. These will assist you to critically analyse nutrition policy and to identify, design and evaluate successful nutrition programmes.

Unit 1 provides a general overview of the nutrition situation in the world, as well as an historical overview of nutrition programmes. It concludes by identifying success factors in these programmes. Unit 2 provides a more detailed discussion of selected socio-political factors which contribute to successful nutrition programmes. Unit 3 explores some of the technical factors which contribute to successful nutrition programmes. In addition, both Units 2 and 3 provide an introduction to a range of skills and competences that would be required to implement successful nutrition programmes.

You are required to complete two assignments for this module. You will find them in Section 3.3 of this Module Introduction.

Most of the Study Sessions in each unit are based on core readings which you will find in the Readers, and include tasks to assist you to make sense of, to explore and to look critically at the readings. Where appropriate, feedback on these tasks is provided so that you can check your ideas and evaluate your understanding as you progress.

2.3 Learning outcomes

This module is intended to assist you in further developing skills and knowledge in Public Health Nutrition leading to the following outcomes:

Intended Public Health Nutrition learning outcomes of this Module.

By the end of this module, you are expected to be able to:

- Present an overview of the nutrition situation in the world including factors affecting nutrition and the impact of nutrition on health, disease and development.
- Critically assess the appropriateness of nutrition and related interventions or programmes to address a given nutrition situation.
- Identify key factors contributing to success or failure of interventions or programmes addressing nutrition problems.
- Describe socio-political factors related to the success of interventions or programmes addressing nutrition problems.
- Outline approaches to and impact of community participation in interventions or programmes addressing nutrition problems.
- Design an appropriate nutrition communication strategy for interventions or programmes to address nutrition problems.
- Plan and implement appropriate interventions or programmes to address nutrition problems.
- Monitor and evaluate interventions or programmes to address nutrition problems.

Remember that these outcomes are taught through the sessions and assessed in the assignments.

At the same time, the module provides opportunities to improve a number of your academic learning skills which are integrated into the sessions.

By the end of this module, you are expected to be able to:

Read academic texts. This includes:

- Scanning academic material for specific information.
- Using text structure to guide reading.
- Interpreting text conventions, e.g. quotations, references, bold and italic, inverted commas.
- Analysing and extracting main arguments, supporting reasons or evidence and conclusions.

Read and develop visual texts. This involves:

Reading, interpreting and drawing a variety of diagrams, e.g. flow diagrams, tables, line graphs, pie charts, bar graphs, mind maps, timelines, causative chains or maps of causation.

Demonstrate cognitive (thinking) skills. This includes:

- Classifying and organising ideas e.g. causes, effects, results.
- Comparing and contrasting ideas.
- Synthesising information from different sources and texts.
- Structuring an argument.
- Analysing information and draw conclusions.
- Solving problems i.e. analyse a problem, identify possible solutions, try out solutions, evaluate etc.

Demonstrate conceptual skills. This includes:

Identifying and formulating concepts, theories, assumptions, values, perspectives, approaches, supporting reasons and evidence.

Demonstrate academic writing skills. This includes:

- Summarising texts.
- Making notes.
- Writing coherent explanations, reports and arguments.
- Referencing texts accurately.

Demonstrate learning skills. This includes:

Use a range of general and language learning strategies to learn more effectively e.g. vocabulary strategies, drafting texts.

Use a range of general learning strategies to learn more effectively e.g. discussing with colleagues, reading further, planning study time.

2.4 Module evaluation

At the end of the module, you will find a Module Evaluation Sheet. Please complete it and return it to the School of Public Health with your completed assignment. This feedback will assist us in revising the module, planning future modules and providing students with appropriate support.

3 ASSESSMENT

There is further information about assessment in the *SOPH Programme Handbook*. Please refer to it before submitting your assignment.

3.1 Information about assessment

Non-formal assessment is built into the module through various tasks that encourage you to check your progress, identify your own strengths and to address any areas of weaknesses.

For this module, formal assessment of your work is based on TWO assignments. You will receive communication from the Student Administrator on submission dates at the start of the semester.

A result of 50% is required to pass each assignment.

Only a result between 45-49% will be eligible for reassessment. For this module, all assignments must be typed and submitted by the due date. It is preferred that you submit assignments by e-mail, as this will ensure rapid feedback and an early response to your queries. You can also fax your assignment.

Assignments may be submitted by post, fax or e-mail as follows:

Assignments sent by post should be addressed to:
The Student Administrator
School of Public Health
University of the Western Cape
Private Bag X17
Bellville 7535
South Africa

3.2 Draft assignments

Draft assignments may be sent up to two weeks before the submission date. Allow a week for your lecturer to return comments to the draft. In other words, allow *at least* three weeks before the final due date, for submission and return of draft assignments.

3.3 Assignments for Public Health Nutrition: Policy and Programming

Assignment 1

PROGRAMMATIC RESPONSES TO NUTRITION ISSUES AND PROBLEMS

In this module, we reviewed some of the factors related to programmatic responses to nutrition problems.

ASSIGNMENT INSTRUCTIONS

Use the guidelines for successful nutrition programmes and apply them to a specific nutrition problem in your district.

Assignment: Describe and plan a nutrition programme (in detail) that you could implement in your district to address the nutrition problem you have identified. Ensure that you follow the steps outlined in the module and readers for programme planning and that you include all components of a nutrition programme. Where appropriate, please provide a motivation for selecting specific methods or actions.

Remember that Tontisirin and Winichagoon make the important point that successful programmes always start with an appreciation of the need to take a comprehensive and integrated approach to tackling any health problem, but that this is especially important in malnutrition.

Your assignment should not exceed 10 pages (typed in single spacing) or 4 500 words.

Assignment 2

POLICY ANALYSIS

ASSIGNMENT INSTRUCTION

In this assignment, we would like you to apply the information you have gathered so far to critically analyse any policy which could impact on the nutrition status of children in South Africa or in your district. The specific policy of your choice should be attached as an appendix/addendum.

GUIDELINES FOR THE ASSIGNMENT

Any policy or programme analysis usually starts with a review of the specific problem that a particular policy and/or programme is trying to address.

The next step would be to critically analyse the components of the policy in order to identify the level at which the problem is being addressed, and which particular aspect of the problem is being addressed by this component. In addition, it may allow you to analyse the potential impact of such policy.

Thirdly, one would try to identify possible alternatives or amendments to the policy that might render each of the existing policies or programmes more, or less successful.

This assignment should be in the form of an essay and should not exceed four pages (single spacing) or 2 000 words.

3.4 Assessment Criteria (Assignment 1 and 2)

The following assessment criteria will be used in marking the assignments.

Criterion	Marks (Total: 100 marks)
Answers the question and is relevant to the topic.	30
Provides sound arguments and supporting evidence.	30
Expresses ideas clearly and succinctly, using accurate vocabulary, grammar, punctuation and spelling.	10
Has a concise, clear and interesting introduction.	10
Has a concise and convincing conclusion.	10
Includes references in the text and a reference list at the end.	10

3.5 Assignment Cover Sheet

School of Public Health - University of the Western Cape

An Assignment Cover Sheet needs to be attached to every assignment. Please fill in all details clearly and staple this form to the front of your assignment. Alternatively, please fax it as the first page of your assignment, or develop a cover sheet like this one to e-mail with your assignment.

Full name: _____

Address: _____

Postal code: _____

Student number:

--	--	--	--	--	--	--	--

Module name: *Public Health Nutrition: Policy and Programming*

Module Code: **851838**

Due date: _____ Assignment number: _____

Module Convenor:

If faxed, state the total number of pages sent including this page: _____

Assignment topic as stated in the Module Guide

Student's comments to tutor

Declaration by student

I understand what plagiarism is. This assignment is my own work, and all sources of information have been acknowledged. I have taken care to cite/reference all sources as set out in the *SOPH Academic Handbook*.

Signed by the student: _____

The tutor's comments are on the reverse of this form

.....

Office Use

Date received	Assessment/Grade	Tutor	Recorded & dispatched
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3.6 Developing a Work Plan

The table below presents a week by week work plan timetable for the semester. Identify the period you have to complete *Public Health Nutrition: Policy and Programming*.

You probably also have a second module running concurrently. One way to manage two modules at the same time is to study one module from Monday to Wednesday, and the other from Thursday to Saturday. Educationally this is positive because the two modules should complement each other.

This module is made up of three units, each of which consists of between three and four study sessions. Each session is based upon a number of readings listed at the beginning of the Study Session. A session may take several study periods to complete, e.g. up to 6 hours. You are expected to work consistently and regularly through the sessions, but it is a good strategy to prepare for the assignment while you work through the sessions. Leave the week before hand-in for finalising the assignment.

Remember to include in your plan the time needed to submit a draft of the assignment, if you intend or wish to do so.

You are encouraged to develop your own work plan in terms of your commitments. Guidelines are provided in the *SOPH Academic Handbook*. There are two columns for you to work in: one is for *Public Health Nutrition: Policy and Programming*. The other is for your other module if this applies to you. Your work plan should take both modules and their assignment deadlines into account.

Once you have worked out a plan, put a copy of it in an obvious place, e.g. above your work table, and refer to it daily, adjusting it if you slip behind or race ahead!

WORK PLAN FOR *PUBLIC HEALTH NUTRITION: POLICY AND PROGRAMMING* AND A SECOND MODULE

WEEK	STARTING	YOUR OWN WORK PLAN <i>Public Health Nutrition ...</i>	YOUR OWN WORK PLAN FOR
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			

4 READING LISTS

There are two Readers for this module. The index is in alphabetical order.

Publication Details
Alnwick, D. J. (1987). <i>Nutrition Education and UNICEF</i> . Unpublished Paper. New York: UNICEF: 1-15.
Asthana, S. Primary Health Care and Selective PHC: Community Participation in Health and Development. Phillips, D. & Verhasselt, Y. (Eds.). (1994). <i>Health and Development</i> , London: Routledge: 182-196.
Baum, F. (1998). Communities, Participation and Social Capital. <i>The New Public Health: An Australian Perspective</i> . Melbourne: Oxford University Press. 93-99.
Baum, F. & Kahssay, H. M. (1999). Health Development Structures: An Untapped Resource. Oakley, P. & Kahssay, H. M. <i>Community Involvement in Health Development: a Review of the Concept and Practice</i> . Geneva: WHO. 96-113.
Behrman, J.R. (1992). <i>The Economic Rationale for Investing in Developing Countries</i> . USA: USAID: 1-32.
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Chopra, M. & Sanders, D. (1997). Growth Monitoring - Is It a Task Worth Doing in South Africa? <i>South African Medical Journal</i> , 87(7): 875-878.
Chopra, M. & McCoy, D. (2000). <i>How to Conduct a Nutritional Situational Assessment</i> . Durban: Health Systems Trust: 4-22. (2000). <i>How to Conduct a Nutritional Situational Assessment</i> . Durban: HST. [Online], Available: http://www.hst.org.za/sites/default/files/nutriasses.pdf [Downloaded: 20.7.12].
De Boer, F. <i>The Transition from Nutrition Education to Nutrition Promotion</i> . The International Agricultural Center, The Netherlands. Unpublished Paper: 1-4.
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Favin, M. & Griffiths, M. (1996). <i>Using Communication to Improve Nutrition</i> . World Bank, Washington DC: 1-17.
Feuerstein, M. (1986). Chapter 4 - Designing and Conducting Health Systems Research Projects. <i>Partners in Evaluation: Evaluating Development and Community Programmes with Participants</i> . Vol 1 Module 11; Vol 2 Module 23 & 24. TALC, London: 64-110.
Fisher, A. A., Laing, J. E., Stoeckel, J. E. & Townsend, J. W. (1991). Ch 7 - Study Design. <i>Handbook for Family Planning and Operations Research Design</i> : 30-39.
Gillespie, S., Mason, J. & Martorell, R. (1996). How Nutrition Improves. <i>ACC/SCN State-of-the-Art Series, Nutrition Policy Discussion Paper No 15</i> . UN ACC/SCN: 1-88.
Gillespie, S. & Mason, J. (1991) Some Options for Improving Nutrition in the 1990s. <i>Nutrition Relevant Actions</i> . UN ACC/SCN: 93-116.
Griffiths, M., Dickin, K. & Favin, M. (1996). <i>Promoting the Growth of Children: What Works</i> . The World Bank: 31-62.

Hendratta, L. & Rohde, J. (1988). Ten Pitfalls of Growth Monitoring and Promotion. <i>The Indian Journal of Pediatrics. Supplement</i> , 55(1): S9-S15.
Jennings, J., Gillespie, S., Mason, J., Lotfi, M. & Scialfa, T. (1991). Ch 1 - Targeting and Selection of Beneficiaries. <i>Managing Successful Nutrition Programmes</i> . ACC/SCN State-of-the-Art Series, Nutrition Policy Discussion paper No 8. UN ACC/SCN: 4-8 & 9-20.
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Kavishe, F. P. <i>Nutrition-Relevant Actions in Tanzania</i> . UN ACC/SCN Country Case Study Supported by UNICEF. Tanzania Food and Nutrition Centre: 148-157.
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Levinger, B. (nd). <i>Mini-handbook: How to Design a Monitoring and Evaluation System to Improve the Quality of CRS-Sponsored School Feeding Interventions</i> . No details available: 1-4.
Measham, A. R. & Chatterjee, M. (1999). <i>Wasting Away: The Crisis of Malnutrition in India</i> . Washington: The World Bank: 18-24 & 29-39.
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