

### **Course Information**

Course Title: PRDV 74724 Shake the Sodium

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Available by phone and e-mail to assist students, and will respond to all emails within 24 hours.

### **Course Credit**

One graduate credit

### **Course Description**

An overview of sodium including guidelines and recommendations for children and adolescents. Topics include: role of sodium in the body, current guidelines and actual US intake; the use of sodium in the current food supply; and initiatives to reduce sodium content in the school environment. Course is intended for school nutrition professionals, teachers, administrators, and school nurses.

### **Learning Outcomes**

- Students will be able to explain the role of sodium in the body and in the US food supply.
- Students will be able to describe the current guidelines and recommendations for sodium.
- Students will be able to critically evaluate food products to determine their relative nutritional value.
- Students will be able to implement the Healthy and Hunger-Free Kids Act timeline to reduce sodium in foods in their school.
- Students will be able to implement strategies in their school to improve access to nutritious foods.

### **Massachusetts Comprehensive Health Curriculum Standards**

1. 3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows
2. 3.5 Identify the connection between food served in the home with regional food production
3. 3.7 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups
4. 3.8 List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span
5. 3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food
6. 3.11 Analyze dietary intake and eating patterns
7. 3.14 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups

### **Requirements**

Weekly discussion board participation (1 topic per week = 4 total, 3 posts to receive full credit); weekly homework assignments (1 assignment per week = 4 total).

### **Texts and Materials**

There are no required text books for this course. Weekly readings will be available via the Internet or for download. Online readings and resources include, but are not limited to the following articles below. *The course is updated each time it taught and a complete, an updated required reading list will be available by unit at the start of the course.*

#### **Unit 1/Week 1: Introduction to Sodium**

- Centers for Disease Control and Prevention
  - [Most Americans Should Consume Less Sodium](#),
  - [Reducing Sodium in Children's Diets](#)
  - [Where's the Sodium](#)
- American Heart Association
  - [Get the Scoop on Sodium](#),
  - [7 Salty Sodium Myths Busted](#)
  - [Sodium and Kids](#)
  - [Salty Six for Kids Infographic](#)
- Dietary Guidelines for Americans, 2015-2020
  - [Current Eating Patterns in the US](#)
  - [Recommended Shifts, Reducing Sodium](#)

#### **Unit 2/Week 2: Sodium in the US Food Supply**

- US Food and Drug Administration
  - [Use the Nutrition Facts Label to Reduce Your Intake of Sodium in Your Diet](#)
  - [Lowering Sodium in the US Food Supply](#)
- American Heart Association
  - [Reading Food Labels](#)
  - [Heart Check Food Certification Program](#)
  - [Sodium Infographics](#)
- [Sodium Reduction in Communities](#), Centers for Disease Control and Prevention
- [Strategies to Reduce Sodium Intake in the US](#), Institute of Medicine
- [Salt](#), Center for Science in the Public Interest, required readings will be identified

#### **Unit 3/Week 3: Strategies to Reduce Sodium in Foods Sold in School**

- [Tools for Schools: Reducing Sodium](#), Food and Nutrition Service, US Department of Agriculture, required readings will be identified
- [Strategies to Reduce Sodium in Schools, School Nutrition Association](#), required readings will be identified
- [Healthy Students, Healthy Schools: Revised Guidance for Implementing the Massachusetts School Nutrition Standards for Competitive Foods and Beverages](#), June 2012
- [Implementation of the Massachusetts Nutritional Standards – 5 Year Review](#), Massachusetts Department of Public Health
- [Nutrition Standards for School Meals](#), School Nutrition Association
- [Sodium Reduction Strategies for Healthcare Professional](#), Centers for Disease Control and Prevention, articles will be identified

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- [Reducing Sodium in School Meals](#), School Nutrition Association and Alliance for a Healthier Generation:
- [Tasting Success with Cutting Salt](#), Harvard School of Public Health and The Culinary Institute of America

#### **Unit 4/Week 4: Practical Solutions to Challenges**

- [John Stalker Institute of Food and Nutrition](#) Blog and Professional Development Resources
- [The MassNets Tool](#) was created by the John Stalker Institute to help schools determine if products, not on the [A-List](#), meet the Massachusetts School Nutrition Standards for Competitive Foods and Beverages.
- Action for Healthy Kids
  - [The Learning Connection](#)
  - [How to Work with Schools](#)
  - [Success Stories](#)
- [Healthy Schools Program](#), Alliance for a Healthier Generation
- [Healthy School Communities](#), Association for Supervision and Curriculum Development
- [Support Healthier School Food](#), Center for Science in the Public Interest, required readings will be identified

#### **Course Content and Outline**

##### **Week 1/Unit 1: Introduction to Sodium**

Week 1 provides background information about sodium:

- What is sodium and its role in the body?
- Current recommendations for adults and children
- US sodium consumption
- Dietary sources
- Potential health risks of a high sodium diet
- Hyponatremia and hypernatremia

##### **Week 2/Unit 2: Sodium in the US Food Supply**

Unit 1 addressed the important roles that sodium plays in the body and reviewed the main sources of dietary sodium and the risks of a high sodium diet. Unit 2 will apply that information and investigate the following questions and topics:

- The role of sodium in the US food supply
- Reading and interpreting food labels
- Interpreting food label claims and guidelines
- Public Health efforts and campaigns to decrease sodium
- Programs and campaigns have been developed to raise awareness around reducing sodium intake

##### **Week 3/Unit 3: Strategies to Reduce Sodium in Foods Sold in School**

Reducing sodium in school foods will improve the health of students now and as adults. In addition, children spend a lot of time at school and some children may eat up to 50% of their daily calories at school. The readings this week will also provide some information on *how* to start making these reductions.

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- Understanding and implementing federal guidelines and expectations for school nutrition programs
- School-wide efforts and food preparation strategies
- Massachusetts Nutrition Standards

**Week 4/Unit 4: Practical Solutions to Challenges**

Resources, ideas and best-practices to overcome challenges.

- Engaging parents
- Partnering with administrators
- Empowering students
- Involving state legislators

**Grading Criteria:**

Class participation (assessed through weekly discussion board participation) is worth 20% of the final grade. The four homework assignments make up the remaining 80% (each worth 20%).

**Course Expectations:**

Students will need computer access to log into FSU Blackboard (BB) to participate in this course. This is an online course and is not self-paced. Students are expected to work online each week to complete readings, assignments, and discussions according to the course deadlines. Homework assignments are due at the end of each of the four weeks, please refer to the 'Course Documents' folder for specific due dates.

If a student is unable to complete an assignment on-time, the instructor should be contacted prior to the due date to align on a plan moving forward. Active, consistent and regular participation and constructive peer-to-peer feedback are essential for a positive course experience. In addition, it helps course efficiency and effectiveness.

**Federal Definition of Credit Hour**

FSU adheres to the following definition of credit hour as published in the Code of Federal Regulations (CFR), Title 34, Part 600.2:

*“Credit Hour: Except as provided in 34 CFR 688.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—*

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”*

**Academic Honesty Policy**

Refer to the FSU student handbook for the Academic Honesty policy posted for 2018-2019. All students are expected to generate materials and thoughts that are their own.

**Accommodation Statement:**

“Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. The [Disability/Access Services Office](#) serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please contact Dr. LaDonna Bridgges, Associate Dean of Academic Success and Dean of CASA (Center for Academic Success and Achievement) at 508-626-4906 or [lbridges@framingham.edu](mailto:lbridges@framingham.edu).”