

**Framingham State University**  
***Division of Graduate and Continuing Education***

Course Syllabus for Exploring Food Allergies

- **Course Information –**

**Title:** Exploring Food Allergies

**Location:** on-line

**Instructor's name:** Christanne Smith Harrison  
charrison@framingham.edu

**ONE CREDIT COURSE**

- **Course Description –** An in-depth review of food allergies for teachers, nurses, and other school personnel. To better understand the issues facing children with these allergies, the course includes: causes, symptoms, diagnostic tools, treatment, prevention, current research and food labeling.
- **Course Objectives –**  
**At the end of this course, participants will be able to:**
  1. Describe symptoms of an allergic reaction, diagnostic tools for food allergies, and prevention and treatment strategies for food allergies.
  2. Identify possible allergens and recognize them on food labels.
  3. Compare and contrast food allergies and food intolerances.
  4. Identify resources for managing allergies in schools.
  5. Identify their role in managing food allergies in schools.
- **Course Expectations –** This on-line course is NOT a self paced course. Students are expected to work on line each week to complete the assignments by the due dates. Late assignments can and will be held against students. This participation is crucial to make the on-line class work smoothly. In lieu of exams, students will be expected to complete a final project to be submitted the day before the last day of the class. Class assignments will include participation in on-line discussions.  
  
*Federal regulations dictate that students are required to engage in two hours of work outside of class for each credit hour.*
- **Course Content/Outline –** See attached outline. Homework will be discussed in course requirements section.

- **Course Texts and Materials** – No text book is required for this class. All required readings can be found on-line, see list below.

American Academy of Pediatrics. What you need to know about the new guidelines for the diagnosis and management of food allergy in the US.  
<https://www.aaaai.org/Aaaai/media/MediaLibrary/PDF%20Documents/Practice%20and%20Parameters/Food-Allergy-Summary.pdf>

Centers for Disease Control and Prevention. Voluntary Guidelines for Managing Food Allergies In Schools and Early Care and Education Programs.  
[http://www.cdc.gov/healthyyouth/foodallergies/pdf/13\\_243135\\_A\\_Food\\_Allergy\\_Web\\_508.pdf](http://www.cdc.gov/healthyyouth/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf)

FDA. Gluten Free Labeling of Foods.  
<http://www.fda.gov/Food/GuidanceRegulation/GuidanceDocumentsRegulatoryInformation/Allergens/ucm362510.htm>

Food Allergy Research and Education (FARE).  
About Anaphylaxis: <http://www.foodallergy.org/anaphylaxis>  
Allergens: <http://www.foodallergy.org/allergens>  
Related Conditions: <http://www.foodallergy.org/related-conditions?>  
Diagnosis and Testing: <http://www.foodallergy.org/diagnosis-and-testing>  
Treatment and Managing Reactions:  
<http://www.foodallergy.org/treating-an-allergic-reaction>  
Avoid Cross-Contact: <http://www.foodallergy.org/tools-and-resources/managing-food-allergies/cross-contact?>

HCHS Data Brief. Food Allergy Among U.S. Children: Trends in Prevalence and Hospitalizations.  
<http://www.cdc.gov/nchs/data/databriefs/db10.pdf>

John Stalker Institute of Food and Nutrition. Food Allergies: Resources.  
<http://johnstalkerinstitute.org/blog/jsi-resource-center/food-allergies/>

Lancet. Assessing the efficacy of oral immunotherapy for the desensitization of peanut allergy in children (STOP II): a phase 2 randomized controlled trial.  
[http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(13\)62301-6/abstract](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(13)62301-6/abstract)

Massachusetts Department of Elementary and Secondary Education.  
Managing Life-Threatening Food Allergies in Schools.  
<http://www.johnstalkerinstitute.org/r/Mng-Allergies.pdf>

National Institute of Allergy and Infectious Diseases, National Institutes of Health. "Food Allergy: An Overview".  
<http://efnep.ucanr.edu/files/93480.pdf>

UMass Amherst, Making It Count. Special Dietary Needs.  
<http://www.makingitcount.info/making-it-count/mod04>

U.S. Food and Drug Administration. Food Allergies: What You Need to Know  
<http://efnep.ucanr.edu/files/93480.pdf>

- **Course Requirements** – Please see course content/outline section for all course requirements.
- **Grading Criteria** – Letter grade based on FSU official grading scale. Final project = 30% of grade, Assignments = 70% of grade.

PDP/CEU credit: Students must complete all assignments. The grade will be pass/fail. They will complete a different final project than the graduate level students—see course outline.

- **Academic Honesty Policy-** Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work.

## Course Content Outline

### I. Module 1: Examining Food Allergies

Description: This week the students will learn the basics of food allergies by completing on-line readings. They will apply their knowledge by completing assignments.

- a. What is a food allergy
- b. Trends in allergies
- c. Anaphylaxis

#### Readings

[National Institute of Allergy and Infectious Diseases, National Institutes of Health. "Food Allergy: An Overview".](#)

[Anaphylaxis: Food Allergy Research and Education \(FARE\)](#)  
[Allergens: Food Allergy Research and Education \(FARE\)](#)

[HCHS Data Brief. Food Allergy Among U.S. Children: Trends in Prevalence and Hospitalizations.](#)

#### Assignments:

1. Introduction Blog: Post a few paragraphs about yourself so that we can get to know one another. Be sure to include your professional background and your experience with food allergies.
2. Review of Readings from Module 1 Discussion Board: Post 2 new things that you learned from this week's readings. Be sure to check back and read what other participants have contributed.
3. Food Allergy Quiz

### II. Module 2: Food intolerance and major allergens

Description: This week students will be looking at other conditions similar to food allergies (and often confused with food allergies). They will explore the major food allergies individually and have an overview discussion of other food allergens.

- a. Related conditions: food intolerance and celiac disease
- b. Major food allergens
- c. Other allergens

#### Readings:

Food Allergy Research and Education (FARE)

[Allergens](#)  
[Related Conditions](#)

[FDA. Gluten Free Labeling of Foods.](#)

Assignments:

1. Discussion Board--Observations from readings:

Part 1

Using the discussion board, post 2 or 3 things that you found the most interesting from the reading this week or something new that you learned. Continue to use this discussion board if you have something to share during the other weeks of the class as well. "Discussion Board">Comments from Reading.

For more information on how to use the discussion board, go to "Assignments">Discussion Board.

Part II

Read the comments on the discussion board. Make a thoughtful comment on two of the posts. (A thoughtful comment is one that adds an ORIGINAL idea to the discussion thread. Please make your responses as concise as possible, and refrain from simple statements such as "I agree".)

2. School Newsletter: For this assignment pretend the person that writes your school newsletter asks you to write 2-3 short paragraphs on food allergies that will be added to the school newsletter.

III. Module 3: Diagnosis and Treatment

Description: This week students will learn about how allergies are diagnosed and about possible treatments and preventions. They will learn the importance of avoiding cross-contact and how to read food labels for allergies by understanding the labeling laws.

- a. Diagnosing and treatment (including AAP guidelines)
- b. Avoiding cross-contact
- c. Labeling laws (including new gluten labeling) and reading labels

Readings:

The first readings are about diagnosis and treatment/management of food allergies. Be sure to click on additional links within the webpage for additional information.

[Diagnosis and Testing](#)

## Treatment and Managing Reactions

[American Academy of Pediatrics. What you need to know about the new guidelines for the diagnosis and management of food allergy in the US](#)

[Lancet. Assessing the efficacy of oral immunotherapy for the desensitization of peanut allergy in children \(STOP II\): a phase 2 randomized controlled trial.](#)

Since there is not cure for food allergies, the best practice is to avoid the offending allergen(s). This is done by carefully reading food labels and avoiding cross-contact.

[U.S. Food and Drug Administration. Food Allergies: What You Need to Know](#)

## Avoid Cross-Contact

### Assignments:

#### 1. Reading Food Labels

Pick a food allergy to any one of the top eight allergens. For two days (one weekday and one weekend day) read all the labels on the food you eat (if you are eating out, ask the waiter if your food contains the allergenic item you have chosen).

Keep a log of everything that you eat for the two days that contains the food allergen you chose. Try not to change your normal eating patterns; if you snack, have a snack, if you go out to eat, go out to eat.

After your experience, post a paragraph on the discussion board that lists all the foods that contained the food allergen. Then, explain how you felt while you were doing this activity (i.e. Were there any foods that contained the allergen that surprised you? Did you find it hard to find label information on everything you ate? etc.)

Read postings from other classmates (especially those that chose a different food to be allergic to that you did) to see how your experiences compared.

#### 2. Labeling Law Discussion Board: Write at least 2 paragraphs discussing the labeling laws for food and the new gluten-free law.

Are these laws sufficient? Did you learn something new? Are there any holes in the laws?

#### Module 4: Managing Allergies

Description: During this week, students will look at the recently release Managing Life Threatening Allergies in School from the Massachusetts Department of Elementary and Secondary Education available to schools and descriptions of the roles of various staff members. They will use all information from the class for their final project.

- a. Resources
- b. Roles of schools and school staff
- c. Policies
- d. Final Project

Readings:

[Centers for Disease Control and Prevention. Voluntary Guidelines for Managing Food Allergies In Schools and Early Care and Education Programs.](#)

[John Stalker Institute of Food and Nutrition. Food Allergies: Resources](#)

Massachusetts Department of Elementary and Secondary Education. Managing Life-Threatening Food Allergies in Schools. <http://www.johnstalkerinstitute.org/r/Mng-Allergies.pdf>

[UMass Amherst, Making It Count. Special Dietary Needs.](#)

#### Assignments

1. What is Your Role Assignment: Review the resources, concentrating on Managing Life Threatening Food Allergies for school about managing food allergies in school. Make a list of five things you are already doing in our role to properly manage food allergies. Then, list five things that you could do in your role at the school to improve the management of food allergies.
2. Final Project

One goal of this course is to prepare you to go back to your school armed with information about food allergies to share with other school personnel and parents. Select one of the two options below for your final project.

1. Create a presentation (can be written as a document or developed in Powerpoint, with notes included) for teachers, staff, other school professionals, or parents to address food allergies.
2. Create an action plan to create or revise your schools procedures or policies regarding food allergies. Include people who will be part of your team, resources you would use and a timeline.

Final project should be approximately 5-7 pages (as applicable). I highly recommend that you create this project in a word processing program (or Powerpoint as applicable) and then attach it to the assignment and submit. Please let me know if you have any questions.

### **Course Requirements**

1. Introduction Blog: Post a few paragraphs about yourself so that we can get to know one another. Be sure to include you professional background and your experience with food allergies.
2. Food Allergy Quiz
3. Review of Readings from Module 1 Discussion Board: Post 2 new things that you learned from this week's readings. Be sure to check back and read what other participants have contributed.
4. Discussion Board--Observations from readings:

#### Part 1

Using the discussion board, post 2 or 3 things that you found the most interesting from the reading this week or something new that you learned. Continue to use this discussion board if you have something to share during the other weeks of the class as well. "Discussion Board">Comments from Reading.

For more information on how to use the discussion board, go to "Assignments">Discussion Board.

## Part II

Read the comments on the discussion board. Make a thoughtful comment on two of the posts. (A thoughtful comment is one that adds an ORIGINAL idea to the discussion thread. Please make your responses as concise as possible, and refrain from simple statements such as "I agree".)

5. School Newsletter: For this assignment pretend the person that writes your school newsletter asks you to write 2-3 short paragraphs on food allergies that will be added to the school newsletter.

### 6. Reading Food Labels

Pick a food allergy to any one of the top eight allergens. For two days (one weekday and one weekend day) read all the labels on the food you eat (if you are eating out, ask the waiter if your food contains the allergenic item you have chosen).

Keep a log of everything that you eat for the two days that contains the food allergen you chose. Try not to change your normal eating patterns; if you snack, have a snack, if you go out to eat, go out to eat.

After your experience, post a paragraph on the discussion board that lists all the foods that contained the food allergen. Then, explain how you felt while you were doing this activity (i.e. Were there any foods that contained the allergen that surprised you? Did you find it hard to find label information on everything you ate? etc.)

Read postings from other classmates (especially those that chose a different food to be allergic to that you did) to see how your experiences compared.

7. Labeling Law Discussion Board: Write at least 2 paragraphs discussing the labeling laws for food and the new gluten-free law. Are these laws sufficient? Did you learn something new? Are there any holes in the laws?
8. What is Your Role Assignment: Review the resources for school about managing food allergies in school. Make a list of five things you are already doing in our role to properly manage food allergies. Then, list five things that

you could do in your role at the school to improve the management of food allergies.

## 9. Final Project

One goal of this course is to prepare you to go back to your school armed with information about food allergies to share with other school personnel and parents. Select one of the two options below for your final project.

1. Create a presentation (can be written as a document or developed in Powerpoint, with notes included) for teachers, staff, other school professionals, or parents to address food allergies.

2. Create an action plan to create or revise your schools procedures or policies regarding food allergies. Include people who will be part of your team, resources you would use and a timeline.

Final project should be approximately 5-7 pages (as applicable). I highly recommend that you create this project in a word processing program (or Powerpoint as applicable) and then attach it to the assignment and submit. Please let me know if you have any questions.