PHW206: Public Health Aspects of Maternal and Child Nutrition
Course Syllabus (Summer 2018)

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Course Description

Nutrition plays a vital role in human reproduction and child growth and development. This course provides an overview of the major nutritional issues facing infants, children, adolescents and reproductive age women. The course reviews core principles of nutrition and health, dietary assessment, and differences in nutritional needs across the life course. Students will build familiarity with evidence-based MCH nutrition practice guidelines and have the opportunity to design programs and interventions aimed at improving MCH nutrition at the population level. This course will also explore disparities in various health behaviors and health outcomes related to MCH nutrition. The course demonstrates a methodology for applying this knowledge to food choices at a personal and programmatic level. Supplemental learning activities for this course are highly interactive.

Course objectives

By the end of this course participants will be able to:
• Assess nutritional needs of mothers and children at the individual and community level.
• Design community-based programs and interventions aimed at improving MCH nutrition
• Understand contributors to health disparities that correlate with gaps in maternal, infant, child and adolescent nutrition
• Critically evaluate the strength of published research related to MCH nutrition
• Recommend actions based on published MCH nutrition practice guidelines at a both personal and programmatic levels.

Instructor Information

Instructor: Cindy Leung, ScD, MPH
Lecturer, School of Public Health
University of Berkeley, California

Assistant Professor of Nutritional Sciences
University of Michigan School of Public Health

E-mail: cindyleung@berkeley.edu - please allow 48 hours for a response to your e-mail. Note that a direct e-mail will generally yield a quicker response than bCourses mail.

Office hours:
• Book 15- and 30-minute OH sessions with Dr. Leung here:
  https://calendly.com/cindyleung

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Most available times are during the work day. If these do not work for you, e-mail Dr. Leung to find an evening or weekend time.

Course Facilitators:

Margot Wilk, MPH  
E-mail: margot.z.wilk@gmail.com

Office hours: Book 15- and 30-minute OH sessions with Margot here: https://calendly.com/margot-z-wilk

Krisztina Hosszu, MD MPH  
E-mail: hoszka2@hotmail.com

Office hours: Book 15- and 30-minute OH sessions with Krisztina here: https://calendly.com/hoszka2

Student Support Contact Information

Deborah Barnett, PhD  
Pedagogical Director  
dbarnett1@berkeley.edu  
(510) 642-8238

Michelle Ruiz, M.A.Ed  
Instructional Designer  
m.ruiz@berkeley.edu  
(650) 444-1310

Canvas LMS Technical Support

The learning management system (LMS) used in this course is Canvas. To reach the learning management system, go to bCourses.berkeley.edu and log in with your CalNet ID. The program used for the learning management system at bCourses is called “Canvas”. Links to download Canvas mobile apps and instructions are on the Student Hub in the Technology Guides.

If you need help with using Canvas, you can click on “Help” to report problems, get support, and search the user guides.

– Canvas Support Hotline: 855-308-2758 (24/7)
– Chat: https://secure.livechatinc.com/licence/2695732/open_chat.cgi?groups=38
– Email: support@instructure.com

Course Format

Asynchronous web-based instruction including lectures, case studies, online group discussions, other structured learning activities; and instructor-graded proctored final examination. Readings, videos and resources are found on course pages.

During this course, you will be provided with links to PDF files of articles and other materials from the UC Berkeley Library Collection. Please make sure you understand and follow the University of California Library Conditions of Use.
Course Grading

<table>
<thead>
<tr>
<th>Activities</th>
<th>Grade %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly assignments, course participation</td>
<td>20%</td>
</tr>
<tr>
<td>Diet and health assessment</td>
<td>20%</td>
</tr>
<tr>
<td>MCH professional interview OR MCH article critique</td>
<td>10%</td>
</tr>
<tr>
<td>MCH nutrition final project</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Course Requirements

Required Course Materials


Expectations

- Students are expected to check the course website and discussion boards regularly for updates on class assignments and content review.
- Students are expected to complete all modules, including viewing all lectures; completing all required readings and learning activities; and fully participating in class activities by the posted due dates.
- Students should have a shared responsibility for learning. Students are expected to actively contribute to group projects and engage in discussions by sharing insights, asking questions, offering feedback, and providing support to their peers.
- Students are expected to practice professionalism, reflection, and self-study.
- All submitted assignments are expected to be written clearly. Please use grammar and spell checks, as necessary. Points may be deducted if written work has excessive grammatical or spelling errors that interfere with the readability of the overall assignment.

Interactive Learning Activities and Associated Deliverables:

**Weekly assignments, course participation**

There will be regular “Check for Understanding” assignments that are meant to assess understanding and application of the week’s learning objectives and core content. There are
also biweekly discussion boards that discuss topics pertinent to that week’s activities. Participation in these assignments is expected and will contribute to the final grade. There will be a few opportunities for extra credit, each of which will be worth 1% of the final grade. For example, to demonstrate that you have read the syllabus, e-mail a photo of you with your favorite fruit or vegetable to Dr. Leung by the end of Week 2 to receive 1% extra credit.

**Diet and health assessment (Part I due Week 4, Part II due Week 6)**

The objectives of the Diet and Health Assessment are to gain hands-on experience in dietary assessment, evaluate your overall heart health and dietary intake, and practice behavior modification over the course of the summer.

You will calculate your 20-year risk of cardiovascular disease using the new Harvard Healthy Heart Score calculator. You will also conduct a 2-day dietary assessment using the National Cancer Institute’s Automated Self-Administered 24-Hour Recall (ASA24) tool.

In Part I, prepare a 3-page report that evaluates your diet and health in relation to national guidelines and comment on changes you can make to improve your overall diet and health. Your report should also discuss the experience of assessing your dietary intake via ASA24, and compare the 24-hour recall method to other commonly used methods of dietary assessment. Select one dietary behavior that could be improved (and that you are not currently meeting) on the basis of your dietary assessment. **Your challenge is to adhere to this behavior change for the next two weeks.**

In Part II, prepare a 2-page report describing your experience of changing your dietary behavior. Describe the experience of adapting to this new behavior. How difficult was it to maintain this new behavior? Did you make other modifications to your diet/lifestyle to accommodate this behavioral change? How does this experience contribute to your understanding of influencing individual behavior change from a public health or clinical perspective?

**CHOOSE ONE: MCH professional interview OR MCH article critique (due Week 5)**

The objective of the MCH professional interview is to discover information about professionals and organizations in your local MCH nutrition sector. Find a local government agency (e.g. public health department), or community-based organization that provides nutrition-related services (e.g. nutrition campaigns, obesity prevention, other chronic disease prevention, emergency food, breastfeeding support), and identify an individual in a leadership role to interview (e.g. CEO, COO, program manager, etc.). Schedule a time to conduct an informational interview with them, using the provided questions as a starting point.

Prepare a 3-page report describing your informational interview. Why did you select this person to interview? Describe the organization and its mission. How does this person and/or this organization contribute to the field of public health, and more specifically, to serving the nutritional needs of women and children and addressing other health disparities in the
community? What was the most interesting you learned during your interview? What programs are still missing in your community to improve MCH nutrition services?

Sample questions are provided below, but students should consider additional questions tailored to the interviewee:

- Tell me about your organization and the role that you play.
- What was your career path that you led you to this role?
- What does a typical workday look like?
- Tell me about the population that you primarily serve and how your services are tailored to their needs.
- Can you describe some of your current or recently completed projects?
- What skills do you utilize in your position on a daily basis?
- What do you find most enjoyable about your job? What is most challenging?
- Are there other non-profit or community-based organizations that you work with on a regular basis? Tell me about those collaborations.
- How do/does you/your organization contribute to the field of public health?
- How do/does you/your organization support the nutritional needs/health of women and children?
- How do/does you/your organization address other health disparities in the community that you serve?

**MCH article critique:** The objectives of the MCH article critique are to critically evaluate the epidemiologic methods and public health contribution of this study, and to gain additional exposure to important studies in the field of MCH nutrition.

Select one of the studies from the list provided. Read the study and answer the following questions. Do NOT copy/paste from the paper. You are expected to read and interpret the article in your own words.

1. Describe the study design and population. (1-2 sentences)
2. What were the primary goals/aims of this study? Did the authors present specific hypotheses or discuss expected directions of association? (2 sentences)
3. What was/were the primary exposure(s)? How were they measured? Do you believe these methods are valid? (3 sentences)
4. What was/were the primary outcome(s)? How were they measured? Do you believe these methods are valid? (3 sentences)
5. Briefly describe the statistical analyses conducted. (1-2 sentences)
6. Interpret the main findings – that is, the results pertaining to the study’s primary goals/aims. (2-3 sentences)
7. Discuss the strengths and limitations of the study. (3-5 sentences)
8. Summarize the findings of the study in 1 sentence using causal language (e.g. “prenatal fish intake improves children’s cognitive development”). On a scale of 0-10, indicate your degree of confidence in this statement. Use general principles of
epidemiologic research (e.g. measurement error, confounding, selection bias, external validity, etc.) to justify your response. (3-5 sentences)

9. How does this study contribute to the field of MCH nutrition? (3-4 sentences)

10. What did you find most interesting about this study? What other questions do you have about this topic after evaluating this study? (3-5 sentences)

**MCH nutrition final project (deliverables due throughout course, final project due Week 6)**

The objective of the final project is for your group, as the MCH nutrition experts, to present a compelling, evidence-based argument for a solution to a MCH nutrition issue for a particular setting (e.g. geographic location, racial/ethnic group, age group, etc.). The solution you propose may be a new program, intervention, project, or policy, or may fill a deficit in an existing program, intervention, project, or policy.

The report should be written for an identified audience – a group of stakeholders that can help move forward with your solution. This may be policymakers for local or state government, a local non-profit organization or CBO, a school district, a for-profit company, etc.

In your 10-page report (exclusive of references), you will be asked to describe the MCH nutrition issue (background, local statistics, public health importance), identify stakeholders groups and how they will involved in or impacted by your solution, propose an evidence-based and clear solution that is tailored to the needs of your target population, and discuss potential limitations.

**Project timeline:**

- Week 1: Students will select a topic and setting
- Week 2: Students meet in groups to start researching the issue, writing the Introduction (background statement)
- Week 3: Students will meet with a GSI to discuss their ongoing progress, and submit a draft of the Introduction for review
- Week 4: Students will submit a draft of their proposed solution for review
- Week 5: Students will work on limitations and finalizing the whole proposal for submission
- Week 6: Final project due

In addition to the final project, students will also be evaluated on providing peer feedback to other groups on components of their final project, as well as their individual contribution to the final project.

See course assignment page for more detailed instructions about the final project.
Course Schedule

Week 1: Overview and Nutritional Guidelines

Learning Objectives:
1. Identify health outcomes related to MCH nutrition
2. Describe the socioecological model for MCH nutrition
3. Review components of a healthful diet
4. Distinguish between different methods to assess dietary intake
5. Apply tools that measure diet and overall health that can be used at the population level.

Read:
• Essentials of Nutrition – Chapter 2 “Achieving a Healthy Diet”
• 2015-2020 Dietary Guidelines for Americans: Executive Summary
• Harvard School of Public Health: Healthy Eating Plate and Healthy Eating Pyramid
• USDA CNPP Nutrition Insight 52: Diet quality of children 2-17 years old measured by the Healthy Eating Index-2010
• Nutrition in the Prevention and Treatment of Disease Ch. 1 (Dietary Assessment Methodology), Sections 1 2, 4c

Watch:
• Week 1 Introduction
• Introductory lecture (Dr. Cindy Leung)
• Healthy MCH nutrition lecture (Dr. Cindy Leung)

Optional:
• Essentials of Nutrition – Chapter 11 “Energy Balance and Body Weight”

Due:
• Introduce yourself!
• Week 1 Check for Understanding
• Diet and Health Assessment: Complete 2-day nutritional assessment on ASA24
• Final project: find a group, select a setting/ population, establish group norms

Week 2: Developmental Origins and Maternal Nutrition

Learning Objectives:
1. Define the developmental origins of health and disease
2. Describe how events during pregnancy and early childhood affect obesity-related health outcomes over the life course
3. Discuss the nutritional needs of pregnant women
4. Understand proposed mechanisms for racial/ethnic disparities in birth outcomes

Read:
• Essentials of Nutrition Chapter 12.2 (Pregnancy and Nutrition)
• 2009 IOM Weight Gain During Pregnancy: Reexamining the Guidelines

Watch:
• Week 2 Introduction
• Developmental Origins of Health and Disease (Dr. Cindy Leung)
• Gestational weight gain lecture (Dr. Cindy Leung)

Optional:
• Weight of the Nation: Healthy Mom, Healthy Baby
• Pregnancy: A Teachable Moment for Weight Control and Obesity (Dr. Suzanne Phelan)

Due:
• Week 2 Check for Understanding (extra credit)
• Final project: work in groups, schedule check-in with GSI

Week 3: Infant Nutrition

Learning Objectives:
1. Discuss the nutritional needs of infants
2. Explain the benefits of breastfeeding for mother, child and society
3. Identify barriers to breastfeeding and potential resources
4. Understand the federal WIC program and WIC changes associated with the Affordable Care Act
5. Evaluate your overall diet and health and identify areas for improvement

Read:
• Essentials of Nutrition Chapter 12.3 (Infancy and Nutrition)
• Executive Summary. The Surgeon General’s Call to Action to Support Breastfeeding
• National WIC Association: How the WIC program Supports Breastfeeding.
• Temple JN, Newhook L, Midodzi WK, Murphy JG, Burrage L, Gill N, Halfyard B, Twells, L. Poverty and breastfeeding: comparing determinants of early breastfeeding cessation

Watch:
- Week 3 Introduction
- Interview with Laurie True about WIC and breastfeeding

Optional:
- TED Talk: From Conception to Birth
- California WIC Association Policy Brief: Opportunities for Nutrition and Breastfeeding Interventions under Health Reform.

Complete:
- Week 3 Check for Understanding
- Discussion on breastfeeding
- Final project: check in with GSI, background statement draft due

**Week 4: Toddler and Child Nutrition**

**Learning Objectives:**
1. Discuss the nutritional needs of young children
2. Understand the development of eating behaviors

Read:
- Essentials of Nutrition Chapter 12.4 (Nutrition in the Toddler Years)
- Essentials of Nutrition Chapter 13.2 (Childhood and Nutrition)
- Ellyn Satter’s How to Feed Children “Division of Responsibility”

Watch:
- Week 4 Introduction
- Childhood growth and development of feeding behaviors lecture (Christine Berman)

Complete:
- Week 4 discussion (extra credit)
- Diet and Health Assessment: Part I due
- Final project: peer review of background statement
- Final project: program solution draft due

**Week 5: Adolescent Nutrition**

**Learning Objectives:**
1. Discuss the nutritional needs of adolescents
2. Understand the unique obesity issues of adolescents

Read:
• Essentials of Nutrition Ch. 13.3 (Puberty and Nutrition)
• Essentials of Nutrition Ch. 13.4 (Older Adolescence and Nutrition)

Watch:
• Week 5 Introduction
• Adolescence: A Critical Period lecture (Dr. Andrea Garber)
• Adolescence: Concerns in the Critical Period lecture (Dr. Andrea Garber)
• Adolescence: Psychosocial Barriers lecture (Dr. Andrea Garber)

Optional:
• Weight of the Nation: Children in Crisis

Complete:
• MCH professional interview OR MCH article critique due
• Weekly discussion
• Final project: peer review of program solution

Week 6a: Child Obesity

Learning Objectives:
1. Describe childhood obesity risks and complications
2. Propose and intervention that addresses childhood obesity

Read:
• Sections 5-6. Population-based approaches to childhood obesity prevention. WHO. 2012

Listen/Watch:
• Week 6 Introduction
• Ritchie LD. Improving child nutrition programs to reduce childhood obesity.
• TedXBerkeley Talk: Dr. Karen Sokal-Guiterrez

Optional:
• Interview with Jen Falbe, ScD, MPH about soda taxes
• Hesketh KD, Campbell KJ. Interventions to prevent obesity in 0-5 year olds: an updated systematic review of the literature. Obesity. 2010.

**Complete:**
• Week 6 Check for Understanding
• Diet and health assessment: part II due
• Final project due
• Final project: peer assessments due

**Week 6b: Malnutrition**

**Learning Objectives:**
1. Explain the link between malnutrition/food insecurity and obesity
2. Understand the federal SNAP program and associations between SNAP participation and dietary behaviors

**Read:**
• Essentials of Nutrition Chs. 14.3-14.5
• USDA: A Short History of SNAP

**Listen/Watch:**
• NPR: Food Insecurity, Hunger, and Children’s Health
• Preschool Nutrition: Public Programs and Initiatives (Christine Berman)
• Household Food Insecurity and SNAP lecture (Dr. Cindy Leung)
• SNAP: Influences on Diet-Related Health and Opportunities for Improvement lecture (Dr. Cindy Leung)

**Optional:**
• Weight of the Nation: Poverty and Obesity
• Dave JM, Thompson DI, Svendsen-Sanchez A, Cullen KW. Perspectives on Barriers to Eating Healthy Among Food Pantry Clients. Health Equity. 2017.

**Final exam (Week 7)**
An open book proctored final exam must be arranged in Week 7. This exam will test the student’s grasp of the learning objectives of the course. Students will have 3 hours to complete the final.

Dates of the final exam are posted in the OOMPH Student Hub Academic Calendar. Details about the on campus offering of the course are found on the Student Hub On-Campus Exam Proctoring Schedule. Details about the length of the exam and the materials you will be allowed to use during the exam are posted on the course site.
Policies

Due dates
Please check the online course calendar for assignments and dates due.

Late assignments
Students are expected to communicate with instructors if you will not be able to meet due dates in advance of the deadlines.

Once a deadline has passed, major assignments will be reduced by 20% per day late and minor assignments will be reduced by 50% per day late.

Disability Support Services
If you need disability-related accommodations in this class contact the UC Berkeley Disabled Students Program ((510) 642-0518 / web site: dsp.berkeley.edu). DSP services include accommodation letters, assistive technology and access services. An accommodation letter is needed in order for the instructor to grant an accommodation (e.g. extended exam time). Student must be assessed every semester to receive an accommodation letter.

Accommodation of Religious Creed
If you need to reschedule a test or examination for religious reasons such as holidays, inform the course instructor by the second week of the course. More information is available in the Religious Creed Policy page.

Course Evaluations
Course evaluations will be posted on the course site on Friday of Week 6 of the course and be available until the start of the final exam period. You will receive notification when evaluations are available. While participation in course evaluations is not graded, it is an important service to the instructor, program and the university. Your responses are anonymous and will not be available to the instructor until after final grades have been submitted. Your feedback is essential for understanding how courses offered by OOMPH can be improved and we thank you in advance for your participation and feedback.

Netiquette
In an online environment it is not possible to read your body language, tone of voice, or facial expressions. Therefore, a special set of rules has emerged for online communications, called Netiquette. Here are some basic Netiquette guidelines that should be followed in this course.

- Adhere to the same standards of behavior online that you follow in real life. Never mail or post anything you wouldn’t say to your reader’s face.

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Before posting to a discussion board, you should read prior messages to get a sense of the flow and language of the discussion. Keep your questions and comments relevant to the topic of the discussion.

Don’t be afraid to ask questions within the course discussion group, or to share what you know.

If you post a different viewpoint, first acknowledge what someone else has said. If you disagree with someone, it is better to start a message by briefly restating what the other person has said in your own words. This lets the other person know that you are trying to understand him/her.

Support the points you make with examples or evidence from lecture, readings and/or from your own professional experience.

Email messages should be considered private and not shared with others or quoted without permission. However, whatever you post to a newsgroup or discussion board is public. You never know who might read what you posted.

Consider that a post may be the first – and lasting - impression you make on someone: Make sure your postings contain correct information. Check your spelling.

Do not use ALL CAPS. It gives the impression that you are shouting.

Do not send “Me Too!” or “Thank You” etc. messages to the entire group. Send those directly to the original poster.

Cite all quotes, references and sources and respect copyright and license agreements.

Expectations of Student Conduct

As members of the academic community, students are responsible for upholding the standards of academic integrity. The basic rules of academic study and inquiry call for honesty in the preparation of papers and assignments, acknowledging sources of ideas, and taking examinations on the foundation of one’s own knowledge.

The Berkeley Campus Regulations Implementing University Policies, which address standards of student conduct, were amended in 1992 and are now published separately as “The Code of Student Conduct.” The complete document is available here: http://students.berkeley.edu/uga/conduct.pdf.

An excerpt from the introductory statement of principles is presented below:

The University of California at Berkeley is committed to providing its students the very best education that is possible within our resources. Thus, we try to attract the finest faculty members, we endeavor to maintain excellent classroom and laboratory facilities, and we support literally hundreds of co-curricular activities that enhance the quality of the Berkeley student’s experience. Yet, for the campus to function as a university community, it is not enough for the faculty and administration to carry out their respective obligations. It is equally important that every student assume his or her individual responsibilities.

Foremost among these, of course, is the student’s responsibility to perform academically to the full extent of his or her ability. In so doing, it is assumed that each student will observe the basic tenets of academic honesty. Therefore, any act of cheating or misrepresenting one’s own or someone else’s academic work will be considered a very serious offense. Intellectual

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products – including papers, exams, laboratory reports, articles, and books – are the heart and soul of any university’s academic life. We cannot permit them to be willfully compromised or expropriated.

Beyond our expectations of academic honesty – and of equal importance – is the assumption that the Berkeley student will accept his or her civil and civic responsibilities. What are these responsibilities? Simply put, they are the courtesies, considerations, and gestures of respect towards other members of the campus community that allow us all to express our personal freedoms without trampling on those of others.

The University is a fragile organism, requiring for its vitality consensus among its members concerning acceptable standards of conduct. These standards must both underlie and promote a degree of tolerance far greater than that which is exhibited in society at large. For it is not coercive law which restrains our actions, but a common purpose.

That purpose is understood as guaranteeing the right of every Berkeley student to pursue his or her personal path to an education, to ask his or her very own questions, and to express his or her private reflections – in short, to evolve as an individual without undue interference. Any infringement of this right, whether in the classroom or elsewhere on campus, will be regarded as an offense against the entire campus community.

UCB Code of Student Conduct, 1992, pp. 1 and 2

Academic honesty

The School of Public Health and the University of California, Berkeley place a high value on academic honesty, which prohibits cheating and plagiarism. What is meant by “cheating” is usually quite clear cut, but not so for “plagiarism”. The following memo, prepared by Professor William Bicknell at the Boston University School of Public Health for orientation of students, defines plagiarism quite well. Please read this carefully and discuss with your faculty adviser or with Associate Dean of Student Affairs if you have any questions.

“Plagiarism” a memo by Dr. William J. Bicknell: The purpose of this memo is to make clear:

What plagiarism is, how to avoid plagiarism and the consequences of plagiarism

Misunderstanding is widespread about what plagiarism is and whether or not it is a serious offense. It is a serious offense, and should be painstakingly avoided. Acceptable practice on citing sources of information differs as one moves from an academic environment to the world of work. There are also differences in custom between countries and cultures. This memo outlines practices appropriate to a U.S. academic environment.

What is plagiarism? Plagiarism is using someone else’s work, words, or ideas without giving them proper credit. An example of plagiarism, and an example of one acceptable way to avoid it, is shown below under the heading of Attachment 1.
How to avoid Plagiarism. Here are some simple guidelines for avoiding plagiarism:

1. If you use a phrase, sentence or more from any source, you must put them in quotation marks and cite the source in footnote.
2. If you recount someone else’s ideas in your own words (paraphrasing), you must provide a footnote at the end of the passage citing the source of the ideas.
3. If you draw on someone else’s ideas, even though you neither quote nor paraphrase them precisely, one of the following is called for:
   • A footnote crediting the source of the ideas.
   • A direct reference to the source within the text (for example, “Seligman has repeatedly made the point that.”, with facts of publication (title, etc.) provided in a footnote or bibliography.

Footnotes should be complete enough to enable the reader to accurately identify your sources. In addition to articles and books, sources may be personal communication, unpublished data, working memos and internal documents. A footnote should cite the author (if no author is named, the organization), as well as the title, date and page number(s). A bibliography, listing your sources but not linking them to specific points in your text, may well be desirable but is not a substitute for footnotes.

The Consequences of Plagiarism
The consequences of plagiarism are serious. Students can be expelled and lose all chance of completing their studies. Even if 99 percent of a student’s work has been above reproach, proven plagiarism could easily result in a degree not being granted.

Summary
A good paper typically demonstrates grasp of concepts, originality and appropriate attention to detail. The person who reads your paper assumes that the words and ideas originate with you unless you explicitly attribute them to others. Whenever you draw on someone else’s work, it is your obligation to say so. If you do not, you are operating under false pretenses. That is plagiarism.

Original Source
“Tribal pressures affect Kenyans’ behavior more than pronouncements arriving from the national seat of government but what ultimately counts is what an individual perceives as in his or her own best interest. For more than 80 percent of Kenya’s people who live and work on the land, children are seen as essential to survival and status. This is particularly true for women. Children and young adults provide an extra labor needed during peak planting and harvest times when everyone in the household must work long hours every day. For women, children are essential to lessen their heavy workload throughout the year: in a study of the Akamba tribe, three-quarters of the respondents gave this reason for having children.”

Plagiarism
Tribal pressures affect the Kenyan woman’s behavior more than pronouncements from the capital. She will perceive what is in her best interest. She sees children as essential to her survival and status. They provide the extra labor needed during peak planning and harvest times when everyone in the family must work for long hours.

Properly Footnoted Citation
Why do Kenyans have so many children? Mott and Mott write that “tribal pressures affect Kenyans’ behavior more than pronouncements arriving from the national seat of government but what ultimately counts is what the individual perceives as in his or her own best interest.”¹ They point out that children are seen as necessary for a woman’s livelihood as well as her place in society. Children work on the shamba and assist with all kinds of labor: planting, harvesting, fetching firewood and water.²

² Ibid: 7-8