Spring 2008

Department of

Food Science
&

Human Nutrition

Colorado State
University

COLLEGE OF
APPLIED HUMAN SCIENCES
NUTRITION CENTER OPENS ON CAMPUS

The Nutrition Center at CSU officially opened its doors in the Gifford Building, Room 114, with a beautiful counseling room, education center, and professional kitchen. Articles in area newspapers and magazines as well as the CSU website have brought positive attention and an influx of clients for director Melissa Wdowik, Ph.D., R.D., and the five graduate students currently working there.

The Nutrition Center provides outreach services to anyone and everyone of all ages, including CSU employees and the greater Fort Collins community. Private counseling sessions include a nutrition assessment, computerized diet analysis, and body composition measurements along with individualized guidance in meal planning, portion control, label reading, goal setting, and physical activity.

Group programs have included cooking classes, grocery store tours, and interactive workshops on a variety of nutrition topics such as chronic disease prevention, behavior change, eating on a budget, and weight management with an emphasis on mindful eating.

Plans for the near future include farmers’ market tours and programs on fast-food makeovers, going green with vegetables and herbs, healthful dining with diversity, and sports nutrition.

For more information about the Nutrition Center at CSU and a calendar of upcoming events, check out our website, which is accessible from the department website or at www.fshn.caahs.colostate.edu/nutritioncenter.asp.

MESSAGE FROM THE (ACTING) DEPARTMENT HEAD

As acting department head during Chris Melby’s semester-long (and well-deserved) sabbatical, I would like to welcome you to the Department of Food Science and Human Nutrition 2008 newsletter. As you will see, this year’s newsletter demonstrates the high level of activity in our department and our continued efforts to maintain excellence in the areas of education, research, and service.

As you might expect, our department continues to grow. Undergraduate and graduate student numbers have increased, current research, extension, and community programs have expanded, and we are in the midst of adding a new faculty member in the area of bioactive food components and human health. This growth and expansion requires extraordinary efforts to manage budgets and technology demands, accommodate students, maintain and organize undergraduate laboratories, and oversee the day-to-day operation of our many research, extension, and community programs. The individuals charged with this responsibility, our administrative staff and professionals, are not only exceptional but often are overlooked. Therefore, I would like to express my gratitude to you and to emphasize how much you are valued in our department.

In closing, I can assure you of two things. First, Chris is coming back, and there is no one more excited about that than yours truly. Second, our department will continue to make significant contributions to nutrition-related research, education, and service. I hope you enjoy the articles in the newsletter and that you will seriously consider supporting our department with a charitable contribution.

Mike Pagliassotti
SENSORY EVALUATIONS FOR AURORA ORGANIC DAIRY

It is not unusual to walk down the hall in Gifford and see a classroom with students thoughtfully sipping sample cups of milk and writing down their comments. Since 2005, FSHN has been coordinating sensory evaluations of milk and butter products for Aurora Organic Dairy. The Aurora processing plant is located in Platteville and is the largest U.S. private-label supplier of organic milk and butter. The score sheets used in the evaluation process were designed to understand the dairy preferences of college-aged students, with choices ranging on a hedonic scale from super good to super bad. Products for evaluation have included butter and nonfat, 1 percent, 2 percent, and whole milk.

Participating in these sensory evaluations has provided beneficial experience for students. Funds generated have been used to purchase new laboratory equipment and to fund students to work in the food processing lab, and the studies have given Aurora Dairy valuable insight into the dairy preferences of college students.

Coordination of the sensory evaluations has taken place through the Food Processing Support Services laboratory located in the FSHN department. Hundreds of CSU students have had the opportunity to participate in the taste panels, and several FSHN classes have been involved in the organization and analysis of the evaluations. The Quality Assessment of Food Products class of seniors and graduate students has been to Platteville to tour the Quality Assurance Lab and the processing plant.

This partnership has been a win-win-win situation. Participating in these sensory evaluations has provided beneficial experience for students. Funds generated have been used to purchase new laboratory equipment and to fund students to work in the food processing lab, and the studies have given Aurora Dairy valuable insight into the dairy preferences of college students.

NEW FACULTY MEMBER MARISA BUNNING

Marisa Bunning, Ph.D., recently joined the faculty in the Department of Food Science and Human Nutrition as an assistant professor and Extension food safety specialist.

Marisa’s approach to food preparation has always been considered experimental, so a career in food science/food safety seemed only natural. Before getting her Ph.D. at CSU, Marisa graduated from Cameron University in Lawton, Okla., with a B.S. in botany and from Oklahoma State University with an M.S. in plant physiology.

Her work at CSU has been focused on food safety and post-harvest quality issues of food-production systems. She has collaborated on several interdisciplinary research projects involving locally grown produce crops. This research deals with the examination of nutritional and sensory profiles and assessment of consumer opinions about produce purchases.

One current project includes growing and evaluating a wide variety of leafy green vegetables to identify types that grow well in Colorado. Outlining recommendations for safe handling of salad greens is another goal of the project. Other research interests include the development of food safety outreach materials and quality assessments of various food products.

Marisa’s husband, Mike, will retire from the Air Force this summer. As a military family, the Bunnings have lived in a number of interesting locations, from Turkey to Hawaii, before deciding to make Fort Collins their permanent home. Marisa spends her spare time keeping up with daughter Abbey, son-in-law Walt, and grandson Carson in South Carolina; son Josh in California; and son Luke in Texas.
When Leslie Cunningham-Sabo joined the faculty in January 2007, she brought with her an ongoing project to enhance and evaluate an existing experiential foods and nutrition program called Cooking with Kids (CWK).

**PROGRAM DESCRIPTION**

Created in 1996 by Lynn Walters, M.S., a health educator and chef, Cooking with Kids is a unique program that teaches hands-on food preparation skills integrated with academic subjects and reinforced through school cafeteria meals. CWK’s bilingual (Spanish/English) curriculum is an innovative model of interdisciplinary teaching and learning, with age-appropriate lessons for grades K-1, 2-3, and 4-6. Classroom recipes are adapted for school food service and served several times each month as school lunches in all 21 Santa Fe, N.M., public elementary schools.

CWK’s purpose is to improve children’s nutrition by engaging them in hands-on learning with fresh, affordable foods from diverse cultures. The program serves 4,250 ethnically diverse low-income kindergarten through sixth-grade elementary school children (ages 5-12 years). At least 50 percent of the students qualify for free or reduced-price school meals.

**COMPONENTS OF COOKING WITH KIDS**

**Cooking Classes**

Each two-hour cooking class focuses on making dishes from one region of the world. Cooking classes are taught by a trained food educator and the classroom teacher. Family volunteers are invited and welcomed. Geography, language and literature, math, and nutrition are a part of each class. Often students said that they were not sure they would like the meal, but after making and trying it, they found they truly enjoyed the food and the entire experience. The following table shows several CWK meals in the curriculum.

<table>
<thead>
<tr>
<th>Meal</th>
<th>Region of the World</th>
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<tbody>
<tr>
<td>Fresh Green and White Fettuccine</td>
<td>Italy</td>
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<tr>
<td>with Tomato Basil Sauce</td>
<td></td>
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<tr>
<td>Vegetable Tamales with Red Chile Sauce</td>
<td>Mexico and New Mexico</td>
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<td>Minestrone and Breadsticks</td>
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<td>Ecuador and Neighboring</td>
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<td>Green Salad</td>
<td>Countries</td>
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<tr>
<td>Vegetable Paella with Flatbread</td>
<td>Spain and the Mediterranean</td>
</tr>
<tr>
<td>and Green Salad</td>
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**Tasting Classes**

In teacher-led tasting classes, students are encouraged to explore fresh foods using all of their senses, to have fun, and to exercise choice with new foods. Tasting classes are one hour long and require no cooking. Children taste different varieties of fruits or vegetables that they may not have had the opportunity to eat at home. Students read about, draw, and write about the food they have tasted. They learn to articulate similarities and differences, employ descriptive language, expand vocabulary, and explore choice and personal preference.

**Cafeteria Meals**

CWK adapts classroom recipes for use in cafeteria meals. All recipes comply with federal regulations for reimbursable meals. In Santa Fe, Cooking with Kids cafeteria meals are served several times each month in all 21 public elementary schools.

**Family Component**

Family members of the students are encouraged to volunteer in the cooking and tasting classes. In some schools, “Family Bags” are sent home so they can sample and enjoy the same food that their children sampled in their tasting class. Recipe suggestions and activities are also included to encourage the entire family to participate in the CWK experience.
EVALUATION OF COOKING WITH KIDS

Specific Aims

Phase I: Refine and test CWK classroom, cafeteria, and family intervention components; refine previously piloted instruments to assess determinants of food choice through rigorous validity and reliability testing; and refine and test process and other outcome evaluation measures.

Phase II: Design and carry out an investigation of the effects of two versions of the CWK program: 1) a comprehensive food educator-led classroom cooking curriculum and 2) a less-intensive teacher-led tasting curriculum, both compared to a control group. Eleven schools are involved, and two cohorts of approximately 800 fourth-grade students, their parents/guardians, and school teachers, cafeteria staff, and administrators will participate.

Phase III: Disseminate CWK intervention and evaluation components through training and technical assistance to other school districts and community nutrition programs using the University Extension network.

Research Hypothesis

Compared to students in the control condition, students in both intervention conditions will:
- report greater intake of and preference for fruits and vegetables,
- report greater cooking self-efficacy and cooking attitudes, and
- their parents will report more positive food preparation and eating practices.

It is expected that compared with students receiving the less-intensive tasting classes, students receiving the cooking and tasting classroom intervention will report greater changes in the above reported conditions.

Working closely with the developers and directors of CWK (Lynn Walters and Jane Stacey), Leslie Cunningham-Sabo and her team are refining and testing measures to assess the classroom, cafeteria, and family intervention components of CWK. School- and student-level information has been gathered through student and school staff surveys and individual and focus group interviews and observations within the school setting. Cafeteria menus, production records, and interviews with cafeteria staff are being used to assess that component of the program. The impact and usefulness of current activities such as recipes sent home, “Family Bags,” “Family Night,” and newsletters also are being evaluated. Parent surveys, individual and focus group interviews, as well as informal interactions with parents in the school setting are providing useful information on the effectiveness of the program.

THE FUTURE OF COOKING WITH KIDS

Partnerships between CSU, CWK, and the New Mexico Cooperative Extension Service will disseminate the Cooking with Kids intervention and evaluation components to other school districts and community nutrition programs through training and technical assistance. Programs such as these provide insight into how to improve children’s food choices through partnership with schools, families, and community agencies.

Funding for this project is provided through a U.S. Department of Agriculture National Research Initiative Grant. Excerpts taken from www.actionforhealthykids.org and www.cookingwithkids.net.

CSU Student Team Members

Ann Diker’s dissertation topic involves both the dissemination of the CWK curriculum and the impact of training on implementation of curriculum. Diker is looking at what factors impact the acquisition and implementation of the curriculum outside of Santa Fe.

Victoria Wallen is testing the reliability and validity of the Day in the Life questionnaire as a method of assessing dietary intake of fourth-grade students. If valid, this questionnaire will be used as part of the program evaluation for CWK.

Jessica Grilley Zabriskie is part of the evaluation team for the family component of CWK. Her thesis project is comparing the family eating environment of children participating in the program to family eating environments of children in control schools.

April Sifford is assisting Diker in the development of data input design for classroom and cafeteria observation forms. She is developing an expense and payment tracking system and performing data-entry quality-control procedures.

Jody Swigris is currently entering student survey data. She will use components of CWK in her own thesis project.

Santa Fe Evaluation Team

Anne Hanika Ortiz leads the local evaluation team in Santa Fe, where she oversees the scheduling and collection of a variety of evaluation data. She also supervises two part-time evaluation consultants.

Kim Davis is observing the implementation of CWK tasting classes led by teachers, interviewing school staff on their experiences with and suggestions for improving the program, and helping conduct student surveys.

Candice Hewitt-Redl also observes the teacher-led CWK classroom tastings, CWK food educator-led cooking classes, and school cafeteria activities and administers surveys to students.
WHAT’S GOING ON WITH THE FOOD FRIENDS® PROGRAM?

Food Friends – Making New Foods Fun for Kids® is a successfully evaluated social marketing campaign aimed at increasing children’s willingness to try new foods in an effort to enhance food choice and, hence, dietary variety. A physical activity companion program, Food Friends Get Movin’ with Mighty Moves™, has been developed to improve the programs’ overall efforts to establish healthful habits that prevent childhood overweight early in life.

Food Friends Get Movin’ with Mighty Moves™

During the 2006-07 school year, a research study was conducted in eight Colorado Head Start Programs with the aim to increase physical fitness, gross motor skills, and physical activity levels in young children. To accomplish these goals, the Food Friends® characters were used in creative and fun ways to engage kids, teachers, and parents in activity in the classroom and at home.

The Mighty Moves™ physical activity intervention was 18 weeks in length and was conducted in the classroom four days per week for 15 to 20 minutes each day, for a total of 72 lessons. Lessons and activities were led by the classroom teacher. Each week focused on a skill or group of skills from one of the three gross motor skill categories: stability, locomotor, or manipulative. Early in each week, children were introduced to a motor skill with movement concepts added as the week progressed. Later in the program, skill patterns, a combination of more than one motor skill, were incorporated into activities.

Creatively, the Food Friends® morphed into superheroes and now live in the town of Healthadelphia™. Here a new Food Friend®, Bella Bean, acts as the town mayor. Each character has Mighty Moves™ (gross motor skills) as well as superpowers. As the children practice their Mighty Moves™, they are caped in a caping ceremony, where they acquire the same superpowers as the Food Friends®.

They use their Mighty Moves™ and superpowers to help the Food Friends® in Healthadelphia™. In Healthadelphia™, the Food Friends® take the kids on imaginary musical journeys to places where food is grown, sold, or eaten. Other lessons include trips to the firehouse to help Fireman Frank and to the beach to help Lifeguard Luis. Program materials include a custom musical CD, colorful polypots (rubber mats), flashcards, scarves, beanbags, various balls, and bilingual parent materials.

Findings

Data were collected on 276 children and families prior to the Mighty Moves™ program and again after the program was completed. Additionally, 64 teachers provided information on daily physical activity offerings, with 42 of these teachers providing feedback on specific Mighty Moves™ lessons and activities.

Overall, the program was very well accepted by teachers and parents. The Food Friends Get Movin’ with Mighty Moves™ intervention did lead to significant increases in gross motor abilities and physical fitness when compared to the control group.

Differences in motor ability, fitness, or physical activity were not seen between ethnic groups or by gender. However, age and weight status were contributing factors to how children performed motor skills and fitness tests. Three-year olds and children of normal weight had more significant changes than 5-year olds and children classified by CDC as overweight or at risk for overweight.

BMI calculations indicated that 13.3 percent of children in this study were considered overweight (≥95th percentile on CDC growth charts), and an additional 24 percent of children were classified as at risk for overweight (≥85th but <95th percentiles). Further, while significant differences in physical activity were not found between those who received the Mighty Moves™ program and the control group, it is important to note that only 7 percent of the children enrolled in the study met the recommendation of 60 minutes or more of moderate-to-vigorous activity each day.
HIGHLIGHTS OF THE SPECIALTY GREENS PROJECT

Care for some huazontle? How about some minutina, shiso, or orach? These are some of the many types of leafy greens that can play an important role in a healthful diet. Although there are more than 1,000 species of leafy plants known to be edible, only a few types are found in local markets. The availability of a diverse array of fresh produce not only provides more choices for consumers but also can result in more flavorful and attractive salads and cooked dishes.

Marisa Bunning, Martha Stone, Jeff Miller, and Pat Kendall with FSHN, along with Frank Stonaker and Cecil Stushnoff in the Department of Horticulture and Landscape Architecture, are involved in a research project aimed at promoting the production, safe handling, and marketing of specialty leafy green vegetables in Colorado. The study is funded by the Colorado Agricultural Experiment Station and students from both departments are involved in the project. Colorado’s climate is well suited for cool-season crops, such as leafy greens. The state is currently third in U.S. production of lettuce and fifth in spinach, and Colorado has the potential to become a leader in growing specialty greens. The reduction in food miles that results from local production also could have a positive impact on the environment.

Currently, more than 50 varieties of leafy green vegetables and herbs are being grown in an on-campus greenhouse, both hydroponically and in soil media. Taste tests and production characteristics are being used to determine which of the greens show the most promise for production in this region. The selected greens will also be tested by several local restaurants, including the student-run Aspen Grille on campus. Future phases of the project will focus on evaluation of sensory attributes, total phenolic content, antioxidant capacity, growth rate, and yield of the selected varieties. Another aspect of the study will address microbiological safety and will include the effects of pre-washing on shelf life and general microbial levels compared to unwashed leafy greens and commercially available salad mixes.

The leafy greens that exhibit the best sensory and production traits are expected to compare well with more traditional leafy greens. Preliminary data collected last fall suggest that several of the types of greens will be popular among Colorado consumers, and local restaurants may be interested in incorporating these unusual varieties in their menu offerings.

Implications

Obesity rates among children continue to rise, and the need for programs addressing the preschool audience is clear. Good nutrition and physical activity are important to the growth, development, and emotional well-being of young children and to their establishment of healthful lifestyles that can prevent childhood overweight. The improvement in motor ability for this age group is important, as many children never develop certain mature patterns of motor skills, and as a result, they perform poorly as they grow older. These early failures can damage the child’s self-esteem as well as lead to avoidance of movement. Children with low motor skills know that they can’t move efficiently and feel awkward, uncoordinated, and inhibited, thus leading to decreased movement.

The success of Mighty Moves™ at increasing gross motor skills and physical fitness in preschoolers, in concert with Food Friends™ demonstrated ability to increase children’s willingness to try new foods, has contributed to the establishment of healthful behaviors for proper growth and development in the early years. These behaviors serve as foundations to building healthy lifestyles, which may decrease the risk of overweight later in childhood as well as adulthood.

For More Information

Laura Bellows, program coordinator, at bellows@cahs.colostate.edu or phone (970) 491-1305.

Jennifer Anderson, at Jennifer.Anderson@colostate.edu or phone (970) 222-1349.
Program ENERGY (Education, Nutrition, Exercise, and Recreation for Growing Youth), an integrated health/science education enrichment program led by Colorado State University professor Arthur Campfield has offered unique opportunities for Colorado State University students for the last seven years.

“Program ENERGY really inspired me. Now, I’m going to be a pediatrician when I grow up.”

– Melissa, 4th-grade student

Program ENERGY’s primary goal is to reduce the rate of obesity and type 2 diabetes in elementary school children through an inquiry-based health and science education program. Since its inception, Program ENERGY has relied on the expertise, hard work, and dedication of numerous graduate and undergraduate students from the Department of Food Science and Human Nutrition. In the 2006-2007 school year, Program ENERGY reached a total of 475 children in three Fort Collins schools with the help of approximately 100 CSU student volunteers, service-learners, and employees.

Recently, three graduate students completed their master thesis work with Program ENERGY. The students’ research projects, which coordinated with Program ENERGY’s existing program included a take-home family component, after-school family wellness, and a classroom extension focusing on the brain and nervous system. Jenna Allen’s ENERGY News pilot study targeted the parents of 250 second-grade children in three different schools. These children took newsletters and challenges home to complete with their families. Each newsletter and challenge corresponded to the biweekly Program ENERGY classroom lesson. Lonnie Murt created and delivered an eight-week interactive parent-child after-school wellness education program for third-grade children who had previously participated in Program ENERGY. Finally, Kristin Schiller developed and delivered an extension of Program ENERGY for sixth-grade students focusing on the brain and nervous system.

In addition to offering graduate students a forum in which they can gain research experience by developing new theory-based health and science projects for children and their families, Program ENERGY also offers Colorado State University students a variety of service-learning opportunities. Last year, approximately 100 students took advantage of these service-learning opportunities making a significant impact in the lives of hundreds of elementary school students. Volunteer opportunities with Program ENERGY in the classroom offer CSU students the opportunity to lead a group of children through various science inquiry-based explorations. Students commit to leading the same group of children for an entire semester and serve as mentors and role models.

Another valuable service learning opportunity offered by Program ENERGY is to participate in the 9Health Fair In the Classroom and In the Community programs. For In the Classroom, Program ENERGY enlists CSU students to bring a traveling exhibit to elementary schools across Colorado during the school year. For a one-week period in mid-April,

“We are proud to have helped spread a little knowledge about nutrition to another generation and would happily do it again! Thank you!”

– Emily and Joel, CSU students

students are enlisted to bring an adult version of the traveling exhibit to community sites across Colorado. At these 9Health Fair events, students from the food science and human nutrition department share their knowledge and passion of healthy food and exercise behaviors and attitudes. Approximately 4,000 people were impacted by the CSU students attending the 9Health Fair sites.

Graduate and undergraduate research assistants and volunteers from the food science and human nutrition department are invaluable to Program ENERGY. Through their participation with Program ENERGY, these students have a great impact on the Northern...
Colorado community. Whether it’s science in the classroom, an after-school enrichment program, a special newsletter, or a hands-on health fair, they share the message of disease prevention through healthy living. Furthermore, research findings from graduate students were reaching an international audience at the Annual Meeting of the Society for the Study of Ingestive Behavior in Steamboat Springs, Colo., in July 2007.

“... My son loves the program, and I am so impressed with what Program ENERGY is doing. You really have the knowledge and resources to do it up right! It’s exciting to be part of such a great thing that will have a lifelong impact on each of the kids.”

– Kelly, parent of a fourth-grader

Campfield was invited to present data at the “Hot Topics in Adolescent Health” session at a symposium at the American College of Preventive Medicine in Austin, Texas, in February 2008 (“Program ENERGY: Increased diabetes knowledge and prevention behavior in elementary school children”). In April 2008, he was a guest speaker at the National Association of Children Museums in Denver, where more than 1,000 members gathered.

Program ENERGY is funded by NIH/NCRR/SEPA grant # 1R25-RR-020469-9. The Community Foundation of Northern Colorado and the Coalition for Activity and Nutrition to Defeat Obesity (Can Do) provided additional support to implement classroom activities. For more information, visit www.programenergy.org or call (970) 491-3238.

THE FTEC 460 EXPERIENCE

Fall semester 19 students completed a two-credit, senior-level course, Brewing Science and Technology, in the Department of Food Science and Human Nutrition at Colorado State University, the land-grant state university of Colorado, the largest brewing production state in the nation. For the tuition and fees paid, students did the following:

- Learned the laws and regulations of home-brewing and beverage alcohol consumption from CSU Student Legal Services staff attorney, Rob Lowrey, setting an expectation of conduct for course learning activities.
- Learned the science and technology of converting grains and hops from the farm-to-table food products, beer, and ale.
- Used an academic textbook coauthored by Michael J. Lewis, Ph.D., professor emeritus of brewing science, and academic director of brewing programs, University of California, Davis, and Tom W. Young, Ph.D., senior lecturer in biochemistry, School of Biosciences, The University of Birmingham, U.K.

Students brewed three different styles of ale using an all-grain system in five-gallon batches: 1) English-Style IPA; 2) Extra Special Bitter, which they modified; and 3) Oatmeal Stout enhanced with rum-extracted whole vanilla beans. This third brew in class was an event to which they invited the brewers from all six Fort Collins breweries and food science faculty and department head and provided their own live musical entertainment from class musicians.

Students brewed a slight modification of their first five-gallon E-IPA on a commercial five-barrel system at Odell Brewing Co., which was commercially marketed to the Fort Collins community at Odell's Tap Room and to the CSU community at the Ram-skeller.

Odell Brewing Co. honored students for their student-named “Easy-A IPA” at a tapping party, which included a live band.

Students participated in VIP tours of all six Fort Collins breweries and are now on a first-name basis with the brewmasters from each brewery, exemplifying brew pubs, craft breweries, regional breweries, and a large commercial brewery.

In class, students developed their critical sense of off-tastes and characteristic tastes encountered in a wide variety of beers and ales, advancing to tastes of world varieties guided by Lauren Salazar, sensory specialist at New Belgium Brewing Co.
‘BEING A PEACE CORPS VOLUNTEER IS A LOT LIKE GARDENING!’

Kate Reinsma served in Cameroon as part of the Peace Corps Master’s International Program offered through the FSHN department.

“Ah Sister Kate, look at you, wearing your head scarf and working in your farm, you are really becoming African!” That is what my friend in the picture, Eunice, said to me right before this picture was taken. We had just finished hoeing my garden, or farm, as they call it here, no matter how big or small it is. We first used a machete to cut down the tall weeds and banana tree branches and then used a Cameroonian hoe to dig up the ground, form four mounds, and plant groundnuts, corn, pumpkin, and beans.

I think being a Peace Corps volunteer is a lot like gardening. You plant many seeds in various places hoping that at least a few will sprout, flourish, and blossom. It takes time and patience. Here in Cameroon, the phrase, “small, small catch monkey” is often repeated, meaning, pursue your community integration and work projects, slowly and carefully. There is no need to rush into anything.

As my garden grew inch by inch, as seen in this picture, row by row, person by person, project by project, my place in my community rooted, grew, and began to sprout. I formed many relationships – with my counterpart and hospital staff, priests and sisters at the Catholic Mission, schoolchildren and teachers, and most notably with my dear friend Eunice. She was there with me to plant my garden when I first arrived in Mambu-Bafut and harvest from it six months later. She taught me not just about planting, watering, and harvesting the seeds in my garden, but also about planting myself in the community, watering others with encouragement and laughter, and harvesting friendships grown from mutual concern and solidarity.

This enabled me to do a wide variety of projects to improve the health of Cameroonianians. I taught people with diabetes how to manage their disease with nutrition, assisted my community in rehabilitating their eight-year-old dilapidating water system, and did education, care and support for people with HIV/AIDS.

All of this is just one example of how I went to TEACH people specifically about nutrition and health, but in the process I LEARNED about the complexities of life – together growing, struggling, and cultivating.

CHECK IT OUT: INFANET NUTRITION WEBSITE

A new website, InfaNET Nutrition for Child Care Providers, was recently developed as part of a doctoral research project at Colorado State University by Alena Clark, Ph.D., R.D. (Adviser – Jennifer Anderson, Ph.D., R.D.). Clark is now an assistant professor at the University of Northern Colorado and an affiliate faculty member at CSU.

The website provides information in English, Spanish, and French on ways that child care centers can be “breastfeeding friendly” and on appropriate ways to bottle feed and introduce solid foods to infants, as well as additional links. The content is the result of a needs assessment with Colorado child care providers. Eighty-three percent of those surveyed desired a website with bilingual and up-to-date infant feeding information targeted towards child care providers. Results of the research project found that child care providers who used the website had more behavior and attitude changes in providing a more supportive environment for breastfeeding working mothers.

Funding for this project has been provided by the CSU McHugh Graduate Fellowship; Medela, Inc.; Colorado Breastfeeding Taskforce; Colorado Department of Public Health and Environment; and the University of Northern Colorado.
The 29th Lillian Fountain Smith conference will be held in Fort Collins June 12-13. The program is designed to provide participants with the current objectives and authoritative information available in selected areas of human nutrition. This year’s emphasis will be on Cancer and Nutrition, New Perspectives on Eating Behaviors, and Organics. Dietitians, nutritionists, educators, extension specialists, students, and business owners, just to name a few, will hear nationally recognized speakers address issues important to their research or practice. The conference also will feature an open house in the new Nutrition Center on Thursday, June 12, 4-6:30 p.m., 114 Gifford.

The Cancer and Nutrition sessions will be opened with Christine Sardo, M.P.H., R.D., from Ohio State University Comprehensive Cancer Center, James Cancer Hospital. Sardo will speak on “A Food-Based Approach to Cancer Prevention and Survivorship.”

“Diet, Epigenetic, and Cancer Prevention” will be the other topic under the direction of Sharon Ross, National Cancer Institute, Department of Health and Human Services, Bethesda, Md.

Barbara Lohse and Marc-Andre Cornier will highlight the New Perspectives on Eating Behaviors session. Lohse, associate professor and director at Pennsylvania State University, will discuss “Eating Competence: Eating as Reasonable Adventure.” Cornier from the Division of Endocrinology, Metabolism, and Diabetes, University of Colorado Health Center, will focus on “Obesity as an Attention Disorder? Lessons from Neuroimaging.”

Organics continue to be a hot topic, and the sessions will feature experts discussing “The Multi-Faceted Organic Consumer” (Dawn Thilmany, Ph.D., CSU professor, Department of Agricultural and Resource Economics), “Organic’s Health and Environmental Benefits” (Kate Clancy, Ph.D., Endowed Chair in Agricultural Systems, Minnesota Institute for Sustainable Agriculture), and “Organic Agriculture: It Looks Good on Paper but Will It Really Work on the Ground?” (Jerry Dewitt, Ph.D., Department of Entomology, Iowa State University).

For more information and registration, visit www.fshn.cahs.colostate.edu/LFSC/index.asp or call (970)491-7435.
Master’s Graduates, 2006-2007

Armfield, Ashlee, Development and Acceptability of Quinoa Milk
Braithwaite, Diane, Do Oats or Spelt Belong in Gluten-Free Diet?
Brunning, Jennifer, Assessing Consumer Opinions Regarding Fresh Produce Purchases and Production Methods
Bukhari, Asma, Assessment of Nutrition Education Strategies to Reduce Cardiac Vascular Disease Risks in U.S. Army Hospitals
Caldwell, Lisa, Pre-Testing and Development of a Parent Component for Food Friends Get Movin’ with Mighty Moves
Camus, Heidi, Resistance Exercise With or Without Supplemental Carbohydrate Lowers Plasma Ghrelin but Does Not Reduce Post-Exercise Hunger
Curtis, Alison, The Development and Evaluation of the Food Friends® Storybook
Griffin, Dina, Effectiveness of Self-Care for a Healthy Heart by Print and Website Delivery Methods
Hopkins, Christine, Post-prandial Thermogenesis in HIV Lipodystrophy
Jones, Katie, Factors Affecting Local Food Sales in Colorado
Kweller, Amy, Nutrient Concerns After Adjustable Gastric Banding
Laosiripornwattana, Ukrit, Listeria Monocytogenes Changes in Commercial Uncured Turkey Breast With or Without Sodium Lactate and Sodium Diacetate
Lapakulchai, Suda, Use and Market Demand of Specialty Leafy Green Vegetables in Fort Collins, Colorado
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