

**HUN 6936 SUPERVISED TEACHING IN PREVENTATIVE HEALTH EXPERIENCE
Fall 2014**

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Office hours: By appointment

Class meeting time: Thursdays: 11:45 am- 12:35 pm.
AND – Each second period weekly meeting of your undergraduate section (Monday or Wednesday)

Attendance: Required
Location: MCCA 2186
Credits: 3

Course Description and Prerequisites: This course will provide graduate students with training and experience in teaching and leading effective group discussions to promote health behavior change. Students will investigate the relationship between health behaviors and chronic disease risk, with a focus on cardiovascular disease, diabetes, cancer, and obesity, identifying established evidence and uncovering gaps in the literature. This course will review theories of health behavior change and their strategies and techniques for implementation. In addition, students will understand the strength of the supporting literature regarding the success of these techniques for promoting sustained behavior change. This course will prepare students to design and implement a health behavior change program for a variety of chronic disease models.

Prerequisites: None

Course Goals/Competencies: Upon completion of this course, students should be able to:

1. Prepare and implement teaching objectives and lead effective group discussions.
2. Practice counseling and interviewing techniques by leading a behavior change group.
3. Identify nutrition, physical activity, and behavioral strategies and techniques that encourage long-term adherence to a healthy lifestyle for the purpose of chronic disease prevention. The course will focus on risk reduction strategies for the prevention of obesity, cardiovascular disease, cancer, and diabetes mellitus.
4. Describe various health behavior theories and relate specific strategies to promote health behavior change using these theories.

Required Materials:

- Daily access to the internet and Canvas.
- Course information and materials posted on Canvas.

Recommended Materials:

- McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers.

Class Attendance and Demeanor: Students are expected to attend weekly assigned undergraduate class as well as the weekly meeting of the graduate group. Students must arrive on time to their undergraduate sections, be prepared, dressed appropriately, and respectful of students. Each student is expected to participate in class discussions and to refrain from engaging in personal conversations during class.

Student Evaluation: Multiple assignments and presentations/teaching experiences will be used to assess student performance. In addition, students must complete weekly grading/behavior feedback in a timely and respectful manner. All assignments and grading must be completed as scheduled. Failure to submit or complete an assignment

will result in a score of “0” unless there are unavoidable extenuating circumstances (subject to my discretion) that can be documented to my satisfaction. Extenuating circumstances include unavoidable, unplanned situations such as illness (chart note from physician or clinic; vague notes such as “was seen” are not acceptable); family death (dated obituary); accident (police report); etc. University approved absences should be brought to the instructor’s attention in advance so that acceptable arrangements can be made. Extra credit projects will **NOT** be available.

Absences and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Assignments: Detailed information for completing each assignment for this course will be distributed separately. The assignment due dates are listed along with weekly topics on the calendar in this document. There will be approximately one assignment per week. Assignment materials will be posted on Canvas and/or distributed in class. Assignments will be discussed in class at the time of release. Failure to submit the assignment on the designated due date will result in a grade of “0” unless prior arrangements have been made.

Grading: Students will be assigned a small group of undergraduates that are enrolled in HUN 4936: Preventative Health Experience during the same semester. Each student will monitor, provide feedback, and take the lead on grading all assignments for this small group of undergraduates. To receive full credit, grading must be consistent with the grading scales provided in class, must be completed weekly and entered on Canvas, and be professional and positive in nature whenever possible.

Teaching Experiences: Each student will have at least 2 opportunities to lead a portion of the undergraduate course. Lesson plans will be prepared in advance (see assignments) and presented to the graduate class prior to the teaching experience. Undergraduates and Dr. Mathews will provide evaluations of each teaching experience.

In Class Participation: In class participation will be evaluated through attendance records and by regular participation in group discussions. This course is meant to foster comfortable student participation.

++Because this course involves setting individual health behavior goals, respecting the undergraduates with whom you will lead as well as your fellow students is paramount as we will be dealing with real life situations. Information shared in class discussion should be respected rather than shared outside of class.++

Evaluation of Performance

Performance Indicators	<u>Points</u>
Assignments: 14 assignments @ 10 points each	140
Grading/Feedback: 14 grading periods @ 10 points each	140
Teaching/Leading undergraduate course	40
2 classes @ 45 points each	90
Class Participation: 13 weeks @ 5 points each	65

Total 475

Grading Scale: Grades will be posted on Canvas. Grades are not curved and are not negotiable.

A = 473-475 93.34-100%	A ⁻ = 427-442 90-93.33%	B ⁺ = 412-426 86.68-89.9%	B = 396-411 83.34-86.67%	B ⁻ = 380-395 80-83.33%	C ⁺ = 364-379 76.68-79.9%
C = 348-363 73.34-76.67%	C ⁻ = 332-347 70-73.33%	D ⁺ = 317-331 66.68-69.9%	D = 301-316 63.34-66.67%	D ⁻ = 285-300 60-63.33%	E = <285 <60%

Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Supplementary Information: Supplementary information, announcements, reminders, sample assignment responses, and critical thinking exercises will be posted on Canvas or the class listserv.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Training Programs
 - Community Provider Database
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

Other Information: Lecture material and information are the property of the University of Florida and the course instructor and may not be used for any commercial purpose. Students found in violation may be subject to disciplinary action under the University’s Student Conduct Code. Only students formally registered for the course are permitted to attend lectures and take quizzes/tests.

Fall 2014 Tentative Class Schedule*
Assignments and Date Changes will be announced

Date	Topic	Assignments
Week 1: Aug. 28	Course Introduction Leading Effective Group Discussions Standard Behavioral Interventions/Goal setting	<ul style="list-style-type: none"> • 1-Lesson Plan Outline • Grading: completion of physiological assessments, 24 hour recalls
Week 2: Sept 4	Nutriinfo.com training and feedback training Teaching “Backwards”: Developing a lesson plan REMINDER: Monday: No Class-HOLIDAY M/W sections meet Wednesday (<i>The Evidence: A Healthy Lifestyle for the Prevention of Chronic Disease</i>)	<ul style="list-style-type: none"> • 2-Lesson Plan Development • Grading: completion of physiological assessments, 24 hour recalls
Week 3: Sep 11	Behavioral Intervention Delivery Methods: In person, telephonic, web-based, etc. (<i>Internal vs External Cues/Goal setting</i>)	<ul style="list-style-type: none"> • In class: Lesson Plan Presentations and Feedback Session • 3-Behavior change theories – readings and discussions • Grading: completion of physiological assessments, 24 hour recalls, family trees
Week 4: Sep 18	Behavior Change for Young Adults/College Students (GRADS PRESENT: <i>Nutritional Competence: Creating Balanced Meals. Avoiding Portion Distortion.</i>)	<ul style="list-style-type: none"> • 4-Behavior change theories: reading and discussions • Grading: Family Health History, Nutriinfo and class participation, Pounds Lost assignment (End of week 1 self-monitor)
Week 5: Sep 25	Theories of Behavior Change (Mr. Ali Al-Rajhi) (GRADS PRESENT: <i>Physical and Lifestyle Activity: Type, Amount, and Intensity for Disease Prevention.</i>)	<ul style="list-style-type: none"> • 5-Lesson Plan Outline • Grading: Physical activity assignment, Nutriinfo and class participation (End of week 2 self-monitor)
Week 6: Oct 2	Difficult students and challenging situations. (GRADS PRESENT: <i>Trans-theoretical Model Stages of Change</i>)	<ul style="list-style-type: none"> • 6-Lesson Plan Development • Grading: Stage of change article assignment, Nutriinfo and class participation.(End of week 3 self-monitor)

Week 7: Oct 9	Social, Spatial, and Identity Driven Determinants of Diet (Dr. Melissa Vilaro) (Environment and Environmental Interventions)	<ul style="list-style-type: none"> • In class lesson plan presentations and feedback. • Grading: Environmental assignment, Nutriinfo and class participation. Environment evaluation complete. (End of week 4 self-monitor)
Week 8: Oct 16	NO CLASS - HOMECOMING (GRADS PRESENT: <i>Eating Out, On Campus. Dealing with Social Situations</i>)	<ul style="list-style-type: none"> • 7-Lesson plan outline • Grading: Cook and Click assignment (End of week 5 self-monitor)
Week 9: Oct 23	Non-Diet Approach, Mindful Eating, Body Image (GRADS PRESENT: <i>Mental health/stress/chronic disease – Refine Goals</i>)	<ul style="list-style-type: none"> • 8-Lesson plan development • Grading: Stress and disease assignment, Nutriinfo and class participation. (End of week 6 self-monitor)
Week 10: Oct 30	Social Influences of Behavior Change (GRADS PRESENT: Body Image/Weight Discrimination)	<ul style="list-style-type: none"> • In class lesson plan presentations and feedback. • 9-Special Topics Lit Review • Grading: Self-monitoring assignment. Nutriinfo and class participation. (End of week 7 self-monitor)
Week 11: Nov 6	Counseling & Teaching Young Adults (<i>Self-monitoring Evidence</i>)	<ul style="list-style-type: none"> • 10-Special Topics Case Study Development • Grading: Behavior Theory assignment, Nutriinfo and class participation. (End of week 8 self-monitor)
Week 12: Nov 13	Relapse Prevention Counseling Philosophy (<i>Problem Solving</i>)	<ul style="list-style-type: none"> • In class: Special Topics Case Study presentations • 11-Counseling Philosophy outline • Grading: Interview Assignment (End of week 9 self-monitor)
Week 13: Nov 20	Motivational Interviewing for individuals and groups. (<i>Social Support</i>) (<i>Social Support to Prevent Relapse: Lifestyle means Lifetime Refine Goals.</i>)	<ul style="list-style-type: none"> • 12-Counseling Philosophy Writing • Grading: Problem Solving Assignment, Nutriinfo and class participation. (End of week 10 self-monitor)
Week 14: Nov 25	REMINDER: NO Graduate Class meeting (UG sections meet Monday and Tuesday) (<i>Counseling Techniques/Motivational Interviewing</i>)	<ul style="list-style-type: none"> • 13-Submit via Canvas: Counseling philosophy • Grading: Physiological Assessment, 3 24-hour recalls

		on ASA24
Week 15: Dec 4	TO BE DETERMINED BY CLASS (Thanksgiving) Reflective Teaching <i>(Counseling Techniques/Motivational Interviewing)</i>	<ul style="list-style-type: none"> • 14-Preventative Health Conclusions paper writing. • Grading: Physiological Assessment, 3 24-hour recalls on ASA24
Week 16: Dec 11th	READING DAY (No class) <i>(Self-assessment and Long-term Goals)</i>	<ul style="list-style-type: none"> • Grading: Final Papers Happy Holidays!