

University of Florida
Food Science and Human Nutrition Department
HUN 6936: Nutrition Education, 1 credit, Fall 2020

Instructor: Jeanette Andrade, PhD, LDN, RDN, FAND
Phone: 352-294-3975
Office Location: FSHN 467B
Email: jandrade1@ufl.edu
Office Hours: W and R 2-3pm or by appointment.

Class Meeting Times:

Mondays, period 4: 10:40-11:30am. There will be a physical component for this class, which the dates are bolded. We will meet in McCarty Hall A G186. For the remaining dates, we will have class via Zoom. The information about Zoom was provided in an invite.

Course Description:

This class provides students with the tools for providing nutrition education to the public. Students will learn about conducting needs assessments, utilizing learning theories, writing for the general public and health professionals, and developing/implementing nutrition education and materials, and writing a grant proposal.

Course Objectives:

Upon completion of this course, students will:

1. Utilize the tenets of the Academy's code of ethics when interacting with the public
2. Demonstrate effective communication skills for diverse individuals and groups in various community settings
3. Develop, implement, and evaluate a program/educational strategy for a target population based on a needs assessment
4. Evaluate educational materials utilizing evaluation principles and theories

Activities and assignments completed in this course contribute to the achievement of the following **ACEND** competencies:

CRDN 2.2: Demonstrate professional writing skills in preparing professionals communications.

CRDN 5.1: Conduct literature reviews and interpret and evaluate food, nutrition and nutrition education research, consumer issues, and nutrition education materials and programs.

CRDN 5.2: Conduct needs assessments for targeted community-based groups

CRDN 5.3: Develop food and nutrition education programs and materials for diverse populations

CRDN 5.4: Apply relevant education and behavioral sciences theories and techniques to modify nutrition and health behaviors for individuals and groups.

CRDN 5.5: Develop, market, conduct and evaluate food and nutrition education programs/training sessions that demonstrate effective use of oral and written communication skills and technology

There is NO official textbook for this course, but required readings are posted in the Canvas site that you MUST read.

Course Policies and Procedures

Maintaining Safety

For the dates for *physical presence*:

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

For the dates we will meet via **Zoom**:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Other: Additional course information and materials will be posted on E-Learning in Canvas (<http://lss.at.ufl.edu/>) and/or available through the Marston Science Library online reserve system (Ares), the Academy of Nutrition and Dietetics website or other resources needed to complete assignments.

Student Preparation for Class: Students are expected to complete reading assignments in advance. Also, considering we will only be meeting for 50 minutes, the supplemental information needs to be reviewed prior to class time as no lecturing will take place, only discussion of materials. Class preparation may require use of the Internet, library and/or other reference materials. Students are expected to bring materials printed from E-Learning in Canvas or other sites to class.

How to Access E-Learning:

- Access requires a Gatorlink account. If you need to establish a Gatorlink account, go to <http://www.gatorlink.ufl.edu/>.
- Once you have created a Gatorlink account, access e-Learning Support Services homepage at <http://lss.at.ufl.edu>. Select “e-Learning Login”. Log in using your Gatorlink ID. FYC 6934 should be listed under “My Workspace”. If you are unfamiliar with e-Learning in Sakai, select “Student Tutorials & FAQs from the menu.

Online Course Evaluation Process: Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

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: <https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>.

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.

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. Contact information: 0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/.

Student Complaints: The following link describes the University of Florida’s policy related to student complaints. Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general wellbeing 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.

Service	Location	Phone	Web site	Services provided
University Counseling and Wellness Center	3190 Radio Road	352-392-1575	www.counseling.ufl.edu/cwc/	<ul style="list-style-type: none"> ▪ Counseling Services - individual and group ▪ Groups and Workshops ▪ Outreach and Consultation ▪ Self-Help Library ▪ Wellness Coaching ▪ Training Programs ▪ Community Provider Database
U Matter We Care		352-294-CARE	www.umatter.ufl.edu	Care-related programs and resources for students and employees
Career Resource Center	First Floor J. Wayne Reitz Union	352-392-1601	www.crc.ufl.edu	Career development assistance and counseling

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.

Email: Students are required to check their email account(s) daily (at least Monday through Friday) and respond to course/program related requests, inquiries, etc. in a timely manner.

Attendance: Per University Policy, **attendance** is expected at *all* class sessions. When an absence does occur, the student is responsible for the material covered during the absence. When possible, the student should notify the instructor in advance of an anticipated absence. Dr. Andrade will grant make-up privileges (when possible) to students for properly verified absences due to illness, emergency, or participation in an official University activity.

Assignments:

Grades are not curved and not negotiable. All Assignments are due by 1159pm on the due date.

1. **Nutrition education toolkit:** In a group of 4, create a toolkit that will tackle one of these topics below:
 - Plant-based menus for either elementary or high schools (K-12th grade)
 - Accessing foods during a pandemic
 - Rural elders eating well
 - Reducing childhood obesity in low-income communities
 - Renal disease – the complexities and healthy eating

Throughout the course, you will submit aspects of the tool kit for feedback prior to your presentation and final tool kit submission in week 16. The toolkit needs to be creative and contain the following information:

- a. Summary of Needs Assessment: Based on the data analysis of your population, include at least 10 bullet points of your main findings. The information you include may consist of: prevalence of chronic diseases/issues, typical dietary habits, and a community/environmental scan. You will need to include the main issue you are hoping to address through your toolkit.
 - b. Goal and learning objectives: Develop at least 1 goal and 3 learning objectives for one to achieve that goal
 - c. Proposal: Based on literature and a needs assessment with the target population, draft a 3-5-page double-spaced proposal that includes the title, overall goal, objectives, project summary, and target population with rationale. Include at least 5 references formatted in AMA style. Submit all in week 10.
 - d. Materials: Provides pictures and other information about what is included in the toolkit and rationale for them. Submit in week 15.
 - e. Final proposal: Submit the final proposal in week 15. This proposal needs to be at minimum 15 pages, including rationale for the learning theory used and revisions from the initial proposal and materials. A minimum of 20 references included, but do not count in the page limit.
 - f. Presentation: In class, present your toolkit – from development to acquiring feedback from the content matter experts to your conclusions. Occurs in week 15
 - g. Team evaluation: Evaluate your peers. Submit in week 15.
2. **Putting Families First (PFF): Only for MS/DI students** - This is a mandatory, year-long program to work with interdisciplinary health professionals. Details about the assignments and the syllabus will be posted on Canvas through the Health Center. You will not receive a grade for this portion, but it will count towards 15 of your internship hours, if you attend all classes and family visits.

Summary of Assignment and Points

Assignment	Points
Nutrition Education toolkit	225
Needs Assessment	15
Learning objectives and goals	10
Initial Proposal	50
Materials	50
Final revised proposal	50
Presentation	25
Team peer evaluation	25
Total Points	225

Grading Scale

A: 225 - 210 A-: 209 - 203 B+: 202 - 192 B: 191 - 187 B-: 186 - 180 C+: 179 - 175, etc

Reading list

Week 1:

- Murimi MW, Kanyi M, Mupfudze T, Amin R, Mbogori T, Aldubayan K. Factors influencing efficacy of nutrition education interventions: A systematic review. *J Nutr Educ Behav.* 2017; 49: 142-165.

Week 3:

- Dollahite JS, Fitch C, Carroll J. What does evidence-based mean for nutrition educators? Best practices for choosing nutrition education interventions based on strength of the evidence. *J Nutr Educ Behav*. 2016; 48: 743-748.
- Abram JK, Hand RK, Parrott S, Brown K, Zielger PJ, Steiber AL. What is your nutrition program missing? Finding answers with the guide for effective nutrition interventions and education (GENIE). *J Acad Nutr Diet*. 2015; 115(1): 122-130.

Week 4:

- Centers for Disease Control. Community Needs Assessment - Sections 1 – 4 (pages 6-39) & 5 (pages 40-48)

Week 5:

- Great River Medical Center 2019 Community Health and Needs Assessment and Health Improvement Plan – pages 2-9; Appendix 1 – 24-27

Week 6:

- Strolla LO, Gans KM, Risica PM. Using qualitative and quantitative formative research to develop tailored nutrition intervention materials for a diverse low-income audience. *Health Educ Res*. 21 (4): 465-476.

Week 7:

- Bello TK, Gericke GJ, MacIntyre UE. Development, implementation and process evaluation of a theory-based nutrition education programme for adults living with HIV in Abeokuta, Nigeria. *Front. Public Health*. 7: 1-8.

Week 8:

- Prochaska JO. Stages of change. *Psychotherapy*. 2001; 38(4): 443-448.
- Ajzen I. The theory of planned behavior. *Organ Behav Hum Decis Process*. 1991; 50: 179-211.
- Janz NK, Becker MH. The health belief model: A decade later. 1984. *Health Educ Quart*. 11(1): 1-47.

Week 9:

- Jackson R, Asimakopoulou K, Scammell A. Assessment of transtheoretical model as used by dietitians in promoting physical activity in people with type 2 diabetes. *J Hum Nutr Diet*. 2007; 20: 27-36.
- Bayat F, Shojaezadeh D, Baikpour M, Heshmat R, Baikpor M, Hosseini M. The effects of education based on extended health belief model in type 2 diabetic patients: A randomized controlled trial. *J Diabetes Meta Disorders*. 2013; 12: 2-6.
- Gratton L, Povey R, Clark-Carter D. Promoting children's fruit and vegetable consumption: Interventions using the theory of planned behavior as a framework. *Br J Health Psychol*. 2007; 12:639-650.

Week 10:

- Rogers EM. A prospective and retrospective look at the diffusion model. *J Health Commun*. 2004; 9(S1): 13-19.
- Bandura A. Social cognitive theory: An agentic perspective. *Annu Rev Psychol*. 2001. 51:1-26.
- Haenen J, Schrijnemakers H, Stufkens J. Sociocultural theory and the practice of teaching historical concepts. *Vygotsky's Educational Theory in Cultural Context*. 2003: 246-266.

Week 11:

- Woodall WG, Buller DB, Saba L, Zimmerman D, Waters E, Hines JM, Cutter GR, Starling R. Effect of emailed messages on return use of a nutrition education website and subsequent changes in dietary behavior. *J Med Intern Resear.* 2007. 9(3): e27.
- Bagherniya M, Sharma M, Darani FM, Maracy MR, Safarian M, Birgani RA, Bitarafan V, Keshavarz SA. School-based nutrition education intervention using social cognitive theory for overweight and obese Iranian adolescent girls: A cluster randomized controlled trial. *Int Quart Commun Health Educ.* 2017. 38(1): 37-45.
- Ovrebo EM. What re student preschool teachers learning about diet in their education in Norway? *Int J Consumer Sci.* 2017. 41: 28-35.

Week 12:

- Holkup PA, Tripp-Reimer T, Salois EM, Weinert C. Community-based participatory research: An approach to intervention research with a native American community. *ANS Adv Nurs Sci.* 2004. 27(3): 162-175.
- Bronfenbrenner U. Ecological models of human development. In *International Encyclopedia of Education, Vol 3, 2nd Ed.* Oxford: Elsevier.

Week 13:

- Kumar J, Kidd T, Li Y, Lindshield E, Muturi N, Adhikari K. Using the community-based participatory research (CBPR) approach in childhood obesity prevention. *Int J Child Health Nutr.* 2014. 3: 170-178.
- Olfert MD, Barr ML, Riggsbee K, Kattelmann KK, Leischner K, Mathews AE, Vilaro M, Colby SE. A community based participatory approach to training young adults to design and implement a social marketing framed lifestyle intervention on their college campus. *Educ Sci.* 2018; 8: 150.
- Green-LaPierre RJ, Williams PI, Glanville NT, Norris D, Hunter HC, Watt CG. Learning from “knocks in life”: Food insecurity among low-income lone senior women. *J Aging Resear.* 2012: 1-11.

Tentative Schedule

Week	Dates	Topic	Assignments due
1	8/31	Introduction/ Principles of Nutrition Education	
2	9/7	<i>Labor Day – No Class</i>	
3	9/14	Principles of Nutrition Education	Email population for toolkit assignment
4	9/21	Preparing a proposal – Needs Assessment/ Goals	
5	9/28	Preparing a proposal – Goals	
6	10/5	Preparing a proposal – Learning objectives	Summary of Needs Assessment Due
7	10/12	Preparing a proposal – Lesson plan	
8	10/19	Learning theories - individual	Goal and learning objectives due
9	10/26	Learning theories - individual	
10	11/2	Learning theories - social	Toolkit proposal
11	11/9	Learning theories – social	
12	11/16	Learning theories - community	
13	11/23	Learning theories - community	
14	11/30	Finalizing your plan	
15	12/7	Presentations	Toolkit final proposal, materials, presentation & Team peer evaluation due