

### ***Nutrition Education***

***Class Periods:*** Mondays, period 4, 10:40-11:30am

***Location:*** ARCH 020215

***Academic Term:*** Fall 2022

***Instructor:***

Jeanette Andrade, PhD, RDN, LDN, FAND

[Jandrade1@ufl.edu](mailto:Jandrade1@ufl.edu)

352-294-3975

Office Hours: Mondays and Wednesdays from 12-1pm or by appointment

***Course Description***

This class provides students with the tools necessary to provide nutrition education to the public. Students will learn how to conduct needs assessments, use learning theories when developing programs, write for the general public and health professionals, and develop nutrition education and materials.

***Course Pre-Requisites / Co-Requisites***

None

***Course Objectives***

Upon completion of this course, students will be able to:

1. Develop nutrition education materials that are culturally-sensitive for diverse individuals and groups
2. Identify appropriate learning theories to embed within nutrition education programs
3. Critically appraise scientific literature
4. Enhance written and oral communication skills

***Materials and Supply Fees***

None

***Required Textbooks and Software***

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

***Course Schedule***

| Weeks | Dates | Topic  | Assignments due |
|-------|-------|--|-----------------|
| 1     | 8/29  | Introduction/ Principles of Nutrition Education      |                 |
| 2     | 9/5   | <b>Labor Day – No Class</b>                          |                 |
| 3     | 9/12  | Principles of Nutrition Education                    |                 |
| 4     | 9/19  | Needs Assessment; Cultural awareness – Dr. Dahl/Lori |                 |
| 5     | 9/26  | Cultural awareness – Wendy Gans                      |                 |
| 6     | 10/3  | Goals/ Learning objectives                           |                 |

|    |       |                                |  |
|----|-------|--------------------------------|--|
| 7  | 10/10 | <b>Working Day</b>             | Summary of Needs Assessment                                  |
| 8  | 10/17 | Goals/ Learning objectives     |  |
| 9  | 10/24 | Learning theories - individual | Goal and learning objectives                                 |
| 10 | 10/31 | Learning theories - individual |  |
| 11 | 11/7  | Learning theories – social     |  |
| 12 | 11/14 | Learning theories - social     |  |
| 13 | 11/21 | <b>Finalizing your plan</b>    |  |
| 14 | 11/28 | Learning theories - community  |  |
| 15 | 12/5  | Presentations                  | Presentation, final paper, materials, & Team peer evaluation |
| 16 |       | Final week                     |  |

**Reading list per week (All available on Canvas)**

**Week 3:**

- 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.
- 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.

**Week 4:**

- 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.
- 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
- 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 6:**

- 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 9:**

- Prochaska JO. Stages of change. *Psychotherapy.* 2001; 38(4): 443-448.
- 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.

**Week 10:**

- Janz NK, Becker MH. The health belief model: A decade later. 1984. *Health Educ Quart.* 11(1): 1-47.

- Bayat F, Shojaeezadeh 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.

**Week 11:**

- 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.
- 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:**

- Bandura A. Social cognitive theory: An agentic perspective. *Annu Rev Psychol*. 2001. 51:1-26.
- 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.

**Week 14:**

- 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.
- Olfert MD, Barr ML, Riggsbee K, Kattelman 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.

**Assignments**

Assignments are due on the dates indicated on the syllabus. Late assignments will be penalized 10% for each day late for up to 5 days including weekends.

**Nutrition education toolkit:**

*Goal:* Over the course of the semester, in a group, develop an educational material/curriculum, toolkit, etc that is culturally appropriate for the target audience

*Learning Objectives:*

1. Expand knowledge in conducting a needs assessment
2. Create overall goal and learning objectives of the nutrition education toolkit
3. Improve teamwork and professional skills

Create a toolkit: Based on a population of your choice, you will be working in a group with 2-3 students to create an educational material/curriculum, toolkit, etc that addresses a certain issue. One option is to design an educational material/curriculum, toolkit, etc for conducting cooking demos at the Field and Fork Food pantry from college students. This could align with developing an educational material/curriculum, toolkit, etc about fermentation for adults.

Throughout the course, you will submit aspects of the tool kit for feedback prior to your presentation and your 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 5 bullet points of your main findings. You will need to include the main issue you are

- hoping to address through your toolkit.
- Goal and learning objectives: Develop at least 1 goal and 2 learning objectives for one to achieve that goal
  - Materials: Provides pictures and other information about what is included in the toolkit and rationale for them.
  - Final proposal: This proposal needs to be at minimum 5 pages (double-spaced), including revised goal/learning objectives, needs assessment, rationale for the learning theory used. A minimum of 10 references included, but do not count in the page limit.
  - Presentation: In class, present your toolkit.
  - Team evaluation: Evaluate your peers that you worked with on the nutrition education toolkit.

***Attendance Policy, Class Expectations, and Make-Up Policy***

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. Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

***Evaluation of Grades***

| <i>Assignment</i>                             | <i>Total Points</i> | <i>Percentage of Final Grade</i> |
|---|---------------------|----------------------------------|
| Needs Assessment                              | 15                  | 7%                               |
| Learning goal and objectives                  | 10                  | 5%                               |
| Final paper                                   | 100                 | 44%                              |
| Education, curriculum, toolkit, etc materials | 50                  | 22%                              |
| Presentation                                  | 25                  | 11%                              |
| Team peer evaluation                          | 25                  | 11%                              |
|   | 225                 | 100%                             |

***Grading Policy***

| <i>Percent</i> | <i>Grade</i> | <i>Grade Points</i> |
|----------------|--------------|---------------------|
| 90.0 - 100.0   | A            | 4.00                |
| 87.0 - 89.9    | A-           | 3.67                |
| 84.0 - 86.9    | B+           | 3.33                |
| 81.0 – 83.9    | B            | 3.00                |
| 78.0 - 80.9    | B-           | 2.67                |
| 75.0 - 79.9    | C+           | 2.33                |
| 72.0 – 74.9    | C            | 2.00                |
| 69.0 - 71.9    | C-           | 1.67                |
| 66.0 - 68.9    | D+           | 1.33                |
| 63.0 - 65.9    | D            | 1.00                |
| 60.0 - 62.9    | D-           | 0.67                |
| 0 - 59.9       | E            | 0.00                |

More information on UF grading policy may be found at:

### ***Students Requiring Accommodations***

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### ***Course Evaluation***

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing [online evaluations via GatorEvals](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here](#).

### ***University Honesty Policy***

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### ***Recording in class***

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited.

To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct 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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### ***Student Privacy***

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

### ***Campus Resources:***

#### ***Health and Wellness***

- ***U Matter, We Care:*** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- ***Counseling and Wellness Center:*** [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- ***Student Health Care Center:*** Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- ***University Police Department:*** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- ***UF Health Shands Emergency Room / Trauma Center:*** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

#### ***Academic Resources***

- ***E-learning technical support:*** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- ***Career Connections Center:*** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- ***Library Support:*** Various ways to receive assistance with respect to using the libraries or finding resources.
- ***Teaching Center:*** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- ***Writing Studio:*** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- ***Student Complaints On-Campus:*** [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).