HUN 6626 Nutrition Education
Class Periods: Mondays, period 4, 10:40-11:30am
Location: ROG 106
Academic Term: Fall 2024

Instructor:
Jeanette Andrade, PhD, RDN, LDN, FAND
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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	8/26	Introduction	
2	**9/2**	**Labor Day – No Class**	
3	9/16	Principles of Nutrition Education	
4	9/23	Needs Assessment	
5	9/30	Goals/Learning objectives	
6	**10/7**	**Working Day**	Summary of Needs Assessment
7	10/14	Cultural responsiveness	
8	10/21	Health Literacy – Dr. Laura Guyer	

9	10/28	Learning theories - individual	Goal and learning objectives
10	11/4	Learning theories - individual	
11	**11/11**	**Veteran's Day**	
12	11/18	Learning theories - social	Mockup of educational material
13	**11/25**	**Thanksgiving week**	
14	12/2	Presentations	Presentation & Team peer evaluation
15	12/9	Final week	Final paper/materials

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.

Weeks 7-8:
- 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 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.

Assignments
Assignments are due on the dates indicated on the syllabus. Students are expected to submit all assignments on time. Assignments will be collected via Canvas or in class. Assignments not turned on or before the deadline will be subject to a "late" penalty corresponding to a 10% deduction of the maximum number of points of the assignment for every day it is late.

Nutrition education information:
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 information
3. Improve teamwork and professional skills

Create nutrition education information: You will be working in a group with 2-3 students to create an educational material/curriculum, toolkit, etc that addresses a certain issue related to a chronic disease.

Throughout the course, you will submit aspects of the nutrition education information for feedback prior to your presentation and your final submission. The nutrition education information 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.
    b. Goal and learning objectives: Develop at least 1 goal and 2 learning objectives for one to achieve that goal
    c. Materials: Provides the educational material(s) to be included.
    d. 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.
    e. Presentation: In class, present your toolkit.
    f. Team evaluation: Evaluate your peers that you worked with on the nutrition education toolkit.

Attendance Policy, 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.

Class Expectations

There is a CANVAS site for our course. All communication with Dr. Andrade will go through Canvas and all class assignments and quizzes will be uploaded through this site.

- Cellular phones should be turned to silent or off when entering the classroom. No texting during class. Students will be asked to leave the classroom, if caught texting.
- Computers are allowed during class for the sole purpose of taking notes. Both noisy typing skills and keyboards are not welcome in class. All other electronic devices should be turned off.
- Please don't check or send e-mail, texts, etc., during class.
- Class sessions begin at the time specified. If you come in late, please take your seat quietly. Most class sessions will run the allocated time. Please, do not disrupt the class by arriving late or leaving early.
- Talking in class is disruptive. Please be respectful of the instructors and your fellow classmates and refrain from side conversations during class.
- All correspondence should be via E-mail.
- When you send an email to your instructor, you should start the subject line using HUN 6626 [your subject]. Please be brief and avoid attachments unless you are sure your recipients can open them. Sign your message with your name and return e-mail address. Be sure you REALLY want everyone to receive your response when you click, "Reply All." Be sure that the message author intended for the information to be passed along before you click the "FORWARD" button.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Needs Assessment	15	7.5%
Learning goal and objectives	10	5%
Mockup of materials	10	5%
Final paper	100	50%
Materials	15	7.5%
Presentation	25	12.5%
Team peer evaluation	25	12.5%
	200	100%

Grading Policy

Percent	Grade	Grade Points
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

Percent	Grade	Grade Points
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:
UF Graduate Catalog
Grades and Grading Policies

Academic Integrity

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 task unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). The use of artificial intelligence (AI, e.g., ChatGPT) to complete quizzes and reports is not allowed. AI-generated writing will be evaluated using online tools such as (GPTZero, GPT-2 Detector, or AI content detector | GPT-3 | ChatGPT – Writer). 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/process/student-conduct-honor-code.

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.

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. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. 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 https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

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.

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

Contact DRC: 0001 Reid Hall, 352-392-8565
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 Helping Resources

UF is dedicated to supporting students in their academic success and overall well-being. Life can get difficult at times, especially while in college. Many students are faced with stressors and challenges that begin to impact their success as a student. These stressors have many shapes and forms (e.g., financial, family issues, etc.) and arrive at different stages of our lives. The U Matter, We Care Initiative aims at assisting the community with: i) care-related resources and programs focused on health, safety, and holistic well-being; ii) finding an appropriate network of support education and training; iii) access to tools for helping faculty staff and family members help students; and iv) several pathways to get involved with the initiative. Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize any of the many University's counseling resources.

- **The Writing Studio.** The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or at 2215 Turlington Hall for one-on-one consultations and workshops.

- **Counseling and Wellness Center.** 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.

- **Career Connection Center.** The Career Connection Center educates and creates connections for the University of Florida community in order to facilitate the holistic career development of students. First Floor JWRU, 392-1601

- **The Office of Victim Services.** A victim advocate is available 24 hours, 7 days a week through the University of Florida Police Department's Dispatch Center at 352-392-1111. Victims may also contact an advocate directly during weekdays (Monday-Friday) between 8:00 a.m. and 5:00 p.m. by calling 352-392-5648. You can also write or e-mail the department's advocates at ovs@mail.ufl.edu. All services are free and confidential.

- **University Police Department**. For emergencies ALWAYS dial 9-1-1. For non-emergencies dial 352-392-1111. For more information, visit: https://police.ufl.edu/

- **E-learning technical support** 352-392-4357 (select option 2) or email to Learning-support@ufl.edu. For more information, visit: https://elearning.ufl.edu/

- **Library Support**: Ask the librarian for support at https://cms.uflib.ufl.edu/ask

- **Student Complaints.** UF believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy. A student who is unsure as to the official responsible for handling his or her particular complaint may contact the Office of the Ombuds or the Dean of Students Office.