HUN 6626 Nutrition Education

Class Periods: Mondays, period 4, 10:40-11:30am
Location: MCCB G108
Academic Term: Fall 2025

Instructor:
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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	8/25	Introduction	
2	**9/1**	**Labor Day – No Class**	
3	9/8	Principles of Nutrition Education	
4	9/15	Needs Assessment	
5	9/22	Goals	
6	9/29	Learning objectives	Summary of Needs Assessment
7	10/6	Health Literacy	
8	10/13	Nutrition Literacy	

9	10/20	Learning theories - individual	Goal and learning objectives
10	10/27	Learning theories - individual	
11	11/3	Learning theories - social	
12	11/10	Learning theories - social	Mockup of educational material
13	11/17	Presentations	
14	**11/24**	**Thanksgiving week**	
15	12/1	Presentations	Presentation
16	12/8	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.

Weeks 11- 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. One of them must include a recipe that aligns with the learning objectives.
    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.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Needs Assessment	15	7.5%
Learning goal and objectives	10	6.25%
Mockup of materials	10	6.25%
Final paper	100	62.5%

Assignment	Total Points	Percentage of Final Grade
Materials	15	9.38%
Presentation	25	15.62%
	160	100%

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.

For information about UF policies regarding attendance, make-up, course expectations, grading, resources, and others, please review: UF Syllabus Policy Links - Online Course Syllabi - University of Florida