

University of Florida
Food Science and Human Nutrition Department
HUN 6936: Nutrition Education, 1 credit, Fall 2019

Instructor: Jeanette Andrade, PhD, LDN, RDN, FAND
Phone: 352-294-3975
Office Location: FSHN 467B
Email: jandrade1@ufl.edu
Office Hours: W and R 3-4pm or by appointment.

Class Meeting Times:

Mondays, period 4: 10:40-11:30am in WEIM 2056

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, developing/implementing/ and evaluating 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

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, choose one population below to develop a tool kit to be used by a health professional. This toolkit identifies a current problem facing one of these populations. Email me your population in week 2.

- Adolescents
- Elders
- College students
- 6-10-year-old children

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. Proposal: Based on literature and a needs assessment with the target population, draft a 3-5-page single-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.
 - b. Materials: Provides pictures and other information about what is included in the toolkit and rationale for them. Submit in week 10
 - c. Conference Abstract: Identifying a professional conference (SNEB, FAND, FNCE or other) and write a 300-word abstract about your nutrition education toolkit. Submit in week 15
 - d. Final proposal: Submit the final proposal in week 16. This proposal needs to be at minimum 15 pages, including rationale for the learning theory used, an evaluation plan and revisions from the initial proposal and materials. A minimum of 20 references included, but do not count in the page limit.
 - e. Presentation: In class, present your toolkit – from development to acquiring feedback from the content matter experts to your conclusions. Occurs in week 16
 - f. Team evaluation: Evaluate your peers. Submit in week 16.
2. **Extension experience:** In groups of 2, you will go down to Marion County 1 day during a specific week to provide nutrition information to one of 2 groups in Ocala: Group 1: Florida Center for the Blind or Group 2: Master the Possibilities Life Long Learning Center located at On Top of the World Retirement Community. As pairs, you will present your information to this group for 30 minutes. Nancy will assist you as well as myself about the content and the style of educating the audience (e.g. games, demos, etc). Below are the specific dates and topics:
 - a. Location: Master the Possibilities
 - a. Day of the Week: Tuesday
 - b. Time: 9:30 a.m. to 11:30 a.m.
 - c. Dates and Topics:
 - * October 8 Carbohydrate Counting (Students A, B, C, D)
 - * October 22 Meal Planning - DASH, Mediterranean, Low-carbohydrate, and Plant-based (one meal plan per student) (Students A, B, C, D)
 - b. Location: FL Center for the Blind

- a. Day of the Week: Wednesday
- b. Time: 11:30 a.m. to 12:30 p.m.
- c. Dates and Topics:
 - * October 16 Nutrition Management (Student E and F)
 - * October 23 Carbohydrate Counting (Student G and H)
 - * November 13 Meal Planning - DASH, Mediterranean, Low carbohydrate, and Plant-based. Student E and F (one meal plan per student)
 - * November 20 Meal Planning - DASH, Mediterranean, Low-carbohydrate, and Plant-based. Student G and H (one meal plan per student)

- About 1-2 weeks prior to your education session, you will need to email Nancy Gal (Nancy.Gal@marioncountyfl.org) to determine a date to observe the audience and how she communicates the information to the audience.
 - You will submit your educational materials and, in a 1 page max single-spaced paper, reflect on what you did well and how well you met the audience’s needs; what you would do differently if you were repeating the class; receptiveness of the audience to you and to the information you provided; your overall impression of the experience; and any other relevant comments/thoughts about the experience. Submit into Canvas in week 14. Aside from receiving points from this assignment, you will also receive 10 internship hours.
3. **Putting Families First (PFF):** 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.
- **Please note the below orientation time:**
 - Orientation I – Date - September 5th - Time 12:00-1:30 - Room C1-17
 - Orientation II – Date - September 11th - Time 12:00-1:30 - Room C1-17
 - **Class Schedule 10:30-12:30** for the below dates:
 - **Fall:** September 17, 2019 | October 15, 2019 | November 19, 2019
 - **Spring:** January 21, 2020 | February 18, 2020 | April 7, 2020

Summary of Assignment and Points

Assignment	Points
Nutrition Education toolkit	425
Parts of proposal (3 parts, 10 points each)	30
Proposal	70
Materials	50
Final revised proposal	175
Abstract for conference presentation	50
Presentation	25
Team peer evaluation	25
Extension experience	75
Educational materials	50
1-page reflection	25
Total Points	500

Grading Scale

A: 465 – 500 A-: 450 – 464 B+: 435 – 449 B: 415 – 434 B-: 400 – 414 C+: 385 – 399, etc

Tentative Schedule

Dates	Topic	Assignments due
8/26	Introduction/ Principles of Nutrition Education/ Guest speaker: Nancy Gal	
9/2	Labor Day – No Class	Email population
9/9	Preparing a proposal – Needs Assessment/ Goals	
9/16	Preparing a proposal – Learning objectives / Lesson planning	Summary of Needs Assessment Due
9/23	Preparing a proposal – Lesson planning	Title and Goal for toolkit due
9/30	Preparing a proposal – Lesson planning	Learning Objectives for tool kit due
10/7	Learning Theories across the ages – Individual	
10/14	Learning Theories across the ages – Peers	
10/21	Learning Theories across the ages – Community	Toolkit proposal & materials due
10/28	FNCE – working day	
11/4	Evaluation strategies – Types	
11/11	Veteran’s Day – No Class	
11/18	Evaluation strategies - Impact	Extension materials
11/25	Finalizing the plan	Toolkit Conference Abstract due
12/2	Presentations	Toolkit final proposal, presentation & Team peer evaluation due