

FDNS 4660/6660 - Food and Nutrition Education Methods
Monday, 12:20 p – 1:10 p; Friday, 11:15 a – 1:10 p
Fall Semester 2009
379 Dawson Hall

Instructor Information

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Required Text

Nutrition Education, Isobel R. Contento, Jones and Bartlett Publishers.

Purpose of the Course

This course is designed to provide students with a strong preparation for their future role as nutrition educators for individuals, groups and populations.

A person is well prepared to do this if they can DO the following:

1. Articulate their personal philosophy of teaching.
2. Use health behavior theory to select/design learning approaches for individuals, groups or populations
3. Use learning theory and curriculum development approaches to design learning experiences
4. Design and implement a nutrition education program for a variety of audiences
5. Utilize appropriate strategies and technologies to deliver nutrition concepts
6. Incorporate needs assessment, process and outcome evaluation in assessing nutrition education programs
7. Create a professional learning plan for nutrition education based on the ADA 5 year portfolio
8. Understand the role of nutrition education including both leadership and advocacy

Hence the general goal of this course is to lay a good foundation for each of these eight capabilities.

Specific Learning Goals

1. Have a good knowledge of:
 - a. Elements of a teaching philosophy and why it is important.
 - b. Various types of leadership.
 - c. Current health behavior theories
 - d. Principles of curriculum development
 - e. Principles of food demonstration
2. Know how to perform several key tasks
 - a. How to be leaders as nutrition educators
 - b. Use health behavior theory as a basis for curriculum development/selection
 - c. Select and/or develop a curriculum for a target audience
 - d. Use creativity as a tool for curriculum development
 - e. Evaluate the effect of the curriculum on behavior
3. Identify the interactions between:
 - a. The environment and lifestyles of the target audience and their behaviors
 - b. The methods used by the nutrition educator and their affect on behavior
4. Develop one's human capabilities
 - a. Recognize that others may be very different from you and have different ways of viewing the world and learning
 - b. Confidence in your ability to connect with target audiences values and lifestyles
5. Value
 - a. The need for practical, food specific information for the target audience
 - b. The importance of designing educational experiences that improve the quality of life for the target audience
6. Monitor and direct your own personal development
 - a. Use client, peer and self assessment to improve your skills
 - b. Create a place for your own professional development as a nutrition educator

Grading Policy

Grades will include the following:	%
Teaching Philosophy	10
Leadership Reflection Essay	5
Target Audience Description	5
Target Audience Observation	5
Needs Assessment Plan	10
Food Demonstration	20
Criteria Project	10
Curriculum Plan	30
Professional Development Plan	<u>5</u>
	100%

Philosophy of Grading

The philosophy of grading for a course of this type is based on my desire for each of you to be able to create effective interventions for your patients, clients and communities. To that end, I have structured the assignments. There are no tests in this course, rather a series of projects designed around specific aspects of nutrition intervention. Some are individual and some are in groups. In the real world, none of us work alone. Each of you will be able to submit your projects, receive a grade and then revise the project if you wish to improve your grade. I want you to learn and apply the information, not just memorize.

Evaluation

1. All assignments must be typed and double-spaced. A page limit is assigned for each project.
2. Assignments will be returned to the students within approximately two weeks of completion.
3. If students are dissatisfied with the instructor's evaluation of assignments, they may rewrite and resubmit for reevaluation. A completely new grade will be assigned based on the revised project.

My intent is for you to learn the material, not just do it for a grade.

Methods of Instruction

The instructor or guest will introduce the topics. Students will be expected to complete the reading/project assignment prior to class and be prepared to actively participate in class discussion. Assignments are designed to develop the process of critical thinking. Creativity is encouraged. It is expected that students will assume responsibility for their own "on going" learning process. Self assessment is essential.

Student responsibilities

1. Read widely, including the required readings and selected recommended readings that will be identified and/or distributed prior to each lecture. Seek out additional resources as necessary.
2. Attend class. Be on time. Actively participate in class discussion, individual and group activities.
3. Complete assignments on time.
4. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work (<http://www.uga.edu/ovpi>).

**FALL 2009
CLASS SCHEDULE**

DATE	CLASS	READING ASSIGNMENTS	WRITING & OTHER ASSIGNMENTS <i>(Due next class)</i>
August 17, M	<ul style="list-style-type: none"> ▪ Meet each other ▪ Review course goals ▪ Review Definition of Nutrition Education ▪ Review Teaching Philosophy 	<ul style="list-style-type: none"> ▪ <i>Nutrition Education</i> – Chapter 1 	<ul style="list-style-type: none"> ▪ Write Teaching Philosophy ▪ Complete Leadership Assessment
August 21, F	<ul style="list-style-type: none"> ▪ Teaching Philosophy Sharing ▪ Leadership Assessment Discussion ▪ Assign Target Audience 	<ul style="list-style-type: none"> ▪ <i>Health Behavior: Theory at a Glance</i> 	<ul style="list-style-type: none"> ▪ Reflective Leadership Essay
August 24, M	<ul style="list-style-type: none"> ▪ Reflective Leadership Discussion ▪ Review Health Behavior Theories ▪ Provide Programs Examples 	<ul style="list-style-type: none"> ▪ <i>Nutrition Education</i> – Chapter 4 	<ul style="list-style-type: none"> ▪ Peer Observation in theoretical context
August 28, F	<ul style="list-style-type: none"> ▪ Review Elements of Curriculum Design ▪ Small groups <ol style="list-style-type: none"> 1. Discuss how peers learn 2. Address situational factors for peers. 	<ul style="list-style-type: none"> ▪ Curriculum Design – Step 1 ▪ <i>Nutrition Education</i> – Chapter 7 ▪ Chapter 3 – Interviewing in Communication and Education Skills for Dietetic Professionals ▪ New Science of Focus Groups – American Demographics, March 2003 ▪ Perceptions of Factors Influencing Healthful Food Consumption Behavior in the Lower Mississippi Delta: Focus Group Findings (JNEB 2008) 	<ul style="list-style-type: none"> ▪ Literature Review for target audiences <ol style="list-style-type: none"> 1. Development Stage 2. Health/Nutrition Issues 3. Situational factors
August 31, M	<ul style="list-style-type: none"> ▪ Review factors in needs assessment ▪ Go over protocols for interviews/focus groups 	<ul style="list-style-type: none"> ▪ Curriculum Design – Step 2 ▪ <i>Nutrition Education</i> – Chapter 8 	<ul style="list-style-type: none"> ▪ Contact target audience ▪ Set up observations ▪ Literature review of programs for target audience
Sept 4, F	<ul style="list-style-type: none"> ▪ No class meeting ▪ Work on target audience 		<ul style="list-style-type: none"> ▪ Complete observations ▪ Write up observations ▪ Set up interviews/focus groups ▪ Draft needs assessment plan w/ interviews focus group protocols
Sept. 7, M	<ul style="list-style-type: none"> ▪ Labor Day (No Class Meeting) 		

DATE	CLASS	READING ASSIGNMENTS	WRITING & OTHER ASSIGNMENTS <i>(Due next class)</i>
Sept. 11, F	<ul style="list-style-type: none"> ▪ Discuss observations ▪ Review needs assessments plan and protocols ▪ Role play interviews ▪ Goals and objectives ▪ Developing the curriculum plan 	<ul style="list-style-type: none"> ▪ Fink: Designing Significant Learning Experiences ▪ <i>Nutrition Education</i> – Step 4, Chapter 10 	<ul style="list-style-type: none"> ▪ Complete needs assessment interview/focus groups report
Sept. 14, M	<ul style="list-style-type: none"> ▪ Discuss needs assessment ▪ Designing Significant learning experience 	<ul style="list-style-type: none"> ▪ Chapter 1 – Creating by Robert Fritz ▪ Handout: 7 Strategies for Generating Ideas, The Futurist, March –April 2003 ▪ <i>Nutrition Education</i> – Step 3, Chapter 8 	<ul style="list-style-type: none"> ▪ Draft theoretical model for target audience
Sept. 18, F	<ul style="list-style-type: none"> ▪ Using creativity in designing significant learning experiences ▪ Review theoretical models 	<ul style="list-style-type: none"> ▪ Review Fink Designing Significant Learning Experiences 	<ul style="list-style-type: none"> ▪ Draft learning goals and objectives
Sept. 21, M	<ul style="list-style-type: none"> ▪ Creating learning activities ▪ Review learning goals and objectives 	<ul style="list-style-type: none"> ▪ How to conduct a food demo 	<ul style="list-style-type: none"> ▪ View food demos and write observations
Sept. 25, F	<ul style="list-style-type: none"> ▪ Food Demo Lecture (Dr. Elizabeth Andress) 		<ul style="list-style-type: none"> ▪ Outline of food demo for target audience
Sept. 28, M	<ul style="list-style-type: none"> ▪ Review food demo outlines ▪ (Maybe Caree) 	<ul style="list-style-type: none"> ▪ Reference provided in class 	<ul style="list-style-type: none"> ▪ Draft of curriculum outline
Oct. 2, F	<ul style="list-style-type: none"> ▪ Using new media to facilitate learning (guest speaker) ▪ Review curriculum plan 		<ul style="list-style-type: none"> ▪ Complete food demo ▪ Make list of all items needed for food demo
Oct. 5, M	<ul style="list-style-type: none"> ▪ Review settings for Nutrition Education - compare approaches 	<ul style="list-style-type: none"> ▪ <i>Nutrition Education</i> – Chapter 15 	
Oct. 9, F	<ul style="list-style-type: none"> ▪ Students Present Food Demos 		<ul style="list-style-type: none"> ▪
Oct. 12, M.	<ul style="list-style-type: none"> ▪ Students present food demos 		<ul style="list-style-type: none"> ▪ Draft learning activities for 1 session of your curriculum plan

DATE	CLASS	READING ASSIGNMENTS	WRITING & OTHER ASSIGNMENTS <i>(Due next class)</i>
Oct. 16, F	<ul style="list-style-type: none"> ▪ Review learning activities ▪ Developing criteria 	<ul style="list-style-type: none"> ▪ Handout: Mullis, R., et al., Developing a Nutrient Criteria for Food-Specific Dietary Guidelines for the General Public (JADA, June 1990) ▪ Young, L. and Nestle, M. Portion Sizes in Dietary Assessment (Nutrition Reviews, June 1995, 53(6)) 	<ul style="list-style-type: none"> ▪ Go to grocery store ▪ Validate criteria ▪ Draft learning activities for two more sessions of your curriculum plan
Oct. 19, M	<ul style="list-style-type: none"> ▪ Discuss validation ▪ Revise criteria as necessary ▪ Review learning activities 	<ul style="list-style-type: none"> ▪ Logic Models: <ul style="list-style-type: none"> ○ Hulton, L. An Evaluation of a School-Based Teenage Pregnancy Prevention Program Using a Logic Model Framework (The Journal of School Nursing, April 2007, 23(2)) ○ Medeiros, L., Butkus, S. N., Chipman, H., et al. A Logic Model Framework for Community Nutrition Education (J Nutr Educ Behav, 2005;37:197-302) ▪ <i>Nutrition Education</i> – Chapter 14 	<ul style="list-style-type: none"> ▪ Validated Criteria
Oct. 23, F	<ul style="list-style-type: none"> ▪ Dr. Marsha Davis 		<ul style="list-style-type: none"> ▪ Draft Logic Model with evaluation plan
Oct. 26, M	<ul style="list-style-type: none"> ▪ Evaluation Plans – Review 		<ul style="list-style-type: none"> ▪ Complete criteria assignment
Oct. 30, F	<ul style="list-style-type: none"> ▪ Fall Break - No class 		<ul style="list-style-type: none"> ▪
Nov. 2, M	<ul style="list-style-type: none"> ▪ Discuss how criteria are related to curriculum/learning activities ▪ Review Preschool and School-based Nutrition Education Approaches 	<ul style="list-style-type: none"> ▪ Preschool and school-based reference will be provided in class 	<ul style="list-style-type: none"> ▪ Revised evaluation plans
Nov. 6, F	<ul style="list-style-type: none"> ▪ Dr. Judy Harrison 		<ul style="list-style-type: none"> ▪ Draft of all elements of curriculum project
Nov. 9, M	<ul style="list-style-type: none"> ▪ Discuss drafts, determine what needs to be done to complete final project 	<ul style="list-style-type: none"> ▪ Nutrition Education for the Elderly 	<ul style="list-style-type: none"> ▪ Continue to refine curriculum project

DATE	CLASS	READING ASSIGNMENTS	WRITING & OTHER ASSIGNMENTS <i>(Due next class)</i>
Nov. 13, F	<ul style="list-style-type: none"> ▪ Dr. Mary Ann Johnson 	<ul style="list-style-type: none"> ▪ ADA – Developing a Professional Learning Plan 	
Nov. 16, M	<ul style="list-style-type: none"> ▪ Developing a professional learning plan 	<ul style="list-style-type: none"> ▪ Nutrition Education for Community Audiences 	
Nov. 20, F	<ul style="list-style-type: none"> ▪ Dr. Gail Hanula 		
Nov. 23, M	<ul style="list-style-type: none"> ▪ Thanksgiving Break 		
Nov. 27, F	<ul style="list-style-type: none"> ▪ Thanksgiving Break 		<ul style="list-style-type: none"> ▪ Your professional development plan
Nov. 30, M	<ul style="list-style-type: none"> ▪ Review professional development plans 	<ul style="list-style-type: none"> ▪ <i>Nutrition Education</i> – Chapter 17 	<ul style="list-style-type: none"> ▪ Complete curriculum project for class presentation
Dec 4, F	<ul style="list-style-type: none"> ▪ Dr. Marilyn Hughes – Field Trip (Springdale Park School, Atlanta (LEED School)) 		<ul style="list-style-type: none"> ▪ 2 page reflection on field experience
Dec. 7, M	<ul style="list-style-type: none"> ▪ Discuss field experience ▪ Discuss curriculum project presentations 		
Dec, 8, F	<ul style="list-style-type: none"> ▪ Final Project presentation ▪ Class evaluations 		
Dec. 14, M Noon-3PM	<ul style="list-style-type: none"> ▪ Final project presentations (continued) ▪ Wrap Up 		<ul style="list-style-type: none"> ▪ All class materials including final curriculum project are due

Learning Goals:	Assessment Activities:	Learning Activities:
<p>1. Foundations</p> <ol style="list-style-type: none"> a. Describe the elements of a teaching philosophy b. Recognize the various types of leadership c. Define nutrition education d. Identify current health behavior theories e. Know the principles of curriculum development f. Be familiar with the principles of food demonstration and its use as an educational tool 	<p>Write their personal teaching philosophy</p> <p>Write a brief reflection paper (1-2 pages) on their beliefs about leadership</p> <p>Select a target audience and describe their current health issues. Describe the needed changes.</p>	<ul style="list-style-type: none"> ● Review the elements of a teaching philosophy ● Review the various types of leadership styles ● Assess themselves and the leaders they have observed using the 6 stages of Real Power ● Review definitions of nutrition education ● Review Health Behavior Theories ● Discuss how these can be applied using a case example ● Review principles of curriculum development (including food demonstration)
<p>2. Application</p> <ol style="list-style-type: none"> a. Exercise leadership in their nutrition education setting b. Select the appropriate behavioral theory to address the desired behavior change c. Evaluate existing nutrition/health curriculums and select an appropriate approach for a target audience d. Develop curriculum/learning plan for a target audience e. Develop a food demonstration f. Evaluate the effect of the curriculum on target audience behavior 	<p>Select the health behavior theory that addresses the types of changes needed</p> <p>Develop a curriculum for their target audience incorporating the principles of curriculum development and evaluation</p> <p>Students prepare and present food demonstrations for their target audience and present to audience and/or peers</p>	<ul style="list-style-type: none"> ● Develop criteria for evaluating existing curriculum ● Use the criteria to evaluate several existing curriculum – small group discussions ● Review evaluation approaches ● Small group discussion of how these approaches applied or did not apply to existing curriculums ● Expert presents food demonstration ● Students evaluate expert food demonstration and You Tube food demonstration using criteria for food demonstrations

<p>3. Integration/Synthesis</p> <p>a. Connect the curriculum to the target audience environment and lifestyle (i.e., grocery stores, restaurants, food preparation)</p> <p>b. Teach the curriculum to the target audience</p>	<p>Conduct interviews/focus groups with target audiences</p> <p>Write up findings</p>	<ul style="list-style-type: none"> ● Review interview and focus group protocols ● Have students develop protocol in small groups and share with class ● Role play an interview based on the protocol
<p>4. Human Dimension Goals</p> <p>a. Recognize different information needs of the target audience</p> <p>b. Recognize the need to connect with target audience values and lifestyles</p>	<p>Curriculum plan incorporates target audience information needs, values and lifestyles</p>	<ul style="list-style-type: none"> ● Review levels of information needs (i.e., need to know, nice to know and professional) ● Have students develop the 3 levels based on one of the dietary guidelines
<p>5. Caring</p> <p>a. Value the need for practical, food specific information for the target audience</p> <p>b. Ensure that the nutrition education approach is designed to improve the quality of life for their target audience</p>	<p>Curriculum plan incorporates practical, food specific information for target audience</p>	<ul style="list-style-type: none"> ● Review the Nutrition Translation Approach ● Have students develop the approach for one of the dietary guidelines and share with class members (paired activity)
<p>6. Learning How to Learn</p> <p>a. Use client, peer and self assessment to improve their skills as nutrition educators</p> <p>b. Develop a professional learning plan for nutrition education based on the ADA 5 year portfolio</p>	<p>Students prepare an evaluation plan for their curriculum</p> <p>Students present curriculum and evaluation plan to classmates and instructor</p> <p>Students prepare a professional learning plan for nutrition education</p>	<ul style="list-style-type: none"> ● Curriculum and plan are reviewed by class members ● Class members use criteria to evaluate curriculum and evaluation plan ● Small group discussion of plans ● Small group sharing of plans

