

Department of Family Relations and Applied Nutrition



NUTR*4070: Nutrition Education
Fall 2014

Who I am and where you can find me:

Dr. Jess Haines, PhD, MHSc, RD
MACS 226
Phone: X53780
Office hours: Tuesdays 1:30-2:30, or by appointment
Email: jhaines@uoguelph.ca

Please note: I do my best to reply promptly to email messages, but expect up to 48 hours for me to respond.

Your teaching assistants:

Name	Email	Office	Office Hours
Kathryn Walton	kw Walton@uoguelph.ca	MACS 329	By appointment
Michelle Boere	mboere@uoguelph.ca	MACS 329	By appointment

Class meets:

Tuesdays and Thursdays, 4:00p – 5:20 pm in Room Annu 156.

Prerequisites: FRHD*3400, NUTR*2050

Purpose and overview of course:

Welcome to Nutrition Education! I hope you find this to be an interesting course that provides you with knowledge and skills that are relevant to your career. Educating groups or individuals on how to make healthful food choices is an important aspect of both clinical dietetic practice and health promotion activities. This course will help you to understand how to assess the nutrition education needs of both groups and individuals and to develop, implement, and evaluate programs or campaigns to meet those needs.

Course objectives:*Content-specific objectives:*

Upon completion of this course you should be able to:

- 1) Discuss the role of nutrition education in clinical dietetic practice and public health nutrition.
- 2) Describe selected theories of behaviour change and how they may be used to plan, implement, and evaluate nutrition education programs/resources.
- 3) Describe the basic steps in program planning, implementation, and evaluation.
- 4) Assess the nutritional education needs of groups and individuals.
- 5) Discuss various strategies that are used in nutrition education in a variety of settings.
- 6) Assess nutrition education resources for specific target groups.
- 7) Develop nutrition education materials following an evidence based approach.

Skill-based objectives:

Upon completion of this course you will:

- 8) Enhance your communication skills by: a) developing a brief oral presentation using appropriate audiovisual materials (e.g., powerpoint slide); b) developing a written report describing the development of a nutrition education intervention
- 9) Enhance your critical thinking and research skills by using scientific literature to provide a rationale for your nutrition education intervention.
- 10) Enhance your level of cultural competence by exploring the nutrition habits of an ethno-cultural community in Canada.

Addressing Applied Human Nutrition Outcomes (see Appendix on page 17)

This course addresses the following AHN Learning Outcomes:

1. Core Knowledge: nutrition communication and education, community/public health nutrition
2. Supporting Knowledge: health behaviour theory, determinants of health
3. Critical Thinking and Research Skills
4. Communication Skills: written, oral, and visual
5. Professional Skills: cultural competence, teamwork, organization, time management

Methods of instruction

This course will involve three main forms of instruction: 1) lecture; 2) in-class discussion and activities, and 3) peer instruction via class presentations. The in-class discussion and activities will supplement the lecture by providing you an opportunity to think about and apply the material provided in lecture to “real-life” cases or examples.

Course text and reading:

There is no textbook for this course. Weekly readings will be assigned.

My Responsibilities

1. Create a course curriculum that helps students to assess the nutrition education needs of both groups and individuals and to develop, implement, and evaluate programs to meet those needs.
2. Be honest about my views while allowing students to make up their own minds about course content.
3. Be prepared for every class.
4. Be available to communicate with students about course content and assignments.
5. Respond to email messages within 48 hours.

Your Responsibilities

1. Be prepared for every class by doing all required readings.
2. Be respectful of other students and guest speakers.
3. Come to class on time and stay until the end of the class period.
4. Work with group members outside of class to create an oral presentation.
5. Check Courselink every 48 hours for important announcements and use Courselink to communicate with other students and the instructor.
6. Complete course requirements with integrity.

Courselink

Courselink will be used as our **primary** mode of communication. I have created discussion boards for: 1) questions, comments or thoughts re: Course Content; 2) questions or comments re: Course Assignments; 3) communication with your classmates (the TAs and I will not monitor this discussion board), 4) Group Presentations where your group will post the names of your group members, the ethno-cultural community you've selected, and your preferred date to present. Please post **all** questions about course content, exam details, etc. on Courselink.

I will post the lecture slides each week, under the *Content* tab. Please either print the PDF and bring to class for note-taking by hand, or use the "commenting enabled" format for note-taking by laptop.

Distribution of Grades

Component	Due Date	% of Final Grade
Midterm (1 hour)	Oct. 7 (in class)	20%
Group presentation and 1-page handout	Date of sign up Options are Oct 21, 23, 28, 30	10%
Rationale, Predictive Factors, Health Behaviour Theory and Objectives for Nutrition Education Project	October 16	15%
Nutrition Education Strategies and Activities: Includes development of 1 of the following: 1) Written handout; or 2) Curriculum for 1 group education session; or 3) Public Service Announcement (audio/video/print); or 4) Curriculum for 1 Inservice education session	November 6	15%
Final Nutrition Education Project	November 27	30%
Participation- including self-evaluation	Ongoing	10%

Midterm exam will be a combination of multiple choice, fill-in-the blanks, matching, and short answer.

Group presentation and handout for class, handout posted to Dropbox
In small groups (5 per group), you will prepare a **10 minute** oral presentation that explores the eating patterns and food related traditions of an ethno-cultural community in Canada.

I have created a thread on the Courselink discussion board titled Group Presentations. Your group must post the names of your group members, the ethno-cultural community you've selected, and your preferred date to present (options are Oct. 21, 23, 28 or 30) to this discussion board thread by **September**

18. Once a group has selected an ethno-cultural community, no other group can select that community.

In your presentation, cover the following:

- Introduce the ethno-cultural community, including their country of origin (if applicable), traditional languages spoken, other key factors
- Describe the eating patterns and food-related traditions of the ethno-cultural community and any relevant nutritional implications
- Discuss possible challenges of maintaining these eating patterns or traditions within the dominant Canadian culture and possible nutritional implications

You can use a number of resources to inform your presentation, including key informant interviews with members of the ethno-cultural community, academic research articles, encyclopedias, websites, etc.

You will be evaluated in terms of content (covering information requested), ability to identify and highlight key nutritional implications, and presentation style (creativity, preparation, pacing, tone, enthusiasm).

A one-page summary of the above information is to be posted to Dropbox by **12:00 noon on the day before your in-class presentation** so that I can post onto Courselink for the other students in the class. This is worth 3% of your final grade. You will be evaluated in terms of content and visual appeal.

Nutrition Education Project

Individually, you will develop a nutrition education intervention. This project will be broken down into steps; you will complete the Rationale, Predictive Factors, Health Behaviour Theory and Objectives and Nutrition Education Strategies and Activities components of this project, receive feedback and be able to incorporate this feedback into your final project due on the last day of class. Below describes the steps required for this project:

Rationale, Predictive Factors, Health Behaviour Theory and Objectives, due October 16

Rationale: In this step you will select a nutrition related behaviour and target population on which to intervene. You can select a clinical population (e.g., Type 2 Diabetics) or a general population (i.e., health promotion approach) to target for this assignment. Using evidence from the scientific literature, you will provide a rationale for addressing your selected behaviour (e.g., how prevalent is the behaviour? what are the implications of the behaviour, to the individual or to the health care system?), as well as a rationale for intervening in your target population. (max 1 page, 12 point font, 1.5 spacing)

Predictive Factors: Using findings from research studies you will outline the key predictive factors that have been shown to influence your selected nutrition related behavior. You should outline what is known about how personal factors, such as knowledge, attitudes, preferences, and social factors, such as peer norms or family influence, and environmental factors, such as access to foods, may influence your behaviour of interest. (max 2 pages, 12 point font, 1.5 spacing)

Behaviour Theory: Identify the health behaviour theory on which you will base your nutrition education intervention. Identify the **key** constructs that are relevant for your particular nutrition related behaviour that you expect to address in your nutrition education intervention. (max 1 page or 2 pages if using figure to represent theory, 12 point font, 1.5 spacing)

Objectives: You will also create the objectives for your intervention. Create objectives for the behaviour you intend to change, as well as the **key** predictive factors and theoretical constructs you expect to change. Your objectives should be consistent from what was stated in your previous sections and should be specific, measureable, achievable, realistic, and time-sensitive (SMART). (max 0.5 page, 12 point font, 1.5 spacing)

You will be evaluated on content (covering information requested), organization, and composition.

Nutrition Education Strategies and Activities, due November 6 to Dropbox

In this assignment, you will describe the nutrition education strategies and activities you will use in your nutrition intervention to change the key predictive factors and theoretical constructs that influence your targeted behaviour. You will provide an overview of the strategies you will use. Tables may be helpful to present this material. (max 3 pages, 12 point font, 1.5 spacing)

You will also develop, in detail, **one** of the following education materials:

- 1) Written handout; or
- 2) Curriculum for 1 group education session; or
- 3) Mass Media: Public Service Announcement (audio/video/print); or
- 4) Curriculum for 1 Inservice education session

For this educational material, you will identify your educational objectives for the education material (e.g., what predictive factor/theoretical construct do you expect to change with this educational product).

You will be evaluated on content (covering information requested), creativity, organization, and composition.

Final Nutrition Education Intervention Assignment, due November 27 to Dropbox

In this assignment, you will present:

- 1) Rationale, Predictive Factors, Health Behaviour Theory and Objectives (max 5 pages, 6 pages if using figure to represent theory, 12 point font, 1.5 spacing)
- 2) Nutrition Education Strategies and Activities (max 3 pages, 12 point font, 1.5 spacing, plus sample education material)
- 3) Evaluation plan: including your outcome and process evaluation plan (max 3 pages, 12 point font, 1.5 spacing)

You will be evaluated on content (covering information requested), creativity, organization, and composition.

Participation, post self-reflection to Dropbox

My belief regarding this class is that you "get out what you put in". I will do my best to keep the class interesting and challenging. However, this will largely be dependent on your active involvement. Class attendance is critical to getting all you can out of this course as we will be covering in detail the material you need to complete your assignments.

The participation grade for this course will be based on two components: a) the first component is based on attendance and the frequency and quality of your oral participation in class, and b) the second component is based on your self-evaluation of your participation (see Self-Reflection on page 17, due on **November 27 to Dropbox**). You will reflect on your participation and assign yourself a grade out of 10 and I will take this grade into consideration when determining your grade for participation.

Policies and Procedures:

1. Any students who need course adaptations or accommodations because of a disability, please come speak with me as early as possible.
2. Students who require accommodations on the basis of religious obligations are referred to the policy at: <http://www.uoguelph.ca/hre/hr/hrreligious.shtml>.
3. 40th class day is October 31 - this is the last day to drop the course without academic penalty.
4. If you are unable to meet a course requirement because of illness or compassionate reasons, please advise me as soon as possible via email. You will be asked to provide appropriate documentation of your circumstances. Further information on the University policy is outlined in the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>
5. Late assignments are accepted up to 5 days past the due date with a 15% penalty (3% each day including weekends). After 5 days assignments will not be

accepted unless compassionate or extenuating circumstances are brought to my attention.

6. The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Graduate Calendar: http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1609.shtml

WEEK	Date	TOPIC	READINGS
Introductory class (Sept 4)	Sept 4	Course overview. What is nutrition education?	
Week 1	Sept 9	Overview of nutrition education planning. Step 1: Determine Target Behaviour, Predictive Factors, Behavioral Theory	
	Sept 11	Step 1, continued Determine Target Behaviour, Predictive Factors, Behavioral Theory	
Week 2	Sept 16	What is health behaviour theory? How do we use theory? Health Belief Model	Deshpande S, Basil MD, Basil DZ. Factors Influencing Healthy Eating Habits Among College Students: An Application of the Health Belief Model. 2009;26:45-164.
	Sept 18	Health behaviour theories, continued Theory of Planned Behaviour Self-Determination Theory	Kothe EJ, Mullan BA, Butow P. Promoting fruit and vegetable consumption. Testing an intervention based on the theory of planned behaviour. <i>Appetite</i> . 2012;58:997-1004. Resnicow et al. Tailoring a Fruit and Vegetable Intervention on Novel Motivational Constructs: Results of a Randomized Study <i>Annals of Behavioral Medicine</i> . 2008;35: 159-169
Week 3	Sept 23	Health behaviour theories, continued Social Cognitive Theory Stages of Change	Poddar KH, Hosig KW, Anderson ES, Nickols-Richardson SM, Duncan SE. Web-based nutrition education intervention improves self-efficacy and self-regulation related to increased dairy intake in college students. <i>J Am Diet Assoc</i> . 2010;110:1723-7. Finckenor M, Byrd-Bredbenner C. Nutrition intervention group program based on preaction-stage-oriented change processes of the Transtheoretical Model promotes long-term reduction in dietary fat intake. <i>J Am Diet Assoc</i> . 2000;100:335-42.

	Sept 25	Health behaviour theories, continued Social Ecologic Approach/Framework	Elder JP et al. A description of the social-ecological framework used in the trial of activity for adolescent girls (TAAG). Health Education Research. 2007;22:155-65.
Week 4	Sept 30	Step 2: Create objectives	
	Oct 2	Step 3: Develop Nutrition Education Strategies and Activities Development of Print Material	
Week 5	Oct 7	Oct 7 Midterm , in class (weeks 1-4)	
	Oct 9	Nutrition Education Strategies: Group education/Adult Learners	
Week 6	Oct 14	October 14: NO CLASS Fall Break Day	
	Oct 16	Rationale, Theory, Objectives due Nutrition Education strategies: Mass media	
Week 7	Oct 21	Group presentations	Review handouts for each ethnocultural group; available on Courselink
	Oct 23	Group presentations	Review handouts for each ethnocultural group; available on Courselink
Week 8	Oct 28	Group presentations	Review handouts for each ethnocultural group; available on Courselink
	Oct 30	Group presentations	Review handouts for each ethnocultural group; available on Courselink
Week 9	Nov 4	No class: work on final projects	
	Nov 6	Nutrition Education Strategies and Activities due Nutrition education strategies: Programming within schools	
Week 10	Nov 11	Nutrition education strategies: Personalized nutrition/ Nutrigenomics	

	Nov 13	Nutrition education strategies: Motivational Interviewing	Smith West D et al., Motivational Interviewing Improves Weight Loss in Women With Type 2 Diabetes. Diabetes Care. 2007; 30:1081-7.
Week 11	Nov 18	Step 4: Evaluation Outcome evaluation	
	Nov 20	Process Evaluation	
Week 12	Nov 25	Knowledge Translation/ Dissemination	Minto et al. Dissemination of the Canadian clinical practice guidelines for nutrition support: Results of a cluster randomized controlled trial. Critical Care Medicine. 2006;34:2362-2369
	Nov 27	Final Nutrition Education Project Due Class wrap-up	

Grading Rubric Group Presentation and Handout

Ethno-cultural Community: _____

Names : _____

Presentation

Content:

/5

- Thorough description of ethno-cultural community
- Thorough description of eating patterns and food-related traditions and challenges of maintaining these eating patterns or traditions within the dominant Canadian culture and implications for nutritional/health status

Presentation Style:

/2

- Creativity
- Preparation
- Pacing
- Tone
- Enthusiasm

Handout

Content:

/1.5

- Clearly communicate eating patterns and food-related traditions and challenges of maintaining these eating patterns or traditions within the dominant Canadian culture and implications for nutritional/health status

Visual appeal

/1.5

Total

/10

Grading Rubric for Rationale, Predictive Factors, Theory, and Objectives

Name: _____

1. Rationale, Predictive Factors, Theory, and Objectives

Target behaviour and audience are justified based on scientific literature (4).

The predictive factors of the nutrition behaviour of interest are clearly described and justified based on findings from scientific literature (4).

Description of health behaviour theory is easy to follow and includes key components of the theory. Choice of theory is well justified. (4)

The objectives of the program are clear, specific, and measurable and flow from predictive factors/health theory (3)

Total

/15

Grading Rubric for Nutrition Education Strategies and Activities

Name: _____

1. Nutritional Education Strategies and Activities.

Program strategies and activities are theory-based and are appropriate given the intervention objectives. (8)

The educational objective associated with the sample nutrition education tool is clear and appropriate given the intervention objectives. (1)

Language and message of the sample nutrition education tool is appropriate for the target audience. Easy to understand and follow. Engaging and creative. (6)

Total

/15

Grading Rubric for Final Project

Name: _____

1. Rationale, Predictive Factors, Theory, and Objectives

Target behaviour and audience are justified based on scientific literature (2).

The predictive factors of the nutrition behaviour of interest are clearly described and justified based on findings from scientific literature (2).

Description of health behaviour theory is easy to follow and includes key components of the theory. Choice of theory is well justified. (2)

The objectives of the program are clear, specific, and measurable and flow from predictive factors/health theory (1.5)

2. Nutritional Education Strategies and Activities.

Program strategies and activities are theory-based and are appropriate given the intervention objectives. (4)

The educational objective associated with the sample nutrition education tool is clear and appropriate given the intervention objectives. (1)

Language and message of the sample nutrition education tool is appropriate for the target audience. Easy to understand and follow. (2.5)

3. Evaluation Plan

Clear, comprehensive outcome and process evaluation plans are provided. The plans are consistent with objectives and nutrition education strategies and activities (10)

4. Organization, presentation and composition.

Skillful, pleasant and easy to read. Sentence structure is concise, grammatically correct, cohesive. Ideas are consistent throughout the project. Minimum use of extraneous or repetitious material. Systematic using subheadings. No spelling or punctuation errors. References are cited correctly. (5)

Total

/30

Self Reflection on Participation

NAME: _____

DATE: _____

1. Within the classroom, I contributed to the class in the following ways:

2. My level of participation was
- High
 - Average
 - Low

Provide justification for your rating.

3. To prepare for class, I:

4. Outside of the classroom, I contributed to the class in the following ways (e.g., discussed content with classmates/others, extra readings, provided feedback to other groups)

My self-assessment grade for my participation _____ / 10

APPENDIX

Applied Human Nutrition Learning Outcomes:

1. *Core Knowledge in Applied Human Nutrition*

Integrate and apply knowledge in core food and nutrition domains. *Core domains* include nutrition and metabolism; clinical nutrition; nutrition assessment; nutrition services management and food service systems; nutrition communication and education; food skills; community/public health nutrition; nutrition policy; and, nutrition across the lifespan.

Students will demonstrate this outcome by using critical thinking, research, communication and professional skills to complete complex learning and problem-solving activities, examples of which include:

- Creating evidence-based nutrition care and assessment plans for individuals which integrate counselling strategies and behaviour change theories
- Planning, delivering and evaluating food and nutrition initiatives (such as a community nutrition education program; quantify food production, menu planning and service)

2. *Supporting Knowledge in Applied Human Nutrition*

Utilize broad foundational knowledge of associated disciplines and topics to support core knowledge and learning, and to complete complex learning and problem-solving activities as assessed in applied human nutrition. *Associated disciplines and topics* include anatomy, physiology, biochemistry, chemistry, food science, culinary arts, microbiology, pharmacology, sociology, psychology, physical activity, health behaviour theory, determinants of health, management, and research methods.

3. *Critical Thinking and Research Skills*

Use analytic, problem-solving, research and statistical skills to identify knowledge gaps and to find, critically evaluate and apply nutrition and health information and research.

Students will demonstrate this outcome by skillfully analyzing and appraising nutrition and health-related information obtained from research, experience, reflection, and/or written or oral communications. With these skills, students will design nutrition care plans and research studies.

4. *Communication Skills*

Synthesize and convey information, arguments and analyses accurately and appropriately for the target audience, using a variety of oral, written and visual communication modalities.

Students will demonstrate oral communication skills by creating logically structured oral presentations which address the breadth and depth of content required of the topic; creating and utilizing audiovisual materials appropriate for the topics; facilitating understanding of content for the audience; and delivering content in an engaging manner. Examples of oral efforts include seminar presentations, journal article critiques, food demonstrations, nutrition counseling sessions, etc.

Students will demonstrate written communication skills by creating logically structured, grammatically correct documents which address the breadth and depth of content required of the topics, and in which various thoughts and arguments flow and are supported and appropriate for the target audience. Examples of written efforts include systematic literature reviews, lab reports, case studies, patient education materials, etc.

Students will demonstrate visual communication skills by analyzing or representing data in graphs, figures or charts; and creating and utilizing audiovisual materials appropriate for the topics. Examples of visual efforts include poster presentations, maps, diagrams, graphs and tables.

5. *Professional Skills*

Apply basic knowledge of ethics and standards of professional practice in the broad practice of nutrition.

Students will demonstrate this outcome by respectfully and professionally collaborating with others towards a common goal, while demonstrating cultural competence and proficiency in teamwork, leadership, organization and time management. *Others* may include peers, instructors, registered dietitians, patients, clients, family, community partners, healthcare colleagues, industry stakeholders, etc.