Cedar Crest College
THE ALLEN CENTER FOR NUTRITION
Fall 2008

COURSE PLAN

COURSE NO: NTR 217

COURSE TITLE: Nutrition Education in the Community
                        Tuesdays 4-6:30 PM

COURSE DESCRIPTION
OBJECTIVES: In-depth examination of community nutrition and nutrition education including policy making; national nutrition agenda and nutrition programs; food security; program planning, implementation, and evaluation; learning theory, teaching methods, lesson plans, and development of client education materials. Students will **present** a public policy statement and carry out a brief nutrition education program.

CREDITS: 3 credit hours

CLOCK HOURS/WEEK: 3 hours total, 3 hours didactic

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INSTRUCTOR: Martine Scannavino, DHSc, RD LDN
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or by appointment

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PREREQUISITES: NTR 210 (Principles of Human Nutrition) and NTR 212 (Nutrition for Women and Children)

COURSE OUTCOMES:
1. Students will have a knowledge of:
    A. Negotiation techniques.
        - Explain the concept of principled negotiation.
    B. Lay and technical writing.
        - Describe guidelines for designing nutrition messages for lay audiences.
        - Develop a printed material on nutrition for a lay audience.
    C. Media presentations.
        - Describe various media presentations in which dietitians may be involved.
        - Discuss guidelines for working with the media.
    D. Public speaking.
        - Gain experience in public speaking.
    E. Public policy development.
        - Describe the policy-making process and how policies are legitimated.
        - Discuss the importance of policy making to dietitians working in the community, and how dietitians can influence policy-making.
    F. Research methodologies.
        - Perform community resource checklist.
        - Access pertinent data bases
    G. Needs assessment.

- Perform needs assessment for community health group.
H. Program planning, monitoring, and evaluation.
- Describe the steps in program planning.
- Explain why evaluation is necessary and various evaluation methods.
- Apply selected principles of program planning, monitoring, and evaluation to a brief nutrition education program.
I. Health care policy and administration.
- Compare and contrast various methods of health care administration.
- Explain issues at stake in health care reform.
J. Health care delivery systems.
- Discuss the advantages and disadvantages of different delivery systems.
K. Interpersonal communication skills
- Practice interpersonal communication skills.
L. Educational theory and techniques
- Identify and explain theories of learning.
- Describe how to use a variety of teaching techniques and when each is best used.
- Give examples of using teaching techniques with various types of groups.
M. Concepts of human and group dynamics
- Describe the dynamics inherent in groups, and the variables that influence their direction, growth, and development.
- Discuss how to be an effective facilitator.
- Work with groups as a facilitator.
N. Educational materials development
- Apply principles of developing printed materials to design a client education material for a specific group.
- Use Powerpoint to develop a nutrition education presentation.

O. Health behaviors and educational needs
- Explain models of individual health behavior, interpersonal health behavior, and community and group intervention models of health behavior change.
- Select a model/theory on which to base a community nutrition intervention.
- Give an example of a community nutrition intervention design.
P. Economics and nutrition
- Describe the influence of economics on nutrition within the U.S. and other countries.

Q. Availability of nutrition programs in the community
- Identify community nutrition programs for pregnant women, infants, children, adolescents, adults, and older adults.
- Discuss what community nutrition programs offer to their clients.
R. Formulation of local, state, and national food security policy
- Explain how food security policies are formulated on the local, state and national level.
- Describe how to influence food security policy.
S. Food availability and access for the individual, family, and community
- Identify food availability programs for individuals, families, and communities.
T. Influence of socioeconomic, cultural, and psychological factors on food and nutrition behaviors.
- Discuss how these factors affect the behaviors of mothers and infants, children and adolescents, the poor, and the elderly.
2. Students will demonstrate the ability to:
A. Present an educational session for a group.

B. Explain a public policy position regarding dietetics.
C. Use current information technologies
D. Work effectively as a team member.
E. Interpret current research.

REQUIRED TEXTS: Boyle, M. A. and Holben, D. H. (2006) Community Nutrition in Action: An Entrepreneurial Approach , 4th edition, West Publishing Company

Holli, B.B., Calabrese, R.J., O'Sullivan Maillet, J. (2009). Communication and Education Skills for Dietetics Professionals, 5th ed. Lippincott Williams & Wilkins

EVALUATION:
Assessment of the student's progress is an ongoing process and involves the student as well as the instructor. The stated course objectives serve as the basis for evaluation. All assignments are due on the date scheduled. NO EXCEPTIONS.

Exams (4 @ 50 points)	200 points
Final Exam	100 points
Public Policy Position Presentation	40points
Public Policy Position Paper	100 points
Education Session in the community	60 points
Education Session in class	30 points
Web Data base assignments (5@4pts each)	20points
Assignments 5 @10pts	50points
TOTAL	600 points

If you are late more than three times, or absent more than twice without verification from the dean of students, your final numerical grade (on a scale of 1 to 100) will be lowered by 10 points.

POINTS	GRADE
558+	A
540-557	A-
522-539	B+
498 – 521	B
480 – 497	B-
462 – 479	C+
438 – 461	C
420 – 437	C-
402 – 419	D+
360 – 401	D
Below 360	F

TEACHING METHODS:
1. Lecture/teacher-centered discussion
2. Web activities
3. Student-centered discussion
4. Case studies
5. Student presentations
6. Field experience
7. Assignments involving researching, organizing information, and writing
8. Practice/skill rehearsal
9. Reading in textbooks, reference books, periodicals, newspapers, journals, Internet

WORK EXPECTED OF THE STUDENT:

1. All students are expected to have read and abide by the Cedar Crest Honor Code and Classroom protocol and the NTR program online classroom protocol.
2. Students are expected to have read the assignment prior to class and to actively participate in class discussions.
3. Students are responsible for all terms defined in the textbook.
4. Written assignments must be word processed and completed on 8-1/2" x 11" paper. Spelling, punctuation and grammar will constitute part of the grade for the assignment. One-inch margins and double-spacing is required. Indent for paragraphs. All written work must have appropriate and accurate citations and references using APA.
5. Class attendance is expected. If you must miss a class, a phone call is expected.
6. Assignments are due on the date indicated. NO EXCEPTIONS.
7. If you must miss a test, you must call in before the test. If a make-up is possible it is given at the instructor's convenience.
8. Students must work in a small group to do in class assignments.
9. Students must work individually to present a public policy position
10. Students must work in teams to develop and deliver a nutrition education program.
11. Students will complete a field experience.

CLASSROOM PROTOCOL

Appropriate classroom behavior is implicit in the Cedar Crest honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

The use of electronic communication devices and laptops are prohibited in my classroom

ONLINE PROTOCOL
This course is a hybrid courses – a portion of the material and assignments are completed using the E-College Platform. The following is the online protocol for Nutrition Courses
Online courses are different from in class experiences in that they are a student centered, instructor facilitated learning experience. Therefore it is the responsibility of the student to take an active role in the learning experience.

It is also the students responsibility to have adequate computer access and a working knowledge of the E-College platform to fully participate in all online course activities and assignments (discussion boards, exams, chat rooms (when required) , downloads of course materials, reading of all posted announcements and response to email, access to your gradebook, submissions to the assignment drop boxes, and any other activities on the -college platform required by the instructor to ensue successful completion of all course objectives and associated assignments.

All material and exams submitted via the online platform are held to the Cedar Crest honor code. Electronic submission is equivalent to signing a hard copy document

Honor Code:

The Cedar Crest Honor Code will prevail at all times. Please verify on each test and assignment that the work done is your own with your SIGNATURE. You are not to consult with ANY OTHER STUDENTS when you are given take-home tests, projects, and assignments.

PLAGIARISM or any other form of academic dishonesty will result in no points on the paper/exam on which you plagiarized or cheated. In addition, such an act may result in failing the entire course. Please refer to your customs book for a complete explanation of the Cedar Crest Honor Code
Public Policy Position Paper

Using your text, topics of interest in the media and or topics that you have discussed in class, choose a subject for your Public Policy Position paper. The policy you propose to discuss should be primarily nutrition related. The topic might also involve alternative issues related to health, but nutrition will be the primary issue.

What is a Policy? – A course of action chosen by public authorities to address a given problem. (Boyle and Holben, 2006)

Your paper should be word processed, double-spaced. The total length of the paper should be no more than 6 pages. Grammar and spelling will be considered in the final grade. **Papers must use APA citation and reference style.** Failure to include citations and references may result in a failing grade for the paper and /or the class.

The following is from www.Plagiarism.org   Please read and visit the site for more information
"What is Plagiarism

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means
1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.
But can words and ideas really be stolen?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:
- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. See our section on citation for more information on how to cite sources properly."

1. Briefly name the policy and your position on the issue. Examples: WIC food choices; school breakfast programs; Head Start reform; Advanced degrees for RD's. I am writing this paper to **support** the policy.

2. Support your stand by arguing for or against the policy. Give at least two arguments for your stand and support them with citations from the literature using peer-reviewed journals as your source documents.
3. List local, state, national organizations that you would contact to build a coalition on the issue. List a minimum or 4 organizations, groups, etc. Example: The American Dietetics Association
4. Discuss briefly why these organizations would be important as part of the coalition. Limit this discussion to 3 or fewer statements for each organization.
5. How would you contact these organizations? Write a sample letter or E-mail that you might send to request their involvement. Follow the recommendations for letter writing given in your text Boyle and Holben; Community Nutrition in Action, pp 227-234. This letter should be no more than one page it may be single-spaced. Use appropriate letter writing format.
6. What media outlets would you use to publicize your policy? How would you contact them? Write a sample "media release statement." Your statement should be 100 words or less.
7. Present and discuss at least one argument that might be used by those opposed to your policy. How would you answer that argument? Is there a valid opposition to your policy that will require compromise or increased expenditure of time and money to gain adequate support for the policy?
8. Who might offer financial support for your chosen policy? What argument might you offer to potential financial backers that support of your policy is in their interest?

Sources of information on current policy (use these sources to spark interest for your research):
        Journal of the American Dietetic Association – Position papers papers (you must be a member to access) http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/advocacy_7017_ENU_HTML.htm
        Food and Drug Administration; www.fda.gov
        USDA www.usda.gov
        Newspapers and news magazines
        Credible, television news sources

Public Policy Position Presentation

Using information obtained through research for Policy Paper; develop a presentation for the class expounding your policy issue.
The presentation must adhere to the following guidelines
1. Length 15 minutes
2. **Media must be used**. (be creative and engaging)
3. **Handouts must be provided** and include resources and references of material and information presented and a summary (abstract) of your paper.

EDUCATIONAL SESSION
You will work in teams of two. This is a two part assignment. The educational session will first be presented to the class for review and critique. Necessary modification should be made and final presentation will be observed in the community by the instructor.

Objectives
1. Perform a needs assessment to determine appropriate planning process. The program must be developed based on need of the target audience, resources currently available in the community and appropriateness of learning activities.
2. Present an educational session for a this group.
3. Develop nutrition education materials for a lay group with issues pertinent to this population. Based on your needs assessment

Procedures
1. With the help of your instructor, you will pick a group to present a nutrition education session program to.

2. You are to prepare a lesson plan and printed educational materials.
3. You must provide a proposal which will include a needs assessment and supporting rational for subject matter

<u>Evaluation</u>
1. You will be graded on the quality and appropriateness of the elements in your lesson plan and your printed materials.
2. You will also be graded on your delivery of the educational session.
3. You will be graded on your ability to make appropriate modifications to your program for final presentation to the community.

DUE DATE   Per instructor, will vary.

Remember:

1. **Plagiarism is the use of another's words or ideas as if they are your own. If just one sentence is copied from a source without it being in quotation marks, it is plagiarism. If you hand in a paper that is plagiarized, you will receive no points on that paper. You may also fail the course, be suspended from the college, or even be expelled.**

2. Whether you are quoting from a book or mentioning someone else's ideas, you must give **credit to the source** in parentheses after the quote or statement (usually at the end of the sentence). If you are quoting a source, put the author, year, and page number in parentheses after the quote. If you are stating someone else's ideas, put the author and year in parentheses.

   For information from web site (**be very critical** of what information you take from the web):

3. Any **tables or figures** must be given a number (Table 1, Table 2, etc.) and placed behind the text and in front of the Reference section. Tables and figures must be mentioned in the text.

4. Always **proofread** your paper for spelling, punctuation, subject-verb agreement, and accuracy of quotations and references. Part of your grade is based on these.

5. When you hand in your paper, please **staple** it together. **Always include a cover page – but no binders or folders!**

6. If you have any further questions, consult The Publication Manual of the American Psychological Association (5th edition), 2005, or ask your instructor. Online resources for APA is available on the courses web site.

NTR 217 Nutrition Education in the Community
Fall 2006

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COURSE SCHEDULE
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Date	Topics	Assignment **
Week 1 8/26	-Opportunities in Community Nutrition -Assessing Community Resources	Chapter 1&2
Week 2 9/2	- Assessing the Target Populations Nutritional Status - Epidemiology	Chapter 3&4 **WEB Data task 1 due** Healthy People 2020 comments must be posted before midnight tonight
Week 3 9/9	Principles of Nutrition Education Principles and Theories of Learning **Exam 1**	Chapter 17 Chapter 10 – H,C &M **Out-reach date finalized**
Week 4 9/16	Planning Learning Implementing and Evaluating Learning	Chapters 11&12 HC&M **WEB Data task 2 due**
Week 5 9/23	Delivering Oral Presentations and Workshops Planning, Selecting and Using Media	Chapter 14 &15 HC&M
Week 6 10/7	Program Planning Designing Interventions **Exam 2**	Chapter 14 &15

October 14th Fall Break

Date	Topics	Assignment **
Week 7 10/21	Food Insecurity and Food Assistance Programs	Chapter 5 **Web Data task 3 due**
Week 8 10/28	Public Health: Issues in Nutrition	Chapter 6
Week 9 11/4	Policy Making Health Care Systems and Policy **Exam 3**	Chapters 7&9
Week 10 11/11	Services , Programs and Nutrition Issues: - Mothers and Infants - Children and Adolescents - The Elderly	Chapter 10, 11 &12 **Web Data task 4 due**
Week 11 11/18	Nurturing Global Awareness of Nutrition issues **Exam 4**	Chapter 13 **Web Data task 5 due**
Week 12 11/25	Policy Presentations I	**All Policy Papers Due**
Week 13 12/2	Policy Presentations II	
Week 14 12/9	Building Grantsmanship	Chapter 20

Web Based – Data Assignments

1. Extant Data and the United States Census for: by County

Access the electronic resources made available at the Untied States Census Bureau (http:www.census.gov/). Select "Data Tools" and then select "The American Fact finder" (http://factfinder.census.gov/home/saff/main.html?_lang=en). Select Data Sets, to go Data Sets

Web Page
(http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=DEC&_submenuId=datasets_0&_lang=en)

While on this page, select the Census 2000 Summary File 1 (SF 1) 100 – percent radio button and then select Detailed tables. Search on the county for your place of employment, school or home, and from this set of options select (add) and download the following tables:

- P1. TOTAL POPULATION [1] - Universe: Total population
- P7. RACE [8] - Universe: Total population
- P8. HISPANIC OR LATINO BY RACE [17] - Universe: Total population
- P11. HISPANIC OR LATINO [1] - Universe: People who are Hispanic or Latino
- P13. MEDIAN AGE BY SEX [3] - Universe: Total population
- P17. AVERAGE HOUSEHOLD SIZE [1] - Universe: Households
- P37. GROUP QUARTERS POPULATION BY GROUP QUARTERS TYPE [9] - Universe: Population in group quarters
- P38. GROUP QUARTERS POPULATION BY SEX BY AGE BY GROUP QUARTERS TYPE [57] - Universe: Population in group quarters
- PCT11. HISPANIC OR LATINO BY SPECIFIC ORIGIN [31] - Universe: Total population
- PCT16. GROUP QUARTERS POPULATION BY GROUP QUARTERS TYPE [52] - Universe: Population in group quarters

Go back to the prior page and now select the Census 2000 Summary File 3 (SF 3) - Sample Data radio button and then select Detailed tables. Search on the county for your place of employment (e.g., Palm Beach County, Florida) and from this set of options select and download the following tables:

- PCT10. AGE BY LANGUAGE SPOKEN AT HOME FOR THE POPULATION 5 YEARS AND OVER [83] - Universe: Population 5 years and over
- PCT19. PLACE OF BIRTH FOR THE FOREIGN-BORN POPULATION [126] - Universe: Foreign-born population

Using the information provided in these tables, answer these questions:

1. What is the total population for the county?
2. What is the percentage of Black or African American (alone) residents?
3. What is the percentage of Black or African American (alone) residents who are not Hispanic or Latino?
4. What is the median age of male residents?
5. What is the average household size? (Download Tables 17.A to 17.G if you need by race breakout information).
6. How many residents live in a nursing home?
7. How many individuals, at the time of the census, resided in either a hospital, ward, hospice, or school for the handicapped?
8. How many residents (males and females) under 18 years are housed in a correctional institution?
9. How many residents are identified as Mexican?
10. How many residents from 5 to 17 years speak Russian at home?
11. How many residents were born in Africa?
12. Is this resource of future value to you and your possible research activities in healthcare?

Assignment 2
Topic: Extant Data and the National Center for Education Statistics for Information on Youth and School Enrollment

Purpose: Consider the possibility that you have been asked to participate in a grant proposal activity that involves some type of intervention at a public preK-12 school. If this were the case, it is reasonable to think that you would need to provide descriptive information about students at this school. The purpose of this task is to challenge you to learn about the role of the federal government as a data resource in preK-12 education and to consider how this information can be incorporated into grant (and other) reporting activities.

Requirements: Audit resources available at the National Center for Education Statistics by pointing your browser to Welcome to the National Center for Education Statistics (http://www.nces.ed.gov/). Use the resources at the Common Core of Data – Information on Public Schools and School Districts in the United States (http://www.nces.ed.gov/ccd/search.asp), select a school of personal interest and answer these questions:

1. What is the current enrollment of this school, overall and by grade(s)? Identify the academic year and/or reporting date(s).
2. Name the school, city, county, and state.
3. What is the enrollment (N and percent of total) by race/ethnic? If only N is provided, you will need to calculate percent of total.
4. What is the incidence (N and percent of total) of students who are classified as Free Lunch Eligible? (Is this variable a reasonable proxy for poverty?) If only N is provided, you will need to calculate percent of total.
5. Are private schools included in this data set? If not, can you suggest an alternate resource for comparable data?

Is this resource of future value to you and your possible research activities in healthcare?

Assignment 3

Topic: Extant Data and the Bureau of Labor Statistics for Information on the American Healthcare Industry

Purpose: Consider the possibility that you have been asked to participate in a grant proposal activity that involves some type of attention to healthcare wages. If this were the case, it is reasonable to think that you would need to provide definitive measures of wages in your area. The purpose of this task is to challenge you to learn about the role of the federal government as a data resource for wages and to consider how this information can be incorporated into grant (and other) reporting activities.

Requirements: Audit resources available at the Bureau of Labor Statistics (http://www.bls.gov/). From this main Web page, on the left side list under pay and benefits select Wages by Area and Occupation and then select By State. Use either the map or the index to select your state and then mark 29-0000 Healthcare Practitioner and Technical Occupations as your selection. Use this resource to answer these questions:

1. How many dietitians and nutritionists were employed in your state during the identified reporting period? What was their median hourly wage? What was their mean annual salary?

2. How many physician assistants were employed in your state during the identified reporting period? What was their median hourly wage? What was their mean annual salary?

3. What other data resources can you find at this site?

4. Is this resource of future value to you and your possible research activities in healthcare?

Assignment 4

Topic: Extant Data and the Centers for Disease Control and Prevention (CDC) and State Health Data Sets

Purpose: Consider the possibility that you have been asked to participate in a grant proposal activity that involves some type of attention to employee participation in health benefit plans. If this were the case, it is reasonable to think that you would need to provide empirical evidence at the national level and state level. The purpose of this task is to challenge you to learn about the role of the federal government as a data resource for health benefits and to consider how this information can be incorporated into grant (and other) reporting activities.

Requirements: Audit resources available at the Centers for Disease Control and Prevention (CDC; http://www.cdc.gov/). From this Web page, select National Data. Under Surveys and Data Collection Systems, select NHCS (National Health Care Survey; http://www.cdc.gov/nchs/nhcs.htm) and then select National Employer Health Insurance Survey (NEHIS), to go to http://www.cdc.gov/nchs/about/major/nehis/nehis.htm. Select National Tables to

go to http://www.cdc.gov/nchs/about/major/nehis/meps_ic.htm#national%20data. Select All Employees and view Table IB2a Percent of private-sector employees eligible for health benefits in establishments offering health insurance by firm size and selected characteristics: United States, 1993. Using this table as a guide, answer these questions:

1. **Is there empirical evidence, for this point-in-time, that firms with union employees participate in employer-affiliated health benefits at a higher rate of participation than firms without union employees?**

2. Is there an association between low wages and eligibility for health benefits?

3. How would you obtain more current information?

Select State Data at http://www.cdc.gov/ and audit the state-level information resources sponsored by the CDC.

4. Is this resource of future value to you and your possible research activities in healthcare?

Assignment 5
Topic: Extant Data and United Nations Data Sets

Purpose: Consider the possibility that you have been asked to participate in a grant proposal activity that involves some type of attention to collaboration with healthcare professionals in Mali (West Africa). If this were the case, it is reasonable to think that you would need to provide background information about healthcare in that country. The purpose of this task is to challenge you to learn about the role of the United Nations and affiliated organizations as a data resource for healthcare issues in other nations and to consider how this information can be incorporated into grant (and other) reporting activities.

Requirements: Audit resources available at the World Health Organization Regional Office for Africa http://www.afro.who.int/index.html, an affiliate of the United Nations. At this Web page, search on the Boolean term Mali and infant mortality. From the list of suggested references, select http://www.afro.who.int/malaria/country-profile/mali.pdf, the Country Profile for Mali. Using this resource as a guide, answer these questions:

1. What is the life expectancy at birth (2000-2005) for males?
2. What is the infant mortality rate (2001) per 1,000 live births?
3. What are the most current statistics on the incidence of malaria and is this disease in decline or on the increase?

Review other healthcare data resources provided by the United Nations. The WHO Statistical Information System (WHOSIS; http://www3.who.int/whosis/menu.cfm) may be especially useful.

4. Is this resource of future value to you and your possible research activities in healthcare?

Assignmets 1 – 5 are based on content of Dr Thomas W. MacFarland, Nova Southeastern University; Statistics and Research Methods, DHS8010.