

This Syllabus cannot be copied without the express content of the Instructor
Weight Loss Field Trip Report (20 points)

Each student needs to schedule a visit to an ongoing weight loss/diabetes programs (Weight Watchers, YMCA, Fitness center, Hospital-based, Overeaters' Anonymous, Alcoholics Anonymous, Bariatric support group).

On 1 page, in note format (no sentences, no verbs), number each response and describe:

1. meeting location, date, duration, number attending, cost of attending, educational qualifications of the facilitator
2. how is the program advertised and funded
3. teaching methods (Q&A, video)
4. evaluation component (How did the facilitator assess the value of the meeting?)
5. ethnic composition of the learners (% multi-ethnic Hispanics, Blacks)
6. 3 strengths of the meeting
7. how useful (short-term and long-term) was the meeting
8. 5 things that you would do differently to ensure greater weight loss success
9. Would you recommend this meeting to an overweight client to attend this meeting? Give 3 reasons.
10. Apply the Checklist for Cross-Cultural Competence to the meeting and derive a score.
11. After each person has completed the assignment and filled in the answers to these questions, bring the Report to your assigned group.
12. Among group members, identify the weight loss meeting with the lowest Cross-Cultural Competence score and create a 1-page lesson plan for a 1-hour Weight Loss session on the topic of your choice.

--Enter the names of all group members, surname first, then Christian name. (Mendez, Jose) on the Lesson Plan.

--Incorporate and number 10 features which you would incorporate to improve the cultural competence of the meeting. Each feature should be specific. If you decide to add an ethnic proverb, state the proverb.

--Hand in the Lesson Plan and the Weight Loss report from each person.