Dr. M. Magnus magnus@fiu.edu, Academic Health Center 1 439, (305) 348-1989
Office Hours: Mon, Wed 11-12.30pm and by appointment
Prerequisite: Principles of Nutrition HUN 2201

--Dr. Magnus’ World Nutrition Workbook

To resolve questions with Blackboard, call 305 348 2814
To get your 14 digit pass code on the back of your FIU ID, take your FIU ID to the 2nd floor “Reserve Desk” so that they can activate your ID.

Course goals: By the end of this course, students will gain:
Global Perspective by recognizing their own perspective and the diversity of other perspectives in food values, habits, food beliefs, and food policy.
Students will be able to:
Compare and contrast food ways—food-related beliefs, food myths, food preparation methods, and eating behaviors in different cultures
Compare and contrast food policy (food labeling and Dietary Guidelines) in different countries
Assemble a multi-perspective analysis for improving the short-term and long-term effectiveness of food assistance programs

Global Awareness by increasing students’ knowledge of local, global, international and intercultural issues in nutrition problems, policy, and programs.
The student will be able to:
Increase their awareness and acceptance of cultural differences, cultural values (punctuality, personal responsibility for health, favorite foods), and be willing to adjust their own response to cultural differences.
Describe the tenacity with which food beliefs, values, and food myths are held for themselves, and for others.
Discuss how eating habits vary according to culture and country
Describe the principles of culturally competent dietary assessment and nutrient analysis
Identify and overcome the challenges of individual and group cross-cultural nutrition services—conducting needs assessments, marketing, designing, implementing and evaluating nutrition services in cross-cultural settings.
Improve their level of cross-cultural competence by identifying their own professional strengths and areas of improvement.

Global Engagement by demonstrating their willingness to address local, global, international and intercultural issues by adopting cross-cultural skills in the delivery of nutrition services.

At the end of this course, students will be able to:
--Become successful learners of cross-cultural nutrition competence.
--Accept shared responsibility for addressing local, global, international and intercultural issues, and for taking action in their own personal and professional lives.
--Identify the benefits and costs of increasing cross-cultural competence in nutrition.
--Prioritize and refine learning in one of the following cross-cultural nutrition skills:

<table>
<thead>
<tr>
<th>Course Requirements:</th>
<th>Points</th>
<th>Due</th>
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<tbody>
<tr>
<td>Reviewer Forms, pop quizzes</td>
<td>&lt;30</td>
<td>As assigned</td>
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<tr>
<td>Midterm</td>
<td>60</td>
<td>Fri 28 Feb</td>
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<tr>
<td>Final exam</td>
<td>40</td>
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<tr>
<td>Weight Loss Field Trip</td>
<td>20</td>
<td>Fri 14 Feb</td>
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<tr>
<th>Week of</th>
<th>TOPIC</th>
<th>ASSIGNED READINGS</th>
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<tbody>
<tr>
<td>6 Jan</td>
<td>Health and Nutrition Disparities</td>
<td>Intro + Appendix B, C-CFP</td>
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<tr>
<td>13 Jan</td>
<td>Cross-Cultural (XC) Nutrition Competence</td>
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<td>20 Jan</td>
<td>Comparative Dietary Guidelines</td>
<td>*Comparison of Food Guides</td>
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<td>27 Jan</td>
<td>XC Needs Assessment</td>
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<td>3 Feb</td>
<td>XC Dietary Assessment and Nutrient Analysis</td>
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<td>10 Feb</td>
<td>XC Lesson Planning</td>
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<td>17 Feb</td>
<td>Adapting Nutrition Education Materials</td>
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<td>24 Feb</td>
<td>Overcoming Barriers to XC Nutrition</td>
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<td>3 Mar</td>
<td>Evaluating the Nutrition Program</td>
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<td>17 Mar</td>
<td>Making Oral Presentations</td>
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<tr>
<td>24 Mar</td>
<td>Hispanic Americans (Mexican Americans)</td>
<td>*; Ch 4—CFP</td>
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<tr>
<td>31 Mar</td>
<td>African Americans</td>
<td>*; Ch 3-CFP</td>
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<tr>
<td>7 Apr</td>
<td>Asian Americans (Chinese Americans)</td>
<td>*; Ch 9-CFP</td>
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<td>14 Apr</td>
<td>Commandments of XC Nutrition Planning</td>
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No makeup exam for the midterm or final exam or extra credit assignments will be given. Assignments are considered late if they are handed in any after class starts. They incur 10% penalty. Official notification (eg. physician note) is needed to be excused from assignments and pop quizzes.

*Readings to be downloaded from: ecampus.fiu.edu, Additional Resources
CFP=Cultural Food Practices
GRADING OPTIONS

A  92-100
A- 90-91
B+ 88-89
B  82-87
B- 80-81
C+ 78-79
C  72-77
C- 70-71
D+ 68-69
D  62-67
D- 60-61

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.
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.