Nutrition Education Lecture
DIE 3434, Summer A 2014
Thursdays 9:30-12:30

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Email: Angela.placeres@fiu.edu

Required Texts:

Reference Texts:

Class Website: Blackboard

COURSE DESCRIPTION:
This course presents information on the fundamentals of nutrition education including traditional models and theories of learning as well as emerging education models for promoting healthy eating and an active lifestyle. Students will learn the why, who, what, when, and where of nutrition education by linking research, theory, and practice.

Students will study a stepwise procedure for designing Theory Based Nutrition Education (e.g., analysis of issues, identification of mediators, selection of theory and program components, development of educational and support objectives, educational strategies for motivation, action and environmental support, and planning evaluation).

Students will learn about the impact of marketing and communication on the food and lifestyle choices that are made by consumers. Students will have the opportunity to consider more about how they learn, the dynamics of teaching and how they can enhance their communication skills to provide accurate and current research information to the consumer.

In addition, students will learn to view nutrition education from both a personal as well as global perspectives which should increase their global engagement.
Upon successful completion of this course, students will:

- Be able to recognize nutrition myths prevalent in the community.
- Locate credible nutrition information from internet sources.
- Identify the basic principles of motivation and their relevance to nutrition knowledge and the development of healthy eating behaviors.
- Critically evaluate nutrition information in the media, internet, magazines, etc., for scientific accuracy by distinguishing between nutrition misinformation and nutrition facts, based on best practices, for example, Dietary Guidelines for Americans.
- Interpret research on nutrition information and translate it into language that can be understood by the public.
- Discuss educational and health behavior theories and apply them to successfully provide information about food, healthy eating and a healthy lifestyle to a target audience.

Global Learning:

- Gain a global perspective of nutrition in relation to eating behaviors and lifestyle of different cultures and ethnic groups.
- Increase global awareness of nutrition education with regards to needs and individuality of different cultures and ethnic groups.

KNOWLEDGE & SKILLS ACHIEVABLE BY THE COMPLETION OF THIS COURSE:

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>METHOD OF EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess accuracy of information as it relates to prevalent nutrition myths and popular trends/fad diets (KRD 1.1 &amp; 2.1)</td>
<td>Website/literature review</td>
</tr>
<tr>
<td>Interpret nutrition research into language for lay person (KRD 1.1)</td>
<td>Literature review, internet search</td>
</tr>
<tr>
<td>Educational theory and techniques to facilitate the educational process (KRD 3.3)</td>
<td>Class activities, exam</td>
</tr>
<tr>
<td>Health behaviors &amp; educational needs of diverse populations (KRD 3.2 &amp; 3.3)</td>
<td>Global Learning Activity exam</td>
</tr>
<tr>
<td>Translating nutrition needs into food choices &amp; menus for people of diverse cultures &amp; religions (KRD 5.3)</td>
<td>Global Learning Activity exam</td>
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Global Learning Outcomes

<table>
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<tr>
<th>Evaluation Technique</th>
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<tbody>
<tr>
<td><strong>Global Awareness</strong></td>
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<tr>
<td>Demonstrate knowledge of the interrelated socioeconomic, cultural, and psychological influences on food and nutrition behavior</td>
</tr>
<tr>
<td>Exams</td>
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<tr>
<td><strong>Global Perspective</strong></td>
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<tr>
<td>Conduct a multi-perspective analysis of a global nutrition issue</td>
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<tr>
<td>Global Learning Activity</td>
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<tr>
<td><strong>Global Engagement</strong></td>
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<tr>
<td>Demonstrate a willingness to work on a team to develop a nutrition lesson plan to meet the needs of diverse populations</td>
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<tr>
<td>Lesson Plan Reflection</td>
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Activities in this course meet the following Knowledge Requirements for RDs as defined by the Accreditation Council for Education in Nutrition and Dietetics:

**KRD 1.1** The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice. (Website/literature review and marketing assignment)

**KRD 2.1** The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Website/literature review and marketing assignment)

**KRD 3.2** The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. (Interactive class discussion, scavenger hunt assignment and exam)

**KRD 3.3** The curriculum must include education and behavior change theories and techniques. (Class assignments and exam)

**KRD 5.3** The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology. (Global learning/class activities and exams)

### Course Schedule*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/15</td>
<td>Intro to Nutrition Education, Determinants of behavior change, Motivation for change, Myths vs. Facts Internet Search</td>
<td>Ch 1-3</td>
</tr>
<tr>
<td>5/22</td>
<td>Speaker – Dairy Farmers Developing educational materials, Working with the media, Public Speaking</td>
<td>Ch 15 p.361-365 Ch 16</td>
</tr>
<tr>
<td>5/29</td>
<td>Theories and Models of Nutrition Education Nutrition Scavenger Hunt Test 1</td>
<td>Ch 4-6</td>
</tr>
<tr>
<td>6/5</td>
<td>Theories and Models of Nutrition Education Working with groups vs. individuals Marketing Assignment</td>
<td>Ch 4-6 Ch 15, p. 354-360</td>
</tr>
<tr>
<td>6/12</td>
<td>Working with diverse populations Ethics in nutrition education</td>
<td>Ch 17 &amp; 18</td>
</tr>
<tr>
<td>6/19</td>
<td>Global Learning Activity Test 2</td>
<td>Ch 17 &amp; 18</td>
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</tbody>
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*Dates and materials are subject to change depending on factors such as time availability. The student will be informed in advance of any changes.
Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myths vs. Facts Internet Search</td>
<td>10</td>
</tr>
<tr>
<td>Nutrition Scavenger Hunt</td>
<td>10</td>
</tr>
<tr>
<td>Marketing Assignment</td>
<td>20</td>
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<tr>
<td>Global Learning Activity</td>
<td>20</td>
</tr>
<tr>
<td>Class attendance &amp; participation</td>
<td>40</td>
</tr>
<tr>
<td>Test 1</td>
<td>50</td>
</tr>
<tr>
<td>Test 2</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total possible points</strong></td>
<td><strong>200</strong></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
</table>

Read this carefully

You are expected to come to class on time. Any problems, whether with the course schedule or personal, should be brought to the instructor’s attention as soon as possible. **No late papers will be accepted and no make up tests will be given.** If you miss a test, the next test given will be counted double. All assignments must be turned at the beginning of class the day they are due, no emails will be accepted.

**Assigned readings must be completed before you come to class.**

- In-class assignments will be given during class at random. No make-ups for in-class assignments will be given.
- Role will be taken at each class. Each unexcused absence will result in a 5-point deduction in your final grade.
- There will be NO extra credit given!
- You must turn off cell phones before the entering class.
- Laptops and ipads will be allowed in class only for assigned projects.

**FIU MISCONDUCT STATEMENT:** 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 to honestly 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. **Plagiarism includes cutting and pasting, whether or not you cite the source.**
Assignments

Myths vs. Facts Internet Search: (10 points) (KRD 1.1 & 2.1)
Each team of students (3-4 per group) will be given time during class to identify various nutrition beliefs or trends prevalent in the community. Choose at least 1 belief/trend and perform an internet search to determine if this is fact or fiction/myth. You are to locate at least 2 credible internet sites and briefly explain your evaluation of the nutrition belief/myth. Each group will take 1-2 minutes to share their findings with the class and discuss as a group.

Nutrition Scavenger Hunt: (10 points) (KRD 3.2, 3.3 & 5.3)
Each team of students (3-4 per group) needs to find at least 3 items, places or opportunities around campus that could be used by other students and/or faculty to learn and understand more about nutrition. Think along the lines of what would challenge and interest the learner or how can these be improved? You will have 15 minutes to come up with this list. (How many calories in a Jamba Juice Strawberry shake? What information is available at the FIU wellness center to promote healthy eating?) Students will share their discoveries with the class. INCLUDE PAMPHLETS OR WEBSITE INFORMATION.

Marketing in Nutrition Education Assignment: (20 points) (KRD 1.1, 2.1, 3.2 & 5.3)
This assignment will give you the opportunity to explore marketing in nutrition education. It may take you to areas you have never considered, but have an open mind, and you will be able to discover what is out there (on the internet, TV, billboards, on the news, magazines and in the market place).
For this assignment you will select a CURRENT product (can be an item or service) that is in some way promoting nutrition education. You will write a one page paper TYPED explaining the following:
- Who – is the target audience?
- What – describe the product
- Where – is it being marketed
- When – it is being marketed
- Why or why not – is this product of benefit
- How – is it being promoted
- Your opinion of this nutrition education product and the marketing of this product

You will present what you have found to the class in 2-3 minutes.
Examples of types of products or ideas you might consider investigating:
Games, Videos, Music, Food items, Cooking classes, TV commercials, Newspaper, Magazines, Internet, Spas, Special groups
Global Learning Activity (team effort)
Linking Research, Theory, and Practice (20 pts)

For this activity, students will be working in a group (3-4 students/group). Each student will write his/her response to the Global Learning questions (see sheets with Global Learning Questions). Students will discuss their individual responses with the other members of the group and together the group will write what they believe is the best response to each question. Only one Global Learning Question Sheet per team will be handed to the instructor at the end of the class period; only one grade will be given per team.

Currently, there are a number of global nutrition issues, including:

- Obesity
- Malnutrition
- Food safety
- Chronic diseases (i.e., cardiovascular, diabetes, HIV-AIDS)

This semester, we have studied a number of nutrition education theories and models, and we have also learned about the associated constructs and potential determinants. In addition, we have discussed the steps involved in creating a nutrition education program that is linked to research and practice. The first step in program development is assessment.

For this activity, you will develop a nutrition education program in reference to one of the above noted global nutrition issues and select an appropriate target group (i.e., age, gender, ethnicity) based on an assessment of current information. You will then determine your program goal/s.

Next, you will determine what nutrition education theory you think would be the most appropriate for this program. Then explain what constructs you would like to address in your program based on potential determinants. You will also propose how you will measure these determinants and evaluate your program for this specific target group.

Finally, you will propose the nutrition education channels and materials that you believe would be appropriate for your target group. You can use any resources, including the internet, which you might find helpful. In addition, you can consider that you have adequate resources (funds) to support your proposed program.
Global Learning Activity (20 pts) – page 1 of 2
Creating a Targeted Nutrition Education Program

Team # ________      Date: ______________________

Student names (please print; alphabetical order):
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

1. Your global nutrition issues (check one only):
   _____ Obesity  _____ Malnutrition
   _____ Food safety  _____ Chronic disease
   (i.e., cardiovascular, diabetes, HIV-AIDS)

2. Identify your target group (i.e., needs assessment) based on information from the
   literature:
   Age group (i.e., children, adolescents, adults, older adults): ________________
   Gender:  ____________________
   Ethnicity:  ___________________
   Location:  ___________________

3. List 2 problems you want to address:

   Problem:_________________________________________________________
   List 2 program goals: ______________________________________________

4. Select your nutrition education theory or models (check one or two)
   _____ Knowledge Attitude Belief  _____ Health Belief Model
   _____ Theory of Planned Behavior  _____ Self Determination Theory
   _____ Social Cognitive Theory  _____ Stages of Change
   _____ Other (explain): _____________________________________________

5. List 3 constructs of that theory that will be addressed in your program:
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________

6. Identify 3 potential determinants associated with these constructs:
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
7. List 2 nutrition education channels you will use for the program and explain why you have selected them:

____________________________________________________________________
____________________________________________________________________

8. List the specific nutrition education materials that will be used in your program:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

9. Why have you chosen this material for this target group?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

10. How will you measure the outcome of the program taking into consideration your target group’s ability to communicate?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

11. Explain what will be the biggest challenges in providing nutrition education to this target group?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________