



Department of Dietetics & Nutrition

DIE 3434 Nutrition Education LECTURE SYLLABUS – Fall 2016

Section U01 = Ref #95033 – 2 credit hours

Fulfills discipline-specific Global Learning credit

Class meets: Tuesdays & Thursdays, 11:00 a.m. to 12:15 p.m. – VH-131

Instructor: Joan A. Marn, MS, RDN, LDN

Office: AHC5-308

Telephone: 305-348-7303

Email: via Blackboard web interface (preferred) or jmarn@fiu.edu (put “3434 lecture” in subject line)

Office Hours: Tuesdays & Thursdays 1 to 3 p.m., or by appointment

You are responsible for checking the course web-assisted site (BlackBoard) for announcements, syllabus, lecture notes, articles, exam grades, etc. Access on Mozilla Firefox at <http://ecampus.fiu.edu>. Help is available at 305-348-2284 (Help Center) or FIU Online (home page has Student Information & Training).

Pre-requisites: HUN 4403 Life Cycle Nutrition; FOS 3021/L Fundamentals of Food and Lab;

Co-requisite: DIE 3434 lab

Pre-req check will occur in lab by end of first week.

A registered iClicker is required for each individual student: Go to “Course Tools” in Bb → scroll to end to see Student Registration; enter # that is on the side or back of your iClicker. Cannot use cell phones.

REQUIRED TEXT:

Nutrition Education. Linking Research, Theory, and Practice, 3rd ed., Isobel R. Contento. Jones and Bartlett Publishers. Sudbury, Mass., 2016. ISBN #978-1-284-07800-8. **You do NOT want the 2nd edition!**

REQUIRED ONLINE RESOURCES FOR GLOBAL LEARNING ACTIVITY:

- USDA Food and Nutrition Information enter (provides global nutrition information):
 - <http://fnic.nal.usda.gov>
- USDA Dietary Guidelines (2015)
 - www.cnpp.usda.gov/dietary-guidelines
- Health Disparities: www.healthypeople.gov/2020/about/foundation-health-measures/Disparities
- Heart Disease Research (large observational studies):
 - www.jacksonheartstudy.org (African American population)
 - www.csc.unc.edu/hchs (Hispanic community)
 - www.mesa-nhlbi.org (Multi-ethnic study)
- Bilyk, Hope T. *Role of Registered Dietitian Nutritionists in the Research & Promotion of Native & Cultural Foods*. JAND, 2014; 114(11):1736-1738.
- Think Globally, Practice Locally: Culturally Competent Dietetics. JAND, 2014; 115(5) Suppl 1: S5-S56.

On Bb.

Reference Texts:

Health Behavior: Theory, Research, and Practice, 5th ed., Karen Glanz, Barbara Rimer, K. Viswanath (editors). Jossey-Bass Publishers. 2015. ISBN #978-1-118-62898-0. Good definitions of the theories/models.

COURSE DESCRIPTION:

You're going to learn how and why you learn! This course presents information on the fundamentals of nutrition education including traditional and emerging models and theories of learning for promoting healthy eating and an active lifestyle. You are going to learn the “why, who, what, when, and where” of nutrition education by linking research, theory, and practice.

You will be exposed to 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 for evaluation).

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

In addition, you will learn to view nutrition education from both a personal as well as global perspective which will help to increase your global engagement which can help translate into a marketable career position.

UPON SUCCESSFUL COMPLETION OF THIS COURSE, STUDENT WILL:

- Be able to recognize nutrition myths prevalent in the community.
- Locate credible nutrition information from internet sources.
- Critically evaluate nutrition information in the media, internet, magazines, etc., for scientific accuracy by distinguishing between nutrition misinformation and nutrition facts based on (for example) the 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/models and apply them to successfully provide information about food, healthy eating, and a healthy lifestyle to a target audience.
- Describe the basic principles of motivation and the relevance of these principles in reference to nutrition knowledge and the development of healthy eating behaviors.
- Describe the importance of developing nutrition education materials that are appropriately targeted for an audience in terms of gender, ethnicity, demographics, etc.
- Create an effective lesson plan with appropriate educational materials for the topic and audience by using team building skills.
- Practice elements of successful public speaking.

Global Learning specifically:

- Identify strategies that take into account a global perspective of nutrition in relation to eating behaviors and lifestyle of different cultures and ethnic groups.
- Increase global awareness in nutrition education regarding the needs and individuality of different cultures and ethnic groups.
- Recognize and gain a global perspective through consideration of his/her own perspective in reference to the diversity of others on issues related to nutrition, eating behaviors, and lifestyle.
- Synthesize global awareness of nutrition education in the context of other cultures and different ethnic groups.
- Identify ways to become globally engaged in issues related to nutrition and a healthy lifestyle.

KNOWLEDGE AND SKILLS ACHIEVABLE BY COMPLETION OF THIS COURSE:

Knowledge and Skills	Method of Evaluation
Use and interpretation of research [KRD 1.1]	Library assignment; rationale for lesson plan
Knowledge and skills to effectively do public speaking; Develop nutrition education materials for target population; Documentation of a variety of activities which are part of NE, including evaluation [KRD 2.1]	Guest Speaker; Lesson Plan presentation; Global Learning Activity
Use NCP to identify nutrition-related problems and determine and evaluate nutrition interventions, including needs assessment [KRD 3.1]	Conduct a needs assessment; Written Project; Exams
Develop an intervention to affect change and enhance wellness diverse individuals and groups [KRD 3.2]	Lesson Plan presentation
Educational theories and techniques to facilitate the educational process [KRD 3.3]	Global Learning Activity; Exam; Concept Map
Approaches and models to teach healthy behaviors to meet the educational needs of diverse populations [KRD 5.3]	Exams Global Learning Activity

Global Learning Outcomes	Method of Evaluation
<u>Global Awareness:</u> Demonstrate knowledge of the interrelated socioeconomic, cultural, and psychological influences on food and nutrition behavior	Global Foods R Us in-class activity
<u>Global Perspective:</u> Conduct a multi-perspective analysis of a global nutrition issue	Global Learning in-class activity
<u>Global Engagement:</u> Demonstrate a willingness to work on a team to develop a nutrition lesson plan to meet the needs of diverse populations	Global Learning in-class activity

ACTIVITIES IN THIS COURSE MEET THE FOLLOWING KNOWLEDGE FOR REGISTERED DIETITIANS [KRD] AS DEFINED BY THE ACCREDITATION COUNCIL FOR EDUCATION IN DIETETICS AND NUTRITION (ACEND):

[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.

[KRD 2.1] The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

[KRD 3.2] The curriculum must include the role of environment, food, nutrition, and lifestyle choices in health promotion and disease prevention.

[KRD 3.3] The curriculum must include education and behavior change theories and techniques.

[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.

ASSIGNMENTS and GRADING:

Concept Map (2 @ 5 pts. Each)	10
Midterm	40
Team Global Learning Activity (best out of 2*)	10
Team Lesson Plan Team Project Presentation	20
Individual Reflection & Letter to Next Class	10
Participation (includes outline of "Learning: Your First Job," pop quizzes, "mind dumps," Global Food assignment, attendance, etc.)	25
Final Exam	<u>50</u>
Total Points	165

Grade breakdowns:

A = 93-100%	B = 83-86	C = 70-76
A- = 90-92	B- = 80-82	D = 60-69
B+ = 87-89	C+ = 77-79	F = <59

Mid-term and final exam includes:

Text and assigned reading materials
Class lectures from the instructor and invited speaker(s)
Class exercises, experiences
Final exam will be multiple-choice, comprehensive, and cumulative

*There will be 2 Global Learning Activities (described later) worth 10 points each. Your grade will be the best score out of the 2 activities. Should you miss a class, you will NOT be given the opportunity to make up the activity, and your grade will be based on one activity. If you miss both class activities, you will not receive a score for the activity.

INSTRUCTOR POLICIES (please read carefully):

1. Students are expected to attend all classes. Bring any issues/problems to the instructor's attention as soon as possible.
2. Attendance will be taken at the beginning of each class; it is your responsibility to sign the attendance sheet as you arrive. (*Letters of recommendation are partly based on your attendance.*) Anyone with more than 3 unexcused absences will have a **2-pt. deduction** each absence after the initial 3. Attendance is mandatory during all presentations and guest speakers; a **3-pt. deduction** will occur for each unexcused absence during any presentation/guest speaker.
3. **Assignments** are to be handed in at the **beginning** of the class period due date, with a **1-pt deduction** for each hour late. No electronic, faxed, or under-my-door assignments will be accepted. In-class assignments will be given and completed in class. No make-ups will be given for these assignments.

Read all assignments before the class in preparation for discussion and to receive maximum points on assignments and for random in-class activities.

Requirements for written work:

Typed in Times New Roman, 12-point font, 1" margins, and double-spaced (body only, not tables or charts)

- (a) Citations for references must follow American Psychological Association (APA) Manual, 6th ed., 2009, formatting
 - (b) Edit for clarity of thought, grammar, and spelling
 - (c) Stapled together in upper left corner (not accepted without a staple), and
 - (d) If there is no rubric with space to include, label in upper right hand corner (1 pt. deducted if any of these 3 are omitted): Print name / PID# / Date / Team # / Course + section
4. **Exam dates will not be changed**, and there are **no makeup exams**. If you miss an exam, the next one will count double or be averaged. Appropriate documentation is needed for missed exams (see University Policy on Attendance). All information in the nutrition sciences is cumulative; therefore, all exams are cumulative.
 5. **Cell phones and computers are to be turned off as you enter class and put away** from your body or the desk. No open laptops/iPads, except for in-class assignments. Using a cell phone, texting, or using a computer (except for GL activities), will incur a **2-pt deduction** from the final grade for each occurrence.
 6. **NO eating in any classrooms.**
 7. **Access for students with disabilities:** If a student has a disability or needs assistance, please notify the instructor and contact the Office of Disability Service for Students so that appropriate arrangements can be made.
 8. **Observation of religious holy days:** The professor will abide by the University's policy on religious holy days as stated in the University catalog and the student handbook. A student may request to be excused from class to observe a religious holy day of his/her faith. Make these requests at the beginning of the semester, as religious holy days are known years/decades in advance. The instructor may also give days off for her faith-related absences (see course outline on p. 6).
 9. **How will you succeed in this course?**
 - a. **Participate:** Don't shortchange your classmates, team members, or yourself by coming to class without preparing or by sitting quietly during class discussion.
 - b. **Communicate:** Those who know me know that I have an open-door policy. I will meet with you or respond to your email within 24 hours.
 - c. **Take risks:** Nutrition education can be approached in many different ways. I expect you all to be THINKING BEINGS in interpreting our discussions, the theories and concepts, and ways to teach nutrition.
 - d. **Have fun:** If you haven't already come up with this philosophy, start thinking that learning is fun! .

FIU MISCONDUCT STATEMENTS:

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. **NOTE: “Cutting and pasting,” whether cited or not, is plagiarism. Paraphrasing with citation or quoting a passage with citation is the only way to avoid plagiarizing.***

The professor abides and endorses the university’s policy on academic honesty and integrity. Any student violating the academic honor code will receive a grade of “F.” Cheating is considered a serious offense. If you cheat, you will fail this course, or risk suspension from or expulsion from the University. Students cheat because they fear failure. This is usually because unexpected life events occur which disrupt study schedules, class schedules, or the ability concentrate on the subject. The faculty is sympathetic to these problems, and will do their best to work with each student to help them overcome these difficulties. However, the faculty is not at all sympathetic to students who cheat. Cheating is more than copying someone else’s answers during a written examination. Plagiarizing information without giving due credit to the source also constitutes cheating. In order to minimize the incidence of suspension or expulsion from the University, you are urged to seek help early if you are having academic or non-academic difficulties and to seek advice if you are in doubt as to whether or not behaviors which you or your fellow students are planning to engage in might constitute cheating. As a faculty, we promise to do our best to assist you with any problems with sensitivity and courtesy.

FIU POLICY ON ATTENDANCE:

The university expects students to attend their classes in order to create an effective learning environment in which to master course content and satisfy performance objectives and learning outcomes as outlined by instructors. Instructors may establish specific class attendance requirements and may consider attendance and participation in class in evaluating student performance. During the first week of class, instructors must inform students of any special requirements and articulate any penalties, including a failing grade that may result for non-attendance. This information should be clearly stated in the course syllabus. In general, instructors must excuse students from class due to their military obligations, jury duty, religious days, illness, serious family emergencies, and/or participation in official university activities (i.e., athletic events, artistic performances, curricular activities). Students are expected to make arrangements at the beginning of the semester for these absences. Instructors must afford students a reasonable amount of time to complete course work and/or assignments missed during their approved absence.

COURSE OUTLINE: subject to change

(Quick overview for lecture = theories, GL activities, create & present a team lesson plan)

WEEK	DATE	TOPICS	CHAPTERS
1	AUG 23	Introduction to nutrition education	1 (28 sl)
	AUG 25	What determines food choice & dietary change? <i>Mon., Aug 29 = last day to add, drop, or withdraw without financial penalty</i>	2 (24 sl)
2	AUG 30	Global Foods R Us → in class activity; 5" each team Motivation for change; ability to change, and support for change "Learning: Your First Job" outline due	3 (35 sl)
	SEP 1	Awareness & motivation for behavior change; ability to make behavior change	4 (30 sl) & 5 (24 sl)
3	SEP 6	Environmental supports for behavior change	6 (21 sl)
	SEP 8	Lesson plan (educational plan) for motivation	11 (26 sl)
4	SEP 13	Concept Map due for Chs. 1-6 Lesson plan (educational plan) for facilitating ability	12 (18 sl)
	SEP 15	Lesson plan development – in class <i>Fri., Sep 16 = last day to withdraw with 25% tuition refund</i>	---
5	SEP 20	Guest speaker: Ms. Susan Lichtman, MDC, Communications	Mandatory attendance
	SEP 22	Developing educational materials; working w/ groups vs. individuals	15 (23 sl)
6	SEP 27	Diverse Age, Cultural, and Literacy Populations	17 (26 sl)
	SEP 29	MIDTERM EXAM on Ch. 1-8	40 pts
7	OCT 4	Global Learning Activity #1 → in-class activity for grade	bring GL Articles
	OCT 6	--hurricane day--	
8	OCT 11	Concept Map due for Chs. 10-13 Review GL Activity #1 + Midterm wrapper	---
	OCT 13	Working with the media & other channels	16 (20 sl)
9	OCT 18	Nutr Educators as change agents; public policy; ethics Local & national nutrition education programs	18 (15 sl)
	OCT 20	Overflow day	
10	OCT 24 / 27	NO LECTURE CLASSES → LAB PROGRAM IMPLEMENTATION <i>Mon., Oct 31 = deadline to drop with DR designation or withdraw with WJ grade</i>	Out in field any 1 day this week
11	NOV 1	Global Learning Activity #2 → in-class activity for grade	bring GL Articles
	NOV 3	Team-by-team LP check for Teams 1-6 only	
12	NOV 8	Team-by-team LP check for Teams 7-11 only	
	NOV 10	Lesson Plan Presentations: Teams 1 & 2 All Reflections due	20" max; mand. attendance
13	NOV 15	Lesson Plan Presentations: Teams 3 & 4	20" max; mand. attendance
	NOV 17	Lesson Plan Presentations: Teams 5 & 6	20" max; mand. attendance
14	NOV 22	Lesson Plan Presentations: Teams 7 & 8	20" max; mand. attendance
	NOV 24	NO CLASS – FIU CLOSED for Thanksgiving weekend	---
15	NOV 29	Lesson Plan Presentations: Teams 9, 10, 11	20" max; mand. attendance
	DEC 1	NO CLASS – STUDY FOR FINAL INDIVIDUALLY OR IN STUDY GROUPS	---
16	DEC 8	FINAL EXAM (Ch. 9-18) : 9:45 to 11:45 a.m. (Univ. officially scheduled date)	VH 131

{Assignments described on next pages; rubrics included at the end of syllabus.}

Do not copy without the express written consent of the author.

GLOBAL FOODS R US (in-class assignment based on Bb handouts; participation grade)

This group effort will require that you locate 2 others to make a group of 3 who share your cultural heritage (or close to it). Locate your culture on the handout. In addition, find one other culture that sounds interesting. Present your own culture and the new culture emphasizing foods and their health beliefs. Each group will have 2 minutes to present to class.

CONCEPT MAPPING (individual effort assignment; 2 @ 5 pts each)

A concept map is a way to visually display the concepts and relationships among the terms, theories, and ideas presented so far in the class. Try to design yours with as few words as possible. Concentrate on what you “see” in your mind when theories come to mind. How do they relate to other material in the course? To the course as a whole? To the project? This exercise is primarily to organize the theories as it relates to the nutrition education as a whole.

LESSON PLAN PRESENTATION (team effort; 20” total maximum; 20 points)

This assignment will give you the opportunity to create a lesson plan (**sample on p. 9**) and teach a lesson to the class. Your team of 5 students have **15” to present and 3-5” to explain the theoretical models, constructs used, and for Q & A**. Each team will select a topic based on a list provided by the instructor. At the beginning of the presentation state who is the audience and the class will act accordingly: i.e., preschoolers, older adults, adolescents, a support group for diabetics, women with gestational diabetes, Blacks, Whites, **Purples**, **Greens**, Asians, ethnic Bosnians, Slovenians, Latin Americans, Native Americans, etc., including gender and age, if handicapped, of a certain ethnic and/or religious background, etc. Think of everything related to DIVERSITY, including location.

Your oral presentation should include the following with emphasis on engaging the audience according to age, stage of life, culture, religion, etc. See p. 9, but it is essentially as follows:

- Title
- Introduction of team members to your target audience
- “Warm-up” the audience exercise/experience (this is not necessarily workout related!)
- Presentation of the objectives to your audience. What specific behaviors are you targeting?
- The content, activities, and nutrition information (i.e., nutrition information can be provided through an actual experience such as food preparation, written information, video, interactive experience, games, music, etc.)
- Summary of the information provided to the audience so they can review the key points from your presentation.

Your grade will be determined by the evaluation scores based on 2 rubrics in this syllabus (p. 10-11). Your team will receive a combined score and will also be evaluated on the delivery, appropriate attire, speaking voice/speed/enunciation, professional dress (as per topic/audience), overall organization, creativity, and level of interest the presentation provides for the intended target audience. If one or more person’s voice or professional dress is inadequate, the instructor reserves the right to downgrade individual grades.

You must be in class for all presentations to be the audience for the presenting team. Unexcused absences will incur a 3-pt deduction.

Reminder: This is an ORAL PRESENTATION; I will only collect a handout you have used if appropriate for your presentation. Not all presentations need a handout.

NO PowerPoint (or similar) slides allowed. Use your creativity to ENGAGE the audience!

SAMPLE LESSON PLAN FORMAT

(You must follow this format for the assignment.)

****IMPORTANT**** Your target group must include individuals of diverse cultural religious, and/or ethnic backgrounds

Title: (Should be exciting; catch audience's attention)

Target Audience: (Who are you teaching: age, ethnicity, male/female, etc.)

Nutrition Education Model/Theory Used and why chosen:

Educational Goal: (Write 1 clear goal)

Objective(s): (Write 1-2 measurable objectives)

Materials/supplies: (What you will need for the lesson; list in budget format)

Activities: (What activities will take place during lesson)

Content outline: (1-2 pages detailing the nutrition information in your lesson)

Lesson instructions/activities: (Include step-by-step instructions and time frame)

Evaluation: (Describe how you will evaluate if participant learned what was taught)

Reference list for audience: at least 2 credible sources of information; websites for further reading/information

Include a copy of the original educational material you have developed for the lesson.

EVALUATION FORM for TEAM LESSON PLAN PRESENTATION (20 points)

[Random students may be asked to fill out this form for their classmates; instructor will have copies]
Presentation team needs to fill out top portion BEFORE presentation & give to instructor.

Team # ____ Title/Topic: _____ Date: _____

Team member **last** names (printed alphabetically, please):

____ Appro dress: Y / N _____ Appro dress: Y / N
____ Appro dress: Y / N _____ Appro dress: Y / N
____ Appro dress: Y / N _____ Appro dress: Y / N

Introduction:	Excellent (3)	Very Good (2)	Average (1)
Organization:	Excellent (3)	Very Good (2)	Average (1)
Content:	Excellent (3)	Very Good (2)	Average (1)
Delivery/Creativity:	Excellent (3)	Very Good (2)	Average (1)
Appropriate dress/diction:	Excellent (3)	Very Good (2)	Average (1)
Summary/Discussion:	Excellent (5)	Very Good (3)	Average (1)

TOTAL SCORE: ____/20

EVALUATION FORM for TEAM LESSON PLAN PRESENTATION (20 points)

[Random students may be asked to fill out this form for their classmates; instructor will have copies]
Presentation team needs to fill out top portion BEFORE presentation & give to instructor.

Team # ____ Title/Topic: _____ Date: _____

Team member **last** names (printed alphabetically, please):

____ Appro dress: Y / N _____ Appro dress: Y / N
____ Appro dress: Y / N _____ Appro dress: Y / N
____ Appro dress: Y / N _____ Appro dress: Y / N

Introduction:	Excellent (3)	Very Good (2)	Average (1)
Organization:	Excellent (3)	Very Good (2)	Average (1)
Content:	Excellent (3)	Very Good (2)	Average (1)
Delivery/Creativity:	Excellent (3)	Very Good (2)	Average (1)
Appropriate dress/diction:	Excellent (3)	Very Good (2)	Average (1)
Summary/Discussion:	Excellent (5)	Very Good (3)	Average (1)

TOTAL SCORE: ____/20

RUBRIC for TEAM LESSON PLAN PRESENTATION – DIE 3434

Team # _____ Topic: _____

Member Last Names (alphabetical order, please): _____

Appropriate dress for the lesson and the audience? Yes ___ No ___ (-2 pts off total)

Criteria	Excellent (3 points)	Very Good (2 points)	Average (1 point)
Introduction/ Organization	Follows logical sequence and provides explanations/ elaboration; within allotted time	Follows fairly logical sequence , but fails to elaborate; close to allotted time	Does not follow logical sequence ; allotted time is too short or too long
Content	<u>Focus</u> : purpose and subject defined clearly ; information and logic are self-consistent; (persuasive speech, anticipates opposition, and provides counter examples) <u>Quality of Material</u> : pertinent examples, facts and/or statistics <u>Sufficiency</u> : conclusions or ideas are supported by data or evidence	<u>Focus</u> : has some success defining purpose and subject; information and logic are generally self-consistent <u>Quality of Material</u> : some examples, facts and/or statistics that support the subject <u>Sufficiency</u> : includes some data or evidence which supports conclusions/ideas	<u>Focus</u> : little success in defining purpose and subject; has contradictory information and/or logic <u>Quality of Material</u> : few examples, facts and/or statistics that support the subject <u>Sufficiency</u> : includes very thin data or evidence in support of conclusions/ ideas
Delivery/ Creativity	Speaks clearly and loudly enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely. Visual aids used very effective, easily read, and attractive. Unique and maintains strong interest/engagement of audience.	Speaks clearly and loudly enough to be heard by most in audience, makes relatively few grammatical errors, some mispronunciations. Visual aids used add some clarity, are legible, and somewhat attractive. Somewhat interesting; audience not as engaged.	Voice relatively clear, but too low to be heard by those in back of room. Several major grammatical errors and mispronounces terms. Visual aids used are not very creative or effective, although could be read. Not particularly interesting or engaging.
Discussion	Provides excellent insight and responses to questions about the presentation	Provides general insight and good responses to questions about the presentation	Provides inadequate or no responses to questions about presentation

TOTAL: _____ / 20

REFLECTION OF TEAM LESSON PLAN EXPERIENCE & LETTER TO THE NEXT INCOMING CLASS

(Individual effort; attach to top of Peer-Evaluation form; 10 pts)

Name (print): _____ Team # _____

1. What were the benefits of work on this team?
2. What were some of the challenges/barriers/problems of working on this team? (Time is not a sufficient reason.)
3. Did this nutrition education experience enlighten you in any way? For example:
 - a. Was the class/project easier or more difficult than you expected?
 - b. Did the class/project stimulate your interest to go into this area of the dietetics field?
 - c. What new information did you attach to any previous learning by being a part of this class?
 - d. How did you relate this class to other classes you have had or expect to have?
 - e. How do you relate this class to life, in general?
4. Include a one-page "Letter to the Next Class" on strategies to succeed in this class and with this project and the course in general. How would you prepare them for the assignments? What strategies would you suggest to them? What missteps to avoid? Of what value were the assignments to you as a future practitioner? [Take stock of your own planning & work strategies, skills you developed, and what you learned.]

STUDENT PEER-EVALUATION FORM for WORK ON TEAM
(individual effort; hand in prior to presentation)

Name (print): _____ Team # _____

On the table below, write in the name of each group member and the number to each question that best describes their participation using the number from the scale.

Questions:

1. Has the student attended team meetings?
2. Has the student made a serious effort at assigned work before the team meetings?
3. Has the student notified a teammate if he/she would not be able to attend a meeting?
4. Has the student made a serious effort to fulfill his/her team role and responsibility on assignments?
5. Does the student attempt to make contributions in group meetings?
6. Does the student listen to his/her teammates' ideas and opinions respectfully and give him/her careful consideration?
7. Does the student cooperate with the group effort?

Scale:

- 5 = Excellent:** Consistently carried more than his/her fair share of the workload
4 = Very good: Consistently did what he/she was supposed to do, very well prepared and cooperative
3 = Satisfactory: Usually did what he/she was supposed to do, acceptably prepared and cooperative
2 = Fair: Often failed to show up or complete assignments, rarely prepared
1 = Poor: Practically no participation
0 = No show: No participation at all

GROUP MEMBER NAMES	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7