

FN 393 EDUCATIONAL TECHNIQUES AND RESEARCH IN DIETETICS

Course Description: (3 credits) Principles and theories of learning; resources, methods and techniques for teaching in dietetics; group dynamics and facilitation; program planning and evaluation. Prerequisite: FN 253
Recommended: Communications 101.

This course is designed to help you explore and develop the tools you will need to teach food and nutrition to a diverse group of people. Theoretical principles and research in communication, marketing and education are discussed as the underpinning of successful health education.

Class Schedule: Tuesday & Thursday, 2:00 pm-3:15 pm CCC 229

Instructor: Dr. Jasia Steinmetz, RD, CD
202 CPS
346-4087
email: jsteinme@uwsp.edu

Office Hours: by appointment or drop-in (Tues/Thurs 9-11 are best)

Text Rental: Contento I. **Nutrition Education: Linking Research, Theory and Practice, 3rd ed.** Massachusetts: Jones and Bartlett Publishers, 2016.

Purchase Book: Le Billon, K. **French Kids Eat Everything.** New York: HarperCollins, 2012.

Supplementary Material:

Journal of Nutrition, Education and Behavior (available through the Library)
Posted learning material on CANVAS

Upon completion of this course, students will:

1. Describe principles of effective nutrition education
2. Identify the steps in effective nutrition education planning
3. Develop effective education material
4. Demonstrate beginning skills in electronic media
5. Be able to locate and interpret research

ACEND: Core Knowledge and Learning Outcomes for the Dietetics Program

Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice

Upon completion of the program, graduates are able to:

KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.

KRDN 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols.

KRDN 1.3 Apply critical thinking skills.

Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

Upon completion of the program, graduates are able to:

KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.

KRDN 2.6 Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion.

Domain 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.

Upon completion of the program, graduates are able to:

KRDN 3.2 Develop an educational session or program/educational strategy for a target population.

KRDN 3.3 Develop counseling and education methods to facilitate behavior change and enhance wellness in diverse individuals and groups.

KRDN 3.4 Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).

KRDN 3.6 Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client's/patient's needs.

Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

Upon completion of the program, graduates are able to:

KRDN 4.6 Explain the processes involved in delivering quality food and nutrition services.

KRDN 4.7 Evaluate data to be used in decision-making for continuous quality improvement.

Domain 5. Leadership and Career Management: Skills, strengths, knowledge, and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.

Upon completion of the program, graduates are able to:

KRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

KRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.

KRDN 5.5 Promote team involvement and recognize the skills of each member

Society for Nutrition Education and Behavior Competencies for Promoting Healthy Individuals, Communities and Food Systems

Theme 1: Basic Food and Nutrition Knowledge

1.2 Explain the background, purpose, and components of the appropriate national or international dietary guidelines, including the associated food guidance systems (e.g., the US Dietary Guidelines and MyPlate).

1.4 Explain how to use food labeling to evaluate the appropriateness of a food.

1.5 Explain the dietary prevention of, and management approaches associated with, the major diet-related public health issues.

1.6 Describe the basic types of approaches used by researchers to study diet-health relationships and describe their advantages and limitations.

1.7 Critically evaluate the source of materials that provide nutrition information.

Theme 2: Nutrition Across the Lifecycle

2.2 Use information from the appropriate national or international nutrient references and dietary guidelines to make dietary recommendations for each phase of the life cycle.

Theme 3: Food Science

3.2. Describe the basic types of culinary practices, including the scientific basis for how flavor, texture, and appearance of foods are created or maintained during food preparation.

3.4 Explain how to plan, select, prepare, and manage foods to enhance the well-being of individuals, families, communities, and the food system.

Theme 5: Food and Nutrition Policy

5.4 Describe the history and current roles of governmental and nongovernmental organizations that develop and implement nutrition education programs and related health promotion or food security activities.

5.5 Describe ways to collaborate with community members and other professionals to create communities and settings in which healthy food options are easy, affordable, and desired and unhealthy foods are less prominent and less desired.

Theme 6: Agricultural Production and Food Systems

6.3 Explain the relationships between natural resources (e.g. soil, water, biodiversity) and the quantity and quality of the food and water supply.

6.4 Describe ways to collaborate with other stakeholders to promote policies supporting systems that produce healthy food.

Theme 7: Behavior and Education Theory

7.1 Describe the biological, psychological, social, cultural, political, and economic determinants of eating behavior, and the associated opportunities and barriers to achieving optimal health and quality of life.

7.2 Describe the major psychosocial theories of behavior and behavior change and apply them to eating behavior, and behavior change.

7.3 Describe the major theories of teaching and learning and apply them to nutrition education.

Theme 8: Nutrition Education Program Design, Implementation, and Evaluation

8.1 Assess the nutritional and behavioral needs of the population (to establish behavior change goals).

8.2 Determine the behavior change goals of the program.

8.3 Identify the theory-based mediators and facilitators of behavior change, using a participatory approach, including social and environmental influences.

8.4 Select the appropriate theoretical models or frameworks.

8.5 Develop educational objectives based on the identified theory-based mediators of change from a theoretical model or framework.

8.6 Design or select theory-based behavior change strategies or techniques that would be effective in achieving the objectives and are appropriate for diverse audiences.

8.7 Design or select strategies, activities, and materials that match the objectives and are appropriate for diverse audiences.

8.8 Apply inclusive participatory approaches that enable the target population to effectively communicate, share experiences, identify personal needs, and manage personal food behaviors.

8.9 Develop a timeline and budget for program development, implementation, and evaluation, including personnel, supplies, and overhead costs.

8.10 Design process and outcome evaluation plans, based on behavior change mediators and program objectives, using appropriate data collection methods.

8.11 Revise the program based on process and outcome evaluation findings, as appropriate.

Theme 9: Written, Oral, and Social Media Communication

9.1 Communicate effectively in written, visual, and oral form, with individuals, the media, and other groups, in ways that are appropriate for diverse audiences.

9.2 Facilitate communication from and between clients so they can express their beliefs and attitudes, define needs, and share experiences.

9.3 Engage and educate through simple, clear, and motivational language appropriate for diverse audiences.

9.4 Advocate effectively for action-oriented nutrition education and healthy diets in various sectors and settings.

Theme 10: Nutrition Education Research Methods

10.1 Analyze, evaluate, and interpret nutrition education research and apply it to practice.

Individual Assignments	Points	Group Teaching Project: elements in your project packet:	(110)
Quizzes (individual)	100	Lesson Plan	20
Classroom activities	50	Prezi or PowerPoint	15
Research brief presentation	20	Poster	15
Peer reviewed article summary	10	Handout	15
Newsletter	20	Electronic Activity	20
		Social Marketing	25
		Grocery Store Tour (group)	15
Total Points for semester	350	Grad Students Project	200 pts

Tentative Grading Scale:

Grade	Percentage	C+	77-79 %
A	95-100%	C	73-76
A-	90-94	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	60-66
B-	80-82	F	< 60

Student Responsibilities for Successful Coursework:

- Attendance: Students should plan to attend all classes and are responsible for all information presented in class. Notify the instructor in person, by telephone or email if an absence is anticipated. Class begins promptly at the scheduled times.
- Reading Assignments: Relevant chapters are listed in this syllabus; additional readings are provided on Canvas. You are expected to have the chapters read before those are discussed in class. **A quiz** covering the required chapters will be given at the beginning of each week as indicated in the tentative course schedule.
- Assignments: **Assignments are due on the Friday of the week indicated by 11:59 pm.** Written work must be submitted on Canvas, unless otherwise indicated. Formatting must be appropriate to the educational tool. For writing assignments, use 0.7" margins, single-spaced, Calibri font, 11-point. **Documents in pdf form will not be accepted or graded.**
- Late assignments that have not been discussed with me prior to the deadline will not be accepted.
- Dropbox assignments: Please do the following for all documents that are submitted, unless specified otherwise.
 - All documents should have your name or the name of all group members (alphabetized by last name) on the top right corner of your document. Page numbers are necessary for any document that has more than one page.
 - For documents which you have created, post as follows:
 - For individual documents: Use .doc or .rtf format for saving your document and title as follows: your last name and a word or two of the assignment (example: Steinmetz_research sum)
 - For group documents: Use .doc or .rtf format for saving your document and title as follows: your group number and a word or two of the assignment (example: Grp1_Step1)
 - For your final group project: Use .doc or .rtf format for saving your Word document and include all parts of the project in a zipfile and title as follows: the issue and population (example: Fr-VegTasting_child7-10yrs)
 - For research articles: Use pdf format and title as follows: last name of first author_date of publication (example: Smith_2014)

Tentative Schedule for FN 393

Week of:	Topic Assignments are due by Friday, 11:59 pm	Text Readings (see CANVAS for additional learning material): "Chapters" refer to the Contento text, LeBillon readings are indicated. All readings should be completed prior to class.
Week 1 January 23	Intro syllabus; Changing behavior	Thursday: chpts 1 and 2. LeBrillon: chpt 1 and 2
Week 2 Jan 30	Theories: Behavior Change theory Bring a copy of the Deliens, et al article to class and be ready to discuss the application of theory in understanding determinants using Ecological models, Theory of Planned Behavior (begins on pg. 73 in text) and Social Cognitive Theory (pp. 95-102) and apply to the Food Waste campaign http://www.endfoodwaste.org/food-too-good-to-waste-by-the-epa.html Consider the justification for change, note the different motivating factors presented for change and the relationship to different behavior change theories, identify the major objective in each education piece, notice the design elements (graphics, wording, color, etc.) Thursday: Find the most recent issue of JNEB and review the sections: Great Educational Materials (GEMS) and New Resources for Nutrition Educators. Be ready to discuss different resources available and apply to nutrition education (How would you use these? What populations for education? Etc.)	Text: Chapters 3. LeBrillon: Chpt 4
Week 3 Feb 6	Tues: Quiz chpt 2-3 Tues & Thurs: Theories- Health belief model, Theory of Planned Behavior, Social Cognitive Theory, Environmental influence	Chapters 4-5 LeBrillon: Chpt. 5
Week 4 Feb 13	Tues: Program planning: step 1 Thurs: Research methods part 1 Online Quiz chpt 4-5	Chapters 6-7 Le Brillon: Chpt. 6-
Week 5 Feb 20	Tues: Program planning: steps 2-3 Online Quiz chpt 6-7 Assignment: 3 peer reviewed articles per person related to group project (distribute to group in discussion section; dropbox the articles and an abbreviated lit review of the articles and describe the application to your project) Thursday: Research methods-part 2 no class meeting, asynchronous only	Chapters 8-9 LeBrillon: Chpt. 8
Week 6 Feb 27	Step 4: Developing objectives; Assignment: Steps 1 and 2 due	Chapter 10, 16 and 17 LeBrillon: Chpt 10
Week 7 March 6	Step 5: Lesson Plans & Program planning Grocery Store Tours	

Week 8 March 13	Quiz: chpts 8-9; Meet in Festival Foods: Present Grocery store tours Assignment: Goals and objectives	Chapter 11
Week 9 March 20	Spring Break: relax, enjoy	
Week 10 March 27	Quiz: 10-11 Step 6: Evaluation March 30: Asynchronous only class	Chapters 12-13
Week 11 April 3	Written FN education tools: newsletters and posters Assignment: Program planning, Steps 1-6 due	Chpt 14- 15
Week 12 April 10	Electronic FN education tools Community Project-electronic tools Assignment: Individual newsletters	
Week 13 April 17	Sustainable food and nutrition education-strategic planning	
Week 14 April 24	Current topics	
Week 15 May 1	TBA	
Week 16 May 8	Final group presentations to class, groups 1 and 2 Final copy of project documents due May 12	
Final May 18	Final Exam: 12:30-2:30 pm Final Group Presentations to class, groups 3-4	

Group 1	Amelia Steen-Martin	Lynzie Nightengale	Elyse Pett	
Group 2	Clara Snopek	Katie Kratz	Cadee Campbell	
Group 3	Stephanie Bemann	Miranda Miranda	Lexi Treasure	Elisha Wilson
Group 4	Jessica Micoley	Emily Novitzke	Natalie Stewart	Morgan Vavra