**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 213**

**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.

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.

**Society for Nutrition Education and Behavior Competencies for**

**Promoting Healthy Individuals, Communities and Food Systems**

Basic Food and Nutrition Knowledge

* 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).
* Explain how to use food labeling to evaluate the appropriateness of a food.
* Explain the dietary prevention of, and management approaches associated with, the major diet-related public health issues.
* Describe the basic types of approaches used by researchers to study diet-health relationships and describe their advantages and limitations.
* Critically evaluate the source of materials that provide nutrition information.

Food Science

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

Nutrition across the Life Cycle

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

Food and Nutrition Policy

* 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.
* 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.

Agricultural Production and Food Systems

* Explain the relationships between natural resources (e.g. soil, water, biodiversity) and the quantity and quality of the food and water supply.
* Describe ways to collaborate with other stakeholders to promote policies supporting systems that produce healthy food.

Written, Oral and Social Media Communication

* Communicate effectively in written, visual, and oral form, with individuals, the media, and other groups, in ways that are appropriate for diverse audiences.
* Facilitate communication from and between clients so they can express their beliefs and attitudes, define needs, and share experiences.
* Engage and educate through simple, clear, and motivational language appropriate for diverse audiences.
* Advocate effectively for action-oriented nutrition education and healthy diets in various sectors and settings.

Behavior and Education Theory

* 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.
* Describe the major psychosocial theories of behavior and behavior change and apply them to eating behavior, and behavior change.
* Describe the major theories of teaching and learning and apply them to nutrition education.

Nutrition Education Program Design, Implementation, and Evaluation

* Assess the nutritional and behavioral needs of the population (to establish behavior change goals).
* Determine the behavior change goals of the program.
* Identify the theory-based mediators and facilitators of behavior change, using a participatory approach, including social and environmental influences.
* Select the appropriate theoretical models or frameworks.
* Develop educational objectives based on the identified theory-based mediators of change from a theoretical model or framework.
* Design or select theory-based behavior change strategies or techniques that would be effective in achieving the objectives and are appropriate for diverse audiences.
* Design or select strategies, activities, and materials that match the objectives and are appropriate for diverse audiences.
* Apply inclusive participatory approaches that enable the target population to effectively communicate, share experiences, identify personal needs, and manage personal food behaviors.
* Develop a timeline and budget for program development, implementation, and evaluation, including personnel, supplies, and overhead costs.
* Design process and outcome evaluation plans, based on behavior change mediators and program objectives, using appropriate data collection methods.
* Revise the program based on process and outcome evaluation findings, as appropriate.

Nutrition Education Research Methods

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

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| **Individual Assignments** | **Points** | **Group Assignments** | **Points** |
| Quizzes (individual) | 100 | **Group Community Project:** | **(75)** |
| Classroom activities  | 50 | Description Sheet  | 25 |
| Research brief presentation  | 20 | Learning Materials  | 25 |
| Peer reviewed article summary  | 10 | Electronic Marketing Packet  | 25 |
| Newsletter  | 20 | **Group Teaching Project: elements in your project packet:**  | **(110)** |
|  |  |  Lesson Plan | 20 |
|  |  |  Prezi or PowerPoint | 15 |
|  |  |  Poster | 15 |
|  |  |  Handout | 15 |
|  |  |  Electronic Activity  | 20 |
|  |  | Social Marketing  | 25 |
|  |  | **Grocery Store Tour (group)** | **15** |
| **Total Points for semester** | **350** |  |  |

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| 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
* You will be using a combination of dropbox, discussion and project ePortfolio. 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.**  |
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| Week 1 January 25 | Intro syllabus; Changing behavior; | Thursday: chpts 1 and 2. Deliens et al researchLeBrillon: chpt 1 and 2  |
| Week 2Feb 1 | Theories: Behavior Change theoryBring 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 3Feb 8 | Tues: Quiz chpt 2-3Tues & Thurs: Theories- Health belief model, Theory of Planned Behavior, Social Cognitive Theory, Environmental influence | Chapters 4-5LeBrillon: Chpt. 5 |
| Week 4Feb 15 | Program planning: step 1 Quiz chpt 4-5Focus on adults | Chapters 6-7Le Brillon: Chpt. 6- |
| Week 5Feb 22 | Program planning: steps 2-3 Quiz chpt 6-7Focus on teens 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) | Chapters 8-9LeBrillon: Chpt. 8 |
| Week 6March 1 | Step 4: Developing objectives Assignment: Steps 1 and 2 due | Chapter 10, 16 and 17LeBrillon: Chpt 10 |
| Week 7March 8 | Tuesday: Focus on childrenThursday: Focus on school based education |  |
| Week 8March 15 | Quiz: chpts 8-9; Step 5: Lesson Plans & Program planningAssignment: Goals and objectives | Chapter 11 |
| Week 9March 22 | Spring Break: relax, enjoy  |  |
| Week 10March 29 |  Quiz: 10-11 Step 6: EvaluationWritten FN education tools: newsletters and posters  | Chapters 12-13 |
| Week 11April 5 |  Community Project: preschool and parents Assignment: Program planning, Steps 1-6 due | Chpt 14- 15 |
| Week 12April 12 | Electronic FN education tools Community Project-electronic tools Assignment: Individual newsletters |  |
| Week 13April 19 | Sustainable food and nutrition education-strategic planning |  |
| Week 14April 26 | Thursday: Grocery store tours: groups 1-2 |  |
| Week 15 May 3 | Tues: Grocery store tours: groups 3-4-5 |  |
| Week 16May 10 | Final group presentations to class, groups 1 and 2Final copy of project documents due May 8 |  |
| Final exam May 18 | Final Exam: 12:30-2:30 pmFinal Group Presentations to class, groups 3-4 |  |

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| **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| Isaiah Baker | Madelyn Parmentier | Jade Romatowski | Carmela Vital-Maulson |
| Jennifer Bisceglia | Andrew Haffelder | Courtney Sankey | Abby Voge |
| Evan Blanton | Brookelyn Heiss | Cayleigh Smith | Johnny Vue |
| Ciara Gilbertson | Erin Osborne | Brandi Van Pay | Chyara Zeinert |
| Xingmaio Zhou |  |  |  |