

FN 456/656 ADVANCED COMMUNITY NUTRITION & FOOD SYSTEMS

“Go to the people. Live with them. Learn from them... Start with what they know; build with what they have. But with the best leaders, when the work is done, the task accomplished, the people will say, “We have done this ourselves”
Lao Tzu (700 BC)

Course Description: 4 cr. Application of nutrition concepts in the public health setting; disease prevention and health promotion; analysis of related programs and legislation with nutrition components; program planning strategies. Two hours of lecture, approximately two hours of field experience per week. Prereq: FN 373. Recommended FN 357.

Class Schedule: Tuesday, Thursday, SCI D314

Field experience: Minimum of 30 hours throughout the semester with a community agency.

Required Resources:

- ✚ Boyle M. and Holben D. *Community Nutrition in Action, 7th ed.* Belmont, CA: Wadsworth Publishing Co.; 2017. (Text Rental)
- ✚ Purchased book: Land, S. *Maid* New York: Hachette Books, 2019. ISBN 978-0-316-50511-6 Hardcover (also available in paperback)
- ✚ Supplementary Material on Canvas course site

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email: jsteinme@uwsp.edu
office hours: Tuesday and Thursday, 1:00 pm or by appointment.

Course Learning Outcomes: At the end of the semester, you would be able to:

1. Assess food security at the local level with consideration of the social determinants of health.
2. Describe the planning process necessary for community nutrition program services and identify this process within your community placement.
3. Apply the nutrition care process to community food and nutrition.
4. Integrate the 7 dimensions of wellness into your practice.
5. Demonstrate evidence of sustainability practices in your practicum experience, including program planning, educational material development and counseling sessions.
6. Evaluate the knowledge of food systems, political systems, economic decision-making and sociocultural contexts in assessing food and nutrition community nutrition problems and program planning.
7. Describe the skills and knowledge needed by community nutritionists.
8. Explain the contribution of your UWSP education to your understanding and success during your field experience.
9. Explain your personal responsibility as a member of the larger community, in the context of community food and nutrition.
10. Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation and report with properly documented and supported ideas, evidence and information suitable to your field experience and food/nutrition professionals.
11. Critique your own and others' writing/oral presentations to provide effective and useful feedback to improve communication.

ACEND: 2022 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
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 2.3 Assess the impact of a public policy position on nutrition and dietetics practice.

KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.

KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.

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

KRDN 2.7 Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.

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 3.1 Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions and develop plans to monitor the effectiveness of these interventions.

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

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

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 4.1 Apply management theories to the development of programs or services.

KRDN 4.2 Evaluate a budget/financial management plan and interpret financial data.

KRDN 4.4 Apply the principles of human resource management to different situations.

KRDN 4.6 Evaluate data to use 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.

KRDN 5.6 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

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

Basic Food and Nutrition Knowledge

1.2 Explain the background, purpose, and components of the appropriate national or international nutrient references (e.g., US Dietary Reference Intakes).

1.3 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).

1.5 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.

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

Nutrition across the Life Cycle

2.1 Identify the primary dietary issues for each phase of the life cycle.

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.

Food Science

3.1 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.

3.2 Describe the potential sources of food contamination and the best practices associated with the safe handling of food.

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

Food and Nutrition Policy

5.1 Describe the roles of government agencies in regulating the manufacturing, labeling and advertising of individual foods and dietary supplements.

5.2 Describe the roles of government agencies in regulating food systems and the food supply.

5.3 Describe the history, purpose and funding of key pieces of legislation that authorize programs supporting nutrition education, research, and food assistance to address malnutrition and food security and to promote health.

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.

Agricultural Production and Food Systems

6.1 Describe differences in agricultural practices and their potential effects on food choices and food availability.

6.2 Explain the effects of various food processing, packaging, distribution, and marketing practices on food availability, food choices, and nutritional value as well as the amount and types of additives, contaminants, and pathogens in foods.

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.

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.

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.

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.

Nutrition Education Research Methods

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

Course Evaluation:

3 Hour Exams, 100 points each	300
2 Case Studies, 50 points each	100
Class participation/activities	50
Learning & Leadership ePortfolio	50
Field experience:	
Objectives	10
Background Paper	50
Field Experience Preceptor Evaluation	50
Reflection & Activity Journal	100
Field Experience Presentation	50
Field Experience Final Report	50
Total	660
Graduate Research Project & Discussion	Add 250 points

Graduate Research Project will include a focused project with a community partner. The final project will include a literature review, description of the project, outcomes, discussion, and recommendations. A minimum 30 hour commitment with the community partner is expected. There will also be a monthly discussion to focus on research paper.

Tentative Grading Scale:

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

A is considered exceptional work (proactive learning, integrating material and applying critical thinking skills, displaying professionalism in individual and group work, full participation in course activities and meetings, application and demonstration of knowledge and skills in practicum, showing initiative, using creativity, writing is reflective of multiple drafts, collaborative leadership in all activities, creative problem solving)

B is considered good work (proactive learning, valuable teamwork skills, active in class, ability to grasp basic concepts and apply to new situations in creative solutions, some participation in class, completes all assignments with a degree of proficiency but may not demonstrate initiative, creativity or reflection consistently, writing contains errors or lacks conciseness and completeness)

C is considered average work (assignments are completed at the minimum, basic concepts are grasped but cannot be applied, some difficulty in group work, spelling and grammar mistakes are common, writing is conversational in tone with little attention paid to detail, word choices, organization (rough draft quality), little participation in class, minimal requirements in practicum).

Student Responsibilities for Successful Coursework:

Attendance: Students should plan to attend all classes and are responsible for all information presented in class, including changes in the schedule or syllabus. Notify me in person, by telephone or email if an absence is anticipated. If you are unable

to attend class, please refer to the syllabus for the topic covered, access class notes from a peer and then meet with me for any clarifications. Class begins promptly at the scheduled times.

Participation: While attendance is expected, thoughtful participation in the course is indicative of your engagement in the subject and your preparation of course material. The course follows a didactic style with many opportunities for participation. You earn points for your active engagement in the course, not attendance.

Reading Assignments: Relevant chapters and readings are listed in this syllabus. Supplementary readings are posted on Canvas or distributed as needed in class. We will review, discuss and apply the readings in class therefore you will be expected to read these before the class period during which a given topic will be covered. Emphasis is on application and integration of all reading material. You are expected to be ready to discuss the readings in class.

Professional skills:

This is a considered a paraprofessional course as you transition from your university career to a beginning professional, giving you the opportunity to demonstrate the following professional skills, although this is not an exhaustive list. Your preceptor and I will include professional skills as part of your ongoing work in the course.

- ❖ Written communication is a lifelong skill necessary in professional life and sought by preceptors and employers. I, as well as your other professors, comment on your written skills when we provide references for internships and employment. You are strongly encouraged to work with the writing lab to improve your writing skills. This is a service for which you have already paid and can help you identify and rectify the most common writing mistakes. If I write “see writing lab” on your paper, the next assignment must have the writing lab signature to be accepted. Documents shared with peers, your preceptor or Professor Steinmetz must be at a **minimum 13th grade level** in the Word readability statistic. Documents created for your field experience should be appropriate to the target audience, check with your preceptor or myself for guidance.

To check your readability score:

- open one of your documents,
 - click on “spell-check”,
 - click on the options box in the lower left corner,
 - check the box which reads “show readability statistics”
 - click “OK”.
- ❖ Late assignments will have 10% deducted for each day that it is late.
 - ❖ Exams: Exams will be short answer format. Successful answers are complete, apply course material appropriately and demonstrate clear writing ability. Your success will depend on reading the material before class and applying the knowledge, use of appropriate terminology and understanding of the course material as a foundation for analysis, application and creativity.
 - ❖ Oral communication skills will be required. Alumni who have returned to discuss the internship mention the importance of asking questions, reporting and discussion. It is essential that you contribute meaningfully in our class discussions and demonstrate active learning through asking questions. Please use the appropriate professional language, including terminology within the community nutrition field. You will have opportunities for small group communication and class presentation.

Plagiarism:

Plagiarism of any type in your work is unacceptable within the University and fieldwork experience, consequences for plagiarism may range from an oral reprimand to expulsion from the University. When you present work under your name, it must be your original work. If you are using other resources in the development of material, written assignments or other avenues, these must be cited. Your submitted work will be checked using an online program that determines the percent of text directly copied from another source; this is also a useful device to check your ability to successfully summarize another person’s ideas using your own words and appropriate citation. You may use the American Medical Association citation format used in the Journal of the Association for Nutrition and Dietetics or visit the UWSP library's Virtual Reference Desk at <http://library.uwsp.edu/vrd/citations.htm> for the APA Style format.

If you have any concern about meeting the requirements of this course, please see me.

Week of:	FN 456/656 ADVANCED COMMUNITY NUTRITION & FOOD SYSTEMS Topics	Text Readings Boyle/ Land
Week 1 Jan 23	<p>Introduction to community nutrition and public health This week we will discuss the format of the class and introduce the key concepts of community nutrition and public health. How might these be related? How do these concepts differ? Who are the partners that a community nutritionist works with?</p> <p>1. Closing the gap in a generation: Health equity through action on the social determinants of health, download and read the executive summary found on CANVAS</p> <p>2. Healthy People 2030 access the website: www.healthypeople.gov On this home page read the following sections:</p> <ul style="list-style-type: none"> -Social Determinants of Health, click on each domain and connect the goal with the explanation and the objectives that are measured. How do these compare with the international SDOH that in the previous document. -Nutrition and Healthy Eating (https://health.gov/healthypeople/objectives-and-data/browse-objectives/nutrition-and-healthy-eating) connect the goal with the explanation and the objectives that are measured. 	Boyle: Chpt. 1
Week 2 Jan 30	<p>Assessment of Community We will discuss the steps of a community assessment and look at case studies of the different types. Access the Community Food Security Assessment Toolkit and read the following sections: introduction, overview, profile of community socioeconomic and demographic characteristics and profile of community food resources.</p>	Boyle: Chpt 2 Land: Chpt 1-4
Week 3 Feb 6	<p>Food Security, from Local to Global; Target Population Assessment/Field Work Placement Our discussion focuses on food security. What are the similar factors contributing to food security across the globe? How can the richest nation have food insecure people? How do we assess those at risk?</p> <p>Friday: assignment: Skill assessment, complete and post. WIC evidence and summary due, Feb 26; See Assignment on Canvas</p>	Boyle: Chapter 3, 10, 14 Land: Chpt 5-7
Week 4 Feb 13	<p>Program Planning, Monitoring and Evaluation; This week we will frame the planning and evaluation sections. The logic model is a useful framework for program planning and is widely used in community food security programs. It is also required by some granting agencies.</p> <p>Tuesday: Program Planning Thursday: Program Evaluation Practice using Logic Model (chpt 3 of Community Food Project Handbook) Read: chpt 1-2, 6-8 in National Research Center, Inc. Community Food Project Evaluation Handbook, 2nd ed. 2004 Friday: Exam 1 posted online</p>	Boyle: Chapters 4, 5 Land: 8-10
Week 5 Feb 20	<p>National and International Public Policy Tues: The US national nutrition monitoring system is responsible for assessing the nation's health and justifies the various programs. We will review this system and the programs. Thursday: Compare and Contrast: national and international systems, especially the United Nations systems (World Health Organization, UNICEF, etc.) Friday: Sustainable Development Goals, online class Friday: Field Work Background Summary Paper Due</p>	Boyle: Chpt. 6, 7, 14 Land: 11-14
Week 6 Feb 27	<p>Maternal & Infants Why are women and children an at-risk population in the US and in the world? What types of programs are successful in the health and well-being of them? Maternal-infant assessment and programming Review lifecycle notes for maternal and child health. Read: Chpt. 11 in Boyle. Review Healthy People 2020 goals for this target group. (www.healthypeople.gov) WIC evidence and summary due, Feb 28; See week 3 for the details.</p>	Boyle: Chpt. 11 Land: 12-18
Week 7 March 6	<p>Maternal & Infants (cont'd) Tuesday: Maternal & infants cont'd Friday: Field Work: Activity and reflection log due, March 12</p>	Boyle: Chpt 14 Land: 19-22
Week 8 March 13	<p>Cultural Awareness Tuesday: online only, no face to face class Thursday: meet in class</p>	Boyle: Chpt 16 Land: 23-25

Week 9 March 20	Spring break-Relax and enjoy	
Week 10 March 27	Children and Adolescents Children are disproportionately in poverty compared to other segments of the population. Why is this? What can be done? Friday: Exam 2	Boyle: Chpt. 8,12 Land: 26-27
Week 11 April 3	Intro to School FN Programs	
Week 12 April 10	School Food & Nutrition Programs Schools are considered one of the major sites for intervention and modeling ideal food and nutrition behaviors. We will explore program challenges and successes.	
Week 13 April 17	Older Adult Older Adult assessment and programs Read: Chpt. 13 in Boyle and ADA Position Paper: Nutrition and Aging Review relevant lifecycle notes, Healthy People 2020 goals for this target group.	Boyle: Chpt. 13
Week 14 April 24	Marketing Programs Program participation is dependent on marketing. Successful marketing creates awareness of both the problem and possible solutions. We will discuss basic marketing principles and apply these in social marketing. Mapping is the latest technology applied in community nutrition. How can we incorporate this? Friday: Final Paper to Preceptor, Exam 3	Boyle: Chpt. 18-19
Week 15 May 1	Reflective Practice Tuesday: Online group discussion and application of reflective practice applied to field work. Thursday & Friday: Field Experience Reports	
Week 16 May 8	Field Experience Reports Friday: Activity/reflection log, part 2 and ePortfolio due	
Final exam May 18	Final Exam, 10:15 am Final documents-field work paper, Powerpoint and final education materials are due May 20	