

FYC 6934
Special Topics: Nutrition Education and Wellness
Program Planning, Development and Evaluation
SPRING 2017 – Section 6208

Faculty:	Karla P. Shelnutt, PhD, RDN Associate Professor and IFH Leader	Gail P. A. Kauwell, PhD, RDN,LDN, FAND Professor
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Office hours:	Available during Thursday office work hours	Wednesday 12:30-2:30 PM by appt* Thursday 1:30-3:00 PM (walk-in)

*Call Mindy at 352-294-3700 to schedule an appointment. If you cannot make our regularly scheduled office hours, you may email us or call us directly to schedule an appointment.

Class meeting time: Tuesday 10:40-12:35 (periods 4 & 5) (plus clock hours)
Attendance: Required
Location: Dietetics Lab (Bldg 162); Health Science Center (IFH schedule)
Credits: 1
Clock hours: 60 (3:00-5:00 PM on Wednesdays; 10:40AM – 12:35 PM on Thursdays)

Course Description: This course is the second of a three semester course series (Fall, Spring, Summer; 1 credit each during the fall and spring; 2 credits during the summer) specifically designed for students accepted into the combined Master of Science - Dietetic Internship (MS-DI) program. It includes general topics (i.e., professionalism, ethics, cultural competence, etc.) essential for the dietetics professional in all areas of work, an introductory experience for working as a member of the interdisciplinary team in assisting a client/family in the community with health needs, and extensive experience developing and delivering nutrition education and wellness programs as part of the Nutrition Education and Wellness concentration. In addition to class time, students complete pre-internship activities that count toward the internship hours required to meet ACEND accreditation standards. As a result of completing the assignments and activities associated with this course, students will work toward or achieve the following competencies:

Competencies	
CRDN1.1	Select indicators of program quality and/or customer service and measure achievement of objectives.
CRDN 1.2	Apply evidence-based guidelines, systematic reviews and scientific literature.
CRDN 1.3	Justify programs, products, services and care using appropriate evidence or data.
CRDN 1.4	Evaluate emerging research for application in nutrition and dietetics practice.
CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.
CRDN 2.2	Demonstrate professional writing skills in preparing professional communications.
CRDN 2.3	Demonstrate active participation, teamwork and contributions in group settings.
CRDN 2.4	Function as a member of interprofessional teams.
CRDN 2.6	Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.

Competencies (continued)	
CRDN 2.7	Apply leadership skills to achieve desired outcomes.
CRDN 2.8	Demonstrate negotiation skills.
CRDN 2.9	Participate in professional and community organizations.
CRDN 2.10	Demonstrate professional attributes in all areas of practice.
CRDN 2.11	Show cultural competence/sensitivity in interactions with clients, colleagues and staff.
CRDN 2.12	Perform self-assessment and develop goals for self-improvement throughout the program.
CRDN 3.3	Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.
CRDN 3.4	Design, implement and evaluate presentations to a target audience.
CRDN 3.5	Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
CRDN 3.6	Use effective education and counseling skills to facilitate behavior change.
CRDN 3.7	Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
CRDN 3.8	Deliver respectful, science-based answers to client questions concerning emerging trends.
CRDN 3.9	Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
CRDN 3.10	Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.
CRDN 4.4	Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.
CRDN 4.7	Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
CRDN 4.8	Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
NE 5.1	Conduct literature reviews and interpret and evaluate food, nutrition and nutrition education research, consumer issues, and nutrition education materials and programs
NE 5.3	Develop food and nutrition education programs and materials for diverse populations
NE 5.4	Apply relevant education and behavioral sciences theories and techniques to modify nutrition and health behaviors for individuals and groups
NE 5.5	Develop, market, conduct and evaluate food and nutrition education programs/training sessions that demonstrate effective use of oral and written communication skills and technology

Class Attendance and Demeanor: Students are required to attend all classes, to arrive on time and to leave when dismissed by the instructor. Students are expected to show courtesy to their classmates and instructor by turning cell phones/pagers off before the class period begins and refraining from engaging in conversations during class unless directed to do so by the instructor.

Evaluation of Student Performance/Grades and Grade Points: For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

Student Evaluation:

Performance Indicators	Points
PFF - IFH assignments	55
Twictures (5 @ 10 points each)	50
Module-specific tip sheets for program participants (1 per module; 2 modules)	50
Second submission of revised recipe, recipe demonstration script, cost analysis, and detailed nutritional analysis (including MyPlate analysis comparing recipe to MyPlate guidelines)	S/U
Third submission of revised literature review	S/U
Nutrition education module for residents – literature review, reference list, and resource list for module 2 (2 students/team)	100
Recipe write up (recipe for module 2)	100
Recipe demonstration for module 2 – trial run	50
Marketing flyer for Culinary Medicine course (3 students) and for recipe demonstration presentations (3 students)	10
FNP training presentation (include PP slides) - trial run	50
Logo development for Culinary Medicine course (group submission)	35
Evaluation of professional behaviors	25
Activity log (mid-point and final; 10 points each)	20
Professional portfolio and competency matrix	45
Total	590

Grading Scale

A =551-590 93.34-100%	A ⁻ = 531-550 90-93.33%	B ⁺ = 511-530 86.68-89.9%	B =492-510 83.34-86.67%	B ⁻ =472-491 80-83.33%
C ⁺ = 452-471 76.68-79.9%	C = 433-451 73.34-76.67%	C ⁻ = 413-432 70-73.33%	D ⁺ = 393-412 66.68-69.9%	D = 374-392 63.34-66.67%
D ⁻ = 354-373 60-63.33%	E = <373 <60%			

Grades are not curved and are not negotiable.

All assignments **must be typed**. All assignments must be submitted on time (as specified) for full credit. Generally, the time of submission will be at the beginning of class or by 5:00 PM on the due date. Beginning with the due date, course work turned in late will be penalized by deducting 10% per day from the total value of the assignment. Regardless of the number of days an assignment is late, it must be submitted.

Other: Additional course information and materials will be posted on Canvas (<https://lss.at.ufl.edu/>) and/or available through the Marston Science Library online reserve system (Ares), the Academy Web site or other resources needed to complete assignments.

Student Preparation for Class: Students are expected to complete reading assignments in advance. Class preparation may require use of the Internet, library and/or other reference materials. Students are expected to bring materials printed from Canvas or other sites to class. Students are expected to refrain from using cell phones/smart phones during class and internship time unless specifically asked to do so.

How to Access Canvas/E-Learning:

- Access requires a Gatorlink account. If you need to establish a Gatorlink account, go to <http://www.gatorlink.ufl.edu/>.

- Once you have created a Gatorlink account, access e-Learning Support Services homepage at <http://lss.at.ufl.edu>. Select "e-Learning in Canvas". Log in using your Gatorlink ID. FYC 6934 should be listed under "courses". If you are unfamiliar with Canvas, information can be found under the "help" tab.

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

Student Responsibility

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council or Student Conduct and Conflict Resolution in the Dean of Students Office.

Faculty Responsibility

Faculty members have a duty to promote honest behavior and to avoid practices and environments that foster cheating in their classes. Teachers should encourage students to bring negative conditions or incidents of dishonesty to their attention. In their own work, teachers should practice the same high standards they expect from their students.

Administration Responsibility

As highly visible members of our academic community, administrators should be ever vigilant to promote academic honesty and conduct their lives in an ethically exemplary manner.

(Source: <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty>; accessed 07-29-15)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Online Course Evaluation Process: Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Students with Disabilities: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Contact information: 0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/.

Student Complaints: The following link describes the University of Florida’s policy related to student complaints.

Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

Service	Location	Phone	Web site	Services provided
University Counseling and Wellness Center	3190 Radio Road	352-392-1575	www.counseling.ufl.edu/cwc/	<ul style="list-style-type: none"> ▪ Counseling Services - individual and group ▪ Groups and Workshops ▪ Outreach and Consultation ▪ Self-Help Library ▪ Wellness Coaching ▪ Training Programs ▪ Community Provider Database
U Matter We Care		352-294-CARE	www.umatter.ufl.edu	Care-related programs and resources for students and employees
Career Resource Center	First Floor J. Wayne Reitz Union	352-392-1601	www.crc.ufl.edu	Career development assistance and counseling

Other Information: Lecture material and information are the property of the University of Florida and the course instructor and may not be used for any commercial purpose. Students found in violation may be subject to disciplinary action under the University’s Student Conduct Code. Only students formally registered for the course are permitted to attend lectures and take quizzes/tests.

Email: Students are required to check their email account(s) daily (at least Monday through Friday) and respond to course/program related requests, inquiries, etc. in a timely manner.

Overview of Assignments

Putting Families First - Interprofessional Family Health (PFF-IFH)

The mission of the Putting Families First - Interprofessional Family Health Program is to provide collaborative training, discussion meetings and home visits with volunteer community families. The learning objectives for participants include the development of interviewing skills, nutrition screening and assessment skills, effective communication skills with other disciplines, and an awareness of when and how to make referrals to other disciplines and/or community services. The content of the interprofessional curriculum is practiced in the home visit experience through service-learning activities. The specific details of the assignments required for this component of the course will be outlined in a separate handout. Assignments and due dates will be posted on Canvas. You will receive a separate syllabus for the Putting Families First - Interprofessional Family Health Program.

Nutrition Education and Wellness Project for UF/IFAS Extension Service

As a member of the Nutrition Education and Wellness Extension Support Team, you will develop skills in nutrition education and wellness program planning, development, and delivery over the course of the remaining two semesters of your first year in the program. This includes the development of supporting materials (e.g., handouts, marketing materials, activities, etc.) in different formats (e.g., print, electronic, audio, video, etc.) for specific target audiences.

In addition to writing blogs for the Family Album Blog and electronic publications for the Electronic Data Information Source (EDIS), you and your classmates will develop evidence-based nutrition education modules for medical students. The ultimate purpose of these modules is to use them as part of a culinary nutrition course for medical students. The intent of the culinary nutrition course for medical students is: 1) to teach medical students the fundamentals of key nutrition interventions recommended for health promotion/disease risk reduction and the nutritional management of various nutrition-related diseases/conditions; and 2) to integrate these topics with basic culinary skills that provide them with the tools for having meaningful patient/client discussions about the importance of nutrition and lifestyle behaviors. This course will be offered as an elective for medical students enrolled in the UF College of Medicine. Each evidence-based module will include an interactive PowerPoint presentation and accompanying script (~15 to 20 minutes) that includes references and resources; two recipes (one per student team member) that highlight important messages related to the topic of the module; a still photo shoot and a video-recorded demonstration of the recipes and culinary skills related to the recipe; a tip sheet for program participants; and other support materials (e.g., materials/supplies; nutritional and cost analyses of the recipes; etc.). Each of you will be listed as a co-author/co-contributor to the modules, and you will have gained some very marketable skills after completing this assignment.

During the spring semester, your efforts will be aimed at preparing a literature review that includes appropriately cited evidence-based/peer-reviewed references and a list of resources for a new module topic; developing/adapting a recipe based on the theme of the module you selected and completing all aspects of the recipe assignment to include things such as nutritional and cost analyses, writing a script for a recipe demonstration, etc. (see recipe assignment for details); developing evaluation questions for the module; and developing a tip sheet for program participants related to the module. This will require input from stakeholders (i.e., medical school faculty, course instructors, etc.); a thorough literature review (written); an appreciation for the need to consider literacy, cultural biases, and health belief systems when selecting recipes and providing practice tips, etc.; learning how to write appropriate and effective evaluation questions; obtaining feedback on your work; and many other factors. The project also will require a host of professional skills (i.e., negotiation, advocacy, oral and written communications, problem solving, being proactive; etc.), including the ability to function effectively as a member of the Nutrition Education and Wellness Extension Support Team (i.e., demonstrating professional attributes). By the end of the semester, it is expected that each of you, under the guidance of your professors and others, will have completed the assignments listed below. A log of activities undertaken in achieving these outcomes and selected other projects included in this course must be submitted for review in February and April.

This project incorporates coursework and internship hours (clock hours). It is expected that you will complete a minimum of four hours per week (minimum of 60 hours for the semester) of supervised practice experience activities related to this project separate from class meetings and homework/assignments. A block of time has been established as part of your weekly schedule (see class and internship schedule). It is likely that extra time outside of our regularly scheduled class/internship hours for this course will be needed to complete some portions of this project and to meet the required hours. This time should be included in your activity/time log.

Assignments:	Due Date:	Faculty:
Second submission of revised recipe, recipe demonstration script, cost analysis, and detailed nutritional analysis (including MyPlate analysis comparing recipe to MyPlate guidelines) for module 1	January 12	Shelnutt & Kauwell
Third submission of module 1 literature review	February 2 (5:00 PM)	Shelnutt & Kauwell
Submission of updated (as needed) PPT for module 1 and evaluation questions for module 1 (include list of changes made and rationale by slide number)	February 2 (5:00 PM)	Shelnutt & Kauwell
Tip sheet for program participants for module 1	February 2 (5:00 PM)	Shelnutt & Kauwell
First submission of literature review, references and resources for module 2 (team of 2 students per module)	March 2 (5:00 PM)	Shelnutt & Kauwell
Module 2 recipe (1 recipe per student aligned with theme of module): <ul style="list-style-type: none"> ▪ Module 2 recipe pitch (informal), including: recipe pitch presentation (be prepared to present your recipe, rationale for selection) ▪ Team member review/critique of written recipe and script that complies with requirements provided in recipe assignment handout (i.e., ingredients; materials/supplies; equipment; nutritional and cost analyses etc.) ▪ Submission of recipe and recipe script/storyboard for demonstration and video production that incorporates information listed in recipe assignment (i.e., props; music; key messages; food safety considerations; allergy/food sensitivity warnings; what to look for when purchasing ingredients; other relevant and important info.) ▪ Module 2 recipe demonstrations 	January 24 & 25 (no paper submission required) Submit to team member no later than March 3; team member to return critique by March 14 March 21 March 28-30	In class Module team member Shelnutt & Kauwell In class
Tip sheet for program participants (module 2)	April 6	Shelnutt & Kauwell

Twicture (Tweet & Picture) Development

Social media is finding its way into all aspects of life including areas related to nutrition and health. As future registered dietitians/nutritionists, it is likely that you will use social media to promote nutrition and health programs, information, organizations and/or products. This assignment requires that you develop 5 Tweets, and 5 pictures that correspond with the tweets to give you practice promoting sound nutrition information via social media (Twitter).

Assignment:	Due Date:	Faculty:
5 Twictures	February 22 (bring a paper copy of Twictures to class; PPT to be shown in class)	Shelnutt & Kauwell

Logo Development

Develop a logo for the Culinary Medicine program. Apply the information learned in class in the process of developing your logo. Present your logo idea(s) in class to be critiqued. Revise and finalize the logo for submission to your instructors.

Assignment:	Due Date:	Faculty:
Logo Development – Presentation and Critique	March 23 (in class)	Kauwell & Shelnutt
Final Submission of Logo	April 13 (in class; submit graphic via email)	Kauwell & Shelnutt

FNP Training Presentation

Develop a presentation for FNP program assistants to be presented at the FNP annual training in June 2017. Advance preparation for this assignment requires topic selection (a list of topics will be provided) and development of a PowerPoint presentation and an appropriate activity to make the session more interactive and consonant with good pedagogy for adult audiences. Deliver a trial run of your presentation on the assigned date. Be prepared to provide feedback to each of your classmates regarding all aspects of their presentation. Faculty will deliver a presentation in advance of the trial run to demonstrate an example of a presentation that meets these requirements.

Assignment:	Due Date:	Faculty:
FNP Training Presentation Trial Run	April 11-13	Kauwell

Activity Log

Continue to log your internship hours using the form provided. Be sure to include the date, amount of time spent on that date, description of what you did and a summary of the outcomes you achieved or the progress you made. Include the total hours of internship time for the semester. (Note: please record time in minutes and then calculate total hours. Only record numerical values in the column for the amount of time spent; do not include text in this column.)

Assignment:	Due Date:	Faculty:
Activity Log - midpoint	Feb 24 (5:00 PM)	Kauwell
Activity Log - final	April 20 (5:00 PM)	Kauwell

Professional Portfolio and Competency Matrix Evaluation

Update the portfolio that you developed during the fall semester. Include an updated copy of your resume. The portfolio should portray your efforts, progress and accomplishments related to achievement of the competencies associated with this course and other courses, supervised practice and program requirements. Assess your achievement of each competency using the competency matrix (posted on E-Learning) with reference to the portfolio item(s) that relate to your achievement of each competency.

Assignment:	Due Date:	Faculty:
Professional Portfolio and Competency Matrix	April 19	Kauwell

Evaluation of Professional Behaviors

Your performance as a member of Nutrition Education and Wellness Extension Support Team will be evaluated using the Evaluation of Professional Behaviors evaluation form by your instructors. Each student must also complete a self evaluation using the form and submit it by the due date. Your instructors will arrange a time to meet with you to review the self-evaluation and the evaluation they have prepared for you.

<u>Assignment:</u>	<u>Due Date:</u>	<u>Faculty:</u>
Submit Self Evaluation: Evaluation of Professional Behaviors Evaluation Form	April 19	Shelnutt & Kauwell
Review of Evaluation of Professional Behaviors Evaluation Form (student self-evaluation and instructor evaluation)	April 26 (by appt)	Shelnutt & Kauwell

Spring 2017 Tentative Class Schedule*

Date		Class (10:40-12:35)		Internship (4 hrs; 2 hrs on Wed and 2 hrs on Thurs)
January	3		4	Review of Syllabus and Assignments: <ul style="list-style-type: none"> ▪ Culinary Medicine Topics ▪ Twicture Discussion and Examples ▪ FNP Training Topics
			5	Office Work
	10	Office Work	11	Office Work
			12	Office Work
	17	IFH Small Group Meeting**	18	Office Work
			19	Office Work
	24	Recipe Pitch (Informal)	25	Recipe Pitch (Informal)
			26	Informal Pitch of Objectives and Lesson Activities; Initial GHS Proposal Presentation & Discussion
	31	Logo Development Class and Brainstorming Session - Tracy Bryant & ICS Team	Feb 2	Office Work
			3	Office Work
February	7	Office Work	8	Office Work
			9	Office Work
	14	Office Work	15	Office Work
			16	Office Work
	21	IFH Small Group Meeting**	22	Twicture Presentations
			23	Twicture Presentations/Office Work
	28	Training Presentation for County Faculty – Faculty Example	March 1	Office Work
			2	GHS Presentation (part of DIE 6905)
March	7	Spring Break	8	Spring Break
			9	Spring Break
	14	Office Work	15	Office Work
			16	No class today; conduct GHS Nutrition Fair
	21	Office Work	22	Office Work
			23	Office Work
	28	Recipe Demonstrations	29	Recipe Demonstrations
			30	Recipe Demonstrations

Date		Class (10:40-12:35)		Internship (4 hrs; 2 hrs on Wed and 2 hrs on Thurs)
April	4	IFH Small Group Meeting** (Leave for FAND PPW immediately following IFH)	5 6	FAND PPW Office Work
	11	Trial Run of County Faculty Presentations	12 & 13	Trial Run of County Faculty Presentations Trial Run of County Faculty Presentations
	18	Community Assessment Presentation	19 20	Office Work Classes ended on 4/19
	25		26	Evaluation of Professional Behaviors with Faculty (by appt)

IFH = Interdisciplinary Family Health; TBA = To Be Announced

*Subject to change.

**IFH class also runs from 10:40-12:35; meet in assigned room in Health Science Center. Check weekly updates on Canvas.