

FYC 6934
Special Topics: Nutrition Education and Wellness
Program Planning, Development and Evaluation
SPRING 2018 – Section 0588

Faculty:	Karla P. Shelnett, 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*

*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 and Thursdays 9:35-12:35 (periods 3-5) and 12:50-1:40 PM (period 6) on January 16 and April 3 (includes class time and supervised practice hours)

Attendance: Required

Location: Dietetics Lab (Bldg 162); Health Science Center (IFH schedule)

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 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
Family Album Blog (first submission 30 points; second submission 20 points)	50
First submission of interactive PowerPoint with script for module	100
Second and third submissions of interactive PowerPoint with script for module	S/U
Module-specific tip sheets for program participants (1 per module)	25
Second and final submissions of revised recipe, recipe demonstration script, cost analysis, and detailed nutritional analysis (including MyPlate analysis comparing recipe to MyPlate guidelines)	S/U
Second and third submissions of revised literature review, references, and resources	S/U
Recipe demonstration for Culinary Medicine course (to be conducted with medical students at East Side High School)	50
Discussion questions and case study/alternate activity for Culinary Medicine class	50
Reflection, self-critique, and suggestions for improving the Culinary Medicine module	15
FNP training presentation (include PP slides) – trial run	50
Logo development for Café Latino (group submission)	35
Evaluation of professional behaviors	25
Activity log (mid-point and final; 10 points each)	20
Total	525

Grading Scale

A = 490-525 93.34-100%	A ⁻ = 472-489 90-93.33%	B ⁺ = 455-471 86.68-89.9%	B = 437-454 83.34-86.67%	B ⁻ = 420-436 80-83.33%
C ⁺ = 403-419 76.68-79.9%	C = 385-402 73.34-76.67%	C ⁻ = 368-384 70-73.33%	D ⁺ = 350-367 66.68-69.9%	D = 333-349 63.34-66.67%
D ⁻ = 315-348 60-63.33%	E = <315 <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, interactive learning activities, etc.) in different formats (e.g., print, electronic, audio, video, etc.) for specific target audiences.

During the second and third semesters of this course, you will write blogs for the Family Album Blog and an electronic publication for the Electronic Data Information Source (EDIS). You and your classmates also will continue to develop evidence-based nutrition education modules and resources for the Culinary Medicine elective course for fourth year medical students enrolled in the UF College of Medicine. 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. 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 related to the Culinary Medicine course will be aimed at finalizing your literature review, resources, and recipe; preparing an interactive PowerPoint presentation and script on the topic of your literature review; developing evaluation questions; and developing a tip sheet for practitioners to use with their patients and clients. You also will have the opportunity to conduct a recipe demonstration and develop and conduct a class discussion with medical students enrolled in the Culinary Medicine course using one of the lessons that have already been completed.

These assignments will require input from stakeholders (i.e., medical school faculty, course instructors, etc.); an appreciation for the need to consider literacy, cultural biases, and health belief systems when developing your tip sheet; creativity in developing a PowerPoint presentation that is engaging and interactive; 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.

These projects incorporate 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.

Culinary Medicine Module Development (continued from fall 2017): Finalize your literature, references, resources, and recipe (recipe, script, cost, and nutritional analyses); develop a tip sheet, interactive PPT presentation with corresponding script, and evaluation questions.

Assignments:	Due Date:	Faculty:
Revised recipe, recipe demonstration script, cost analysis, and detailed nutritional analysis (including Nutrition Facts Label and MyPlate analysis comparing recipe to MyPlate guidelines) for module	Second submission: January 9 Final submission: February 20	Shelnutt & Kauwell
Module literature review with references and resources	Second submission: January 18 Third submission: April 1	Shelnutt & Kauwell
Interactive PPT, script, and evaluation questions for module	First submission: February 8 Second submission: TBD	Shelnutt & Kauwell
Tip sheet for program participants for module	First submission: February 22 Second submission: TBD	Shelnutt & Kauwell

Culinary Medicine Class for Medical Students (recipe demonstration and discussion): Select one of the existing Culinary Medicine modules listed below. Read the literature review and other sources as necessary to improve your knowledge on this topic. Review the PPT presentation, the recipe and script, and the tip sheet for the module. Prepare and practice conducting the recipe demonstration and develop discussion questions and a case study (or alternate activity) appropriate for medical students enrolled in the course. Present the recipe demonstration and conduct the class discussion and case study (or alternate activity) on your assigned date. Write a reflection about the experience, including a critique of your performance, and include suggestions for improving the module.

▪ The Dietary Guidelines for Americans and MyPlate	▪ Gluten-free Diets
▪ The Mediterranean Eating Pattern	▪ Food Allergies
▪ Vegetarian Eating Patterns	▪ Dietary Approaches to Maintaining a Healthy Blood Pressure

Assignments:	Due Date:	Faculty:
Select lesson topic	January 10	Shelnutt & Kauwell
Read and review lesson materials	Ongoing	Shelnutt & Kauwell
Conduct practice session of recipe demonstration and discussion with case study or other appropriate activity	February 27-March 1	Shelnutt & Kauwell
Conduct Culinary Medicine class – recipe demonstration and discussion with case study or other appropriate activity (at East Side High School) on assigned date	March 13-16; March 22-23	Shelnutt & Kauwell
Reflection, critique, and suggestions for improving the module	One week following date of presentation	Shelnutt & Kauwell

Family Album Blog

Family Album Blog is an online publication with the goal of providing current, unbiased, research-backed information for individuals and families on a broad range of topics including health and nutrition. Blog posts related to nutrition and health are written by faculty from the University of Florida's Department of Family, Youth and Community Sciences and agents from UF-IFAS Family and Consumer Sciences Extension. Every blog is reviewed and scrutinized to ensure that up-to-date, unbiased, and accurate information is presented. As part of your concentration in Nutrition Education and Wellness, it is essential that you develop the ability to communicate nutrition information to consumers using contemporary media. You will develop this skill by writing a Family Album Blog during the fall (1 script) and summer (1 script) semesters. These blogs must be evidence-based, consumer friendly, and of an appropriate length (350-500 words). They also must include an appropriate photo. Topic choices must be approved by your instructors. Your blogs will undergo the same peer review process used to review Extension faculty Family Album Blogs. Completion of this assignment requires a positive review and acceptance for publication.

Assignments:	Due Date:	Faculty:
Blog – first submission	February 14	Shelnutt & Kauwell
Blog – second submission	March 30	Shelnutt & Kauwell
Blog – final submission	April 11	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 original photos taken by you that correspond with the tweets to give you practice promoting sound nutrition information via social media (Twitter).

Assignment:	Due Date:	Faculty:
5 Twictures	April 4 Hard copy due in class April 4 & 5 Twicture PPT Presentations (send electronic version to professors)	Shelnutt & Kauwell

Logo Development

Develop a logo for the Café Latino extension group. 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.

Logo Development (continued)

Assignment:	Due Date:	Faculty:
Logo Development – Presentation and Critique	April 10 (in class)	Shelnutt & Kauwell
Final Submission of Logo	April 12 (in class; submit graphic via email)	Shelnutt & Kauwell

FNP Training Presentation

Develop a presentation for FNP program assistants to be presented at the FNP annual training in June 2018. 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 17-19	Shelnutt & 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 27 (5:00 PM)	Kauwell
Activity Log - final	April 19 (5:00 PM)	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.

Assignment:	Due Date:	Faculty:
Submit Self Evaluation: Evaluation of Professional Behaviors Evaluation Form	April 20	Shelnutt & Kauwell
Review of Evaluation of Professional Behaviors Evaluation Form (student self-evaluation and instructor evaluation)	April TBD (by appt)	Shelnutt & Kauwell

Spring 2018 Tentative Class Schedule*

Date		Tuesdays (9:35-12:35)		Thursdays (9:35-12:35)
January		9 Eastside High School Field Trip: Kitchen Tour		10 Syllabus Review Extension Office Work
				11 Extension Office Work
		16 Putting Families First: Interprofessional Family Health (class starts at 10:40 AM today instead of 9:35 AM; report to assigned PFF location)		17 Extension Office Work
				18 Extension Office Work
		23 Logo Development Presentation and Brainstorming Session - Tracy Bryant & ICS Team		24 Extension Office Work
				25 Extension Office Work
		30 Social Media – Blogs, Twitter, More - Dr. Michael Gutter (class from 3-5 PM today)		31 Extension Office Work
				1 Extension Office Work
February		6 Extension Office Work		7 Extension Office Work
				8 Extension Office Work
		13 Training Presentation for County Faculty – Faculty Example		14 Extension Office Work
				15 Extension Office Work
		20 No class today – attend FAND Public Policy Workshop in Tallahassee		21 Extension Office Work
				22 Extension Office Work
		27 Practice Recipe Demonstrations and Discussions		28 Practice Recipe Demonstrations and Discussions
			March 1	Practice Recipe Demonstrations and Discussions
March		6 SPRING BREAK		7 SPRING BREAK
				8 SPRING BREAK
		13 Culinary Medicine Presentation (recipe demo & discussion)		14 Culinary Medicine Presentation (recipe demo & discussion)
				15 Culinary Medicine Presentation (recipe demo & discussion)
				16 Culinary Medicine Presentation (recipe demo & discussion)

Date		Tuesdays (9:35-12:35)		Thursdays (9:35-12:35)
	20	No class today – GHS Health Week Nutrition Booth Project	21	Extension Office Work
			22	Culinary Medicine Presentation (recipe demo & discussion)
			23	Culinary Medicine Presentation (recipe demo & discussion)
	27	Extension Office Work	28	Extension Office Work
			29	Extension Office Work
April	3	Putting Families First: Interprofessional Family Health (class starts at 10:40 AM today instead of 9:35 AM; report to assigned PFF location)	4	Twicture Presentations
			5	Twicture Presentations
	10	Presentation and Discussion of Logo	11	Extension Office Work
			12	Extension Office Work
	17	County Faculty Presentations: Trial Run	18	County Faculty Presentations: Trial Run
			19	County Faculty Presentations: Trial Run
	24	Extension Office Work	TBD (final exam week)	Evaluation of Professional Behaviors – individual appointments

PPF:IFH = Putting Families First: 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.