

FYC 6934
Practicum in Nutrition Education and Wellness
Program Planning, Development and Evaluation
FALL 2017 – Section 02AE

Instructors:	Karla P. Shelnett, PhD, RDN Associate Professor	Gail P. A. Kauwell, PhD, RDN, LDN, FAND Professor
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Office hours:	Available during Thursday office work hours	Tuesdays 2:30-4:00 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 10:40-12:35 (periods 4 & 5) (plus clock hours)
Attendance: Required
Location: Dietetics Lab (Bldg 162); check the schedule for the Putting Families First – Interprofessional Family Health Program
Credits: 1
Clock hours: 60 (4 hours/week: Wednesday 1:55-3:50 PM and Thursday 10:40 AM -12:35 PM)

Course Description: This course is the first 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 working as a member of the interprofessional team to assist 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.

During the fall semester, part of the focus will be on conceptual and practical tools for designing, planning, implementing, and evaluating obesity prevention programs based on sound research methods. This will be accomplished by learning about obesity prevention programs, behavior change theories on which these programs are based, and effective strategies to implement, evaluate, refine/adjust according to outcome findings, and capture the unfolding of dissemination impact of these programs. Through directed reading, discussion, cooperative learning, and presentations, students will gain experience and skills for implementation of applied nutrition obesity-prevention research. Obesity prevention programs are a significant part of nutrition education and wellness programming implemented by nutrition and public health professionals.

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:

Objectives: The following objectives are specific to the childhood obesity prevention component of this course.

1. Describe the characteristics of HomeStyles, a childhood-obesity prevention program.
2. Explain the role of the land-grant universities and the USDA in meeting the pressing needs of the U.S. population, with an emphasis on childhood-obesity prevention.

3. Describe the mission and framework of SNAP-ED as well as other community-based obesity-programs.
4. Summarize and apply the key components of the Social Cognitive Theory, Adult Learning Theory, and motivational interviewing and how they relate to childhood obesity prevention.
5. Critically analyze and summarize the current childhood obesity-prevention literature.

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.
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 4.8	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

Competencies	
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 class sessions, arrive on time, and be present for the entire class. Thirty points will be subtracted from your total score for each class for which you are not in attendance for the full class period. Excused absences are at the discretion of the instructor and must be arranged prior to the start of the class period. An “excused absence” is any unavoidable, unplanned situation such as an illness, death in the family, or car accident. However, to be fair to all students proof of the illness is required (e.g., note from physician or clinic; vague notes such as “was seen” are not acceptable), death (e.g., obituary), accident (e.g., police report), etc. Please notify the instructor about your situation as soon as possible. If the instructor is not available, please leave a message. Students are expected to show courtesy to their classmates, instructors and guest speakers by refraining from engaging in personal conversations during class. Cell phones and cell phone devices must be turned off and stored out of sight during all sessions, except during breaks, unless otherwise noted by the professor.

Student Evaluation:

Performance Indicators	Points
PFF- IFH Assignments	50
Ethics and Standards of Practice Assignments/Class Discussions	50
Cultural Competence Case Studies, Quizzes and Class Discussion	50
Community Agency Presentation and Fact Sheet	50
Land Grant University/Cooperative Extension Infographic	50
Module Literature Review, Reference List, and Resource List (2 students/team)	100
Recipe Write Up	100
Recipe Demonstration – Trial Run	50
* About You	25
* Health Behavior Associated with Obesity Prevention Literature Review (2 students/team)	100
*Health Behavior Associated with Obesity Prevention Presentation	50
Class Participation	50
Evaluation of Professional Behaviors	25
Activity Log (must submit mid-point and final logs; 10 points each)	20
Professional Portfolio and Competency Matrix	30
Total	800

* Assignments marked with an asterisk (*) need to be posted to a separate Canvas site.

Grading Scale

A = 747-800 93.34-100%	A ⁻ = 720-746 90-93.33%	B ⁺ =693-719 86.68-89.9%	B = 667-692 83.34-86.67%
B ⁻ = 640-666 80-83.33%	C ⁺ = 613-639 76.68-79.9%	C = 587-612 73.34-76.67%	C ⁻ = 560-586 70-73.33%

D⁺ = 533-559
66.44-69.9%

D = 508-532
63.34-66.43%

D⁻ = 480-506
60-63.33%

E = <480
<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

Service	Location	Phone	Web site	Services provided
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.

Confidentiality, Ethics, and Standards of Professional Performance

Complete UF HIPAA training. Submit certificate and signed statement of confidentiality. Reserve one copy of each for professional portfolio. Complete assigned ethics readings and written assignment (see separate assignment handout). Use the Code of Ethics to complete an in class activity. Read the Standards of Professional Performance (see assignment handout) and complete an in class activity. Be prepared to fully participate in class discussions related to all readings and activities. Bring a copy of the Code of Ethics, the Standards of Professional Performance and the FYC 6934 course syllabus to class on **August 22**.

Assignment:

Due Date:

Faculty:

HIPAA training & signed confidentiality statement	August 18	Kauwell
Written assignment related to ethics articles (see separate handout outlining assignment)	August 22	Kauwell
Class discussion of ethics articles and cases; Standards of Professional Performance in class activity	August 22	In class
Copy of HIPAA Training Certificates/Confidentiality Statement included in Professional Portfolio	December 1	Kauwell

Professionalism

Read material posted on Canvas (also sent in advance via email). Be prepared to participate in a group discussion on professionalism and professional behaviors.

Assignment:

Due Date:

Professionalism reading assignments	Prior to August 29 class meeting
In class group discussion	August 29

Infographic

An infographic is a visual representation of data or information and is used with the purpose of relaying information in a quick and simple manner. Infographics are being used more often to educate stakeholders about people's work. Using the information presented in class and research you will do on your own, work in teams of three (Team 1: Barad, Bracey, Cartledge Team 2: Gemmill, Misner, Yavelow) to create a double-sided infographic, with the front and back sides addressing the questions of "What is a land-grant university", and "What is Cooperative Extension?", respectively.

Assignments:	Due Date:	Faculty:
Infographic <ul style="list-style-type: none">▪ First submission▪ Second submission	October 4 November 8	Kauwell & Shelnutt Kauwell & Shelnutt

Childhood Obesity Prevention Programming

As part of your Nutrition Education and Wellness concentration, you will participate in a hybrid course, with students at Rutgers University and the University of West Virginia, focusing on childhood obesity prevention. Childhood obesity prevention is a major issue facing our society, and it is imperative for future registered dietitian nutritionists to be armed with conceptual and practical tools that will enable them to design, implement, and evaluate obesity prevention programs. This will be accomplished by learning about current programs targeted to prevent obesity, grounded theories on which these programs are based, strategies for implementing, evaluating, refining/adjusting them according to outcome findings, and methods used to capture the impact of these programs.

- **About You:** Post a brief summary to introduce yourself to your peers. Include your name, the university you are attending, hobbies/special interests that you have, career goals/aspirations, something unique about yourself, etc.
- **Literature Review and Presentation Focusing on a Health Behavior Associated with Obesity Prevention:** Prepare a literature review on a topic (listed below) focusing on a health behavior associated with obesity prevention. The target population on which to focus the review is middle childhood (ages 6 to 11 years).
 - Conduct the literature search with PubMed using the search terms and limits provided.
 - Download the search results and place in an excel file like the Literature Review excel file example provided in class.
 - Review the article titles and identify those most likely to address middle childhood and the assigned health behavior.
 - Review the abstracts of the articles identified by the title review and identify those that address middle childhood and the assigned health behavior. Also, identify whether the article reports the outcomes of an intervention. If you cannot find the needed information in the abstract, read through the full paper to find the answers.
 - Choose at least 15 journal articles reporting the *outcomes of interventions* that address the effect of the intervention on the health behavior (either successful or unsuccessful). Carefully review the papers and extract the data from the papers into the Data Extraction File provided in class.
- **Presentation of Literature Review:** Prepare a professional presentation of your findings. The goal of the presentation is to share the expertise you gained related to the health behavior. Be sure to cite sources of information on the slides. The presentation should be 12 minutes long with an additional 5 minutes for questions and discussion. Include the following information in the presentation:
 - Assigned health behavior and key words
 - Total number of articles found, number of pertinent titles, number of pertinent abstracts (1. b to d above).

- Key findings (1. e. above): What are the common findings across several papers? What findings differ? Why do you think they differ?
- What were the main strengths of the papers you reviewed? What were the main limitations or weaknesses?
- Based on your findings, what are 3 research questions that need to be addressed in the future about the assigned health behavior as it relates to middle childhood audiences?

Obesity-related Health Topics:

- Positive Family Mealtimes
- Encourage More Fruit and Veggie Availability and Intake
- Rethink Beverage Choices (i.e., Reduce Sugar-Sweetened Beverage Intake and Increase Reduced-fat Milk Intake)
- Encourage Breakfast
- Right-size Portions
- Eat Healthy when Away from Home
- Tame the Effects of Technology on Diet
- Active Family Playtime
- Trade Screen-time for Active Play
- Promote Adequate Sleep Duration
- Encourage a Healthy Body Image

Assignment:	Due Date:	Faculty:
About You	September 10	Post on Childhood Obesity Prevention Canvas site
Health Behavior Literature Review: <ul style="list-style-type: none"> ▪ Literature review Excel file ▪ Data extraction file ▪ Presentation slides with bibliography 	November 28	Post on Childhood Obesity Prevention Canvas site
Health Behavior Presentation	November 28 or December 5	Present in class

Cross-Cultural Health Care Case Studies

Complete the Core Concepts in Cultural Competence lesson and the 5 case studies comprising the Cross Cultural Health Care Case Studies series (a total of six lessons) found online at http://support.mchtraining.net/national_ccce/. Be sure to work through the entire case for each of the lessons, including the learning activities, and take the quizzes. **The quiz results must be submitted to your instructor along with a copy of the certificate of completion.** Be sure to keep a copy of the certificate of completion for your portfolio. As a result of completing this lesson, you should be able to 1) define cultural competence, health beliefs, and social factors; 2) describe how cultural and social factors can affect a patient's approach to and experience of healthcare; 3) work effectively with patients from cultures other than your own; 4) appreciate that self-awareness is important in working with people from other cultures. **The online lessons and quizzes must be completed on your own prior to our class meeting on October 12.**

Assignment:	Due Date:	Faculty:
Complete Cross-Cultural Health Care Case Studies lessons (all 5) online	Prior to class meeting on October 12	
Complete the online quizzes and submit the results and a copy of the certificate to your instructor	Submit at the beginning of class on October 12	Kauwell
In class discussion	October 12	

Health-Related Community Program/Agency Presentation and Fact Sheet

Identify a health-related community program or agency to investigate. (A list will be provided. Not all of these programs or agencies will employ the services of a registered dietitian nutritionist (RDN), but all of them might be potential resources to which you could refer patients/clients/consumers.) Arrange to visit the agency/program to learn more about it. You should visit the agency/program website to prepare for your **"IN PERSON VISIT"**. Learning a little about the program/agency ahead of time should help you develop a list of questions that you want to ask. Develop a PowerPoint presentation describing the mission, services provided (including nutrition-related services, as well as other types of services appropriate to the mission/goals of the agency and area needs), priorities, eligibility requirements, population served, funding (i.e., private donations, sponsors, state funding, federal funding, etc.), budget, organizational structure, and staffing (particularly professional employees). If there are no RDN employees, consultants or volunteers, describe the types of services you think RDNs could offer in this setting. Assess the impact of **social, political and economic** forces affecting the program/agency and include your assessment in your presentation. The presentation will be given in class. Develop a fact sheet (one page; maximum 2 pages – front and back) that summarizes key information about the program/agency that would be important for others as a resource. The fact sheet will be distributed to your classmates. The fact sheet will be used as a reference guide when working on class projects and/or internship activities. Remember to keep samples of your work for your professional portfolio.

Assignment:	Due Date:	Faculty:
Class presentation by students and fact sheet	November 16	Kauwell
Revisions to handout and PowerPoint slides (if necessary)	TBD	

Nutrition Education and Wellness Project for UF/IFAS Extension

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 next three semesters. 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 developing an Infographic, you and your classmates will develop evidence-based nutrition education modules for medical students. The ultimate purpose of these modules is for use as part of a culinary nutrition elective for medical students. The intent of the culinary nutrition elective 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 elective will be offered to 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 (in a subsequent semester); a tip sheet handout for patients/clients related to the module (in a subsequent semester); 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 from very marketable skills after completing this assignment.

During the fall 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 one of the existing modules; 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); and developing a tip sheet related to the module to be used by practitioners in their interactions with patients/clients. 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.; 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 October and December.

This project incorporates coursework and internship hours (clock hours). It is expected that you will complete a minimum of four hours per week 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 and should be listed as being completed at home.

Assignments:	Due Date:	Faculty:
Review module, script for module, and current references/resources used to develop existing modules and scripts	Complete before starting other aspects of this project	
Literature Review, References, and Resources (team of 2 students per module; see list of topics below)	October 10	Shelnutt & Kauwell
Module Recipe (1 recipe per student aligned with theme of module = 2 per module), including: <ul style="list-style-type: none"> ▪ 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 trial run 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; etc.) ▪ Trial run demonstration of recipe ▪ Step by step photo sequence of recipe preparation ▪ Video production of recipe demonstration 	September 20 & 21 October 12 (to be returned to team member no later than October 17) November 1 & 2 November 28 & 29 TBD (subsequent semester) TBD (subsequent semester)	In class Module team member Shelnutt & Kauwell In class Shelnutt & Kauwell Shelnutt & Kauwell

Culinary Medicine Module Topics for Literature Review, Recipe Demonstration, and Module Development (2 students per topic)

Nutrition for Older Adults	Pre-Diabetes
Nutrition during Pregnancy	Food Safety
Cancer Nutrition: Prevention	Nutrition and Oral Health

Professional Portfolio and Competency Matrix Evaluation

Develop a portfolio that portrays your efforts, progress and accomplishments related to achievement of the competencies associated with this course and any other courses/experiences related to your degree program. Assess your achievement of each competency using the competency matrix (to be distributed in class) with reference to the portfolio item(s) that relate to your achievement of each competency. Continue to update your portfolio and your perception of your competency level during the second half of this course (i.e., spring semester).

Assignment:

Due Date:

Faculty:

Professional Portfolio and Competency Matrix	November 30	Kauwell
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Evaluation of Professional Behaviors

Your performance as a member of Nutrition Education and Wellness Extension Support Team will be evaluated by your instructors using a standardized form that focuses on the evaluation of professional behaviors. Each student also must complete a self-evaluation using this form and submit it on the due date. An appointment will be scheduled to review the student and faculty evaluations.

Assignment:

Due Date:

Faculty:

Submit Self Evaluation: Evaluation of Professional Behaviors Evaluation Form	November 29	Kauwell & Shelnutt
Review of Evaluation with Course Instructor(s)	December 6	Shelnutt & Kauwell

Activity Log

Maintain a log of activities completed as part of supervised practice hours for this course (i.e., internship hours) using the template provided by your instructor. Examples of activities to be recorded are all activities that you work on during “office work” hours (e.g., infographic, recipe pitch and recipe demo, etc.), as well as the time you spend visiting the community agency, observations you are asked to do, pilot testing your module, presenting your module/literature review to your instructors/classmates, etc. Classroom discussions, lectures, and other similar activities are not counted as supervised practice hours and should not be recorded on your log. You will get credit for the PFF - IFH Program supervised practice hours separate from this activity log. If you have questions about which types of activities should be listed on your log, please consult Dr. Kauwell. The log should include the date, total time spent (**in minutes; only enter amount, not units**), description of the activity, and a summary outcome. You must use the Word template provided. The summary/outcome should not be a repeat of the activity description; rather it should provide the reviewer with a sense for what you accomplished during the time spent on the activity (activities) listed for the day.

Assignment:	Due Date:	Faculty
Activity log (mid-point review)	October 10	Kauwell
Activity log (final review)	December 6	Kauwell

Fall 2017 Tentative Class Schedule*

Date			Class		Internship (4 hrs; 2 hrs on Wed and 2 hrs on Th; occasionally, times for internship hours and class will be flip-flopped)
August	F	18	HIPAA Training – Dr. Kauwell Review Course Syllabus – Drs. Kauwell & Shelnut PFF-IFH Program and Requirements/Homestyles Introduction – Dr. Shelnut		
	T	22	Ethics Presentations and Discussion – Dr. Kauwell	W 23 Th 24	Practical Guide to Cooking Demonstrations – Dr. Kauwell Cooking Video Critiques
	T	29	Professionalism Discussion – Ellen Bowser, MS, RDN, LDN, CSP, RN, FAND; Susan Horky, MSW; Gail Kauwell, PhD, RDN, LDN, FAND	W 30 Th 31	Extension Office Work Extension Office Work
September	T	5	Childhood Obesity Prevention <ul style="list-style-type: none"> ▪ Course Orientation ▪ Assignment Overview ▪ Homestyles Introduction 	W 6 Th 7	Extension Office Work Infographics Presentation – Sean Ochal
	T	12	Childhood Obesity Prevention <ul style="list-style-type: none"> ▪ HomeStyles Overview 	W 13 Th 14	Extension Office Work Extension Office Work
	T	19	PFF-IFH Small Group Meeting**	W 20 Th 21	Recipe pitch Recipe pitch
	T	26	Childhood Obesity Prevention <ul style="list-style-type: none"> ▪ Literature Review Steps 	W 27 Th 28	Extension Office Work Extension Office Work
	T	3	Childhood Obesity Prevention <ul style="list-style-type: none"> ▪ SNAP-ED ▪ Land Grant Universities ▪ USDA Structure ▪ Community-based Obesity-Prevention Programs 	W 4 Th 5	Extension Office Work Extension Office Work
October	T	10	Childhood Obesity Prevention <ul style="list-style-type: none"> ▪ Social Cognitive Theory and Adult Learning Theory 	W 11 Th 12	Extension Office Work Cultural Competence Class Discussion – Dr. Kauwell

Date			Class		Internship
October	T	17	PFF-IFH Small Group Meeting**	W 18 Th 19	Extension Office Work Extension Office Work
	T	24	Behavior Change Theories – Dr. Vilaro <ul style="list-style-type: none"> ▪ Health Belief Model ▪ Stages of Change 	W 25 Th 26	Extension Office Work Extension Office Work
October/ November	T	31	Childhood Obesity Prevention <ul style="list-style-type: none"> ▪ Focus Group Training 	W 1 Th 2	Extension Office Work Extension Office Work
	T	7	Childhood Obesity Prevention <ul style="list-style-type: none"> ▪ Mock Focus Group Sessions 	W 8 Th 9	Extension Office Work Extension Office Work
	T	14	Childhood Obesity Prevention <ul style="list-style-type: none"> ▪ Qualitative Data Analysis Overview 	W 15 Th 16	Extension Office Work Community Agency Presentations by Students
	T	21	PFF-IFH Small Group Meeting**	W 22 Th 23	Thanksgiving Holiday – No hours Thanksgiving Holiday – No hours
November/ December	T	28	Childhood Obesity Prevention <ul style="list-style-type: none"> ▪ Student Presentations 	W 29 Th 30	Recipe Demo – Trial Run Recipe Demo – Trial Run
December	T	5	Childhood Obesity Prevention <ul style="list-style-type: none"> ▪ Student Presentations 	W 6	Evaluation of Professional Behaviors (individual appointments will be scheduled during this time)

*Subject to change.

**Putting Families First - Interprofessional Family Health Program (PFF-IFH) runs from 10:40-12:35; meet in assigned room in Health Science Center. Check weekly updates on PFF-IFH Canvas website.