Course Syllabus: Applied Community Nutrition

A. Instructor Information

Instructor Name: Jamie Benedict, Ph.D., R.D., L.D.
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Office Hours: Thursday 2:00-4:00 or by appointment

B. Course Overview

Course Description (from UNR Catalog):
"Contribute to the nutritional health of the local community through service-learning."
 Lecture + Lab: 0+3; Credits: 1. Prerequisite: NUTR 370. Pre/co-requisite: NUTR 470/670

What is this course all about?

The overall purpose of this elective course is to provide those students enrolled in Community Nutrition (NUTR 470/670) the opportunity to apply their knowledge and skills while contributing to the overall nutritional well-being of the Northern Nevada community through service-learning.

What is service-learning?

Service-learning is an educational approach whereby students learn and develop through relevant community experiences. It is planned and conducted in conjunction with community agencies to address local needs. It is most beneficial when the experience is integrated into the curriculum, and includes continuous reflection. Through reflection, students achieve a deeper understanding of community nutrition and related concepts; an enhanced awareness of themselves; and a greater sense of their roles and responsibilities as a future health professional and member of a larger community. For more information, see the Office of Service-Learning and Civic Engagement's website at http://www.unr.edu/service-learning.

How will I benefit from this course?

The learning that occurs from first-hand experience is generally greater than what results from a classroom experience alone. Some students have found their service-learning experience "life changing," and generally all students find the experience very rewarding. It is also important to note that the community benefits from the hard work and dedication of our students. When I talk with our community partners, I often hear about their positive experiences with students. Lastly, because the learning environment here is "real world" it is by nature less structured and more unpredictable. It is not unusual to feel nervous about this type of experience. Most students find these feelings are quickly resolved once they get started. If, however, you have serious concerns about your community experience, be sure to let me know. I will do my best to resolve any problems.

C. Core Objective

This course satisfies the Core Objective 14 (Application) which states, *"Students will be able to demonstrate their knowledge and skills developed in previous Core and major classes by completing a project or structured experience of practical significance."*

D. Course Objectives

1. To provide opportunities for students to gain hands-on experience while investing in local nutrition programs through service learning.

2. To develop knowledge, awareness, and skills needed to effectively address nutrition needs in a community setting.

3.   To enhance student's awareness of personal characteristics that relate to their professional and civic goals.

E. Student Learning Outcomes

1. Upon completion of this course, it is expected that students will be able to apply their knowledge about human nutrition needs across the lifespan in the development, delivery and/or evaluation of services and programs in a community setting.

2. Upon completion of this course, it is expected that students will be able to apply their knowledge of the relationship between nutritional health and cultural, socio-economic, educational and lifestyle characteristics – in the development, delivery and/or evaluation of services and programs in a community setting.

3. Upon completion of this course, it is expected that students will be able to effectively explain the impact of relevant local, state and/or federal nutrition policies on select services and programs in a community setting.

4. Upon completion of this course, it is expected that students will be able to exhibit behavior consistent with professional standards in a community setting.

For students enrolled in NUTR 671 only:

5. Upon completion of this course, it is expected that students will be able to develop and effectively defend a policy position that may serve to enhance the effectiveness of a nutrition service or program in a community setting.

F. Required Textbooks

There is no required textbook for this course. I will assume that you have completed the reading for NUTR 470/670 since that course is a pre/co-requisite.

G. Class Organization

Getting started:
The class is designed as a web-based course. However, we will have three few face-to-face meetings throughout the semester. The first meeting will provide an opportunity to discuss the course organization and requirements, explain the agreements and waiver forms, and review the opportunities provided by our community partners. Students will then be assigned to a specific community agency for their service learning experience based on availability and interests. Next, students will then meet with their site supervisor to discuss the proposed activities; develop a tentative schedule; and to complete and sign a Service Learning Form. Once this form and the other agreements have been signed, the student may begin their community service. Related assignments are described in Part H below.

Throughout the semester:
After our initial face-to-face orientation meetings (noted above), WebCampus will serve as our "meeting place" for the semester. Therefore, students are required to logon to WebCampus at least weekly, but ideally more often than that.

I will use WebCampus to:
1) Post important course documents,
2) Monitor students' progress,
3) Address students' concerns or answer questions,
4) Disseminate time-sensitive information,
5) Direct students to relevant readings or news articles, and
6) Post grades.

Students will use WebCampus to:
1) Access important course information,
2) Record service hours, activities, and reflections,
3) Learn about the experiences of other students, and
4) Communicate with the instructor.

For students enrolled in NUTR 671, monthly meetings will be scheduled with the course instructor. The purpose of these meetings will be to discuss service learning experiences relative to the programs, policies and theories included in NUTR 670.

Semester Close:
Within the last few weeks of class, students will articulate the learning that was gained from their service learning experience through a self-study and a poster presentation. Details regarding these assignments will be provided by the instructor. In addition, students' performance will be evaluated by their site supervisor.

H. Assignments

A description of the course assignments, due dates and point values are listed below.

Assignment	Description	Due Date	Point Value	
			NUTR 471	**NUTR 671**
Site Preference	Students are to complete and submit their Service Learning Site Preference Form to the instructor. The instructor will use this information to place students.	2/3	N/A	N/A
Service-learning Agreements	Students are to read and sign the Office of Service Learning Agreement and Civic Engagement's Student Learning Agreement; and the Waiver, Release and Indemnification Agreement forms. Signed, hard-copies must be provided to the instructor.	2/3	N/A	N/A
Service-learning Form	In conjunction with the site supervisor, students are to read, complete and sign this form and to obtain the signature of their site supervisor. A signed, hard-copy must be provided to the instructor.	2/17	N/A	N/A
Service-learning Log	Students enrolled in NUTR 471 and 671 are required to complete 25 and 40 hours of community service respectively. Students will <u>maintain</u> an online log and use this log to record service hours, provide a description of activities, and to record their reflections. Students are also required to reply to questions posted by the instructor and their peers throughout the semester. Students are encouraged to read the service learning logs of other students enrolled in the class.	Log activities weekly; complete log entries by 4/21	75	100
Service-learning Presentation	Students will prepare a poster presentation for students, faculty and community partners on their experience. Attendance is required.	TBA	25	25
Service-learning Self-Study	Students are required to reflect upon and articulate the learning that resulted from the service experience. Note that students enrolled in NUTR 671 will have different writing prompts compared to those in NUTR 471 for this assignment.	4/28	50	75
Service-learning Supervisor Evaluation	Supervisors will provide an evaluation of students' conduct and performance. Copies of the completed evaluations will be provided to the student following the conclusion of their service learning experience.	N/A	50	50
Total Points			200	250

I. Evaluation and Grades

Using a point system, letter grades for the course will be assigned according to the percent of total points earned from the assignments (see scale below).

Final Letter Grade	Percent of total points	Total Points Earned NUTR 471	Total Points Earned NUTR 671
A	93-100%	186-200	232-250
A-	90-92%	180-185	225-231
B+	87-90%	174-179	217-224
B	83-86%	166-173	207-216
B-	80-82%	160-165	200-206
C+	77-79%	154-159	192-199
C	73-76%	146-153	182-191
C-	70-72%	140-145	175-181
D+	67-69%	134-139	167-174
D	63-66%	126-133	157-166
D-	60-62%	120-125	150-156
F	Less than 60%	< 120	< 150

J. Course/University Policies

Due Dates:
Assignments are due by the dates noted in the course schedule. Please note that due dates are firm. If an assignment is turned in after the date, 25% of the assigned point value will be deducted from your total earned points for each day the assignment is late. This policy is necessary in order to maintain equity among all students.

Academic Standards:
Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog.

Audio and Video Recording:
Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

K. University Resources

Disability Services:

If you are a student who would normally seek accommodations in a traditional classroom, please contact me as soon as possible. You may also contact the Disability Resource Center for services for online courses by emailing maryac@unr.edu or calling 775-784-6000. Academic accommodations for online courses may be different than those for seated classrooms; it is important that you contact us as soon as possible to discuss services. The University of Nevada, Reno supports equal access for students with disabilities. For more information, visit the Disability Resource Center.

Academic Success Services:

Your student fees cover usage of the Math Center (784-4433), Tutoring Center (784-6801), and University Writing Center (784-6030). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Equal Opportunity and Title IX:
The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Equal Opportunity & Title IX Office at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit:
http://www.unr.edu/equal-opportunity-title-ix

Student Conduct:

Working in the Community. This course provides students the opportunity to meet and interact with professionals, support staff, and often clients and/or patients. Your actions and attitudes become the basis of how others perceive you. To be perceived as a professional, it is important that you:

- Be punctual.
- Be respectful of *everyone* you meet.
- Complete your assigned work to the best of your ability; requiring only minimal training and supervision. Use the resources available to you before asking for assistance.
- Adhere to the policies and procedures of the agency. This includes but is not limited to appropriate dress; communication with clients and employees; record-keeping; and client/patient privacy.
- Demonstrate appreciation for the opportunity to contribute to the efforts of the community agency or program.
- Avoid making personal phone calls, taking care of personal business or texting while completing your hours. Give the agency your full attention.
- Remember that when you are working in the community, you are not only representing yourself but UNR as well.

Working Online (Adapted from: http://www.albion.com/netiquette/corerules.html). When you are working in an online environment, such as WebCampus, information is shared solely via the written word. Other important features of communication are absent (e.g., body language, voice tone). Because of this distinguishing characteristic, it is important to adhere to the following guidelines when you post or read messages:

- Avoid the use of strong or offensive language and the excessive use of exclamation points. A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
- In general, avoid humor and sarcasm. These frequently depend either on facial or tone-of- voice cues absent in text communication or on familiarity with the reader.
- Be forgiving. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended. If such a situation is extreme or you find it persists, please share your concerns with the instructor.
- Think carefully about the content of your message before posting it. Once sent to the group, there is no taking it back.
- Proof-read all your messages and posts. Check for clarity, grammar and spelling errors, and poorly constructed sentences. Avoid acronyms and emoticons. It is a good practice to compose and check your comments in a word-processing software before posting them.
- DO NOT TYPE IN ALL CAPS (like I just did). This is regarded by many as shouting.