

University of Central Oklahoma
Department of Human Environmental Sciences
Nutrition, Dietetics & Food Mgmt.

Community Nutrition

NTRN 3863

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HES 100B

Office Hours: M 1:00-3:00, T 11-12, TR 2:00-3:00

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Spring 2016

TR 3:00-4:15

3 credit hours

HES 106

Course Description: The focus of this course is to examine the role of the dietitian/nutritionist in identifying health and nutrition problems and integrating nutritional services with medical and social services within the community. Prerequisite(s): NTRN 1513 Introduction to Nutrition or NTRN 1483 Personal Nutrition.

This course will provide basic knowledge and skills relevant to the practice of community nutrition. We will cover the concept of community, the role of nutrition in health promotion and perspectives for resolving community nutrition problems. Needs assessment issues and national and state community nutrition programs, determinants of health outcomes, measurement of nutrition and health status, food and nutrition policy, legislative issues and management of community programs will be covered. Finally, the concepts and knowledge required for the delivery of community nutrition services will be applied to program planning, intervention and program evaluation.

Course Objectives: Upon successful completion of the course, it is expected that each student will achieve the following objectives and be transformed in the listed areas of *The Central Six* (<http://www.uco.edu/central/tl/central6/index.asp>)

1. Discipline Knowledge
 - Explain the characteristics, functions and processes of a community and identify the role of nutrition in health promotion.
 - Describe the objectives of, and services provided by the community nutrition programs discussed in class.
 - Distinguish between local, state and federal food and nutrition programs.
2. Health and Wellness
 - List the basic goals of a community assessment.
 - Describe how a community assessment can be conducted including specification of the types of data that are relevant.
 - Describe the different methods for assessing nutritional status and health in the community, and give examples of the appropriate use of each method.
 - Be familiar with sources of data for conducting a community assessment, including those on the internet.
 - Apply knowledge from other disciplines such as epidemiology, anthropology, and health education to a community nutrition assessment.
3. Service Learning and Civic Engagement
 - Describe the legislative and regulatory process, and discuss ways to influence policy.
 - Demonstrate the processes involved in designing, implementing and evaluating a community nutrition program through a service-learning project.

ACEND Competencies: This course satisfies the following competencies of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for the Didactic Program in Dietetics (DPD):
 KR1.1.a Be able to locate, interpret, evaluate and use professional literature.
 KR1.1.b Use current information technologies to locate and apply evidence-based guidelines and protocols.
 KR 2.1.b Demonstrate assertiveness, advocacy and negotiation skills.
 KR2.3.b Identify and describe the roles of others in the delivery of food and nutrition services.
 KR 3.2.a Affect change and enhance wellness in diverse individuals and groups
 KR 3.3.a Develop an educational session for a target population.
 KR 4.3.a Explain the impact of a public policy position on dietetics practice.

Required Course Materials:

Boyle, MA & Holben, DA (2016). *Community Nutrition in Action; an Entrepreneurial Approach, 7th edition*. Wadsworth/Cengage.

Beffa-Negrini, Geurin N, Stracker D, Sylvie A. (2013) *Community Needs Assessment workbook to accompany text (7th ed)*. Wadsworth/Cengage

Evaluation Criteria:

POINTS:

#1*	Research Report	25
#2*	Getting involved in policy	25
#3*	Nutrition Assessment/Older Adults	25
will	Quizzes- 10 pts. ea.	100
	Service Learning project	50
	Participation/workbook/Exec summary	50
	Final Exam	75
	TOTAL	325

* You will be required to do 2 of the 3 homework assignments. You may choose which 2 based on your time and preference. Full descriptions of homework assignments be posted on D2L.

Grading Scale:

- 90-100% A
- 80-89 % B
- 70-79% C
- 60-69% D
- ≤ 59% F

General Information:

- Students are expected to participate in class discussion and activities.
- **Complete reading assignments BEFORE each class session.**
- Make-up exams and quizzes will be given only in emergency circumstances. Student is responsible for notifying instructor and making arrangements prior to exam or quiz. If a student misses a quiz and there are dropped quizzes - *the missed quiz will be counted as a dropped quiz and NOT be allowed as a make-up.*
- Plagiarism and cheating will not be tolerated. See University Policy- UCO Student Code of Conduct.
- No late assignments will be accepted.

All students enrolled in a College of Education and Professional Studies course that requires the UCO student to interact directly with minors or vulnerable adults will complete a background check through Trak-1 Background Check before they are placed in their field experience/practicum/ internship setting or before they begin the class assignment that involves working with minors or vulnerable adults. Background checks are valid for the duration of the UCO student's enrollment in classes HOWEVER, all students who have completed an initial

background check are required to report any criminal conviction to the Director of Student Conduct (974-2746).

Procedure for background checks:

1. A link is available on the UCO CEPS website under “QuickLinks” which will take the students directly to *Trak-1*.
2. Students will pay the \$10.00 fee on-line directly to *Trak-1* and provide the required information.
3. There will be a drop-down box for students to select their major within CEPS. Majors outside CEPS will simply select “other.”
4. Once the information has been submitted the actual background check usually takes less than 24-48 hours. Students will be sent a copy of their background check. Faculty will receive a list of who has completed the background check. Faculty will NOT receive the actual background check therefore will have no personal information on the student. Please do NOT submit a copy to the instructor.

**Tentative Course Outline
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Spring 2016**

Please note that this is a tentative schedule and during the semester the instructor may adjust the schedule if necessary to maximize the student's learning of a particular topic

	<u>Topic</u>	<u>Reading</u>	<u>Other:</u>
Week of Jan 11	Introduction to course Opportunities in community nutrition? What is service Learning!?!/LP guidelines	ch 1	
Week of Jan 18	Emerging Issues/Determinants of Health/HP2020 Health Care Industry	ch 9	
Week of Jan 25	Assessing community needs: Step 1 & 2	ch 2	Quiz 1
Week of Feb 1	Assessing community needs cont./ Step 3 National Nutrition Monitoring/HP 2020	ch. 2 ch 7	Quiz 2
Week of Feb. 8	Assessment Steps 4, 5 (share findings/get feedback) FEB 9 Advocacy Day -Capitol	ch. 3 (5)	Quiz 3
Week of Feb 15	Program Planning Steps 6, 7	ch 4	Quiz 4
Week of Feb 22	Understanding Behavior Change Nutrition Education	ch 15 ch 17	
Week of Feb. 29	Marketing/Social Mktg Catch up	ch 18	Quiz 5
		EXECUTIVE Summary Due	
Week of March 7	Program Evaluation/ Management Assignment #1 Reports	ch 19	Quiz 6 Assignment #1 Due Quiz 7
Week of March 14	SPRING BREAK		
Week of March 21	Policy Making Grant writing	ch. 6 ch. 20	Quiz 8
Week of March 28	Domestic hunger programs	ch. 10	Assignment #2 Due Quiz 9
Week of Apr. 4	Maternal and Child Nutrition WIC program	ch 11	
Week of Apr 11	Child and Adolescents	ch. 12	Quiz 10
Week of Ap. 18	Senior Nutrition	ch. 13	Assignment #3 Due
TBA	HES symposium – attendance requested		Quiz 11
Week of Apr 25	Sharing and Discussion of SL projects/ review		
May 3	Tuesday FINAL EXAM 3:00-4:50		

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Community- Spring 2016
(50 pts)

Health and Wellness Service Learning Project Description and Rationale

The service learning project we will complete as a class this semester is designed to give you exposure to planning, development and research related to a particular target population in the community.

Service learning outcomes:

It is expected that by participating in the service-learning project students' will gain not only knowledge of the subjects discussed in class, but will see its applicability. Students will see actual examples of how nutrition is applied in a health care or community setting. Students in the class will benefit from hearing about and discussing their experiences. The program or community agency will benefit by having students provide help in the facilitation of a particular project they have identified. Additionally, the participants will benefit from the practical nutrition tips and suggestions they learn.

Evaluation:

The project will be evaluated both formatively and at the conclusion of the experience. Ongoing conversation and contact with the program and students will ensure a positive experience and learning environment are being maintained, and that students are fulfilling their required responsibilities. In this particular case, an evaluation form will be distributed to the Director of the program and the participants to obtain their feedback on the program design and students participation.

Students will be asked to keep a written journal of their time spent (6 contact hours). Based on their journal, and their experiences and discussion with participants, a short reflection paper (2-3 pages) will be written (see attached reflection guidelines). The paper will summarize your particular role in the project, and how this experience contributed to your understanding of the needs of this target group. In addition, you will be asked to write a short report or a lesson plan (depending on experience chosen) and present that report to peers and the instructor as well as to the organization if they wish- this portion is intended to stimulate discussion on the relevance of the experience and how they were able to apply nutrition knowledge in a practice setting. Students will be evaluated based on their reflection paper, article, and presentation of the material to the instructor at the completion of the service-learning project.

One project in which we have an ongoing relationship is with the after school program (ASP) at the Edmond YMCA (Rankin and Mitch Park locations). They depend on our students to provide curriculum for the ASP one day per week. Children ages 6-12 will be our target population. (please note: Other options are available for you SL project such as through Edmond Mobile Meals, or the Intergenerational Project, or others as they are available. Guidelines for those will vary- see me if you choose one of those options.)

YMCA Project guidelines:

In this course, you will be working in pairs to create a series of 20- 30 min. nutrition lessons that will be taught to children in the afterschool program at the YMCA. The lessons will focus on plants, fruits and vegetables, and healthy eating and tie to the learning garden. You will teach the lesson at least twice, two weeks in a row. 4-6 contact hours.

Requirements:

- Meet with me briefly to go over the ideas for your lesson. (5 pts)
- Research the target population, preferred learning styles, the organization, age-appropriate activities etc.
- Create a lesson plan for the target audience to include: (see attached template) (20 pts)
 - Behavioral and Knowledge objectives
 - Lesson content/synopsis/script of major concepts

- Methods of teaching
- Activity which includes participation from the children and some connection to the garden
- Materials list
- Instructions for activity, games etc.
- References
- Attachments
 - Worksheets, recipes, game instructions etc.
- Lesson should include a healthy snack (and can be part of the activity) using the highlighted vegetable/food. Shopping lists for the snack should be for approx. 75 kids and must be emailed to me the Friday before your lesson. You will pick up your groceries from the YMCA on Rankin the Monday prior to your lesson.
- Create 1-2 pg. newsletter to be sent home to the parents. (10 pts)
 - Reiterating concepts from lesson
 - Must include a component (activity, recipe etc...) for kids
 - Must make a connection with the garden.
- Write an individual 1-2 page self-reflection about your role in the project (see attached guidelines) (15 pts).

Health and Wellness Service Learning Project Reflection Assignment:

Instructions to Students:

- 1.) As part of your SL project you will write an individual 2-3 page reflection on your experience related to the Health & Wellness Service learning project.
- 2.) Your reflection should include the following things:
 - a. Explain your experiences throughout the project.
 - b. Explain what you perceive to be the needs of the organization.
 - c. Explain steps that you took to meet the needs.
 - d. Discuss any interactions you had with key staff or participants of the program.
 - e. Discuss the outcomes of the project.
 - f. Summarize your knowledge and skills gained in the area of health, service learning, and project planning as they apply to the course and the field of nutrition.

Here are some things to think about when reflecting on your experience:

- How did the experience make me feel?
- What assumptions or expectations did I bring to the situation, how did they affect my actions? Did my assumptions/expectations prove to be true?
- How have past experiences influenced the manner in which I acted?
- What personal strengths/weaknesses did the situation reveal? What might I do to build on these?
- Did I have difficulty working/interacting with others in this experience?
- What personal skills did I draw on in handling the situation?
- How did this situation reveal my own attitudes or biases towards people, organization etc.?
- How did this specific experience enhance my knowledge related to elements of the course?