

The University of Vermont
Nutrition and Food Sciences

Spring 2020
Tuesday, Thursday
11:40-12:55 pm
Terrill 108

NFS 262: Community Nutrition

Course Professor:
Farryl MW Bertmann, PhD, RDN, CD
Email: fbertman@uvm.edu

Schedule Office Hour Appointments:
<https://calendly.com/dr/farryl>

253 MLS Carrigan Wing

Overview

Students preparing for careers in nutrition and dietetics are expected to gain competency for professional practice in a wide range of disciplines and be able to effectively translate sciences including epidemiology, food, nutrition and human behavior, in a manner that strives to improve the health, nutrition, and well-being of individuals and groups within communities.

Goals

This course will increase and refine the student's pre-professional experience as a Community Dietitian addressing basic competencies including: Integration of scientific information and research into practice; beliefs, values, attitudes, and behaviors for the professional dietitian level of practice; development and delivery of information, products, and services to individuals, groups, and populations; and strategic application of principles of management and systems in the provision to individuals and organizations.

Materials

iClicker Plus Student Remote (Blue Box)

A portable laptop or tablet with access to Blackboard and ability to take & upload images.

KRDN- ACEND Student Learning Outcomes

KRDN 1.3: Apply critical thinking skills. **KRDN 2.3:** Assess the impact of a public policy position on nutrition and dietetics practice.

KRDN 2.4: Discuss the impact of health care policy and different health care delivery systems on food and nutrition services. **KRDN 2.7:** Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession. **KRDN 4.6:** Analyze data for assessment and evaluate data to be used in decision-making for continuous quality improvement.

Learning Objectives

By the end of this course, students will be able to: 1) Develop and explore ethical decision making in preventive nutrition, 2) Describe nutrition policy initiatives, 3) Discuss the role of government in public health nutrition, 4) Calculate basic epidemiologic analyses, 5) Differentiate between the various nutrition-assistance programs, 6) Choose the most appropriate health behavior theory for an intervention, 7) Explain media's influences on nutrition, 8) Gain a deeper understanding of Vermont communities by developing a Community Needs Assessment, 9) Summarize program design, implementation, and evaluation, and 10) Increase their professional and technical writing skills in the area of community nutrition.

Evaluation

The course grade is based on 8 weighted categories; lecture engagement, writing, lecture preparation, peer-review, assessments, presentation, writing proposals, and final report.

Assignment	Weighted Categories	Weighted Grades
In-Class Activities	Lecture Engagement	10%
Legislative Letters	Writing	5%
Lecture Entry Ticket	Lecture Preparation	10%
Debate Peer-review	Peer-Review	10%
Community Needs Assessment Individual Full Report Peer-review - reviewer		
Community Needs Assessment Individual Full Report – submit for review		
Modular Quizzes	Assessments	15%
Debate	Presentation	15%
Community Needs Assessment Group Wiki	Writing Proposals	15%
Community Needs Assessment Individual Final Report	Final Report	20%
Total		100%

Grades

The grade cut-offs are as follows; please note, I do not round up at the end of the semester as it may be influenced by bias:

A+: > 98.0%	A: 93.0-97.9%	A-: 92.9-90.0%
B+: 89.9-88.0%	B: 87.9-83.0%	B-: 82.9-80.0%
C+: 79.9-78.0%	C: 77.9-73.0%	C-: 72.9-70.0%
D+: 69.9-68.0%	D: 67.9-63.0%	D-: 62.9-60.0%
F: < 60.0%		

No Late Assignments

No make-ups for in-class activities and debate peer-reviews. In-Class Activities and all Peer-Reviews are due at the time requested in class, no late submissions. Blackboard quizzes close by midnight ET on the deadline listed. Lecture Entry Tickets close by 10:40 am ET on the deadline posted. Community Needs Assessment Group Wikis are due by midnight Eastern Time on the deadline listed. Debate material is due at the beginning of class on the scheduled debate class period. Legislative Letters are due at the beginning of class on the deadline listed.

Community Needs Assessment Final Report is due by 11:59 pm ET on May 1, 2020 submitted electronically on Blackboard; THERE ARE NO EXCEPTIONS ON THE FINAL REPORT DEADLINE (THIS IS YOUR FINAL).

Life Happens

Each student has a **One-time extension** for up to 3 calendar days. This extension can **only** be used on the following assignments: Legislative Letters and Community Needs Assessment Group Wiki (NOT THE FINAL REPORT!) Students can only use this **ONCE** the whole semester. No excuse necessary; email Dr. Farryl with LIFE HAPPENS in the subject line before the scheduled deadline. The assignment must be completed within 72 hours of the deadline, no further extensions provided.

At the end of the semester, your lowest Module Quiz score and two of your lowest Lecture Entry Tickets will be dropped from your final grade. This will happen automatically, there is no need to request a drop if you miss a quiz or an entry ticket.

Graduate Students

To receive graduate credit, each submission of the community needs assessment will be evaluated utilizing a graduate-level rubric; the rubric will measure your ability to assess and synthesize evidence with an elevated expectation of integrating theories and outcomes. You will also be expected to act as a debate moderator. You may select which debate you would like to moderate with the expectation that you will provide a summation of the debate with associated peer-reviewed evidence.

Dire Emergencies

These emergencies must be documented and are subject to my approval. This is reserved for true dire emergencies such as hospital admissions for you or your direct family members, and memorial services. In such emergencies, the student should contact me within twenty-four hours of the scheduled assessment/due date, unless it is physically impossible for her or him to do so, in which case the student should be prepared to document that impossibility. If you cannot provide documentation and/or you miss more than one major assignment due to dire emergencies, I would strongly encourage you to withdraw from the class.

Classroom Expectations

We expect you to come to class on time, stay for the whole class, refrain from side conversations, and be courteous to Dr. Farryl, the TA and your fellow students.

Silence your phones or any other form of technology before class.

Texting, using Facebook and surfing the Internet during class is not conducive to learning. If this type of behavior becomes disruptive, please refer to the consequences listed below. You may think you can multitask during class; you can't. If you know you will be tempted to engage in these distracting activities during class; we suggest keeping your computer closed and using a notebook and pen or pencil to take notes.

Take care of your basic needs before class; students who walk in and out of lecture distract peers. You are welcome to stand on the side of the lecture hall or in the back during lecture.

Consequences for disruptive behavior (distracting media use, walking in and out of class, side conversations, etc.) will result in the following:

1. Verbal warning from Dr. Farryl or the TA.
2. Dr. Farryl will email you and your academic advisor.
3. Dr. Farryl will issue an Academic Alert to the Dean's office accompanied by a 5% drop in your overall final grade.

An outline of class lectures is posted on the course website at the beginning of class. The notes will help you follow along in class, but they are not complete.

If you miss lectures, you are responsible for finding out what you missed from a fellow student. The TA and Dr. Farryl do not provide class notes.

Attendance incentive:

Attendance, although strongly encouraged, is optional in the course; please note in-class activity & peer-review policy outlined above. You will have an opportunity to earn up to a 3% increase in your overall grade if you participate in iClickers. You earn these points by actively using your registered iClicker. Dr. Farryl will ask iClicker questions during some lectures, these iClicker questions will count towards Attendance. It is your responsibility to use your iClicker, ensure the iClicker is working every lecture, check your battery regularly, and remain engaged and present during class; **DO NOT ASK FOR ADDITIONAL OR MISSING POINTS**. You may NOT use an iClicker registered to another student; if we see you using two iClickers, we will take them and require out-of-class follow-up. The first week of class will provide the student with an opportunity to practice using their iClicker; attendance data will be collected starting week 2.

Breakdown of Attendance Incentive:

Participate in 90% or more of the collected iClicker data throughout the semester= 3% increase in final grade

Participate in 80% to 89.9% of the collected iClicker data throughout the semester= 2% increase in final grade

Participate in 70% to 79.9% of the collected iClicker data throughout the semester= 1% increase in final grade

Participate in 69.9% or less of the collected iClicker data throughout the semester= 0% increase in final grade

Other Important Information

Office Hours

Office hours are held twice a week. Please complete the following link to schedule an appointment:

<https://calendly.com/drFarryl>

You are welcome to complete this form as often as you need an appointment. Appointments will take place in 253 MLS Carrigan Wing.

Contacting Dr. Farryl and Bridget Clark

Our preferred mode of communication outside of class is a face-to-face meeting or email (fbertman@uvm.edu). If you would like to sit down with us, please arrange an appointment. You may reach the course TA, Bridget Clark, by email: (Bridget.Clark@uvm.edu). Supporting your success is our priority; do not hesitate to schedule a meeting. We harvest our emails regularly but depending on the ebb and flow of the semester; it could take more than 48 hours for us to respond, especially on the weekend.

<http://college.usatoday.com/2012/03/15/five-things-to-remember-when-e-mailing-a-professor/>

Inclusiveness

In keeping with University policy, any student with a documented disability interested in accommodations should contact Student Accessibility Services, the Office of Disability Services on campus. Student Accessibility Services works with students to create reasonable and appropriate accommodations via an accommodation letter to their professors as early as possible each semester. Contact Student Accessibility Services: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; www.uvm.edu/access UVM's policy on disability certification and student support: www.uvm.edu/~uvmppg/ppg/student/disability.pdf

Athletic-Academic Conflicts

Student athletes, I strongly recommend that you participate in the iClicker data collection. We will use this data to report your lecture attendance to the athletic department.

Students participating in intercollegiate athletics should plan their schedules with special care, recognizing the primary importance of all of their University academic responsibilities. Each semester, members of UVM varsity and junior varsity teams are responsible for documenting in writing any conflicts between their planned athletic schedule and the class schedule to their instructors by the end of the second full week of classes. Students and instructors should then discuss potential conflicts between course requirements and intercollegiate competitions. When an unavoidable conflict exists, the student and instructor should seek a resolution that permits the student to address the course requirement and participate in the athletic competition. The instructor has final authority on this matter.

Religious Holidays

Students have the right to practice the religion of their choice. Each semester students should submit, in writing to their instructors, by the end of the second full week of class, their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

Course Material

The course content is protected by Copyright and is the property of the professor. While students are encouraged to take notes for their own use, and to study with others in the course, selling the notes either privately or through a "service" is prohibited and is in fact a violation of Copyright law. The best way to get something out of the class, to learn the most, and to get your money's worth is to show up and participate. Relying on notes taken by other people and "sold" may be extremely risky business if the notes do not actually reflect the content of the class.

Academic Integrity

The policy addresses plagiarism, fabrication, collusion, and cheating.

www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf

Grade Appeals

If you would like to contest a grade, please follow the procedures outlined in this policy:

www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf

University Grading Policy

For information on grading and GPA calculation, go to www.uvm.edu/academics/catalogue and click on Policies for an A-Z listing.

Code of Student Rights and Responsibilities

www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf

FERPA Rights Disclosure

The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

<http://www.uvm.edu/~uvmppg/ppg/student/ferpa.pdf>

UVM Writing Center

The University offers a Writing Center in 105 Bailey/Howe Library. The center can help make writing less stressful by providing students with a tutor and writing resources.

Make an appointment:

<http://www.uvm.edu/wid/writingcenter/?Page=tutorsandschedule.html&SM=submenu5.html>

Resources for writing: <http://www.uvm.edu/wid/writingcenter/tutortips/scienceproftips.html>

Classroom Safety

The following provides resources for classroom/campus safety: <http://www.uvm.edu/~police/>

Dr. Farryl strongly recommends that you register for CatAlert:

<http://www.uvm.edu/~emergency/?Page=catalert.html>

We live, learn and work in an incredible community, the following is an additional resource; one we all hope will be completely unnecessary: <https://www.youtube.com/watch?v=5VcSwejU2Do>

Discrimination, Harassment, Sexual Harassment or Sexual Misconduct

If a crime or other emergency is in progress, always call 9-1-1.

Dr. Farryl and the TA *are not* a confidential resource; we will, however, help you identify confidential resources including the Victim's Advocate

(<https://www.uvm.edu/~women/?Page=support.html&SM=capmenu.html>), CAPS

(<http://www.uvm.edu/~chwb/psych/>), and other health care providers (

<http://www.uvm.edu/~chwb/health/>) and licensed counselors who *are* confidential resources.

Final exam policy

The University final exam policy outlines expectations during final exams and explains timing and process of the examination period.

<http://catalogue.uvm.edu/undergraduate/academicinfo/examsandgrading/>

Class Schedule:

Week	Module	Topic	Assessments and Assignments
1/14 - 2/6	1	<i>Introduction to NFS 262 & Community Needs Assessment</i>	In-Class Activities
		<i>Ethical Decision Making</i>	
		<i>Government Part 1 & 2</i>	
		<i>Government Part 3 & Planning, implementation, evaluation</i>	Module 1 BB Quiz – 11:59 pm 2/13 <u>Legislative Letters</u> due at the start of class on 2/11
2/11- 3/12	2	<i>Program Planning & Debate 1 on Feb. 13</i>	In-Class Activities
		<i>Theories Part 1 & 2</i>	
		<i>Debate 2 on Feb. 25 & Tools</i>	
		<i>No face-to-face class the week of March 5</i> <i>Town Meeting Day 3/5/20</i> <i>Field Experience Week – Travel to your assigned towns</i>	<i>Community Needs Assessment Group Wiki</i> Due before midnight on 3/16
		<i>No Class Spring Break</i>	Module 2 BB Quiz – 11:59 pm 3/16
3/17- 4/9	3	<i>Epidemiology Part 1 & 2</i>	In-Class Activities
		<i>Food Insecurity & Debate 3 on March 26</i>	
		<i>Debate 4 on April 2 & Health in America</i>	<u>CNA Full Report</u> bring completed individual report to class for peer-review on 4/9
		<i>Delivering Programs & Debate 5 on April 14</i>	Module 3 BB Quiz - 11:59 pm 4/16
4/14- 4/30	4	<i>Global Nutrition</i>	In-Class Activities
		<i>Health Literacy & Debate 6 on April 23</i>	<u>CNA Full Report</u> return peer-reviewed document with feedback to class on 4/16
		<i>Media and Marketing & Final Thoughts</i>	Optional Cumulative Module BB Quiz - 11:59 pm 4/30
5/1		<u>Final Submission: Community Needs Assessment Final Report</u> Due before 11:59 pm ET on May 1, 2019 submitted electronically on Blackboard NO EXCEPTIONS	