Syllabus Spring 2023
NFS 262, Community Nutrition,
3 Credit Hours

Modality, Meeting Pattern, Location

We will meet face to face on Tuesdays and Thursdays.

Fridays, new materials will be released on Blackboard, you will have access to video lectures, supporting materials, and required readings; you should complete this content on your own; we will apply this information together in person the following Tuesday.

Students will be assigned to teams of 3-4 people. Please refer to the course Blackboard for details about your assigned team. Please sit in the same area as your team when you enter the lecture hall. To ensure equity, teams have been formed randomly.

We will meet on Tuesdays and Thursdays during the scheduled course time; 11:40am-12:55 pm EST.

Instructor, Contact Information, Office Hours

Course Instructor: Farryl Bertmann, PhD, RDN; email: fbertman@uvm.edu;
Course TA: Daria Clinkscales (TA) Email: Daria.clinkscales@uvm.edu
Drop in Office Hours: Tuesdays from 2:30-3:30 in my office;
Virtual Office Hours can be scheduled using: https://calendly.com/drfarryl

Contacting Course Supporters

Professor: Dr. Farryl Bertmann (she/her)
   Email: fbertman@uvm.edu
   Schedule remote meeting here: https://calendly.com/drfarryl

   Contact Dr. Farryl with issues related to:
   • ACCESS accommodations
   • Questions about how to apply course concepts to your lived experience, major, or career goals
   • Questions about picking a major or minor in DNFS & NFS as well as the UVM MSD Program

TA: Daria Clinkscales (she/her)
   Email: Daria.clinkscales@uvm.edu
Contact TA also about issues related to:
- Excused absences from class (Subject Line: NFS 262 Absence_date of absence)
- Yellowdig posts (Subject line: NFS 262 Yellowdig)
- Workshopping and Case Study Points (Subject line: NFS 262 Workshopping and Case Study)
- Grades posted on Blackboard (Subject line: NFS 262 Grade Question)

**Class Technology: ETS Knowledge Base**
Website: https://www.uvm.edu/it/kb
Contact: https://www.uvm.edu/it/kb/submit-a-ticket/

Contact ETS about issues related to:
- Technical issues related to Microsoft Products (Channels, Polls, etc)
- Technical issues related to OneDrive
- Troubleshooting technology and understanding of classroom equipment
- Technical issues related to completing Blackboard (Bb) Assessments
- Technical issues related to completing Bb Yellowdig

Supporting your success is my priority; do not hesitate to come to office hours or schedule a meeting. We harvest our messages daily, but depending on the semester's ebb and flow, it could take more than 48 hours, especially on the weekend.

**Technical support for students**

Students, please read this technology checklist to make sure you are ready for classes.
https://www.uvm.edu/it/kb/student-technology-resources/

Students should contact the Helpline (802-656-2604) for support with technical issues.

**Pre-requisites**

DNFS & NFS Majors only, Minimum Senior Student standing. All others with Instructor Permission.

**Course Description**

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.

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.
Course 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) Summarize program design, implementation, and evaluation, and 9) Increase their professional and technical writing skills in the area of community nutrition.

Teaching Philosophy:

Since beginning my voyage as a university instructor in 2002, the focus of my efforts has transitioned from the lecturer in front of the class to the facilitator on the side, encouraging students to become engaged and active in their learning experience. I believe the goal of teaching is to kindle in students the passion for life learning. I hope to transform students in a way that they become conscious and aware of the world around them. I want my students to seek opportunities to broaden and expand their knowledge anywhere, in any circumstance, whether it is taking a moment to focus on breathing when faced with a challenge to reading the nutrition label on the back of a package. I feel students are best prepared for their careers if they are engaged, curious, and willing to learn.

Within the classroom itself, I find the following most important, critical thinking skills, group cooperation, experiential engagement, cognitive engagement, holistic learning, scaffolding-based writing assignments, and progressiveness. I esteem to make my classroom inclusive and a multiple intelligence environment, honoring neurodiversity. Due to adverse physiological consequences of excessive corticosteroids, it is my conscious effort to make the course calm and welcoming. I find that learning is a function of the environment. Many students who are used to a traditional lecture are at first resistant to this situation. Through cooperative and active learning strategies, students can experience course material during related activities.

Beyond the facilitator role, I believe the most critical element in successful teaching is trust. To build confidence with my students, I must be clear, pragmatic, and transparent. I aspire to create lesson plans that state the learning objective, the activities that address the objective, and evaluation that not only encompasses the objective but is a direct reflection of its intent. Trust is also built on communication. This is the physical communication I express when I arrive prepared and focused on the daily activity, verbal communication of my expectations, and encouragement of learning. Finally, the written interface should be used to build trust and confirm expectations, whether that is my syllabus, feedback on an assignment, or email responses. A classroom where student-teacher and student-student trust is well established and well-tended, is in, my opinion, the key to a successful learning experience.
Modality description

We will meet face to face on Tuesdays and Thursdays.

Fridays, new materials will be released on Blackboard, you will have access to video lectures, supporting materials, and required readings; you should complete this content on your own; we will apply this information together in person the following Tuesday.

Required Course Materials:

We will be using: MS Forms (sign in to all course MS products with your @uvm.edu email), Poll Everywhere, Blackboard (Bb), and Bb Yellowdig.


Blackboard and OneDrive:

Our course Blackboard will contain all Module materials, including the course lectures, supporting materials, and assessment. We will use UVM OneDrive to share team materials.

Attendance Policy and Classroom Environment Expectations:

Attendance is required.
If you have a medical or UVM sanctioned absence, email the course TA with subject line <NFS 262 absent_date of absence>. This email must arrive in their inbox no later than 10:00am on the lecture day you will miss.

I strongly recommend that you consistently review the weekly Blackboard material before our class meeting. It is useful to fully watch the online lecture and record details in your notes, including confusing concepts or material needing more explanation. Leaving space in your notes for this purpose is helpful. You should always review your lecture notes as soon as possible after watching the lecture.

Dire Emergencies

These emergencies must be documented and are subject to my approval. 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 two major assignments due to dire emergencies, I would strongly encourage you to withdraw from the class. I recognize that we are currently in a pandemic. I am willing to work with you if you are experiencing COVID-19 related illness or loss, you must however communicate
with me in a timely manner so I can provide this support and alert college student services to pursue possible extensions.

**Classroom Environment Expectations**

Silence your phones or any other form of technology before our 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 other windows closed.

Consequences for disruptive behavior (distracting media use, distracting chatting, side texting, 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.

**Grading Criteria/Policies:**

The course grade is based on four weighted categories; Attendance & Engagement (22.2%), Team Effort (16.7%), Individual Writing (27.8%), and Exams (33.3%); please see breakdown. All components within a category are weighted proportionately.
The following are the grade cut-offs. Please note, grades are not rounded up at the end of the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>&gt;= 98.0%</td>
</tr>
<tr>
<td>A</td>
<td>93.0-97.9%</td>
</tr>
<tr>
<td>A-</td>
<td>92.9-90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>89.9-88.0%</td>
</tr>
<tr>
<td>B</td>
<td>87.9-83.0%</td>
</tr>
<tr>
<td>B-</td>
<td>82.9-80.0%</td>
</tr>
<tr>
<td>C+</td>
<td>79.9-78.0%</td>
</tr>
<tr>
<td>C</td>
<td>77.9-73.0%</td>
</tr>
<tr>
<td>C-</td>
<td>72.9-70.0%</td>
</tr>
<tr>
<td>D+</td>
<td>69.9-68.0%</td>
</tr>
<tr>
<td>D</td>
<td>67.9-63.0%</td>
</tr>
<tr>
<td>D-</td>
<td>62.9-60.0%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60.0%</td>
</tr>
</tbody>
</table>

Assignment due dates

Refer to the Travelogue. Most assignments are due Tuesdays by 11:30 am EST, late assignments will be deducted 10% for each 24 hours beyond the due date; 10% will be deducted starting at the moment the due date passes; Yellowdig is the exception. Yellowdig is graded with AI and provides an automatic buffer from week to week in case you have a week with less than 1,000 points. Yellowdig is due Mondays by 11:59 pm EST.

ACEND-Required Core Knowledge (KRDN):

**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.

Research and Citation Help:

For help finding information, citing sources, and more, ask a librarian. Although we’re working remotely, we’re eager to help. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation with a librarian.

Howe Library: https://library.uvm.edu/askhowe
Dana Medical Library: https://dana.uvm.edu/help/ask
Silver Special Collections Library: https://specialcollections.uvm.edu/help/ask
**Course Evaluation:**

Please complete an evaluation of the course at its conclusion. Course evaluations are anonymous and confidential, and that the information gained, including constructive criticisms, will be used to improve the course.

**COVID 19 Policy section:**

General statement regarding potential changes during the semester:
http://catalogue.uvm.edu/

The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives.

UVM expects students, faculty, and staff to remain compliant with all COVID-19 recommendations and measures in place for UVM, the State of Vermont, and the City of Burlington. This includes following all rules when attending class and generally in indoor spaces. If you do not follow these guidelines, I will ask you to leave the class. The Code of Student Conduct outlines policies related to violations of University policies that protect health and safety on campus.

**Intellectual Property Statement/Prohibition on Sharing Academic Materials:**

Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination) or using Artificial Intelligence to complete assignments instead of their own writing. Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

**Student Learning Accommodations:**

In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss with their faculty the accommodations they plan to use in each course. Faculty who receive Letters of Accommodation with Disability Related Flexible accommodations will need to fill out the Disability Related Flexibility Agreement. Any questions from faculty or students on the agreement should be directed to the SAS specialist who is indicated on the letter.
Contact SAS:
A170 Living/Learning Center;
802-656-7753
access@uvm.edu
www.uvm.edu/access

Important UVM Policies

Religious Holidays:

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. https://www.uvm.edu/registrar/religious-holidays

Academic Integrity:

The policy addresses plagiarism, fabrication, collusion, and cheating. https://www.uvm.edu/policies/student/acadintegrity.pdf

Grade Appeals:

If you would like to contest a grade, please follow the procedures outlined in this policy: https://www.uvm.edu/policies/student/gradeappeals.pdf

Grading:

For information on grading and GPA calculation, go to https://www.uvm.edu/registrar/grades

Code of Student Conduct:

http://www.uvm.edu/policies/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://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/

Promoting Health & Safety:

The University of Vermont's number one priority is to support a healthy and safe community: Center for Health and Wellbeing: https://www.uvm.edu/health
Counseling & Psychiatry Services (CAPS)
Phone: (802) 656-3340

C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at https://www.uvm.edu/studentaffairs

Statement on weight inclusivity:
This course will take a weight-inclusive approach with the intention of improving access to health care that is non-stigmatizing. This approach is built on scientific evidence that individuals can maintain a healthy body and achieve a state of well-being independent of their weight. This approach moves away from blaming the individual for being unable to lose weight. It allows for a decrease in weight stigma and body shaming, while increasing focus on overall improvement in psychological well-being and social determinants of health. In this course, a weight-inclusive approach will be applied to all facets of dietetics & nutrition practice, including interventions, training, counseling, and education. This approach is consistent with CALS commitment to Diversity, Equity, and Inclusion.

Alcohol and Cannabis Statement:

Statement on Alcohol and Cannabis in the Academic Environment

As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:
- Cause issues with attention, memory and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation
- It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.

Discrimination, Harassment, Sexual Harassment or Sexual Misconduct

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

Dr. Farryl is 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.

Our NFS 262 Travelogue Spring 23 contains our weekly Topics, Readings and Assignment details.