

Syllabus Spring 2021

NFS 262, Community Nutrition, 3 Credit Hours

Modality, Meeting Pattern, Location

We will meet face to face or remotely over MS Teams. Tuesdays, you will have access to lectures, supporting materials, and required readings; most Tuesdays, you should complete this content on your own; we will periodically have a remote class together on Tuesdays. We will meet as a class every Thursday.

Students will be assigned to teams to ensure proper social distancing. 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 on Thursdays. "At Home" students will join our class over MS Teams. To ensure equity, teams have been formed randomly and have a mix of both in person and at home students.

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

Instructor, Contact Information, Office Hours

Course Instructor: Farryl Bertmann, PhD, RDN, CD; email: fbertman@uvm.edu; Office Hour appointments are scheduled using: <https://calendly.com/drarryl>

Contacting Dr. Farryl

Professor: Dr. Farryl Bertmann (she/her)

Email: fbertman@uvm.edu

Schedule remote meeting here: <https://calendly.com/drarryl>

Contact me 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
- Any issue not covered by a TA or tutor

Contact me also about issues related to:

- Excused absences from class (Subject Line: NFS 262 Absence)
- Yellowdig posts (Subject line: NFS 262 Yellowdig)
- Workshopping and Case Study Points (Subject line: NFS 262 Workshopping and Case Study)
- Engagement Points (Subject line: NFS 262 Engagement)
- 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 Teams (Channels, Polls, etc)
- Troubleshooting technology and understanding of classroom equipment
- Technical issues related to completing Blackboard (Bb) Assessments
- Technical issues related to completing Bb Yellowdig
- Technical issues related to completing Bb Wiki

Supporting your success is my priority; do not hesitate to schedule a meeting through email. I 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.

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) 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.

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 both face-to-face and over MS Teams. Tuesdays, you will have access to lectures, supporting materials, and required readings; most Tuesdays, you should complete this content on your own; we will periodically have a remote class together on Tuesdays. Thursdays we will meet both face-to-face and over MS Teams during the scheduled course time; 11:40-12:55 pm EST. During our synchronous meetings, face-to-face and remote students will break off into small teams. For students participating over MS Teams, you will move from the general MS Teams Channel into smaller MS Team Channels; I will prompt you. These teams have been created randomly to ensure inclusion. Details about your smaller groups are available on our Blackboard course page.

Required Course Materials:

We will be using: MS Teams, MS Forms (sign in to all course MS products with your @uvm.edu email), Blackboard (Bb), Bb wiki, Bb Yellowdig, Bb Journal, UVM streaming (<https://streaming.uvm.edu/>), and you will need to have access to some form of voice recording (phones are acceptable).

Textbook: No textbook is required; all readings are provided.

Blackboard and MS Teams:

Our course Blackboard will contain all Module materials, including the course lectures, supporting materials, and assessment. You will have access to PDF readings over Blackboard.

Our remote course time together will be conducted over MS Teams:

<https://www.uvm.edu/it/kb/article/teams/>

I have sent you a meeting request, please accept the meeting invitation.

Attendance Policy and Classroom Environment Expectations:

Attendance is flexible in the course; please note in-class activity and reflection policy outlined in this syllabus. You will have an opportunity to earn engagement points if you participate in lecture or over our MS Teams remote meetings. You earn these points by actively joining and remaining for the full session. MS Teams allows Dr. Farryl to monitor engagement, including when students join and when students leave. The first week of class will allow the student to practice signing into MS Teams and joining the course; engagement data will be collected starting week 2.

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 and before our remote synchronous meetings.

Attendance and illness/isolation/quarantine:

If you need to isolate or quarantine, Student Health Services will inform our Dean's office. You should contact me to make arrangements to discuss missed work. If in doubt, remain home and join our course over MS Teams. We will always offer MS Teams during our in-person 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

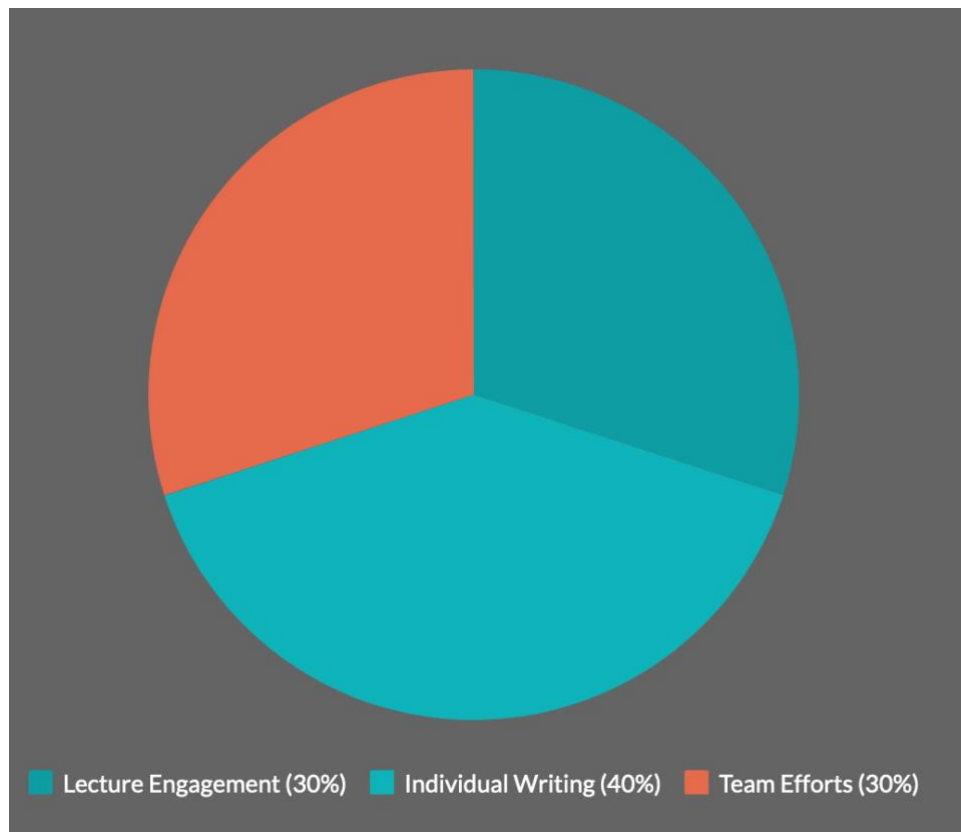
Silence your phones or any other form of technology before our class.

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.
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:



Evaluation

Lecture Engagement

- Peer-Engagement Grade
- Responding to Polls
- General MS Teams Log-on/Log-off Pattern
- Peer-Review

Individual Writing

- YellowDig
- Personal Wiki
- Legislative Letters
- Individual CNA

These are the grade cut-offs, I do not round up at the end of the semester.

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%		

Team Efforts

- Debate
- CNA Team Wiki
- Program Delivery Team Podcast & Wiki

The course grade is based on three weighted categories; Lecture Engagement (30%), Individual Writing (40%), Team Efforts (30%); please see breakdown above. All components within a category are weighted proportionately.

Graded Work:

Assignment Due dates

Refer to the Important Dates graphic below. Most assignments are due Fridays by 4:30 pm 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 provides an automatic 20% buffer from week to week in case you have a week with less than 1,000 points. Yellowdig is due Fridays by 4:30 pm EST but will allow for last minute submission until 5:00 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.

Recording Class Sessions:

Recording Teams Meetings and your video background.

Due to the nature of small group work in this course, only segments of our MS Teams meeting will be recorded. I will alert you that we are recording the class meeting during these segments. To ensure equity and increase inclusion, you can turn off your video during recorded sessions. You should turn on your video during small team collaborations. If you are concerned about your office space, we strongly encourage you to use a virtual background.

Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. Suppose you are not willing to consent to have your voice recorded during class. In that case, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Please make sure your meeting background is professional. If you have a background that does not resemble a professional setting, you should use the blur or virtual background function on Teams.

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.

Green and Gold Promise:

The Green and Gold Promise clearly articulates the expectations that UVM has for students, faculty, and staff to remain compliant with all COVID-19 recommendations from the federal CDC, the State of Vermont, and the City of Burlington.

The Code of Student Conduct outlines policies related to violations of the Green and Gold Promise. Sanctions for violations include fines, educational sanctions, parent notification, probation, and suspension.

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). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

Tips for Success:

Course-specific study/preparation tips

Here are a few resources for students on remote/online learning:

Checklist for success in <https://learn.uvm.edu/about/support-for-students/checklist-online-credit-courses/>

Academic support for online courses: <https://www.uvm.edu/academicsuccess/online-learning-student-resources-remote-instruction>

30-minute webinar on online learning success (Mar 2020):

https://www.youtube.com/watch?v=Xp_MYsqQyvE

Helpful resources other than the professor (e.g. Undergraduate/Graduate Writing Center, Supplemental Instruction, Learning Co-op tutors, supplemental course materials)

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>

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.

Travelogue:

Module	Topics
Module 1	<p>Introduction to NFS 262 & Community Needs Assessment</p> <p>Ethical Decision Making</p> <p>Government Part 1 & 2</p> <p>Government Part 3</p>
Module 2	<p>Planning, implementation, evaluation</p> <p>Delivering Programs & Debate 1</p> <p>Theories</p> <p>Tools & Debate 2</p>
Module 3	<p>Epidemiology Part 1 & 2</p> <p>Food Insecurity & Debate 3</p> <p>Health in America & Debate 4</p>
Module 4	<p>Global Nutrition & Debate 5</p> <p>Health Literacy</p> <p>Media and Marketing & Final Thoughts</p>

important dates

DATE*	UNIT	ASSIGNMENT
Fridays by 4:30 pm	Module 1-4	Yellowdig 1,000 points - weekly
In Class	Module 2-4	Debates
In Class	Module 1-4	Workshopping & Case Studies
Feb 19 by 4:30 pm	Semester Project	Wiki personal Introduction
March 12 by 4:30 pm	Module 1	Legislative Letters
March 26 by 4:30 pm	Semester Project	CNA Team Wiki
April 16 by 4:30 pm	Module 3	Program Delivery Team Podcast & Wiki
April 30 by 4:30 pm	Module 3	Peer-review of Program Delivery Podcast
May 7 by 4:30 pm	Semester Project	Individual CNA Final Draft

*We are in a Global Pandemic, dates might change

