

# **NFS 3223 Nutrition Education and Counseling**

Fall 2023 Semester

**Time:** Wednesdays 5:05pm-8:05pm

**Location:** Terrill 308

**Prerequisites:** NFS 043, NFS 053, NFS 143

**Instructor:** Emily Piazza, MS, RDN, CD

**Contact Info:** epiazza@uvm.edu

**Office Hours:** By appointment in person on Wednesdays 2:00-5:00pm in room MLS 230. Other times available virtually.

## **Required Textbook**

“Motivational Interviewing for Nutrition and Fitness” by Dawn Clifford and Laura Curtis (available at the UVM BookStore)

Additional Readings on Blackboard

## **Recommended Books**

“Counseling Tips for Nutrition Therapists Practice Workbook” Volumes 1, 2 and 3 by Molly Kellogg

“Body Kindness” by Rebecca Scrichfield

## **Course Catalog Description**

Use of appropriate education theory, techniques, and media in nutrition education and counseling theories and negotiation, interviewing and counseling skills in individual and group counseling.

## **Overview**

Translating science, research and theories into the language, education and skills for the target populations nutrition professionals serve is an art form. Effective nutrition education and counseling skills help clients understand the role nutrition plays in their lives and helps them make personally meaningful changes to enhance their wellbeing.

## **Course Goal**

Students will plan, deliver and evaluate a variety of nutrition educational strategies and grow their counseling skills to improve client's wellness, nutrition and facilitate behavior change.

## Course Learning Objectives

1. Collaborate within a group to plan, design, and implement a multi-faceted nutrition education lesson to a specific audience
2. Demonstrate empathic nutrition counseling skills, within the scope of practice, to help clients facilitate improved health and wellness
3. Assess and evaluate your own skills through self assessment, peer feedback and reflective writing
4. Identify appropriate billing codes for nutrition services and explain the reimbursement process from third party payers

## ACEND-Required Core Knowledge (KRDN)

Student Learning Outcome	Assignment
KRDN 1.2: Use current information technologies to locate and apply evidence-based guidelines and protocols.	Nutrition Education Showcase
KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation.	Nutrition Education Showcase
KRDN 3.2: Develop an educational session or program/educational strategy for a target population.	Nutrition Education Showcase
KRDN 3.3: Demonstrate counseling and education methods to facilitate behavior change for and enhance wellness for diverse individuals and groups.	Nutrition Counseling Skills Showcase
KRDN 4.3: Describe the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.	Billing and Coding Quiz
KRDN 5.4 - Practice resolving differences or dealing with conflict.	Teamwork Self Assessment

## Teaching Philosophy

I believe we learn best by doing. This course will include lots of opportunities to practice and to try out the skills and techniques we learn about. Our classroom will be a lab for experimentation. It will also be a safe place to ask questions, have meaningful discussions, try new and (possibly) uncomfortable things, and to give and receive feedback for the purpose of improving our efficacy as educators and counselors. I also

believe that we learn best when we work together. Whenever possible we will share resources, ideas, brainstorm together and learn from each other. Many of our practice activities and assignments will be done in small groups so we can continue to learn and grow from each other. I know that I am not an expert and do not have all the answers AND I am committed to continuing to learn for myself and helping you expand your learning by connecting you to places to find the answers you seek. My personal hope for each student is to find something valuable from the learning done in this class and during this semester that will improve your growth as a person, a student and a member of society.

### **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.

### **Attendance**

Attending class and participating in the class activities provides many opportunities for learning and growing. It is my hope that you will come to as many classes as you can, striving for 100% attendance. AND I ask that you respect your own health and wellbeing for your own sake and for the sake of this community. If you are not able to attend class for any reason, please talk to a classmate or TA to see what you missed. I will make every effort to have course materials available on Brightspace. Due to the format of the class it is not possible to have everything online and some activities may be difficult or not possible to complete on your own outside of class. If you or I feel your attendance and participation in class is falling behind, or will fall behind, I welcome you to talk to me about it so we can make a plan or discuss dropping the course.

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.

If a student will not be able to attend in-person classes for qualifying health reasons, Student Health Services (SHS) will send a notification to the appropriate student services office or designated staff member informing them of this along with the dates the student is unable to attend. The SHS notification will specify whether the request for flexibility is only around in-person class attendance or includes additional flexibility for assignments and tests because the student is too ill to participate. Students are responsible for working with their faculty to make up class content and work they miss due to a documented illness.

## **Classroom Environment**

I hope that you actively participate in the class. From my experience we learn by doing, trying, improving, and trying again. It's ok to not get it right. It's ok to feel uncomfortable as you move through learning into the growth zone. You are all adults and I invite you to do what you need to do to take care of yourself so you can be present and engaged in class and respectful to your peers.

The classroom is a safe space to ask questions and have open discussions. That being said racist, homophobic, transphobic, sexist, ableist, classist and other hate speech will not be tolerated under any circumstances. If you are uncomfortable with anything anyone, including myself, has said in class please talk to me about it. If you feel you can not talk to me please talk to another faculty member.

During this class we will have opportunities to practice our counseling skills. At times we will use role playing and other times real play, or using your own personal experiences as the basis of the practice. These practice sessions, or discussion with me, do not constitute a client-provider relationship and should not be a substitute for professional or medical advice, treatment or intervention. The information you choose to share is up to you with the knowledge that any information you disclose should remain private between your practice partner(s) and not shared during any follow up discussion as the larger group. Likewise, you agree not to share or disclose any private information about your fellow students beyond the limitations of the small group practice. We can share our own learnings and insight, but not details of people's personal lives.

I am willing and able to hold space for you to share your thoughts, concerns, challenges, etc during office hours and scheduled meetings. I am not able to provide any individual nutrition counseling services to students as this would be a conflict of interest. If you are in need of medical, mental or nutrition counseling services or support I will encourage you to connect with the appropriate resources. I am not a confidential resource and any disclosure of abuse, harm, neglect, suicidal ideations will be reported so you can receive the help and support you need.

## **Contacting Emily Piazza**

I invite you to visit during office hours (or another scheduled time) to talk about the topics in the class, what is coming up for you, ask questions, practice, and share your thoughts and feedback. I welcome in-person and virtual meetings. Thank you in advance for your understanding and patience when waiting for email replies. I strive to reply within 48 hours.

## **Learning Accommodations**

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning

or exclude you, please let me know as soon as possible. It is your right to have accommodations and I am happy to work with you to meet your needs. Together we'll develop strategies to meet both your needs and the requirements of the course.

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](mailto:access@uvm.edu)

[www.uvm.edu/access](http://www.uvm.edu/access)

### **Submitting Assignments**

I encourage you to complete the weekly reading assignments, discussion board posts, and reflective writing exercises on time as they are designed and intended to facilitate your learning and comprehension of the material covered that week. It also allows for the opportunity for me to see how you are doing with the material and for you to get feedback along the way. Many assignments are marked and complete/incomplete and you have the opportunity to re-submit any of these assignments up to two more times within 72 hours of receiving the grade. The "Showcase" assignments must be completed by the assigned due date and are not available for resubmission.

### **Assessment**

This course will be based on an "ungrading" or "self grading" model of assessment. **This is likely very different from other courses you have taken. "Ungrading" allows us to take the pressure off a grade, a number, a judgment, and instead focus on learning, collaboration and personal growth.** It recognizes you as the expert in your own learning, rather than comparing you against others or a set of arbitrary measures. In this course I am much more interested in your learning rather than if you got it "right", which is also a subjective measure for this course content. This method of assessment (aka grading) allows instructor and student to be more collaborative and in a mentorship role. It also prepares you for the "real world" where intrinsic motivation, self reflection

and personal growth will get you much further than any grade will. It also reflects my approach to nutrition education and counseling with real clients in the real world. I don't grade them or deduct points for some arbitrary system if they did not meet a goal they set for themselves.

I will provide feedback, comments, and questions for you to consider on your assignments, but they are for your own growth rather than me imposing judgment or evaluation. You will be provided rubrics to "grade" your own work and you are expected to complete assignments on time and to the degree to which you desire. Each week you will reflect on how you are doing in this class and you can adjust your effort, learning, and engagement as desired.

This course includes two cumulative group projects that I call "Showcases". They are your opportunity to pull together all the things you have learned and practiced into one place to demonstrate your understanding and application of the course material. These should be fun! Along the way there will be many opportunities for participation, surveys, discussion board posts, mini-presentations, and other activities that will help practice the skills you will need for the showcase assignments. These cumulative projects will give you feedback on how you are doing. If you are doing well and on track with the formative assessments, participating in class and practicing your skills you are on track to do well in the class.

### **Nutrition Education Showcase**

- Group Presentation
- Group Nutrition Lesson
- Reflective Writing Essay

### **Nutrition Counseling Showcase**

- Assessment of assignment grade
- Self assessment reflective writing
- Counseling note

### **Participation, Discussion Boards, Journaling/Reflections**

These are designed to help you grow your skills and focus on the process rather than the outcome. These are graded on a complete/incomplete basis. Feedback will be given as necessary and as time allows. You have 2 opportunities to resubmit any incomplete assignments. Resubmissions are due within 72 hours of receiving an incomplete grade.

### **Grading**

Based on your self reflections and the assignments you complete you will give yourself a grade at the end of the semester, using the A/B/C/D/F format. +/- will be at the

discretion of the instructor. You can use this as a guide for what I would generally consider acceptable for each letter grade.

	<b>Attendance</b>	<b>Participation</b>	<b>Teamwork</b>	<b>Quality of work</b>	<b>Personal growth and development</b>
<b>A</b>	Attends all classes, excused absences are made up	Active participation in class	Accepts and divides work with equality in mind, does their part well, addresses and resolves conflict professionally, encourages and supports team members	Assignments are completed thoroughly, accurately, according to instructions and indicate comprehension and application of knowledge, skills with minimal errors. All assignments are submitted	Demonstrates through in person activities and articulates through writing and/or verbally how they grew as a student and person through this course. It is clear the student has learned something and explains how they will apply that learning in the future
<b>B</b>	Misses 1-2 classes	Alert attention in class, able to redirect if distracted	Does their part well, minimal conflict and/or resolves conflict professionally	Assignments are completed thoroughly and accurately after feedback/clarification and opportunity for a re-do with minimal errors. All major assignments are submitted (All showcase materials and all reflection essays and Billing and Coding Quiz), some minor assignments missing/incomplete	Demonstrates through in person activities and articulates through writing and/or verbally how they grew as a student and person through this course. It is clear the student has learned something relevant to themselves but does not articulate how to use that learning in the future.
<b>C</b>	Misses 3-4 classes	Distracted/divided attention in class, not always able to stay present	Inconsistent effort, may need reminders from team members to do their part, does the bare minimum	Assignments are not completed thoroughly or accurately after feedback/clarification and opportunity for a re-do and/or contain several errors All major assignments are submitted (All showcase materials and all reflection essays and Billing and Coding Quiz), half or more of minor assignments missing/incomplete	It is unclear what the student learned through in person demonstrations, writing or verbally.

<b>D</b>	Misses 4 or more classes	Physically present but not engaged in the course material	Lack of effort, lack of engagement, does not complete tasks, is source of conflict within the team, does bare minimum or less	Assignments are not completed thoroughly or accurately after feedback/clarification and opportunity for a re-do and/or contain major errors Some major assignments are missing (All showcase materials and all reflection essays and Billing and Coding Quiz), half or more of minor assignments missing/incomplete	It is unclear what the student learned through in person demonstrations, writing or verbally, due to lack of assignments, limited attendance or lack of participation.
<b>F</b>	Misses 4 or more classes	Does not participate even if physically present	Does not participate, ghosts the team	Major assignments have not been submitted (All showcase materials and all reflection essays and Billing and Coding Quiz). Half or more minor assignments are missing.	Student does not complete the course.

### **Research and Citation Help**

For help selecting research topics, finding information, citing sources, and more, ask a librarian. The UVM Libraries are 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>

**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.



### **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.

### **Student Learning Accommodations**

#### **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>

### **Final Exam Policy**

The University final exam policy outlines expectations during final exams and explains timing and process of examination period. <https://www.uvm.edu/registrar/final-exams>

### **Alcohol and Cannabis Statement**

The Division of Student Affairs has offered the following optional statement on alcohol and cannabis use that faculty may choose to include, or modify for inclusion, in their syllabus or Blackboard site:

### [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.