

The University of Vermont
Nutrition and Food Sciences

Fall 2019
MWF 10:50-11:40 am
L/L Commons 216

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

TODAY
I AM
GRATEFUL

NFS 223: Nutrition Educ & Counseling

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 translate nutrition sciences effectively into plain language for people who want to change their eating behaviors, lifestyle, and energy expenditure to improve their health.

Goals

This course will increase and refine the student's pre-professional experience in helping people change their eating habits for improving their health and reducing the risk of chronic diseases.

Materials

Required:

Panda Planner – pandaplanner.com (any size or color is fine)

Portable laptop or tablet, that can be brought to each lecture, with connection to Blackboard.

Recommended:

iClicker Plus Student Remote (Blue Box) – For attendance incentive

Holli, B.B. and Beto, J.A. 2017 (2014*). *Nutrition Counseling and Education Skills for Dietetics Professionals*. 7th (6th*) Edition. Lippincott Williams & Wilkins; Philadelphia. *Either edition is fine, chapters for the 2014 edition will be listed in parenthesis on the schedule.

Scritchfield, R. (2016) *Body Kindness: Transform your health from the inside-out—and never say diet again*

ISBN-10: 0761187294

Lama, D and Tutu, D (2016) *The Book of Joy: Lasting Happiness in a Changing World* ISBN-10: 0670070165

ACEND-Required Core Knowledge (KRDN)

KRDN 1.2: Use current information technologies to locate and apply evidence-based guidelines and protocols.

KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation.

KRDN 3.2: Develop an educational session or program/educational strategy for a target population.

KRDN 3.3: Demonstrate counseling and education methods to facilitate behavior change for and enhance wellness for diverse individuals and groups.

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.

Learning Objectives

By the end of this course, students will be able to:

1. List, define and explain the appropriate uses of Scope of Dietetics Practice Framework, as well as behavior/cognitive change and learning theories, strategies, and methods associated with nutrition education and counseling.
2. Create multiple approaches to nutrition counseling showcasing your ability to assess and diagnose a client's nutrition-related problem; develop an initial intervention and monitoring plan with that person.
3. Improve their capacity to form appropriate educational objectives, lesson planning, presentation, and evaluation of evidence based-nutrition curriculum.
4. Increase their professional and technical writing skills including peer-review in the area of nutrition education.
5. Increase their professional, cultural competency to serve the diverse client and population groups better.
6. Further develop their application of nutrition assessment, monitoring, evaluation, and diagnostic terminology.

Evaluation

The course grade is based on 4 weighted categories; Lecture Engagement, Preparation of Materials, Assessments, Writing. All components of a category are weighted equally.

Assignment	Weighted Categories	Weighted Grades
In-Class Activity	Lecture Engagement	15%
Evidence-Based Factsheet	Preparation of Materials	25%
Panda Planner – Goal formation		
Modular Quiz	Assessments	35%
Counseling Practicum		
Nutrition Education Presentation		
Counseling Practice Outline	Writing	25%
Counseling Documentation		
Lesson Plan		
Total		100%

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

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

Please refer to the Class Schedule below for assignment deadlines. No make-ups for in-class assignments. Practicums and presentations must be ready before the beginning of the scheduled time. No excuses please, no late assignments except when:

Life Happens

Each student has a one-time extension for up to 3 calendar days. This extension only applies to the following assignments: Evidence-Based Factsheet, Panda Planner (one entry), Counseling Practice Outline, and Counseling Documentation. Students can only use this ONCE the whole semester. Please, no excuse necessary; write in all capital letters LIFE HAPPENS in the assignment subject line. Submit a document with LIFE HAPPENS on Blackboard; then upload or email me the finished assignment within 72 hours of the deadline.

Dr. Farryl will also drop your lowest Panda Planner/Goal Formation and In-Class Activity grades. Students who are concerned about a Module Quiz score should plan on taking the optional Cumulative Module Quiz; Dr Farryl will use the top three quiz scores. Again, students do not need to provide excuses; this will automatically occur at the end of the semester when Dr. Farryl calculates your final weighted grade.

Dire Emergencies

These emergencies must be documented and are subject to Dr. Farryl's approval and, in some cases, the CALS Dean's office. In such emergencies, the student should contact Dr. Farryl via email 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 FAR FROM complete. You must be in class to get the full material.

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.

Other Important Information

Contacting Dr. Farryl and the TA

Our preferred mode of communication outside of class is a face-to-face meeting or email. If you would like to sit down with us, please arrange an appointment. You may reach the course TA: Victoria Taormina by emailing: Victoria.Taormina@uvm.edu Supporting your success is our priority; do not hesitate to schedule a meeting through email. We harvest our messages daily but depending on the ebb and flow of the semester; it could take up to 48 hours.

Office Hours

We are happy to meet with you and Dr. Farryl is available multiple times a week.

Please schedule an appointment with Dr. Farryl by completing this form: <https://calendly.com/drffarryl>

You can schedule an appointment with Victoria by emailing: Victoria.Taormina@uvm.edu

Student Learning Accommodations

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

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/>

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:

Module:	Topic	Assignments
1 – Aug. 26- Sep 27	<i>Introduction to NFS 223 and Expanding Scope of Nutrition Practice</i>	Activities
	<i>Professional Writing & Communication</i>	Activities & Goal Formation
	<i>Interviewing & Person-Centered Counseling</i>	Activities & Goal Formation
	<i>Counseling through the Life Span, and Communication and Cultural Diversity</i>	Activities & Goal Formation
		<u>Module 1 Quiz</u> - Due Oct 4 by 11:59 pm ET
2 – Sep 30- Oct 16	<i>Stages and Processes of Health Behavior Change</i>	Activities & Goal Formation
	<i>Counseling for Behavior Modification</i>	Activities & Goal Formation
	<i>Cognitive Change</i>	Activities & Goal Formation
		<u>Module 2 Quiz</u> - Due October 23 by 11:59 pm ET
		Counseling Outline – Due October 30 by 11:59 pm ET
Oct 18- 23	Counseling Practicum	
3 – Oct 30- Nov 29	<i>Principles and Theories of Learning, and Planning Learning</i>	Activities & Goal Formation
	<i>Implementing and Evaluating Learning</i>	Activities & Goal Formation
		Counseling Documentation – Due Nov 6 by 11:59 pm ET
	<i>Facilitating Group Learning</i>	Activities & Goal Formation
	<i>Delivering Oral Presentations</i>	Activities & Goal Formation
	<i>Using Instructional Media</i>	Activities & Goal Formation
		EBF - Due Nov 22 by 11:59 pm ET
	<u>Module 3 Quiz</u> – Due Dec 6 by 11:59 pm ET	
4 – Dec 2- Dec 6	<i>Lesson Planning</i>	Lesson Plan – Due Dec 6 by 11:59 pm ET
		(Optional) Cumulative <u>Module Quiz</u> - Due Dec 6 by 11:59 pm ET
Final Exam Dec 9	Nutrition Education Presentations. 10:30 am – 1:15 pm – L/L CM 216	