

**NFS 312; Fall 2019**

Class Meeting Time: 9:00 a.m. – 1:00 p.m., unless otherwise noted

Classroom Location: Carrigan Wing Conference Room (3<sup>rd</sup> floor)**Course outline contents subject to change**

<b>Date</b>	<b>Class Meeting #</b>	<b>Topic/Module</b>	<b>Goals</b>	<b>Notes</b>	<b>Assignment Info</b>
08/26	1	Overview of semester; program updates; curriculum changes Guest: Emily Morgan, PhD	1. Re-convene as a cohort 2. Provide framework for long-range semester planning 3. Learn about an EBRP opportunity		
09/02		No class			
09/09	2	Module 1. Nutrition education: Understanding Behavior Change Module 2. Sustainable Food Systems & RDN practice (2019: not included)	1. Prepare for developing a food & nutrition HP intervention 2. Review theories of behavior change 3. Summarize possible role of RDNs in each sector of the food system	Article #1: AC	Boyle. Chapter 3 (pp 73-97). Understanding & achieving behavior change.
09/16	3	Module 3. Nutrition education: Behavior change goals of the intervention. <b>DESIGN</b> Module 4. Professional practice guidance process (Scope, SOP, SOPP)	1. Introduce systematic approach for designing effective food & nutrition intervention 2. Determine behavior change goals of intervention (3 teams) 3. Develop awareness of		Contento. Chapter 7 (pp 216-242).  Assign: Revised CDR PDP: Step 1; due 09/30

			existing tools that are designed to guide professional RDN practice		
09/23	4	Module 5. Nutrition education: Determinants of behavior change. <b>DESIGN</b> Module 6. Behavioral Economics	1. Explore determinants of behavior change that will impact intervention 2. Discuss the how the basic principles of behavioral economics may be used in a practice setting	Guest: Lizzy Pope; 11:00 a.m. – 12:00 noon  Article #2: JD	* Contento. Chapter 8 (pp 248-261). * HBM article * FSM: Leadership  Assign Case Study #4 (Cultural Awareness)
09/25		SASH Wednesday: Sarah			
09/30	5	Module 7. Nutrition education: Gaining cultural competence/responsiveness Module 8. OA & Community-based Services	1. Explore cultural competence/responsiveness in the context of developing an intervention 2. TBD	Guest: Mary Woodruff; 11:00 a.m. – 12:00 noon  1:1 meetings; 1:00 – 2:00 p.m.	Boyle. Chapter 15 (pp 597-631).  Due: Case Study #4
10/02		SASH Wednesday: Natalie			
10/07	6	Module 9. Nutrition education: Selecting a theory. <b>DESIGN</b> Module 10. Cultural Competency	1. Appreciate the factors that influence selection of an appropriate behavior change theory 2. Learn strategies for professional practice when working with refugees, New Americans & other non-English speaking clients	Guest: Emily Heaslip; 11:45 a.m. – 12:45 p.m.  Article #3: NM  1:1 meetings; 1:00 – 2:00 p.m.	Contento. Chapter 9 (pp 265-284).  Assign: Non-European cultural food patterns (2 teams of 3)
10/09		SASH Wednesday: Ashleigh			

10/14		No Class			
10/16		VT Association of Diabetes Educators meeting	1. Immerse in current research about diabetes care 2. Network with new colleagues		Capitol Plaza Hotel, Montpelier
10/21	7	Module 11. Nutrition education: Developing learning objectives. DESIGN Module 12. End-of-Life	1. Develop skill in writing learning objectives for the intervention 2. Clarify RDN role in the palliative care/end-of-life setting	Sharing in class: non-European cultural food patterns	Contento, Chapter 10 (pp 287-3-3).
10/21 - 23		IPE: Palliative Care/ALS	1. Strengthen interprofessional practice skills 2. Apply evidenced-based practice in palliative care case (end-of-life ALS client)		Monday – Wednesday, 4:30 – 6:00 p.m.; 2 students/session
10/28	8	Module 13. Nutrition education: Generating an education plan (motivation). DESIGN Module 14. Disaster Planning	1. Create an effective lesson (or education) plan 2. Apply management principles to develop disaster scenario	1:1 meetings; 1:00 – 2:00 p.m.	Contento, Chapter 11 (pp 306-341). Gregoire, Chapters 9-11 (suggested page #'s will be provided)
10/30		SASH Wednesday: Julie			
11/04	9	Module 15. Nutrition education: Generating an education plan	1. Create an effective lesson (or education) plan	Guest: Dana Notte	Contento, Chapter 12 (pp 346-372).

		(action). <b>DESIGN</b> Module 16. Weight bias	2. TBD	Article #4: SL  1:1 meetings; 1:00 – 2:00 p.m.	Assign: Case Study #3 (OP in Post-Menopausal Woman); due 11/11 Assign: cover letter & resume for a “dream” job posting; due to JH by 11/11
11/06		SASH Wednesday: Ruth			
11/11	10	Module 17. Nutrition education: Evaluation. <b>DESIGN</b> Module 18. Access to food	1. Develop an evaluation strategy for the intervention 2. Gain insight re: role of RDN in retail practice 3. Identify challenges that New Americans & resettled refugees encounter in the local food system (3 teams)	<i>No campus class meeting</i> Field trips: (#1) Hannaford; (#2) Ethnic market	Contento, Chapter 13 (pp 376-404).  Due: Dream job posting + resume + cover letter (to JH & AN)
11/18	11	Module 19. Nutrition education: Environmental supports. <b>DESIGN</b> Module 20. Ethics in professional practice	1. Identify environmental supports that will increase intervention effectiveness 2. Strategies for enhancing your job search 3. Increase awareness of ethical principles that govern professional practice	Guest: Joanne Heidkamp. <i>Getting the Job</i>  Article #5: RM	Contento, Chapter 14 (pp 430-460).  Due: Case Study #3  Assign: Develop a visual story (or illustration) that pulls together food systems model and socio-ecological model in the context of 40-weeks SPE

11/20		SASH Wednesday: Anna			
11/25		No class			
12/02	12	Module 21. Nutrition education: Interactive components of the intervention. Reflection on the nutrition education process. Module 22. Sustainable food systems, socio-ecological model & SPE	1. Prepare & present an interactive component of your lesson plan (10' each) 2. Discuss application of nutrition education process in professional practice 3. Explain visual depiction of how SPE, sustainable food systems and the socio-ecological model intersect	Article #6: AJ <i>90 minutes for LP sharing</i>  1:1 meetings; 1:00 – 2:00 p.m. ( <b><i>note: can we change this to Monday, 12/09?</i></b> )	Boyle, Chapter 16 (pp 633-657).
12/03 - 06		Staff Relief Week #1		No BB discussion during SR rotations	Continue posting daily ah-ha moments on wiki page
12/10-13		Staff Relief Week #2			Continue posting daily ah-ha moments on wiki page
12/16		All Staff Relief PDP documents due			

**BlackBoard Discussion Facilitator** (*beginning Monday, 26 August*)

1) Natalie

- 2) Sarah
- 3) Anna
- 4) Ruth
- 5) Ashleigh
- 6) Julie

**Required Textbooks**

Boyle MA. Community Nutrition in Action: An Entrepreneurial Approach, 7<sup>th</sup> ed. Wadsworth, Cengage Learning (2017)  
 Contento I. Nutrition Education: Linking Research, Theory and Practice, 3<sup>rd</sup> ed. Jones & Bartlett Publishers (2016)  
 Krause...  
 Gregoire...

**The Spectrum Quarterly Newsletter (Healthy Aging DPG). Professional writing (short article: 400 – 600 words).**

	<b>Fall 2019</b> N.B. Timeline may need revision pending input from <i>The Spectrum</i> Editor; select topic from list provided by <i>The Spectrum</i> editor
09/09	Topic, draft goal and objectives; due to Amy
09/16	Approval of topic; feedback on goal & objectives; due back to students
09/30	Outline of topic/content due to Amy (draft main message & supporting concepts); plus provide citations in the <i>J Acad Nutr Diet</i> format
10/14	Feedback from Amy (outline)
10/28	1 <sup>st</sup> draft to peer reviewers: if e-copy (make edits using Track Changes function) or if hard copy (hand-write comments) <b>plus</b> peer review feedback (scoring) form
11/11	Marked-up hard copy (or e-copy) due back to original author + peer review form
11/25	Final hard copy of revised article to Amy + marked-up peer review hard copy with peer review edit form
12/02	Amy returns hard copy of final article to original author
12/16	Original author makes FINAL edits
01/20	Article ready for HA DPG Editorial Committee review; e-copy sent to Amy + HA DPG
TBD	Final publishing edits: due dates/deadlines determined by HA DPG

**Peer reviewers**

Julie → SL

Natalie → AJ  
 Sarah → RM  
 Anna → AC  
 Ruth → JD  
 Ashleigh → NM

**Hot Topics** (2 students will present during the fall semester; 4 students will present during the spring semester)

***Grading/SCORING MATRIX (UPDATE THIS!!)***

<b>Assignment</b>	<b>Points Possible</b>	<b>Points Earned</b>
Attendance & participation: 10 points/week X 12	120	
Weekly BB reflection: 5 points X 22 weeks	110	
BB Facilitated discussion: 10 points each X 2	20	
Reflections: SASH Wednesday, etc (10 points each)		
Hot Topics		
Case Studies: cultural competence; OP (15 pts each)	30	
Food Access project (oral presentation)	15	
MSD SPE PDP: 25 points each (n = variable depending on # rotations	TBD	
MSD SPE PDP: daily ah-ha moments; 5 points/week (X 15 weeks)	75	
Discretionary	20	
<b>Total</b>		

**MSD PDP Packets: scoring**

*Daily ah-ha moments: 5 points each week (X 15 weeks)*

*Pre-rotation reflection: 10 points*

*Post-rotation reflection: 15 points*