

University of Puerto Rico
Río Piedras Campus
College of Natural Sciences
Nutrition and Dietetics Program

Syllabus NUTR 4175 | Practicum in Nutrition Education (2nd Semester 2018-19)

Professor: Carmen M. Pérez, DrPH, MHSN, RDN, LND

Course Pre-requisite - Methods in Nutrition Education (NUTR 4170)

Credit hours - 1 credit

Number of hours - 3 h per week by 15 weeks

Office hours – Monday & Wednesday 1:00 p.m.– 4:00 p.m.

Office – EFAN 206

Email: carmen.perez25@upr.edu

Course description: The course is composed of didactic and practice experiences with individuals and or groups of various ages, educational level, socio-demographic characteristics and special needs. The student is assigned to various scenarios where nutrition education activities must be designed and performed. These include public or private schools, day care centers, community centers for youth and or elders, WIC programs among others. The course is complemented with online experiences using the Moodle platform.

General course objectives:

1. Apply the techniques for teaching and learning and nutrition knowledge in the process of designing and conduct nutrition education activities to individuals or groups.
2. Design and or select the appropriate learning technique and educational approach according to the level of education and specific educational needs.
3. Make use of various educational resources available to facilitate the improvement of nutritional habits and health related problems of individuals or groups.
4. Apply the basic principles of assessment and will use valid instruments to determine the effectiveness of the nutrition education provided to individuals or groups.

Specific course objectives:

1. Plan and develop at least one nutrition team to be presented at an educational health fair.
2. Identify and implement promotional techniques for each educational activity that will be assigned.
3. Develop educational materials and oral presentations using software such as Microsoft Power Point and Publisher.
4. Design educational games and or activities geared towards a nutrition theme for various age groups.
5. Critically analyze the printed educational materials available in the various practice locations they are assigned to.
6. Update the printed nutrition educational material available in the various practice locations if requested.
7. Plan and implement at least three brief talks or oral presentations for the public.
8. Design a poster for nutrition education on a specific topic.
9. Manage with reasonable, the tools provided in the online platform (Moodle).

Outline of content and Schedule:

The supervised practice is divided in three phases:

A. Initial Phase

1. Orientation meetings of professor and students and if possible with the directors/supervisors at the different practice locations where students will conduct nutrition education activities.

B. Second Phase

1. Observational visits to the various scenarios (practice locations) to assess educational needs a, available resources and become familiar with the environment where they will implement the nutrition education interventions.
2. According to the assessment conducted in the observational visit, the student will select and design an educational activity with the supervision and approval of professor and director/supervisor of practice location.

C. Final Phase

1. The student will implement the educational activities at the assigned practice centers.

The student will have the opportunity to conduct 4 to 5 different educational activities which may include the following:

Children (Pre-school)	Head Start, Day Care centers, public and private pre-kinder or kinder schools
Children and adolescents	Public or private schools, community centers
Pregnant/lactating	WIC Program, health clinics, educational centers
Adults	Parent teacher organizations at schools, Head Start centers, Day Care centers, community centers, private industries, government agencies, religious institutions.
Elderly	H.O.P.E. Program, community centers, nursing homes, skilled-nursing facilities, assisted-living facilities.

The semester is divided as follows:

1. Initial phase – first 2-3 weeks of the semester
2. Second and final phase – following 11-12 weeks
3. Course and student evaluation – last week of the semester

Description of teaching methods:

Practice experiences, Reflection/journaling, Group projects, Group discussion

Online experiences:

1. The student will register for the course in the Moodle platform and will communicate with professor and access documents related to course.
2. Online the student will have access to: syllabus, professor information, contact information of directors and supervisors in each practice location, templates to design each educational activity, evaluation forms, simple projects, assignment instructions, announcements, schedule of student visits to practice locations, discussion board and web links related to nutrition education.
3. The student will submit their education plans, nutrition education material drafts, oral presentations and all prepared material to professor for approval via the Moodle platform, at least **five (5) working days prior the activity**. In addition, the chat room will be available during specific hours to communicate with professor in between formal class meetings.

4. Professor is responsible to revise and correct all materials prior to educational activity, which will be sent via Moodle or email.
5. Supervisors at each practice location have to option of submitting the student evaluations via Moodle and will also be invited to participate in the discussion board.

Policies:

Sending emails to professor

All emails to professor via Moodle or via email providers should contain the following information in the SUBJECT LINE: Course ID and section (NUTR 4175), your name and last name. The email should have a salutation line and should have your full name and student number at the end of the email.

Class Participation and expectations:

Your participation in class is vital for successful learning, particularly in the research setting. Your participation includes your attendance to practice locations, on time and contributions in the Discussion Board via BB. For this reason, no more than 2 excused absences will be allowed without lowering your grade. If students have course after the educational activity please let the professor know to see if necessary arrangement need to be made.

Cell phones and pagers should be turned off when attending the observation visits and educational activities. NO TEXT MESSAGING during your visits. If you expect an important call excuse yourself to make or receive a call.

Students are expected to contact (via email) the professor if they are unable to attend to a scheduled activity.

Plagiarism:

Your written assignments (printed educational materials and/or oral presentations and posters) should be your intellectual work. Plagiarism, or presenting the words or ideas of another person as your own, is a form of fraud and will not be tolerated. Papers containing plagiarism will automatically receive the grade of "F". Other examples of plagiarism include cutting and pasting from the web – when you are specifically asked to state something in your own words. This is inappropriate even if you cite where you got the information. When you are requested to synthesize the information from a literature source – it must be in your own words and not a quote. The objective is to have the students demonstrate that they can understand the information to present in their own words and specifically designed to specific populations.

Academic Dishonesty:

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que "la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta". Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente.

Law of Integrated Educational Services for People with Impediments

(Law 51, June 7, 1996): Students who receive Vocational Rehabilitation should communicate with the professor at the beginning of the semester in order to plan for reasonable accommodation and/or acquisition of needed special equipment, according to the recommendations of the Office for Persons with Impediments of the

Deanship of Student Affairs (Oficina de Asuntos para las Personas con Impedimentos, OAPI, Decanato de Estudiantes; Circular #9, 2002-2003, DAA).

Reasonable Accommodation: The University of Puerto Rico complies with all state and federal laws and regulations related to discrimination, including “The American Disabilities Act” (ADA law) and Law #51 from the Puerto Rico Commonwealth (Estado Libre Asociado de Puerto Rico). Every student has the right to request and receive reasonable accommodation and Vocational Rehabilitation Services (VRS). Those students with special needs that require some type of particular assistance or accommodation shall explicitly communicate it directly to the professor. Students who are receiving VRS services shall communicate it to the professor at the beginning of the semester so that appropriate planning and the necessary equipment may be requested according to the Disabilities Persons Affairs Office (Oficina de Asuntos para las Personas con Impedimentos (OAPI)) from the Students’ Deanship office. Any other student requiring assistance or special accommodation shall also communicate directly with the professor. Reasonable accommodations requests or services DO NOT exempt the student from complying and fulfilling academic and course related requirements and responsibilities.

Alternative Methods of Teaching

La Certificación Núm 112 (2014-2015) de la Junta de Gobierno define un curso presencial como un curso en el cual 75% o más de las horas de instrucción requieren la presencia física del estudiante y el profesor en el salón de clases. Esto quiere decir que 25% de un curso presencial, pudiera ofrecerse sin requerir la presencia física de los estudiantes y el profesor en el salón de clases. En caso de ser necesario, este curso podrá completar hasta 25% de las horas contacto (11.25 horas) de forma no presencial por métodos alternos como por ejemplo: Videoconferencias, módulos instruccionales, foros de discusión y cibercharlas entre otros. De ser así, se modificará el calendario/temario para incluir los temas que serán cubiertos por métodos alternos.

Discrimination based on sex, sexual orientation, and gender identity

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

Student evaluation

40% evaluation provided by supervisors/directors of practice locations*

35% professor evaluation**

10% self-evaluation by student for each visit^

15% in-campus meetings/activities attendance & participation

*Director/supervisor evaluation of practice locations includes performance of student during educational and other related activities.

Professor evaluation includes assessment of educational plans, design and development of printed/oral educational material and adequate use of references to prepare activities. The student will submit their education plans, nutrition education material drafts, oral presentations and all prepared material to professor for approval via the Moodle platform, at least **five (5) working days prior the activity.

^Each student will complete a self-evaluation after completion of each activity.

Grades

100 – 90 = A; 89 – 80 = B; 79 - 70 = C; 69 - 60 = D; 59 - 0 = F

References

- Başkale, H., & Bahar, Z. (2011). Outcomes of nutrition knowledge and healthy food choices in 5- to 6- year-old children who received a nutrition intervention based on Piaget's theory. *Journal for Specialists in Pediatric Nursing, 16*(4), 263 – 279.
- Bouhlal, S., Issanchou, S., & Nicklaus, S. (2011). The impact of salt, fat and sugar levels on toddler food intake. *The British Journal of Nutrition, 105*(4), 645- 653.
- Brown, M.V., Flint, M., & Fuqua, J. (2014). The effects of a nutrition education intervention on vending machine sales on a university campus. *Journal of American College Health, 62*(7), 512-516.
- Cheng, F. W., Monnat, S.M., & Lohse, B. (2015). Middle school-aged child enjoyment of food tastings predicted interest in nutrition education on osteoporosis prevention. *Journal of School Health, 85*(7), 467-476.
- Contento, I. R. (2010). *Nutrition Education: Linking Research Theory and Practice (2nd ed.)*. Jones and Bartlett.
- Duyff, R. L. (2017). *The American Dietetic Association Complete Food and Nutrition Guide (5th ed.)*. Houghton Mifflin Harcourt.
- Fox, M. (2012). Defining processed foods for the customers. *Journal of the Academy of Nutrition and Dietetics, 112*(2), 214-221.
- Freisling, H., Haas, K., & Elmadfa, I. (2010). Mass media nutrition information sources and associations with fruit and vegetables consumption among adolescents. *Public Health Nutrition, 13*(2), 269 – 275.
- Glanz, K., Hersers, J., Cates, S., Muth, M., et al. (2012). Effect of nutrient rich foods consumer education program results from a nutrition advice study. *Journal of the Academy of Nutrition and Dietetics, 112*(1), 56-63.
- Hoffinger, R. (2016). *Hand-On Nutrition Education: Teaching Healthy eating Skills Through Experiential Learning*. Academy of Nutrition and Dietetics.
- Isbell, M.G., Greenber, S.J., Duchen, A.R., & Ray, T.C. (2015). Development and implementation of client-centered nutrition education programs in a 4-stage framework. *American Journal of Public Health, 105*(4), 65-70.
- Long, E. M., Reisch, U. & Abo, B. B. (2010). The healthy food slide rule (HFSR): a nutrition education tool for children. *Journal of Nutrition Education and Behavior, 42*(1), 63-65.
- Lyons, B. (2014). Nutrition education intervention with community-dwelling older adults: Research challenges and opportunities. *Journal of Community Health, 39*(4), 810-818.
- Nevenschwander, L. M., Abbott, A. & Mobley, A. R. (2012). Comparison of a web-based vs. in-person nutrition education program for low-income adults. *Journal of the Academy of Nutrition and Dietetics, 113*(1), 120-126.

Post, R. C., Have, J., Chang, S. & Bard, S. (2012). Making super tracker work for you. *Journal of the Academy of Nutrition and Dietetics*, 112(10), 1520-1521.

Torres, L. (2002). *Asistencia Tecnológica: Derecho de Todos*, 2nd ed. San Juan, P.R.: Isla Negra

Quagliani, D. & Hermann, M. (2012). Communicating accurate food and nutrition information. *Journal of the Academy of Nutrition and Dietetics*, 112(5), 759-767.

Electronic References

- 1) Academy of Breastfeeding Medicine <http://www.bfmed.org>
- 2) Academy of Nutrition and Dietetics <http://www.eatright.org>
- 3) Alimentación Saludable www.alimentacionsaludablepr.com
- 4) American Academy of Pediatrics <https://www.aap.org>
- 5) American Cancer Society <http://www.cancer.org>
- 6) American College of Sports Medicine www.acsm.org
- 7) American Dental Association www.ada.org
- 8) American Diabetes Association <http://www.diabetes.org>
- 9) American Heart Association <http://www.heart.org>
- 10) American Institute for Cancer Research <http://www.aicr.org>
- 11) Bread for the World www.bread.org
- 12) Centers for Disease Control and Prevention <https://www.cdc.gov>
- 13) Choose MyPlate <https://www.choosemyplate.gov>
- 14) Dietary Guidelines for Americans, 2015 <https://health.gov/dietaryguidelines/2015/>
- 15) Food and Agriculture Organization <http://www.fao.org>
- 16) Food Safety www.foodsafety.gov
- 17) Freedom from Hunger www.freefromhunger.org
- 18) Healthy People 2020 www.healthypeople.gov
- 19) La Leche League www.la lecheleague.org
- 20) March of Dimes www.marchofdimes.com
- 21) Mayo Clinic www.mayoclinic.com
- 22) Milk Matters www.nichd.nih.gov/milk
- 23) National Eating Disorders Association <https://www.nationaleatingdisorders.org>
- 24) National Institute on Aging <https://www.nia.nih.gov>
- 25) National Institute of Health www.nih.gov
- 26) National Osteoporosis Foundation www.nof.org
- 27) NIH Senior Health www.nihseniorhealth.gov
- 28) The Vegetarian Resource Group www.vrg.org
- 29) United States Department of Agriculture <https://www.usda.gov>
- 30) United Food and Drug Administration www.fda.gov
- 31) World Health Organization <http://www.who.int/en/>

Other scientific articles and news around the world regarded to the course topics will be available in Moodle.