

## Fall 2019

<b>Meeting days:</b> Tues./Thurs.	<b>Instructor title and name:</b> Professor Brittany Johnson, MS, RDN, CSSD
<b>Meeting times:</b> T/Th: 9:30-10:45am; Practicum: Th: 11-11:55am	<b>Phone:</b> (619) 849-2366 <b>Cell:</b> (951) 282-0650, for emergencies
<b>Meeting location:</b> Evans 121	<b>E-mail:</b> <a href="mailto:brittanyjohnson@pointloma.edu">brittanyjohnson@pointloma.edu</a>
<b>Final Exam:</b> 12/17 10:30am	<b>Office location and hours:</b> Evans 133; MWF 10am-3pm
	<b>Additional info:</b> open door policy

### Mission Statement

#### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## COURSE DESCRIPTION

Welcome to Community Nutrition! This course focus on the efforts to improve, promote and maintain the nutritional status, health and well- being of populations through the delivery of nutrition services at the local, state and national levels. Discussion and assignments will address the assessment and monitoring of the nutrition status of groups and the development and implementation of effective nutrition programs and policies. NUT 3031 includes observation and application of theory in the community via guest speakers, field trips, projects, and other activities. Concurrent registration for NUT 3030 and NUT 3031 required. Four semester unit credits total. *Prerequisite: NUT 2025*

## STUDENT LEARNING OUTCOMES

PROGRAM	COURSE	ASSESSMENT
1. Demonstrate content knowledge of food and nutrition as well as concepts and theories of nutrition across a broad range including: lifecycle stages, cellular nutrition, disease prevention and medical therapy; food and food systems; development modification, and evaluation of recipes, menus and food products. (Dietetics, Nutrition and Health)	1.1.1 Examine the process by which effective community nutrition programs are formulated and evaluated, including the steps in needs assessment, program design, program delivery and evaluation	Assignment: Nutrition Lesson
Demonstrate content knowledge of food as well as concepts and theories of food and food systems; and the development, modification, and evaluation of recipes, menus and food products. (Food System Management)	1.3.1 Relate how motivation interviewing, social marketing and other approaches to consumer behavior change can impact nutrition education/health promotion strategies	Assignment: Infographic  In-class activities and reflection responses to videos, guest speakers, field trips, processes, ie, class participation  Final Exam
3. Identify and assess scientific literature to evaluate current evidence-based	3.1.1 Review the development of and rationale for underlying national nutrition	Assignment: Health Food Store Visit and

<p>research related to dietetic topics. (Dietetics Major)</p> <p>Identify and assess scientific literature to evaluate current evidence-based research related to food and nutrition services. (Food Service Management Major)</p> <p>Identify and assess scientific literature to evaluate current evidence-based research related to nutrition/health topics. (Nutrition and Health Major)</p>	<p>goals for the public and identify current goals.</p> <p>3.1.2 Discuss the linkages between epidemiologic data and national nutrition goals, nutrition public policy, regional programming and local interventions.</p> <p>3.1.3 Create and deliver effective nutrition lessons geared to lay audiences</p> <p>3.2.1. Prepare effective visual/print communication conveying a food/nutrition message geared to lay audiences</p>	<p>Observations</p> <p>Assignment: Nutrition Lesson</p> <p>Assignment: Policy Advocacy Letter</p> <p>Assignment: Infographic</p> <p>In-class activities and reflections responses to videos, guest speakers, field trips, processes, ie, class participation</p> <p>Final Exam</p>
<p>4. Evaluate the effects of societal, cultural, ethical and financial dynamics upon diet trends, dietary choices, and food preparation methods among families and societies.</p>	<p>4.1.1 Identify the roles of cultural competence and health literacy in the delivery of effective community nutrition interventions</p> <p>4.1.2 Display professional behavior: respect and consideration for classmates and instructor</p>	<p>Assignment: Nutrition Lesson</p> <p>Assignment: Infographic</p> <p>In-class activities and reflections responses to videos, guest speakers, field trips, processes, ie, class participation</p> <p>Punctual attendance and adherence to classroom policies at each class meeting</p>

## AMERICAN DIETETIC ASSOCIATION’S FOUNDATION KNOWLEDGE AND SKILLS FOR ENTRY- LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD)

KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.

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

KRDN 1.3 Apply critical thinking skills.

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

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 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of 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 3.2 Develop an educational session or program/educational strategy for a target population.

\*\*\*2017 Standards for Didactic Programs

**Additionally, it is my goal that at the end of this course you will have:**

1. Improved your critical thinking skills;
2. Become better prepared to be a life-long learner;
3. Strengthened interpersonal and team interaction skills;
4. And enjoyed it all!

## REQUIRED TEXT

*Nnakwe NE. Community Nutrition – Planning Health Promotion and Disease Prevention, 2<sup>nd</sup> Ed. Sudbury, MA: Jones and Bartlett Publishers. 2013. No access code needed.*

## **REFERENCE TEXTS & MATERIALS (find Journal recommendations on Canvas):**

1. *Nutrition: Concepts & Controversies*, 13<sup>th</sup> Ed Sizer & Whitney (or other **current** intro level nutrition course textbook); 2014.
2. *Modern Nutrition in Health & Disease (11<sup>th</sup> Ed.)*. B. Caballero & R. Cousins (Eds.). Lippincott, Williams and Wilkins; 2013.
3. *Health Behavior and Health Education: Theory, Research, and Practice (5<sup>th</sup> Ed.)*. Glanz, Rimer, & Lewis (Eds.). Jossey-Bass; 2015

## **COURSE POLICIES AND PROCEDURES**

**Team Based Learning:** Team-Based Learning is a pedagogy focusing on engaging students using team work, critical thinking, and application. This strategy of team-based learning, which has been used for over 30 years and is implemented in 23 countries across a wide range of disciplines, including medicine, business, science, technology, and many others. Teams mimic the professional environment of nutrition professions.

In practice, you will work with others frequently to serve your clients and patients effectively. You will work with physicians, physical therapist, speech therapist, clients, consultants, staff, and assistants. Studies have shown that, across all disciplines, the ability to work well with others is as important to success as substantive expertise.

Team-based learning develops the skills and values necessary to practice nutrition in the community, while also allow you to apply class materials and get immediate feedback on your analysis. In this course, you will be working in teams of four-five students; these teams will last the entire semester. Teams will be assigned during the first week of the semester. I expect each team to work together effectively and efficiently; each team member is responsible for achieving these goals.

Team-based learning has two major components: individual out-of-class preparation and in-class teamwork focusing on applying the materials prepared out-of-class on exercises.

*This class will be taught using Team-Based Learning. **For more information on TBL, access Canvas>Modules>Class Resources. There will be a strict NO CELL PHONE policy applied due to the nature of student participation. If one team member has their phone out or using their computers for non-class related play, the entire team will receive a zero for the day.***

**As an instructor,** I have the responsibility to be prepared and conduct the class to facilitate learning and contribute to your growth in the field. *IF* at any time you do not understand a concept explained in class, please raise your hand and let me know you're struggling to understand. Most likely you are not the only student confused. We don't want to move on to a new topic without mastering the current topic.

**As a student,** you have a responsibility to attend class, motivate yourself to learn, be prepared to participate, complete required assignments and provide a good learning environment for your fellow peers. This includes staying off your cell phone unless it is related to the class discussion.

The following behaviors will help you succeed in this course:

1. Attend class every session and read assigned Topics of Interest *before* class to prepare for RATs.
2. Be aware of the due dates on assignments---I give you plenty of time to complete them, there is no excuse for late assignments. Plan ahead for potential technological errors.

3. Come to class and take notes--- I will identify important points to know for quizzes and exams
  4. Communication is important. If you have to miss class let me know, I am more willing to work with those who let me know what is going on.
  5. Check Canvas frequently, I will keep the class updated about upcoming assignments.
  6. Actively engage in class discussion. This is a learning environment....no question asked is dumb. Most likely other students have a similar question. It is OK to make mistakes.
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## COURSE ASSESSMENT

### GRADING NUT 3030

Food Store Analysis	50
Infographic	50
Policy Advocacy Letter	50
Community Nutrition Intervention Program and Presentation	100
iRAT/tRAT (12 @ 10 pts each)	120
RAT Reading Chart (12 @ 5 pts each due <b>before</b> RATs)	60
Final Exam	100
<b>Total Points</b>	<b>630</b>

*\*Reading charts are due by 8:30am the day of the readiness assurance test. RATs will mostly occur on Tuesdays unless otherwise indicated on the schedule for a Thursday.*

### GRADING NUT 3031 Practicum

Journal, papers, etc. from Field Trip and Guest Speakers	
Nutrition (5 @ 15 pts each)	75
Lab Practicums and Case Studies (9 @ 10 pts each)	80
Sample Nutrition Lesson Video	100
<b>Total Points</b>	<b>265</b>

*\*Labs and reflections are due by Sunday after the practicum or field trip/speaker unless otherwise noted.*

### GRADE DISTRIBUTION

A	>93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	<59%

### LATE WORK

Be prepared to submit all assignments on Canvas on or before the due date. **If you choose to turn in your assignment after the due date, each day thereafter will receive 50% less.** For example, if the assignment is due 9/10 for a possible score of 100, but the assignment is turned in on 9/11, the highest possible points would be 50. On 9/12, the highest possible points would be 0. In cases where assignments/quizzes/exams are missed, extreme circumstances will be considered but only on a case-by-case basis. To receive a postponement, you **MUST** speak with me to negotiate an arrangement prior to the due date. You can choose if you'd like to receive all the points possible or lose 50 percent each day past the due date.

## CLASS SCHEDULE

<i>Week</i>	<i>Section Topics</i>	<i>Chapters</i>
<b>Overview of Public Health Nutrition</b>		
Wk. 1	Introduction to Community Nutrition & Team-Based Learning  ***Practicum: What the Health	
Wk. 2	Community Nutrition and Screening  ***Practicum: Nutrition Instruments	1 2
Wk. 3	Epidemiology & Research Methods  ***Practicum: Research Design, Surveillance and Surveys	3
<b>Government and Community Nutrition</b>		
Wk. 4	Public Policy & Healthcare in the U.S.  ***Practicum: Impact of Health Care and Nutrition Services (online)	6 18
Wk. 5	U.S. Nutrition Monitoring and Food Assistance Programs  ***Practicum: Field Trip	4
Wk. 6	Cultural & International Influences of Public Health	5 7
<b>Delivering Nutrition Programs</b>		
Wk. 6	Planning Effective Programs  *** Practicum: Infographic--- Needs Assessment & Data Collection	12
Wk. 7	Principles of Nutrition Education Programs Theories for Changing Nutrition Behaviors  ***Practicum: Writing for Lay Public	13 16
<b>Nutrition for Vulnerable Populations</b>		
Wk. 8	Pregnancy and Lactation  ***Practicum:	8
Wk. 9	Early Childhood  ***Practicum:	9
Wk. 10	Childhood/Adolescence  Adulthood *** Practicum: Elderly Case Study	9  10 & 11
<b>Influences on Community Nutrition</b>		
Wk. 11	Marketing and the Food Industry Role  *** Field Trip: Olivewood Gardens	17
Wk. 12	Ethics and Nutrition Practice	15

	***Practicum: Nutrition Games	
Wk. 13	Medical Terminology Thanksgiving-NO class	On Canvas
Wk. 14	Addressing the Obesity Issue: Role of Fitness Industry  *** Practicum: Grocery Store Education Tour	On Canvas
Wk. 15	<b>Community Nutrition Program Presentations</b>	
12/17	FINAL EXAM 10:30am	

*\*NOTE: This is a tentative schedule and subject to change—Canvas will have an up-to-date syllabus.*

**PLNU CLASS ATTENDANCE POLICY** Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad academic catalog.

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**ACADEMIC HONESTY** Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

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**ACADEMIC ACCOMMODATIONS** While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the [Disability Resource Center \(DRC\)](#), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student’s instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the undergrad student catalog.

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**FERPA** In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the undergrad academic catalog.

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**FINAL EXAMINATION POLICY** Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved. There will be no make-ups for missed exams.

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