

Nutrition Education for Special Population Groups

HSC 3574/5576

Fall 2010

Professor: Delores. James, Ph.D., R.D., L.D., FASHA
Course Prerequisite: HUN 2201
Meets: Tuesdays 2nd-3rd periods (8:30-10:35); Thursdays 2nd period (8:30-9:20)
Room: MAT 107
Office Hours: T 10:45-noon R 9:30-12:00
Office/Phone: Room 10 FLG, 392-0583, ext 1276
Email: djames@hhp.ufl.edu



COURSE OVERVIEW AND OBJECTIVES

This course is an application of nutrition science to the needs of different population groups. Nutrition concepts will be examined within social, economical, and political frameworks. The course has a human nutrition prerequisite and students are expected to apply that knowledge to their assignments and exams. Students are expected to own a computer and be proficient in several softwares, including Microsoft Office Professional Suite (Word, Excel, PowerPoint, Publisher). They are also expected to have access to and know how to use a digital camera and camcorder. At the end of the course, students will be able to:

1. To understand the role of nutrition in health promotion and disease prevention.
2. To examine the nutritional needs of special population groups within national dietary guidelines.
3. To plan and evaluate nutrition education programs for specific target groups.
4. To develop and evaluate nutrition education materials for specific target groups.
5. To help consumers make better food and lifestyle choices.
6. Use existing technology to communicate health and nutrition information to consumers.

TEXTS

1. James DCS. (2009). Class Notes at Target Copy Center.
2. Strickland, A. (2010). Annual Editions: Nutrition 10/11 McGraw-Hill/Dushkin Publishing Group: Guilford, Connecticut. This book is also available as an Ebook.

ELEARNING IN SAKAI

Online course information grades are available on eLearning in Sakai at <http://lss.at.ufl.edu/>. You must have a Gatorlink account to log on. **All course correspondence (email, discussion postings, etc.) must be done in eLearning.** Announcements and class updates are placed online regularly so please check the site a few times a week. To use the system, please make sure to:

- Disable pop-up blockers. Elearning takes advantage of pop-up windows to deliver content and your exams.
- Make sure that the Java system on your computer is from Sun Microsystems. Vista does not use Java from Microsoft. Without Java, certain tools in Vista will not function correctly. You can do a check on your Java status from the main page under "Elearning Resources."
- Have Adobe Acrobat Reader installed.

CLASS POLICIES

- No eating or drinking in the classrooms.
- Turn off cell phones. Texting and making or receiving calls is not acceptable behavior in class. Students who do these activities will be considered disruptive and may be asked to leave after a warning is ignored.

- Since students often use their laptops to surf the Internet during class time, laptop use for any reason is not allowed during lectures. The course packet has detailed notes and you can supplement those with hand-written notes. Laptop use will be considered disruptive and the student may be asked to leave after a warning is ignored. **Continual disruption may result in points taken off of your total score. The amount deducted will be at the instructor's discretion**
- Students will be responsible for all assigned readings and course materials in the syllabus as well as any readings added afterwards. If you are absent, ask a classmate about missed information and materials. It is not the instructor's responsibility to update you on these.
- Class lectures are the property of the professor and may not be audio or video taped.
- Do not copy the course packet. It is copyrighted.
- **Assignments are due at the end of the class period, not the end of the day.** 10 points will be deducted from assignments turned in after the class period has ended; 15 points will be deducted after 24 hours; and 5 points will be deducted each day, thereafter. This includes group assignments. **If you will not be in class the day the assignment is due, turn it in early or give it to a trusted person to turn it in during class time.**
- Any evidence of cheating, plagiarism, academic misconduct, or other unethical behavior shall be treated in accordance with the University of Florida's Student Conduct Code.
- Student athletes are required to provide the instructor with written documentation of away games that are in conflict with exams by the second week of the semester.
- Students who are registered with the Disability Student Center are asked to bring their accommodation letter as early in the semester as possible, but ideally by the second week. This will allow the instructor and student to have an action plan as soon as possible.
- Attendance is mandatory for group presentations and guest speakers. **Five points will be taken off from the total score if the student is absent from a presentation or 5 or more minutes late for a presentation.**

MY EXPECTATIONS OF YOU

- Read your syllabus
- Attend class
- Participate in class discussions
- Be considerate of your group members
- Give your best at all times
- Make excellence your goal
- Make good choices
- Accept the consequences of your poor choices
- Take responsibility for your learning
- Manage your time well
- Develop discipline and good study habits
- Do it right the first time
- Show initiative
- Don't make assumptions
- Ask if you don't understand
- Have integrity—don't cheat, plagiarize, or lie



EXAMS (3 @ 100 possible points=300 points)

There will be 3 non-cumulative exams. **Students are required to bring their laptops to class to take the online exams.** The **Lockdown Browser** must be installed on your laptop in order to access the exam. To download the Lockdown Browser, go to the assessment or exam link and click on “Browser Test. There are no make-up exams. **Students are allowed 1 hand-written sheet of notes during the exam. Typed notes will be confiscated.**

Exams consist of multiple choices, matching, true/false, and short answer questions. Students are expected to synthesize and integrate the information presented in the lectures and readings. Students found collaborating together on exams will receive zero points and **WILL BE REFERRED TO STUDENT HONOR COURT.**

Despite what you may see on the exam page of eLearning, your time for the exam begins when you log in and ends when the allotted time (e.g. 60 minutes) to complete the exam expires. For example, if the exam is available from 10:00 am to 11:30 am and you have 60 minutes to complete the exam then you should log in at 10 or as close to it as possible to make sure that you get to use your full 60 minutes. If you choose to log in at 11:15, then you have only 15 minutes to complete the test since it closes at 11:30. **If for some reason the computer allows you to continue past 11:30 or the set expiration time, the instructor will force a submission of the exam.**

ASSIGNMENTS

Individual Assignment

A. Online Assignment (2 @ 10 possible points=20 points). The purpose of this assignment is to facilitate discussion on contemporary nutrition issues addressed in the readings and/or the media. Two questions will be posted online during the semester and students are expected to provide thoughtful, researched responses. The assignment will be graded based on the application of relevant concepts, linkage to professional, personal, or other real-world experiences; creativity; and original insights. Each posting is worth 10 points and should be at least 250 words. You will have 48 hours from the time the question is posted. Postings will not be announced ahead of time so please check the course website regularly to see when questions are posted. This is not a group assignment and you are expected to work alone and cite credible sources to support your answers. Cutting and pasting information directly from websites is considered plagiarism and is not acceptable. You will put the completed assignment in the assignment drop box. Please do not send attachments unless specifically asked to do so. Write your answer in the space provided.

Group Assignment

You and your colleagues have developed a health education agency in a local community. Your agency uses several educational channels to reach its target group, including a monthly newsletter, a website, and a presentation at an annual health fair expo.

B. Health and Nutrition Newsletter (40 possible points). Newsletters provide an effective way to educate clients about health and nutrition issues. Develop a high quality 4-page color newsletter using software such as Microsoft Publisher. **The newsletter should be printed in color on 11x17 paper (go to copy center).** Publisher is available on all of the UF computer labs. Your newsletter will be graded based on content, originality, layout, attractiveness, quality of photos and other graphics, and appropriateness for the target group. The assignment will also help to increase your writing and technology skills. **DO NOT JUST CUT AND PASTE CONTENT FROM WEBSITES AND OTHER SOURCES.** The newsletter should be targeted to a specific target group and topic to which you are assigned (listed further in the syllabus). The focus should be on healthful eating, active lifestyle, tips on shopping, dining away from home, etc. It can also include puzzles, recipes (no more than one), calendar of events, etc. Please note that using a whole page for a recipe or a calendar is unacceptable. Each group member is expected to write a portion of the newsletter and contribute to the editing and proofreading. Your newsletter should have your agency name, slogan, logo. A brief description of your agency (one paragraph) should be put on your back page with the agency contact information, etc.

C. Agency Website (100 possible points). Your agency has been asked to develop a 4-week nutrition education program for a specific target group (to be assigned from the groups below). This program can be offered several times a

month, quarter, or year, depending on your ideas. The program can meet once a week or for 2 or 3 days a week. It can meet during the day, evening, or weekends. Please specify days, meeting times, etc. **Make sure that the program is relevant and specific for the age, ethnic, and cultural group.** The following information is a guide to developing your project. It should include, but not necessarily be limited to the following information. **Develop an agency website on Google Sites.** You will need to create an account to use this free service. Provide appropriate links for each section of the website. **Please note that the information on your website needs to be well organized and flow well and may not necessarily follow the order listed.** It also should have appropriate, attractive graphics. Each group member is expected to develop a significant part of the information for the website. Please send the instructor the link to the website as soon as it is created so she can follow your progress and respond to any questions or concerns.

- Describe your agency in detail.
 - Name and location of the agency
 - Description of the facilities
 - Agency historical background. How long has it been around? Who are the founders?
 - Develop a mission statement
 - Develop a vision statement
 - Describe the type of programs, activities, and services that your agency provides
 - Describe how the agency is funded (corporate donors, grants, donations)?
 - List your agency staff and their roles
- Include your program slogan and logo. This should appear on the home page. The meaning of both should be clear to the participants and those who visit your website.
- Develop a demographic profile of your target population (age, gender, ethnicity, marital status, income, etc.,)
- Describe the city/town and community where they live
- Describe the potential challenges, limitations, or drawbacks of working with your target group
- Describe the strengths of the group and the potential opportunities for working with your target group
- Describe and outline your 4-week educational program
 - Describe in detail the educational activities, topics, programs, and services that you will provide over the 4-week period. Provide week by week description. **This does not ask you for lesson plans.**
 - Display the activities on a calendar. This can be a link of your “events.”
- Link to download your newsletter
- Add other areas that you think are worthwhile to mention

D. Promotional Items (40 possible points). Create **two original, high quality promotional items** for your target group. These promotional items should have your program slogan and logo. The items can include tote bags, games, stationery, cookbook, note pads, calendars, t-shirts, etc.

TARGET GROUPS

Preschool Workers	Single Fathers	Freshmen
Pre-menopausal women	Hispanic Blue Collar Males	Sedentary Older Adults (55+)
Overweight Middle School Girls	Pregnant Teens	Teen Males
Executive African American Women		

COURSE GRADING SYSTEM

467.5-500=A	450-467.49=A-	432.5-449.49=B+	417.5-432.49=B
400-417.49=B-	382.5-399.49=C+	367.5-382.49=C	350=367.49=C-
332.5-349.49=D+	317.5-332.49=D	300-317.49=D-	Less than 300=E

UF Grade Points Effective Summer A 2009 <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

A=4.0	A-=3.67	B+=3.33	B=3.0	B-=2.67	C+=2.33
C=2.0	D+=1.33	D=1.0	D-0.67	E=0	

TENTATIVE CLASS SCHEDULE

NA—Nutrition Annuals

OA—Online Article

***These lectures were covered in depth in the prerequisite course (HUN 2201) and are provided for background information. You are expected to know and incorporate them throughout the semester.**

DATE	TOPIC	READINGS	LECTURE NOTES
Aug 24	Introduction and Overview	NA 1-3	Health and Nutrition Trends;
26	Healthy Eating	NA 4-6	Food Habits; Dietary Guidelines*; MyPyramid*; Nutrients at a Glance*; Food Labels*
31	Food Safety Supermarket Savvy	NA 38-43	Food Safety* Supermarket Savvy
Sep 2	Vegetarianism	NA 9-11; 48; OA 1.1	Vegetarianism
7	Health Literacy		Health Literacy
9	Group Planning Day		
14	Nutrition Ed Principles Website Link Due	NA 44-45	Nutrition Ed
16	Special Population Groups	NA 46-47	Special Population Groups
21	Cultural Competence I Newsletter Due		Cultural Competence; African American; American Indian; Asian American; Hispanic American
23	Cultural Competence II		
28	Exam 1		
30	Religion & Food		Religion & Food; Culture & and Food
Oct 5	Pregnancy	OA 1.2	Pregnancy
7	Breastfeeding		Breastfeeding
12	Young Children	NA 7,8; OA 1.3&1.4	Infants; Toddlers/Preschoolers
14	ASHA Conference Group Planning Day	NA18,27; OA 1.5	School-aged Children; Childhood Obesity; Adolescents
19	Adults	NA 22-23	Adults
21	Elderly	NA 34-35; OA 1.6	Elderly
26	Exam 2		
28	Heart Disease	NA 19, 36,37	Heart Disease; Hypertension
Nov 2	Diabetes	NA 20; OA 1.7	Diabetes
4	Cancer	NA 21,29	Cancer

DATE	TOPIC	READINGS	LECTURE NOTES
9	Group Planning Day ADA FNCE Website Due 12 noon	NA 17, 24-26	
11	Veterans Day No Class		
16	Wt Management	NA 28,30; OA 1.8	Weight Management
18	Obesity	OA 1.9	Obesity; Eating Disorders
23	Physical Activity Promotional Item Due	NA 31-33	Exercise
25	Thanksgiving		
30	Counseling for Change		Counseling for Change
Dec 2	Counseling cont.		
7	Exam 3		
9	Reading Days		

HOW TO IMPROVE YOUR GRADE AND UNDERSTANDING OF THE COURSE MATERIAL

- A. Attend all the lectures and take thorough notes. If you stay current in your studies, you will improve your chances of success in this course. Thus, if you happen to miss a lecture, get the notes from a classmate before you come to the next lecture.
- B. Get to class early so that you can settle down, get your notes out, and converse with classmates. If you come to class late you may miss important announcements or the beginning of important lecture topics. Additionally, by coming in late you disrupt the concentration of the instructor and your classmates.
- C. If you have had difficulty in courses before, try to sit near the front of the class. You will be able to see and hear more clearly, while at the same time presenting you with fewer distractions.
- D. Study every day. You are expected to put in 3 hours outside the classroom for every hour of credit you take. If you are taking 12 credit hours, then you should be putting in at least 36 hours a week in preparing for class.
- E. Review your lecture notes as soon as possible. Educational studies have shown in the following:

Time between lecture and student review	Retention of material %
2 hours	98% a few hours later
2 hours	97% a week later
2 hours	90% three weeks later
24 hours	54% a few hours later
48 hours	50% a few hours later

If you try to cram for an exam two weeks after a lecture, your retention increases from 20% to 24%.

Moral: You can't cram for an exam and expect to do well.

- F. While you study, several techniques may improve your efficiency.
 - a. If you have many subjects to study, work on the most difficult one first. Find a quiet place to study.
 - b. If you have many difficult subjects, rotate your studies. Work on one until you feel you need a break from the subject. Then switch to the next subject. When you are tired of it, go to the next subject or back to the original one.
 - c. Take a break after about an hour and relax for about 10 minutes. Then return to your studies. Watch the time so that you don't end up with prolonged breaks and shortened study periods.
 - d. In a day, several shorter study sessions are more beneficial than one lone one. Two or three hours in the afternoon and two or three hours in the evening will result in better learning than a single four or six hour period.
 - e. Study groups of 3 or 4 students can be effective for the exchange of concepts.
 - f. Work the Review Questions in each of the chapters.
- G. Taking an Exam.
 - a. Be well prepared for the exam and you will find your anxiety level reduced.
 - b. Take your time and read the questions carefully.
 - c. Concentrate on the questions you know how to answer; skip the questions you can't solve quickly. Come back to them later.
 - d. Keep an eye on the time; save a little time for looking over the entire test.
 - e. Try not to change your answers.