

# Nutrition Education for Special Population Groups

## HSC 3574/5576

### Spring 2011

**Professor:** Delores. James, Ph.D., R.D., L.D., FASHA  
**Course Prerequisite:** HUN 2201  
**Meets:** Tuesdays 2<sup>nd</sup>-3<sup>rd</sup> periods (8:30-10:35); Thursdays 2nd period (8:30-9:20)  
**Room:** FLG 285  
**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](mailto: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. Strickland, A. (2010). Annual Editions: Nutrition 10/11 McGraw-Hill/Dushkin Publishing Group: Guilford, Connecticut. This book is also available as an Ebook.
2. Lecture notes are online in Sakai under the "Lessons" folder.

## 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



## PROFESSIONALISM (20 possible points)

Students will be graded on professionalism. Professionalism includes, but is not limited to: attendance, arrival on time and staying for entire class, participation in class discussions, contributing to a positive class environment, high level of participation in group projects, responding to emails and announcements in a timely manner, and respecting class policies (texting, cell phone use, etc.). Professionalism is a subjective assessment and the final point value is determined by the instructor. The general guidelines are:

- **20 points** (perfect attendance, arrives to class on time and stays for entire class, respectful attitude, high level of contribution to class discussions, very valuable group member)
- **18-19 points** (missed 1 class, arrives to class on time and stays for entire class, respectful attitude, regular contribution to class discussions, very valuable group member)
- **16-17 points** (missed 2 classes, arrives to class on time and stays for entire class, respectful attitude, regular contribution to class discussions, valuable group member)

- **9-15 points** (missed 3-5 classes, usually arrives late, leaves class early at times, little or no class participation, poor correspondence with professor, shows disrespect for class policies, negative feedback from group members, poor participation in group project)
- **0-8 points** (missed 6 or more classes, usually arrives late, leaves class early at times, little or no class participation, poor correspondence with professor, shows disrespect for class policies, unprofessional interaction with professor, negative feedback from group members, poor participation in group project)

## 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.** 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.**

## ASSIGNMENTS

Graduate students will work alone on all assignments. Undergraduates will work in groups of 4 or 5.

### Individual Assignment

**A. Online Discussion Postings (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 for discussion and students are expected to provide thoughtful, researched responses. The postings 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. You will have 48 hours from the time the question is posted. Please check the course website regularly to see when questions are posted. No late posting will be accepted.

### Group Assignment

**B. Nutrition Infomercial Video (110 possible points).** Create a professional 5-minute educational video for your target group on the assigned topic. The video can be academic (serious), humorous, or a combination. Take time to write the script, choose the right person for each role, and to edit the final product. This must look very professional. Please save the file on a CD, NOT a DVD. Please save it as a Windows media file in the “wmv” format. This is the only file format that will be accepted. You also need to upload the video on [www.YouTube.com](http://www.YouTube.com) and track the number of hits. Credits should roll at the end of the video. Have fun with it! Videos will be graded on:

- Nutrition content
- Creativity/originality
- Video and sound quality
- Background and lighting
- Appropriate music
- Special effects
- Filming and editing
- Acting
- Professionalism
- Etc.

**C. Health and Nutrition Newsletter (50 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.

## TARGET GROUPS

Healthy Active Older Adults (65+)  
Hypertension and AA Males  
Heart Disease and Asian Women  
Healthy Eating College Males  
Healthy Preschoolers  
Teen Males

Weight Management AA College Females  
Healthy Eating and Teen Pregnancy  
Overweight Hispanic Elementary Children  
Healthy Eating on a Budget Single Mothers  
Nutrition and Wellness for People with HIV/AIDS  
Diabetes and Middle-aged Adults

## 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
<b>Jan 6</b>	Introduction and Overview	NA 1-3	Health and Nutrition Trends;
<b>11</b>	Food Habits; Dietary Guidelines	NA 4-6	Food Habits; Dietary Guidelines*; MyPyramid*; Nutrients at a Glance*; Food Labels*
<b>13</b>	Food Safety	NA 38-43	Food Safety
<b>18</b>	Vegetarianism	NA 9-11; 48; OA 1.1	Vegetarianism
<b>20</b>	Grocery Shopping		Grocery Shopping
<b>25</b>	Health Literacy; Nutrition Ed Principles	NA 44-45	Health Literacy; Nutrition Ed
<b>27</b>	<b>Group Planning Day</b>		
<b>Feb 1</b>	Special Population Groups	NA 46-47	Special Population Groups
<b>3</b>	Cultural Competence I		Cultural Competence

<b>8</b>	Cultural Competence II <b>Newsletter Due</b>		African American; American Indian; Asian American; Hispanic American
<b>10</b>	Religion & Food		Religion & Food; Culture & and Food
<b>15</b>	<b>Exam 1</b>	OA 1.2	Pregnancy
<b>17</b>	Pregnancy		
<b>22</b>	Pregnancy Cont; Breastfeeding		Breastfeeding
<b>24</b>	Infants		Infants
<b>Mar 1</b>	Toddlers & Preschoolers Childhood Obesity	NA 7,8; OA 1.3&1.4	Toddlers/Preschoolers; Childhood Obesity
<b>3</b>	<b>Group Planning Day</b>	NA18,27; OA 1.5	School-aged Children; Adolescents
<b>8, 10</b>	<b>Spring Break</b>		
<b>15</b>	Adults	NA 22-23	Adults
<b>17</b>	Elderly	NA 34-35; OA 1.6	Elderly
<b>22</b>	<b>Exam 2</b>		
<b>24</b>	Heart Disease	NA 19, 36,37	Heart Disease
<b>29,31</b>	<b>AAHPERD Conference</b>	NA 20, 21, 29; OA 1.7	Hypertension; Cancer Wt Management
<b>Apr 5</b>	Diabetes; Obesity	NA 17, 24-26; 28,30 OA 1.8, OA 1.9	Diabetes; Obesity
<b>7</b>	Eating Disorder		Eating Disorder
<b>12</b>	Physical Activity	NA 31-33	Physical Activity
<b>14</b>	Calculations		Calculations
<b>19</b>	Counseling for Change		Counseling for Change
<b>21</b>	<b>Reading Day</b>		
<b>26</b>	<b>Exam 3</b>		

## 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:

<b>Time between lecture and student review</b>	<b>Retention of material %</b>
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.