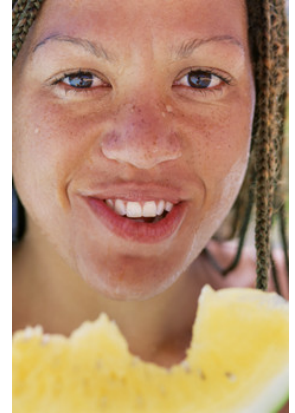


Nutrition Education for Special Population Groups

HSC 3574/5576

Summer 2011

Professor: Delores. James, Ph.D., R.D., L.D., FASHA
Meeting: 4th period (12:30-1:45) M-F
Office Hours: TBA
Room: FLG 245
Office/Phone: Room 10 FLG, 392-0583, ext 1276
Email: djames@hnp.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, PowerPoint, Excel, and 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.

This course is being taught as a hybrid course. Hybrid courses are designed to give the student an integrated and flexible learning environment using a combination of traditional on-campus lectures, outside learning activities (alone or with a group), and the use of course materials on the Internet. You will still have a regular schedule of assignments and reading material. You will also have the same learning requirements as a traditional class. Only the delivery format is different. You will have to learn to manage your time effectively and not procrastinate.

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 at www.coursesmart.com.
2. Lecture notes are online in Sakai under the "Lessons" folder.

ELEARNING (WEBCT)

Course information and grades are available on eLearning (formerly known as WebCT) at <http://lss.at.ufl.edu/>. You must have a Gatorlink account to log on. All exams are taken online. **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. Vista 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. Please print off the lectures before coming to class. 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.
- Attendance at all lectures is expected.
- Class lectures are the property of the professor and may not be taped without prior permission from the professor and may not be used for any commercial purpose.
- **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 at the end of class; 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, then turn it in early or give it to a trusted person to turn it in during class time. Do not email me assignments that must be turned in during class.**
- Any evidence of cheating, 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 end of the first week.
- 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
- Be familiar with all the links on the website
- Attend class daily and on time
- Participate in class discussions
- 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 in group assignments
- Don't make assumptions
- Ask if you don't understand
- Have integrity—don't cheat, plagiarize, or lie

PROFESSIONALISM and Participation (20 possible points)

Students will be graded on professionalism and class participation. Professionalism includes, but is not limited to: regular 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 instructor 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** (no absences, **and** 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, **and** 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, **and** 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, **and or** 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, **and or** 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 at 115 possible points)

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**. There are no make-up exams. Exams may consist of multiple choices, matching, true/false, and short answer questions. **Students are required to bring their laptops to class to take the online exams. Students are allowed 1 hand-written page of notes (back to front) during the exam. Typed notes will be confiscated.**

ASSIGNMENTS

- A. **Personal Health and Wellness Goals (25 possible points)**. A Personal Health and Wellness Statement is a brief description of what you want to focus on, what you want to accomplish and who you want to become in a particular area of your life over a period of time. It is a way to focus your energy, actions, behaviors, and decisions towards the things that are most important to you. Develop a personal health and wellness statement using a few sentences. You may need to write a few different ones and then decide on the one that can help focus you for the rest of the summer.

Develop health and wellness goals for the summer with a matching action plan in three areas of your life:

- 1) Nutrition. 5 goals and matching actions for each. Identify 3 potential challenges in meeting these goals and how you intend to overcome them.
- 2) Physical activity. 2 goals and matching actions for each. Identify 3 potential challenges in meeting these goals and how you intend to overcome them.

3) Other health area like mental health, spiritual health, other physical health (sleep, etc.). 2 goals and matching actions for each. Identify 3 potential challenges in meeting these goals and how you intend to overcome them.

B. Example of a nutrition goal. “By the end of the summer, I will significantly increase my fiber intake. I plan on increasing my fiber intake by . . .”

C. **Grocery Shopping Assignment (110 possible points).** Undergraduate students will work in groups of 4 or 5 and grad students will work in pairs (or alone if they wish). Students who work together will complete a written evaluation on each other. The project will receive one grade, **but individual grades may be lowered depending on level of contribution, cooperativeness, availability, etc.** Prepare a professional, quality, detailed report, with accompanying graphs, tables, etc. Provide your own insights and analysis. The paper should be typed, double-spaced, written in 12-pitch font, have a table of contents, and have an attractive cover. The paper should be have an attractive cover, be printed on an inkjet or laser printer, and be professionally bound (no three ring binders) at the copy center. The writing, formatting, and referencing guidelines of the American Psychological Association (APA) must be used. The paper should be about 20 double spaced pages, not including appendices, charts, graphs, etc. **Each grad student will be assigned an undergraduate group to provide technical assistance for their project (layout, formatting, APA, etc.).**

1. Visit 2 local supermarkets (Publix, Food Lion, Hitchcock’s, Albertson’s Sweetbay, etc.). Describe each local supermarket in detail (location, demographic served, layout, cleanliness, services, etc.) and provide some background information on the company. Give your own impression of the local store. Take pictures of the outside. You should also take **discreet** pictures of yourself in the store.
2. Find an example of the terms or examples below. Describe each example in detail (brand name, prices, location in the store, etc.). Provide a photo of each and wrap text around the photo.
 - a. Layered merchandising
 - b. Special displays (of non-sale items)
 - c. Possible loss leader
 - d. Continuity offer
 - e. Devices designed to lengthen time spent in store, thus increasing sales
 - f. Sale prices used to call attention to higher profit impulse buys
 - g. Shelf talkers
3. Prepare a list of 30 common grocery items (include foods from the major food groups as well as beverages). There should be 5 items from the organic foods section of the supermarket. Compare prices for these in three stores. What does the total bill in each store for the 30 items tell you about supermarket pricing?
4. Get a sales flyer from each supermarket and select three items to research. Find the items and note the price. Compare with other brands (especially generic/store brands) and decide if the coupon savings are:
 - a. Real and significant
 - b. Insignificant
 - c. An illusion
5. Select 5 brand name non-food items. Compare these prices with two other stores that are not supermarkets (Wal-Mart, CVS, Walgreens, Target, etc.). Give a brief company history and background description of these stores. What can you conclude from your comparisons? Note: If you chose health food stores, you may use the same stores for this part. Examples of these items include:
 - a. Baby items (diapers, lotion, powder, etc.)
 - b. Toiletries (shampoo, toothpaste, lotion, deodorant, soap, hair spray, etc.)
 - c. Wt. loss products
 - d. Feminine hygiene products
 - e. Condoms
 - f. Detergent
 - g. Aspirin, etc.
 - h. Vitamin/ mineral, herbal supplements, fiber supplements, etc.

6. Talked to several shoppers as to why they shop at these stores.
 7. Personal insights. Each group member gives a summary paragraph of their experience with the assignment.

TARGET GROUPS

College females in dorm	College males in apartment	Family with baby
Family with school-aged children	Divorced man (over 35)	Elderly female
Young couple (no children)	Elderly male	Single mom on low budget
Hispanic family	African American family	

GRADING POINTS

Course Point 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	350-467.49=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

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	

UF's grading policy can be found at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

TENTATIVE CLASS SCHEDULE

NA=Nutrition Annuals; OA=Online Articles

Week 1 May 10-13		
Readings NA 1-9; 38-40	Review on your own the basic nutrition PPT handouts on Dietary Guidelines; MyPyramid; Nutrients at a Glance Lectures May 10—Course Overview; Food Habits; May 11—Vegetarianism; Group assignment May 12—Food Labels; Food Safety May 13—Grocery Shopping	Due Dates Assignment 1 due 5/13/11 by 12:30 pm
Week 2 May 16-20		
Readings NA 41-49	Lectures May 16—Nutrition Education Principles; Health Literacy May 17—Cultural Competence May 18—Culture and Food; Special Populations; May 19— Exam 1 May 20— Group Planning Day/Field Trip ; Religion and Food	Shopping list due 5/16/11
Week 3 May 23-27		
Readings NA 10-16	Lectures May 23—African American; Hispanic American May 24—Asian American; Pacific Islander; American Indian May 25—Pregnancy May 26—Breastfeeding May 27— Group Planning Day/Field Trip ; Infants	

Week 4 May 30-June 3		
Readings NA 17-23	Lectures May 30—Toddlers and Preschoolers; School-aged Children May 31— Memorial Day (no class) June 1—Childhood Obesity; Adolescents June 2—Adults June 3— Exam 2	Exam 2 6/3/11
Week 5 June 6-10		
Readings NA 24-27	Lectures June 6—Elderly June 7—Heart Disease; Hypertension June 8—Diabetes June 9—Obesity; Weight Management June 10— Group Planning Day ; Cancer	Last day for graduate students to provide technical feedback on project 6/6/11 Supermarket assignment Due 6/9/11
Week 6 June 13-17		
Readings NA 28-30	Lectures June 13—Eating Disorders June 14—Exercise June 15—Counseling for Behavior Change June 16— Exam 3	Exam 3 6/16/11

HOW TO IMPROVE YOUR GRADE AND UNDERSTANDING OF THE COURSE MATERIAL

- A. Read and study class materials every day. If you stay current in your studies, you will improve your chances of success in this course. 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.
- B. Take notes about the articles. Put your notes on a note card (1 card per article).
- C. 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.
- D. 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.