

## **NUTRITION EDUCATION & COMMUNICATION (11:709:442) – 3 Credits**

### **Spring 2023**

**Instructor:**

Nurgul Fitzgerald, PhD, MS, RDN

Associate Professor

Office: Davison Hall, Room 229B

Phone: 848-932-0981

[nurgul.fitzgerald@rutgers.edu](mailto:nurgul.fitzgerald@rutgers.edu)

**Office hours:** 12:00 to 1:00 pm on Mondays & Thursdays

**Schedule:** Monday & Thursday 10:20 - 11:40 am. **Location:** Ruth Adams Building, Room 206

**Course Description:**

Exploration and application of behavior change theories and models; communication, education, and evaluation strategies for evidence-based nutrition education in diverse settings and populations. Critical review and interpretation of evidence-based nutrition literature for lay audiences.

Course website (2023SP - Nutr Education & Communication – 11:709:442) is located on Canvas (<http://rutgers.instructure.com>).

**Prerequisites:** 11:709:345 Life Span Nutrition and 11:709:441 Community Nutrition; open to seniors only.

**Textbook:** Beto, J, Hollie, B. Nutrition Counseling and Education Skills: A Practical Guide. Eight ed. New York, NY: Wolters Kluwer; 2023. The previous (7<sup>th</sup>) edition of this book can also be used and is available through Rutgers Libraries (in Change Science Library reserves and as an e-book). Please note the author names are in reverse order in the previous edition of this book.

**Course Objectives:**

Upon completion of this course, the students will be able to:

1. Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
2. Demonstrate effective oral and written communication skills including the use of current information technologies.
3. Develop and implement an evidence-based nutrition education intervention for a target population.

**Core Knowledge for the RDN (KRDN) – Standards for the Didactic Programs in Dietetics:**

Rutgers University Department of Nutritional Sciences undergraduate Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND). The following ACEND-required Core Knowledge aptitudes are included in the curriculum of this course:

KRDN 1.1: Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions (i.e., Science Translation assignment, Nutrition Education Intervention Project).

**KRDN 1.3\*:** Apply critical thinking skills (i.e., Nutrition Education Intervention Project, Science Translation assignment).

**KRDN 2.1\*:** Demonstrate effective and professional oral and written communication and documentation (i.e., Nutrition Education Intervention project, Social Media assignment, Science Translation assignment).

KRDN 2.6: Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion (i.e., intercultural methods of communication lecture assessed by exam).

KRDN 2.7: Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination .

**KRDN 3.2\*:** Develop an educational session or program/educational strategy for a target population (i.e., Nutrition Education Intervention Project [lesson plan development]).

KRDN 3.3: Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups (i.e., Life stage assignment, in-class practice, exam).

KRDN 5.3: Practice how to self-advocate for opportunities in a variety of settings (such as asking for needed support, presenting an elevator pitch) (i.e., Social Media assignment).

KRDN 5.4: Practice resolving differences or dealing with conflict (i.e., symposium/seminar assignment).

**KRDN 5.5\*:** Promote team involvement and recognize the skills of each member (i.e., group project for Nutrition Education Intervention).

**\*Indicates a Student Learning Outcome. If you receive less than 70% on these assessments, you will be required to redo the assignment until you pass (no grade change). If not, you may not receive a Verification Statement required to enter a dietetic internship program.**

#### Assignments and Grading:

<u>Assignments</u>	<u>Points</u>
Science translation assignment	100 points
Life stage assignment	60 points
Nutrition education Intervention	120 points
Social media assignment	30 points
Seminar assignment	40 points
Attendance	80 points
Participation	20 points
Mid-term exam	50 points
<b>TOTAL</b>	<b>500 points</b>

<u>Grading Scale</u>	
450-500	A
425-449.99	B+
400-424.99	B
375-399.99	C+
350-374.99	C
300-349.99	D
0-299.99	F

- The final exam is optional (for a maximum of 25 additional points).

**Attendance and participation:** Timely attendance and participation in all classes are expected and will be graded. Arriving late or leaving early will be counted as absent. You will have 2 absences excused; after that, each absence will lower your total grade by 5 points. In case of an absence because of an event beyond your control, please provide documentation and discuss it with the instructor.

**Late assignments:** For late assignments, 20% will be deducted for each (full or partial) day of delay. Remember that completing a timely and successful submission (e.g., files are uploaded successfully, documents are not corrupted) is your responsibility.

## SCHEDULE OF CLASSES

Tuesday	Thursday	Readings*
	<b>January 19</b> Course overviews & introduction to communication	
<b>January 23</b> Intercultural communication	<b>January 26</b> Intercultural communication and cultural competence	
<b>January 30</b> Evidence-based nutrition communication	<b>February 2</b> Nutrition education fundamentals	
<b>February 6</b> Behavior change theories 1	<b>February 9</b> Behavior change theories 2	
<b>February 13</b> Nutrition education 1 - planning	<b>February 16</b> Nutrition education 2 – learning	
<b>February 20</b> Nutrition education strategies in early childhood	<b>February 23</b> Nutrition education for life stages	
<b>February 27</b> Developing lesson plans	<b>March 2</b> Evaluation strategies	
<b>March 6</b> <b>Mid-term exam</b>	<b>March 9</b> Nutrition education group discussion	
<b>SPRING BREAK!</b>		
<b>March 20</b> Nutrition communication for individuals with low literacy	<b>March 23</b> Nutrition education intervention group practice	
<b>March 27</b> Educational delivery strategies	<b>March 30</b> Social media and branding	
<b>April 3</b> Instructional media	<b>April 6</b> Seminar debate	
<b>April 10</b> Health communication & social marketing	<b>April 13</b> Marketing strategies	
<b>April 17</b> Nutrition education intervention presentations & discussion	<b>April 20</b> Nutrition education intervention presentations & discussion	
<b>April 24</b> Interprofessional education & communication	<b>April 27</b> Health coaching	
<b>May 1</b> Final overview		
<b>FINAL EXAM (OPTIONAL):</b> May .....(TBA)		

\* Additional reading materials will be posted on the Canvas site (in Modules). Textbook chapter numbers may vary in different editions of the textbook.

The schedule may change during the semester. The updates will be posted on the Canvas course site and/or will be announced in class. Please check the Canvas course site before class each week.

**Academic Integrity:**

Violation of academic integrity (e.g., plagiarism) will not be tolerated. Integrity of assignments will be checked through Turnitin. To protect yourself against consequences such as failing the class, suspension, or being expelled, you can learn more about academic integrity at <https://nbprovost.rutgers.edu/academic-integrity-students>.

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unapproved materials or unapproved collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Therefore, every member of the University community bears a responsibility to uphold the highest standards of academic integrity.

**Student Wellness and Success:**

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that help them excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. You can find the resources that can help you succeed and connect with the Rutgers community at [success.rutgers.edu](https://success.rutgers.edu).

*Counseling, ADAP & Psychiatric Services (CAPS):* (848) 932-7884 CAPS provides mental health support services including psychiatric counseling, and assistance with alcohol and other drug-related issues. <http://health.rutgers.edu/>.

*Violence Prevention & Victim Assistance (VPVA):* (848) 932-1181 [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/). VPVA provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking.

*Disability Services (ODS):* (848) 445-6800 <https://ods.rutgers.edu/>. To receive consideration for reasonable accommodations, a student with a disability must contact the ODS at the campus, where the student is enrolled, and follow the procedures (see <https://ods.rutgers.edu/students/documentation-guidelines>). The student should discuss the accommodations with the course instructor as soon as possible.

*Do Something To Help – Share A Concern:* <http://health.rutgers.edu/do-something-to-help/>  
For concerns about dangerous drugs, disruptive or aggressive behaviors or people who might be a threat to themselves or others.

*Rutgers Food Pantry:* If you do not have enough food, there is a food pantry on College Ave campus that is exclusively for Rutgers students. <http://ruoffcampus.rutgers.edu/food/>

## **DIVERSITY, EQUITY & INCLUSION**

It is my intent that students from all diverse backgrounds and perspectives be served well by this course, and that the diversity that students bring to this class be viewed as a resource, strength and benefit.

Diverse voices and life experiences students bring into the classroom enhances the learning process. Because of the range of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member. All students are encouraged to speak up and participate during class. In order to ensure a comfortable environment for all, please do not video or audio record in class.

I will work to have an environment of inclusion which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. I would like to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, ethnicity, culture, gender, socioeconomic status, religion, ability, etc.) To help accomplish this:

- I acknowledge that we are on the traditional homelands of the Lenni Lenape peoples.
- If you have a name or pronouns that you would like me to use, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me.

Like many people, I am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

If you have any suggestions to improve the quality and effectiveness of this course for you or other students, please talk to me. I truly appreciate and encourage your suggestions, and I want to be a resource for your success.

(Source: Adopted from various DEI resources provided by SEBS)