

**16:709:521 Community Nutrition (And Qualitative Research Techniques to Support It)
(3 credits)**

SYLLABUS

**Spring 201X Dr. Debra Palmer Keenan dpalmer@njaes.rutgers.edu;
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123 Bartlett Hall; Tuesdays 12:50-1:45**

REQUIRED TEXT

Qualitative Research Methods for the Social Sciences (7th Edition) by Bruce L. Berg

BEHAVIORAL EXPECTATIONS

Please:

- arrive to class on time
- turn off all pagers and cell phones, blackberries, and other electronic devices before class
- do not hold conversations during class, etc.

SAKAI

Course grades and various materials needed for the course will be posted at: sakai.rutgers.edu.

CLASS CANCELLATION

In the unlikely event that a class is cancelled (e.g., inclement weather), Dr. Palmer will post a message at the course's Sakai website.

COURSE AIM

This course introduces students to the principles of effectively teaching nutrition in the community; community nutrition programs offered through USDA, the CDC and the private sector; Federal Nutrition Policies (including the Dietary Guidelines, the Farm Bill and Child Nutrition Reauthorization); and, a hands-on range of qualitative research methods that support research-based education for a wide variety of age and culturally diverse communities. Qualitative research techniques used to develop and perform process evaluation for these programs that will be covered in this class include: individual and focus group interviewing, photo-voice, and community (participatory) action research approaches. Emphasis is placed on the strengths and weaknesses associated with qualitative research; the critical analysis of the various research techniques discussed; the integration and overlapping use of multiple strategies and techniques; how qualitative data is appropriately analyzed and reported; and, how qualitative findings are used to support Community Nutrition programming.

COURSE OBJECTIVES

Upon completion of the course, the student will be able to:

- A. Explain the practical and theoretical underpinnings of effective community nutrition endeavors.
- B. Describe the nation's foremost community nutrition programs and the legislature that supports them and the nutrition education they offer.
- C. Identify areas of inquiry for which qualitative research is appropriate for the support of community nutrition programs and justify the use of qualitative rather than quantitative methodologies with regard to particular inquiries.
- D. Demonstrate an understanding of social, ethical and cultural issues in community nutrition and how these must be incorporated the research that supports it.

- E. Explain the qualitative research methods covered and their application in community nutrition.
- F. Prepare and present a critical analysis of a qualitative research plan that meets the criteria for a specific type of qualitative inquiry, from conception through dissemination of research results.

GRADING

- 10% Attendance (no absences are excused)
- 40% Assignments
- 20% Research Experiences
- 15% Research Project and Write-up
- 15% Final Exam

COURSE CONTENT

Week 1	<p>Course Introduction</p> <p>Course Introduction Community Nutrition/ Purpose of Community Nutrition Research</p> <p>Research Opportunities What is Qualitative Research?</p>
Week 2	<p>Qualitative and Quantitative Approaches to Research</p> <ul style="list-style-type: none"> • Why/when to use qualitative methods • How qualitative and quantitative approaches support research strategies • Experimental vs. quasi-experimental research designs • Ethical Issues • Social and cultural issues in research <p>Designing Qualitative Research</p> <ul style="list-style-type: none"> • Literature review • Sampling • Data collection methods
Week 3	<p>Conducting Focus Groups</p> <ul style="list-style-type: none"> • Use of focus group research to support program/materials development and review • How focus groups operate (overview) • Role of the moderator and assistant moderator • Group dynamics, the introduction and ice-breaker • Developing focus group content questions • Focus group reporting for various levels purposes, i.e., levels of rigor

<p>Week 4</p>	<p>Facilitated Learning</p> <p>Interviewing - Qualitative and Quantitative Methods & Dietary Measures</p> <ul style="list-style-type: none"> • Purpose and types of interviews in community nutrition • Existing surveys and measures used in community nutrition studies and triangulation • Developing questions: essential, probing, throw-away • Wording and complexity of interview questions • Duration of interviews • Role of the interviewer: interpersonal dynamics, interviewing techniques • Quantifying and coding qualitative data – when to, when not to
<p>Week 5</p>	<p>Community Nutrition – What and How We Teach</p> <ul style="list-style-type: none"> • Dietary Guidelines for Americans • 2008 Physical Activity Guidelines • Guidelines for adult and youth education • Social and cultural issues in community nutrition, i.e., what, where, how, etc. <p>Writing Community Nutrition Proposals (the annotated version)</p> <ul style="list-style-type: none"> • Where and how to apply • Proposal components
<p>Week 6</p>	<p>Focus Groups (continued)</p> <ul style="list-style-type: none"> • Practice focus group sessions • Review of research using focus groups
<p>Week 7</p>	<p>Analysis of Qualitative Data</p> <ul style="list-style-type: none"> • Levels and units of analysis • Thematic categorization development, grounded theory • Constant comparative method • Q-sorts • Concept maps • Identifying notable quotes
<p>Week 8</p>	<p>Doing Scientific Write-ups of Qualitative Findings</p> <ul style="list-style-type: none"> • Creating focus group write-ups and reports according to level of rigor required • Identify journals that are accepting of qualitative work • Including notable quotes
<p>Week 9</p>	<p>Action Research</p> <ul style="list-style-type: none"> • Use of participatory research • Empowerment of subjects • Developing questions • Role of the researcher • Interpreting results • Examples of how Community Action Research has been used in community nutrition <p>Photovoice Research</p>

	<ul style="list-style-type: none"> • Methods employed • Examples of how photovoice has been used in community nutrition
Week 10	Use of Social Media for the Delivery of Nutrition Education in the Community (Possible Guest Lecture) <ul style="list-style-type: none"> • Websites • Twitter • Facebook • Blogs • Podcasts
Week 11	Significant Policies Supporting Community Nutrition Programs <ul style="list-style-type: none"> • The Farm Bill • Child Nutrition Reauthorization • Healthy, Hungry-Free Kids Act How Policy is Developed
Week 12	Presentation of Final Projects (1/2 the class the recipe project/1/2 class the social media project)
Week 13	Exam Preparation
May 13	Final Exam