16:709:531 Theories, Models, and Concepts in Food and Nutrition (2)  
Fall 2016  
216 Davison Hall  
Tuesday 3-6 PM  

Instructor  
Carol Byrd-Bredbenner, PhD, RDN, FAND  
211 Davison Hall  
848-932-0965  

Email for correspondence related to this course: bredbenner@aesop.rutgers.edu  
Email is the VERY BEST way to contact the course instructor. Please be sure to include a descriptive subject line in every email. Regarding your spam/junk mail filters, etc: Please be certain that you permit the receipt of emails from Rutgers’ addresses! Emails will be answered as quickly as possible; please allow approximately 48 hours for a reply to your email.  

Prerequisites: Nutrition Counseling and Communication (16:709:441) or equivalent  
Community Nutrition (16:709:442) or equivalent  


Course Description: Critical examination of theories, models, and concepts from social & behavioral sciences to increase the understanding of individual and environmental factors affecting food and nutrition issues.  

Course Objectives: After completing this course, students will be able to:  
- describe key theories, models, and concepts used in applied and community nutrition.  
- apply the theories, models, and concepts to applied community nutrition programs and research.  

Basis for Course Grade  
25% Class Participation: Students are expected to attend all classes, do all assigned readings prior to the class for which they are assigned, and actively participate in class discussions. Please arrive to class on time and ready to work.  

30% Course Presentation: Each student will be assigned theories or models to present in class. Presentations should last about 45 minutes with 15 additional minutes for discussion.  
- Presentation Content: The presentation should include (at a minimum) an overview of the theories/models, discussion of the key constructs (also called concepts) in the theories/models, strengths and limitations of the theories/models, examples of how researchers have assessed each construct of the theories/models (including scales [items] with good reliability, preferably related to nutrition), and provide at least 3 examples of application of the theories/models in nutrition programs (one example should be discussed in detail using the journal article identified on the syllabus; one example should be for an obesity prevention program; also try to find an article that addresses the application of the theories/models with a diverse population).
**Article Analysis:** The presentation also should include an analysis of the journal article identified on the syllabus vis-à-vis the theory/model used, its application, measurement, and study findings (with an emphasis on the findings related to the theories/models).

**Handouts:** The presentation should be accompanied by handouts (distributed via email at least 24 hours before class so that class members can print copies for class or by printed copies distributed in class). Handouts should include a) presentation slides; b) a graphic representation of the theories or models; c) glossary for all constructs that comprise the models or theories; d) brief descriptions & reference of 3 studies that used the theories; and e) examples of scales/items used to evaluate constructs from the theories/models (including references for these items).

**References:** In addition to the course text (chapter(s)) on the specific theories/models, at least 3 other references focusing on the theories/models should be cited in the presentation.

**Written portion:** Please visit Wikipedia.org and see what is written about your theories/models. Based on what you discovered in your research for the course presentation, please write an entry for Wikipedia. For example, the entry might discuss the use of the theories/models in nutrition, summarize studies that applied the theories/models, describe how to assess related constructs. The entry should be accompanied by references using the style of Wikipedia. The entry should be about 300 words (not counting the references).

20% **Journal Article Analyses:** Each of the journal articles identified on the syllabus should be analyzed before class using the form posted on Sakai. The article analysis is due at the beginning of the class for which the article was assigned. Bring 2 copies of the analysis—one to hand in at the start of class and one to refer to during the discussion.

25% **Proposal Project:** Students will prepare (4 page maximum, single-spaced, 1-inch margins, 12 pt type, not including references) and present a theory-based proposal for an applied/community nutrition intervention and research project that tests a theory and an intervention. The proposal should include: background and significance, specific aims & rationale (be sure to check to see how your rationale supports the future research section in the chapter[s] focusing on the theory/theories you plan to use), audience, and method, with particular emphasis on how the methods are based on or will test the selected theories/models. A separate page (page 5) should be a logic model for the project (logic model template is on Sakai). Proposals will be presented in class and discussed (20 minute presentation; 10 minute discussion). Proposals will be distributed to class members at least 3 days in advance of the presentation. An electronic and hard copy of the proposal must be turned in to the instructor. Please carefully observe all policies with regard to plagiarism (see http://academicintegrity.rutgers.edu/ for more information); proposals will be checked with software such as Turn It In.

References that may be useful include:

• National Cancer Institute, Health Behavior Constructs: Theory, Measurement, and Research. Available at: cancercontrol.cancer.gov/brp/constructs/
• National Cancer Institute: www.cancer.gov/cancertopics/cancerlibrary/pinkbook/Pink_Book.pdf

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<tr>
<th>Date*</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Stage-based Theories&lt;br&gt;Transtheoretical Model</td>
<td>• Glanz Ch 4 &amp; 7&lt;br&gt;• <strong>Manuscript Analysis</strong>: Fortier, MS et al Self-determination and exercise stages of change: Results form the diabetes aerobic and resistance exercise trial. <em>J Health Psychol</em> 2012; 17:87-99.</td>
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### Presenter Readings:

- Wright, JA et al Validation of 5 stage-of change measures for parental support of healthy eating and activity. JNEB, 2015; 47:134-142.

### Week 3: September 27

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<tr>
<th>Explanatory Theories</th>
<th>Theory of Reasoned Action/Theory of Planned Behavior/Integrated Behavioral Model</th>
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| Health Belief Model & Protection Motivation Theory | • Glanz Ch 5  
| Theory of Reasoned Action | • Glanz Ch 6  
| **Presenter Readings:** | • Branscum P and Sharma M. Comparing the utility of the theory of planned behavior between boys and girls for predicting snack food consumption: implications for practice. *Health Promo Prac.*, 2014; 15:134-140.  
• Riebl, SK et al A systematic literature review and meta-analysis: the theory of planned behaviors’ application to understand and predict nutrition-related behaviors in youth. 2015; 18:160-178.  
• Booth-Butterfield S, Reger B. The message changes belief and the rest is theory: the “1% or less” milk campaign and reasoned action. |
| Week 4: October 4 | Social Cognitive Theory | • Glanz Ch 8 & 9  
**Presenter Readings:**  
• Springer AE et al. Promoting energy-balance behaviors among ethnically diverse adolescents: Overview and baseline findings of the central Texas CATCH middle school project. Health Ed & Behav. 2012;40:559-570.  

| Proposal Project Discussion |  |  
• Visit & review: [www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html](http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html)  

| Week 5: October 11 | Stress & Coping | • Glanz Ch 12  
**Presenter Readings:**  
• [http://www.kon.org/urc/v7/crooks.html](http://www.kon.org/urc/v7/crooks.html)  
• Skinner EA and Edge K Searching for the Structure of Coping: A
| Week 6: October 25 | Implementation, Dissemination, and Diffusion of Public Health Information | • Glanz Ch 16  
• **Manuscript Analysis:** Thurber MD and Fahey JW. Adoption of *Moringa oleifera* to combat under-nutrition viewed through the lens of the “Diffusion of Innovations” theory. *Ecol Food Nutr.* 2009; 48: 212–225  

**Presenter Readings:**  
| Applications/Planning Models | Planning Models for Theory-Based Health Promotion Interventions | • Glanz Ch 18 & 19  

**Presenter Readings:**  
| Week 7: November 1 | **Communication Theories** | **Manuscript Analysis:** Glanz Ch 17

**Presenter Readings:**
- Gillespie AH and Yarbrough P. A conceptual model for communicating nutrition. 1984 Journal of Nutrition Education. 16:168-172

| Campaigns: Social Marketing | **Manuscript Analysis:** Glanz Ch 21
**Manuscript Analysis:** Snow & Benedict


**Presenter Readings:**
- Francis, SL et al A social marketing theory-based diet-education program for women ages 53 to 84 years improved dietary statys. *J Am Diet Assoc*; 2009;2052-2056.
- http://www.orau.gov/cdcynergy/soc2web/default.htm


- Week 7: November 1

- Communication Theories

- Media Studies

- Communication Theory & Media Studies

- Campaigns: Social Marketing
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<td>Week 10: November 29</td>
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**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Please follow the procedures outlined at [https://ods.rutgers.edu/students/registration-form](https://ods.rutgers.edu/students/registration-form). Full policies and procedures are at [https://ods.rutgers.edu/](https://ods.rutgers.edu/)

**ACADEMIC INTEGRITY**

The university's policy on Academic Integrity is available at [http://academicintegrity.rutgers.edu/academic-integrity-policy](http://academicintegrity.rutgers.edu/academic-integrity-policy). The principles of academic integrity require that a 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 impermissible materials or impermissible 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.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

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. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

**STUDENT WELLNESS SERVICES**

Just In Case Web App  [http://codu.co/cee05e](http://codu.co/cee05e)

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)  
(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)
CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)
(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services
(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / https://ods.rutgers.edu/
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Scarlet Listeners
(732) 247-5555 / http://www.scarletlisteners.com/
Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.