



COURSE NAME; NUMBER; SEMESTER; MEETING DAYS, TIMES, AND PLACE.

Nutrition Education & Communication (3 credits)

11:709:442 Spring 2026

Tuesday (online via Zoom) 3:50 – 5:10pm

Thursday (in-person) 3:50 – 5:10pm

IFNH, Room 101 (Cook/Douglass Campus)

CONTACT INFORMATION:

Instructor(s):

Christina Ricardo, EdD, RD, FAND

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Virginia Quick, PhD, RD, FAND

Office Location: Davison Hall, Room 209 (next to DSC building on C/D campus)

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Office Hours: By appointment only

COURSE WEBSITE, RESOURCES AND MATERIALS:

- **Required Book:** Nutrition Education: Linking Research, Theory and Practice, 5th Ed. Contento & Koch, ISBN:9781284299489
- Design Online
- Rutgers Library Resources: Covidence and Endnote
- All class-related documents, grades, emails, and announcements for this class will be posted on our Canvas course website. Students are responsible for regularly checking Canvas for emails, announcements, and schedule changes.

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.

LEARNING OBJECTIVES:

At the end of this course, students will be able to:

1. Understand, design, and deliver nutrition education materials and interventions that are tailored for various individuals and groups
2. Identify appropriate learning theories to embed within nutrition education programs
3. Critically and systematically review and interpret scientific literature for lay audiences
4. Demonstrate effective oral and written communication skills to deliver effective nutrition education interventions based in current literature, including the use of current information technologies.

2022 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 Core Knowledge aptitudes are included within 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., Systematic Literature Search and Mini-Review Project, Infographic Assignment, Nutrition Education Intervention Project).

KRDN 1.3*: Apply critical thinking skills (i.e., **Systematic Literature Search and Mini-Review Project**, Infographic Assignment, Nutrition Education Intervention Project).

KRDN 2.1*: Demonstrate effective and professional oral and written communication and documentation (i.e., Systematic Literature Search and Mini-Review Project, **Infographic Assignment**, Nutrition Education Intervention Project).

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

KRDN 3.3: Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for individuals and groups (i.e., Nutrition Education Intervention Project).

KRDN 5.4: Practice resolving differences or dealing with conflict (i.e., Systematic Literature Search and Mini-Review Project,).

KRDN 5.5*: Promote team involvement and recognize the skills of each member (i.e., **Systematic Literature Search and Mini-Review Project**).

*Bolded text indicates a KRDN benchmark assessment. If you receive less than 70% on any KRDN benchmark assessment, 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 supervised practice program.

PARTICIPATION & ATTENDANCE:

Students are expected to attend and participate in all classes. Arriving late or leaving early will be counted as absent. Each absence will result in a loss of 5 points. Each class where student is not fully engaged in discussions will result in a loss of 5 points. In case of an absence caused by an event beyond your control, provide documentation and discuss it with the instructor. **When the class is on ZOOM cameras must be on.**

ASSIGNMENTS/RESPONSIBILITIES & ASSESSMENT:

All assignments and activities are due on the dates posted on the Rutgers Canvas course site. Please make sure to check the Canvas course site regular for email correspondence and upcoming deadlines.

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

Assignments and Grading:

Assignments	Points	Percent*
Nutrition Education Intervention Project DESIGN Assignments (6@ 25pts = 150 pts) Demonstration & Presentation (150 pts)	300	40%
Systematic Literature Search Project Systematic Lit Search Check Point (50 pts) Sys Lit Search & Mini-Review (150 pts) <i>Excel Data Extraction Table (50 pts)</i> <i>Presentation (100 pts)</i> Infographic Assignment (100 pts) <i>Infographic Outline (25 pts)</i> <i>Infographic (75 pts)</i>	300	40%
Quizzes (5 quizzes @ 20 pts each)	100	15%
Attendance & Participation (5pts/day)	130	5%
TOTAL POINTS	830	100%

Note: If you do not understand or are struggling with any assignments—you must consult the instructor **at least 72 hours (3 days) before the due date.**

**Keep in mind that your grade is weighted: participation, while 130 points, is only 5% of your total grade*

Final Grade Assessment: Final grade determination is based on the following: A ≥90 to 100; B+ ≥85 to <90; B ≥80 to <85; C+ ≥75 to <80; C ≥70 to <75; D ≥60 to <70; F <60.

ABSENCE POLICY

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

AI POLICY

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any class assignments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, and research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this course policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

COURSE SCHEDULE:

Tentative Schedule

Class Meetings	Topics/Readings	Assignments Due
WEEK 1		
Tuesday (Online) Jan 20 th	Course Introduction Syllabus Review Chapter 1: Nutrition Education for Today's Complex World	Introduction to Nutrition Ed Intervention Design Assignments Introduction to the Systematic Lit Search & Infographic Assignments
Thursday Jan 22 nd	Systematic Lit Search, Endnote Overview & Training with Covidence	Watch recorded video "EndNote 101" and download Endnote BEFORE class
WEEK 2		
Tuesday (Online) Jan 27 th	(Finish) Chapter 1: Nutrition Education for Today's Complex World Chapter 2: Overview of Nutrition Education	QUIZ 1: Syllabus, Systematic Review, Endnote, Covidence
Thursday (Online) Jan 29 th	Chapter 3: STEP 1 – DESIGN Decide Behavior	
WEEK 3		
Tuesday (Online) Feb 3 rd	Chapter 4: STEP 2a – DESIGN Exploring Motivating Determinants	QUIZ 2: Ch 1
Thursday Feb 5 th	In-Class Step 1 Work Day Using Covidence Systematic Lit Search Check-in	Step 1: D, Decide Behaviors
WEEK 4		
Tuesday (Online) Feb 10 th	Chapter 5: STEP 2b – DESIGN Exploring Facilitating Determinants	QUIZ 3: Ch 2
Thursday Feb 12 th	In-Class Step 2 Work Day Systematic Lit Search Check-in	Step 2: E, Exploring Determinants
WEEK 5		
Tuesday (Online) Feb 17 th	Chapter 6: STEP 3 – DESIGN Behavior Change Theory	Systematic Literature Search Assignment Checkpoint
Thursday (Online) Feb 19 th	Chapter 6: STEP 3 – DESIGN Behavior Change Theory (Cont.) In-Class Step 3 Work Day	
WEEK 6		
Tuesday (Online) Feb 24 th	Chapter 7: STEP 4 – DESIGN Indicating Educational Objectives	Step 3: S, Select Theory Based Model
Thursday Feb 26 th	In-Class Step 4 Work Day	



WEEK 7		
Tuesday (Online) March 3 rd	Chapter 8: STEP 5a – DESIGN Generating Educational Plans: Enhancing Motivation	Step 4: I, Indicate Objectives
Thursday March 5 th	In-Class Step 5 Work Day	
WEEK 8		
Tuesday (Online) March 10 th	Chapter 9: STEP 5b – DESIGN Generating Educational Plans: Facilitating the Ability	
Thursday March 12 th	In-Class Systematic Lit Search Work Day	Step 5: G, Generate Plans
WEEK 9 (No Classes – Spring Break from March 14 – 22)		
WEEK 10		
Tuesday (Online) March 24 th	Chapter 10: STEP 6 – DESIGN Evaluating Nutrition Education Programs	Infographic Outline
Thursday (Online) March 26 th	Chapter 11: Creating Environmental supports	
WEEK 11		
Tuesday (Online) March 31 st	Chapters 12 & 13: Delivering Nutrition Education in Group Settings & Media Supports	QUIZ 4: Ch 11
Thursday April 2 nd	In-Class Step 6 Work Day	Step 6: N, Nail Down Evaluations
WEEK 12		
Tuesday (Online) April 7 th	**Presentation Practice**	QUIZ 5: Chapters 12 & 13
Thursday April 9 th	Chapter 14: Working with Diverse Audiences <i>Guest Speaker: Susan Stephenson-Martin, MS</i>	
WEEK 13		
Tuesday (Online) April 14 th	Final Workbook/Review/Presentation Work Day **PRESENTATION ORDER DECIDED**	Infographic & Systematic Lit Search (w/ presentation slides) DESIGN Assignments: Updated Steps Due
Thursday April 16 th (in-person)	Systematic Lit Search & Infographic Presentations	
WEEK 14		
Tuesday April 21 st (in-person)	Nutrition Education Intervention Presentations	Nutrition Ed Intervention Slides
Thursday April 23 rd (in-person)	Nutrition Education Intervention Presentations	
WEEK 15		
Tuesday April 28 th (in-person)	Nutrition Education Intervention Presentations	
Thursday April 30 th (in-person)	Nutrition Education Intervention Presentations	LAST CLASS

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

ACADEMIC INTEGRITY

The university's policy on Academic Integrity is available at <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

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / 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://webapps.rutgers.edu/student-ods/forms/registration>.

DoSomething button through Rutgers Dean of Students office:
<http://health.rutgers.edu/do-something-to-help/>

Wellness Coaching through Rutgers HOPE:
<http://health.rutgers.edu/education/hope/wellness-coaching/>

Self-Help Apps found on the Rutgers Student Health website:
<http://health.rutgers.edu/education/self-help/self-help-apps/>

NJ Hopeline - (1-855-654-6735) | **National Suicide Hotline** - (1-800-273-8255)

BASIC NEEDS RESOURCES

Any student who has difficulty affording groceries or accessing sufficient food, or who lacks a safe and stable place to live, is urged to contact the Rutgers Student Food Pantry and/or the Dean of Students (details below). Furthermore, please notify the professor if you are comfortable doing so, as they may be able to provide additional support.

Rutgers Student Food Pantry

848-932-5500 / College Ave Student Center, Room 115 (126 College Ave) / <http://ruoffcampus.rutgers.edu/food/>
Check their website for hours and additional locations. The Rutgers Student Food Pantry is dedicated to helping all Rutgers students in need of food, no questions asked. Students will be provided with groceries that typically last about one week.

Dean of Students Office

848-932-2300 / 88 College Avenue, New Brunswick, NJ 08901 / <https://deanofstudents.rutgers.edu/>
Mon-Fri, 8:30am-5:00pm

The Dean of Students Office at Rutgers University-New Brunswick provides solutions, services, and support to help students navigate Rutgers University. The Office serves as a student support network by providing advocacy, problem resolution, and critical incident intervention for those times when additional assistance is needed. Please call to schedule an appointment to meet with a representative from the Dean's office.