Term Information

Effective Term  Spring 2014

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Students in the Human Nutrition minor are required to take this course. The HN minor was left off the prerequisite in error. This request is to add the option of "or Human Nutrition minor" to the prerequisite list.

What is the rationale for the proposed change(s)?
Students in the Human Nutrition minor are required to take this course.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Students in the Human Nutrition minor will be able to register for the course without instructor permission.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area  Human Nutrition
Fiscal Unit/Academic Org  Human Development & Family Sci - D1251
College/Academic Group  Education & Human Ecology
Level/Career  Undergraduate
Course Number/Catalog  4504
Course Title  Nutrition Education and Behavior Change
Transcript Abbreviation  Nutrition Educ
Course Description  Contemporary theories and models of health education and behavior change related to individuals, groups and communities and applied to field of nutrition. Review of effective communication techniques with individuals and groups.

Semester Credit Hours/Units  Fixed: 3

Offering Information

Length Of Course  14 Week
Flexibly Scheduled Course  Never
Does any section of this course have a distance education component?  No
Grading Basis  Letter Grade
Repeatable  No
Course Components  Lecture
Grade Roster Component  Lecture
Credit Available by Exam  No
Admission Condition Course  No
Off Campus  Never
Campus of Offering  Columbus
Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: 2310 (310), and Human Nutrition major, Medical Dietetics Major, or Human Nutrition minor.

Previous Value

Prereq: 2310 (310), and Human Nutrition or Medical Dietetics Major.

Exclusions

Not open to students with credit for 504.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 51.3101
Subsidy Level Baccalaureate Course
Intended Rank Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• Describe the evolution and scope of nutrition education
• Define nutrition education vs nutrition behavior vs nutrition promotion
• Describe the diverse settings and audiences for nutrition education
• Define the elements (including skills and behaviors) of effective communications with individuals and groups and demonstrate effective practices
• Describe how to provide effective presentations and critical knowledge, skills and behaviors needed to do so
• Define and explain the key constructs of theories/models examined and methods for impacting key constructs
• Explain how key constructs of theories/models examined are measured
• Describe target groups for whom each theory/model would be appropriate
• Compare and contrast key constructs from theories/models discussed
• Discuss empirical evidence in support of each theory and opportunities for future research

Content Topic List

• Scope of nutrition education
• Basic communications skills for working with individuals and groups
• Models of individual nutrition behavior change (Health Belief Model; Transtheoretical Model; Theory of Reasoned Action/Planned Behavior/Integrated Behavior Model)
• Models of interpersonal nutrition behavior change (Social Cognitive Theory; Social Networking; Stress, Coping and Health Behavior)
• Community and group models of health behavior change (Organization and Community Building; Organizational Change; Diffusion of Innovations)

Attachments

• HN 4504, Miller Spring 2013.pdf: syllabus
  (Syllabus. Owner: Odum,Sarah A.)
Comments

Workflow Information

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<thead>
<tr>
<th>Status</th>
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<td>11/06/2013 12:53 PM</td>
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<tr>
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<td>Buckworth, Janet</td>
<td>11/06/2013 03:06 PM</td>
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<td>Achterberg, Cheryl L. Warnick, Bryan R. Odum, Sarah A. Zircher, Andrew Paul</td>
<td>11/06/2013 03:06 PM</td>
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The Ohio State University
College of Education and Human Ecology
Human Nutrition 4504
Nutrition Education and Behavior Change

Class time: Tu/Th 12:20 – 1:35 pm, 200 Campbell Hall

Instructor: Carla Miller, Ph.D., R.D.
347B Campbell Hall
292-1391
E-mail address: miller.4453@osu.edu
Office Hours: Friday 10:30 – 11:30 am

Graduate Teaching Assistant: Lindsey Bartkowski
E-mail address: bartkowski.4@osu.edu

Purpose of Course: To increase student's knowledge and skill in the education and counseling of the chosen target audience and principles of nutrition-related behavioral change to promote the adoption and maintenance of a healthful diet among individuals and groups. Principles from human behavior, including psychology, sociology and anthropology, are core components of the course. The course is required for students pursuing the Registered Dietitian credential.

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

1. Explain key principles of adult learning;
2. Demonstrate counseling techniques to facilitate behavioral change;
3. Explain key concepts and principles in selected theories of behavioral change and compare and contrast the strengths and weaknesses of different theories;
4. Develop effective nutrition-related goals, implementation intentions, and self-efficacy beliefs to facilitate behavioral change;
5. Determine how to create a needs assessment to identify the learning needs of the target audience;
6. Apply behavior change strategies to program development and evaluation;
7. Use behavior change strategies in your own life;
8. Demonstrate an appreciation of cultural diversity in planning and implementing nutrition programs for diverse populations.

Required Textbook:
Required Readings:
Relevant articles will be placed on the Carmen web site as assigned readings for the course. Please read the articles assigned for each class period prior to class and be prepared to discuss each article during class.

Class Assignments:
1. Behavior Change Interview – Due Jan. 24
   Interview one person who has purposefully changed his/her dietary behavior and made significant changes in eating habits (eg, reduced dietary fat intake, weight reduction diet, reduced sodium intake, etc.). The person should be practicing the change currently, not planning to change their diet in the future or changed their diet in the distant past. The interview can be conducted either in person or over the telephone. Address the following questions:
   - What behavior(s) is the person trying to change?
   - What is the long-term goal?
   - Identify the reason(s) for the behavior change (What prompted the individual to change his/her diet?)
   - Why is it important to make this change?
   - Identify the changes made in food shopping, selection, or preparation practices. Be specific about the changes made.
   - Identify the benefits of changing behavior for that individual.
   - Identify the barriers to changing behavior for that individual. (What makes it difficult to change his/her diet?)
   - Identify the changes the person would still like to make in his/her eating habits.
   - Identify the circumstances that would need to occur for the person to make further changes in his/her diet.

   Probe the individual for the specific changes made and reason(s) for doing so. Turn in a typed description of your findings (2-3 pages). The description should be in narrative form rather than as a series of questions and answers. We will discuss your findings in class.

2. Goal Setting Assignment – Due March 5
   Think about the person you interviewed for assignment #1 above. Recall their “story” and the behavior they are trying to achieve. Develop 3 behavioral goals, based on goal setting theory and implementation intentions, which this person could use to facilitate goal attainment. In other words, if you were counseling this individual:
   - What specific goals / intentions could be set to facilitate goal attainment?
   - What preparation steps would the individual need to consider to be successful?
   - Include all of the necessary components for effective goals
Briefly, summarize the individual's story. Create a written action plan tailored to this individual. Turn in your typed plan.

3. **Individual Behavior Change Assignments**
   Identify a single behavior that you would like to improve upon. It may be something you want to start doing, do more often, or quit doing. It doesn't have to be nutrition related but it should be related to a healthy lifestyle. Once you choose a behavior, use it throughout the course for each of the following short essay assignments. Type your responses for each assignment. There are no page requirements.

   A. **Individual Behavior assignment #1: Due Jan. 15**
      - Describe the behavior and why you want to change it.
      - Think of the immediate benefits and long-term benefits that will either directly or indirectly result from the change.
      - How will life be better once you make this change?
      - What barriers exist which have prevented you from making the change previously?
      - How important is it to make this change?
      - Set a specific goal for making the change.

   B. **Individual Behavior assignment #2: Due April 11**
      - Summarize the results of this change effort.
      - Did you achieve your goal?
      - How would you rate your progress?
      - What health behavior model and constructs would you apply to this experience?
      - What changes would you make in your approach or will make in the future to facilitate even greater success?

4. **Program Development Assignment: Due April 4**
   You will be given a scenario regarding the development of a nutrition education program to change nutrition-related behaviors for a specific audience. You will need to develop the general and specific educational objectives, state the learning domain, and identify the theory-based education activities, experiences or content for each objective. Complete the matrix provided on Carmen and type all responses.

5. **Course Exams**
   Three exams will be given during the course which will cover all material discussed in class and the assigned readings. Exams will consist of true/false questions and multiple choice questions.

**Point Allocation:**
Behavior Change Interview: 15 points
Goal setting assignment: 25 points
Individual behavior change assignments (10 points each)  20 points
Program development assignment             30 points
Exam 1                                         40 points
Exams 2 and 3 (50 points each)               100 points
TOTAL POINTS                  230 points

Grading Scale:
The following scale will be used in determining letter grades out of the total possible points.

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<thead>
<tr>
<th>Grade % (Points)</th>
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<td>B 83-86%</td>
<td>C 73-76%</td>
<td>D 60-66%</td>
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<td>A- 90-92</td>
<td>B- 80-82</td>
<td>C- 70-72</td>
<td>E 59 or less</td>
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<td>B+ 87-89</td>
<td>C+ 77-79</td>
<td>D+ 67-69</td>
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Policy for Late Assignments and Missed Exams:
It is important to meet due dates to meet established goals (a component of behavior change) and to review and grade all assignments in a timely fashion. Assignments are due at the beginning of class on the date specified. Late assignments will be penalized by the deduction of 20% of the points per calendar day that the assignment is late. This includes weekend and week days. Assignments will not be accepted via e-mail. A hard copy is required for grading.

All students will be expected to take exams on the dates designated. No make-up exams will be given unless serious illness or very unusual circumstances (documented to the instructor in writing) prevents a student from being present at a regularly scheduled exam. Students must notify the instructor and TA prior to the exam if they will be unable to take a scheduled exam and to make appropriate arrangements. Contact the TA to schedule a make-up exam.

Policy for Student Conduct and Participation:
Effective learning requires reading, reflecting on what we’ve read, personalizing the material, writing about it, and sharing our ideas with others who also have some understanding of the material. We will include several discussion sessions about various course topics. Please read the corresponding material about the assigned topic prior to class and be prepared to discuss the reading material. Application of the topic to current events in nutrition also is appropriate. Please allow everyone to share their opinion with careful thought. As always, we will show respect to each other even when we disagree.

Academic Integrity:
Students are expected to complete all course work independently. The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct
include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report our suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

**Grievances and Solving Problems:**
According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

**Students with Disabilities:**
Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/.

**Diversity:**
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Recording Lectures or Classroom Activities**
Students who wish to record their classes must first obtain written permission of the instructor. Otherwise, such recording constitutes a violation of the Code of Student Conduct. Furthermore, recorded lectures cannot be distributed, sold or exchanged without the written consent of the professor.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan 8</td>
<td>Course overview; Introductions; Assignments; What is nutrition education?</td>
<td>Chapter 1</td>
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<td>Jan 10</td>
<td>The challenge of changing health behaviors</td>
<td>Chapter 2; Hochbaum, 1981</td>
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<td>Jan 15</td>
<td>Is nutrition education effective?</td>
<td>Chapter 1; DPP Research Group, 2002; Premier Research Group, 2003</td>
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<td><strong>Behavior Change Assignment #1 due</strong></td>
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<td>Theory of Meaningful Learning: How adults learn</td>
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<td>Jan 22</td>
<td>Application of learning principles</td>
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<td>Jan 24</td>
<td>General philosophies about education/counseling</td>
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<td><strong>Individual Interview due</strong></td>
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<td>Jan 31</td>
<td>Motivational interviewing: Skill building</td>
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<td>Feb 5</td>
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<td>Why use theories for health promotion?</td>
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<td>Transtheoretical Model: Stages of Change</td>
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<td>Social Cognitive Theory: Environmental influences</td>
<td>Chapter 5 pages 95-102</td>
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<td>Feb 21</td>
<td>Health Action Process Approach: Enhancing self-efficacy</td>
<td>Chapter 5 pages 102-106; Schwarzer, 1999</td>
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<td>Feb 26</td>
<td>Goal Setting Theory: Setting effective SMART goals</td>
<td>Shilts et al., 2004</td>
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<td>Feb 28</td>
<td>Implementation intentions: Specifying when, where and how goals</td>
<td>DeWalt et al., 2009; Luszczynska et al., 2007</td>
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<td>Mar 5</td>
<td>Developing problem solving skills</td>
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<td>Mar 12/14</td>
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<td>Program / needs assessment</td>
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<td>Apr 9</td>
<td>Four types of evaluations</td>
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<td>Working with lower literacy clients: print material</td>
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