

GEORGE MASON UNIVERSITY
College of Health and Human Services
Department of Global and Community Health

Course Number: GCH 420 (3:3:0)

Course Title: Strategies for Nutrition Education

Faculty: Constance Gewa, PhD., MPH
cgewa@gmu.edu
Phone: 703-993-2173
Office: Robinson B 428

Class Time: Thursdays: 7:20 pm – 10:00 pm
Robinson Hall A105

Office Hours: TBA

Course Description: This course examines methods and techniques for educating individuals and population groups about nutrition. It addresses nutrition education issues from a variety of populations with respect to culture, age, religion, and specific disease states.

Course Objectives:

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

- Develop strategies to educate individuals and groups about nutrition.
- Describe different nutrition education techniques with respect to specific population groups.
- Examine adherence issues related to nutrition education.

Placement in Curriculum: Requirement for Nutrition Certificate or Elective in other Program(s).

Rationale: To provide a requirement for the nutrition certificate program.

Prerequisite: GCH 295 or permission of instructor.

Course materials:

Basic Nutrition Counseling Skill Development. (2002) Kathleen Bauer and Carol Sokolik. Wadsworth/Thomson Learning.

**Required supplemental readings will be assigned as appropriate

Videos

Teaching Strategies: Discussion, readings, develop teaching plan, community teaching projects, web page design, journal of experiences

Academic Honesty

George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism (<http://www.gmu.edu/facstaff/handbook/aD.html>). If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

Students with Disabilities

If you are a student with a disability and you need academic accommodations, please see contact the Disability Resource Center (DRC) at 993-2474. The student is advised to work with the DRC to identify appropriate accommodations and communicate those with the professor.

Assessment

You can earn a total of 600 points in this class. Your grade will be based on 5 projects (550 points) and 2 quizzes (25 points each) as detailed in the schedule below.

PROJECTS:

Project #1: Web Assignments

This assignment is in two parts

Part 1: You will receive a list of internet nutrition and physical fitness resources to review. Which of these sites do you feel are the most valuable education tools? Why or why not? Briefly explain in no more than one page **(25 points)**.

Part 2: Do a web search to find educational websites that teach something related to nutrition. Describe 3 sites and critique them for presentation and content. No more than one page **(25 points)**. Parts 1 and 2 are due on **February 28th**.

Project #2:

Develop a webpage to teach one aspect related to nutrition.

This project will teach you how to reach a much larger audience via the internet. You will work independently on this project. You will be expected to design a simple web page that we can post on the College of Nursing and Health Science website. Note that I expect you only to develop a page that is suitable to your experience in web design. For example, if you have already done a web page you may want to try to incorporate a higher level of graphics or animation. If you have never done such a page, then you are only expected to create one page with information and a few links to other resources.

The first thing you need to do is to pick a nutrition topic that interests you, and an audience. Try to be specific so you can be more informative in your website. Here are some examples:

- Breastfeeding and nutrition.
- How to beat the “Freshman 15.”
- Cardiovascular health and nutrition.
- Phytochemicals and nutrition.
- How to prevent the “middle age spread”.

Do a web search on nutrition to find some sites that interest you. This will also give you some ideas on what you want to do for your web-page. We may request assistance from the GMU Student Technology Assistance and Resource Center (STAR) or take one of their training sessions to prepare for this project.

Have your introduction to your topic (topic and target group) on February 7th and a revised write-up including all contents by March 6th. Turn in your web address to me by April 3rd. The maximum number of points for the project is 100.

Project #3: Health Expo [March 26-March 27]

For this project you will design a nutrition education/awareness tools and materials to be exhibited at the Health Expo to be held at the Dewberry Hall on 03/36 – 03/27. You will work in 4 groups. Your topics should focus on ways to improve nutrition behavior and practice within the university population groups: students, faculty and staff. They can vary from topics on how to use existing nutrition resources, provide information on current nutrition topics of interest, etc.

Assignment:

Identify target group, topic and design exhibit.

Participate at the GMU Fairfax Health Expo

Write a 2 page paper essay about something you learned on your subject and how affects your target group and your experience in doing this project. This will be presented in class by group representatives. Essay to be handed in after a brief presentation. The paper will be due in class on **April 10th. The maximum number of points for the project is 150.**

Project #4:

Child or Adolescent Obesity Prevention Project

This project is based on our visit to the FCPS nutrition services. You may also need to work with a school food service director, nurse, physical education or health teacher (contact person to be named by school authorities) and get a better understanding of the obesity prevention programs within their schools. After reviewing the program elements according to the “Guidelines for Childhood Obesity Prevention Program: Promoting Healthy Weight in Children” developed by the Society for Nutrition Education,¹ you will write a 2-3 page report a proposal to improve the obesity prevention program within Fairfax county public schools. Please include your target group, needs analysis, objectives and strategies and evaluation methods within the report. This should be a simple and realistic intervention. This report is due in class on April 24th. **You will receive up to 50 points for this report.**

Project #5:

Independent teaching project.

For this project you will pair up with another student and develop a lesson plan to teach nutrition material to an audience of your choice. Your job is to not only create the curriculum, but to find an audience. There are many audiences that are in need of nutrition education in the area. They include assisted living centers, nursing homes, Head Start classes, middle schools and elementary schools, the athletic department at GMU, health fairs, etc. If you have trouble finding a specific audience, please come and see me. It is important to identify your audience as soon as possible so that you can plan your materials and the organization can make time for you to come.

Once you have found an audience in need of nutrition education and set up a time to go and teach, then find out specifically what the audience needs. Is this a group of elderly individuals who are concerned about osteoporosis? Or a group of children who need to understand the importance of fruits and vegetables? Or a group of food service staff who need to learn more about preparing healthy meals for their patients/clients? Design a class in which you will spend a minimum of 30 minutes talking and/or interacting about nutrition. Make sure that you include some kind of assessment tool to ensure that your audience learned something. These can include quizzes and games. Also make up an evaluation form for your audience to fill out to critique your presentation. We will review some of the important factors to consider in conducting nutrition education sessions for groups in class.

¹ Guidelines for Childhood Obesity Prevention Program: Promoting Healthy Weight in Children. Journal of Nutrition Education and Behavior. 2003; 35: 1-4

For the assignment, turn in a one page description of your audience and your plans on February 28th. Turn in your curriculum materials including your assessment tool, and a copy of your evaluation tool as well on April 3rd. By April 24th write up how the experience went and discuss how you might improve if you were to do this again. What went well? What were some of the comments on your evaluations? Be prepared to present what you learned in class.

There is no specific deadline for this assignment, but it must be completed and presented to the class by April 24th so you can present what you did in class. This project is worth 200 points.

Assignments must be submitted on time. Five points will be deducted every day an assignment is submitted late (includes weekends). Assignments will be graded and returned to student and/or placed on WebCT within 1 week (this turnaround time does not apply to late assignments).

Schedule: Please note this is subject to change.

January 24th

Go over syllabus.

Review of Nutrition.

Introduction to Nutrition Education.

Introduce needs analysis

Read: Chapters 1, 2

January 31st

Needs analysis

Nutrition assessment tools

Discuss "Preparing to meet your client"

Homework: Web page topic introduction, problem and target group

Read: Chapters 1, 2, 4

February 7th

Theories and models in nutrition behavior research

Due: Project 2 (webpage) topics and target group

February 14th

Discuss webpage topic

Introduce audience segmentation

Group exercise on audiences and theories: based on problems presented in class.

Read: Chapter 3

February 21st

Nutrition education approaches: Traditional and non-traditional

Counseling skills

Due: Project 5 (Independent teaching) target group and topic due

Read: Chapter 4

February 28th

Implementation

Role play on counseling interview and class evaluation

Due: Project 1 (Selected websites) assignment

March 6th

Mid-Term Exam (First hour)

Second hour: Discuss experience of projects 1 and 2

Due: Revised introduction and list of resources and links for project 2

Read: Chapter 4.

March 13th

NO CLASS! SPRING BREAK!

March 20th

Webpage development instruction

Due: Project 1 and discuss experience; Project 2

Homework: Begin work in webpage construction

Read: Chapters 4, 5 and 6

March 27th

Planning a nutrition education session

Lesson plans and Successful presentations

Evaluations of education tools, approach and presentations

Discuss Chapters 4, 5, 6, 8

Read: Chapter 7

April 3rd

Visit FCPS nutrition services at 1.00pm.

Homework: Begin work on Project 5 (School-based project)

Due: Web page address-completion of project #3

Independent teaching curriculum materials & evaluation tool for project #5

April 10th

First hour: Review Health expo & Health Expo presentations (10-15 minutes)

Second hour: Discuss physical activity (Chapter 7)

Due: Health Expo Report

April 17th

Work on independent teaching projects

April 24th

1st hour: Dining services presentation

2nd hour: Class presentations on project #5

Due: Project #4 report on FCPS nutrition services

Read:

“Positive deviant behavior and nutrition education” Berggren WL & Wray JD, Food and Nutrition Bulletin, 23 (4 suppl): 7-8.

“The positive deviance approach: challenges and opportunities for the future” Lapping K et al, Food and Nutrition Bulletin, 23 (4 suppl): 128-135.

May 1st

First Hour: Class presentations on project #5

International nutrition education programs: Hearth Video and “Freedom from Hunger”

May 5th (Monday)

Due: Final write-up on Project#5

May 8th

Final Exam (7.30pm – 10.15pm)

COURSE POLICIES AND COMMUNICATION

Because oral and written communication skills are critical to your professional development, I will evaluate your work not only on content, but also on spelling, punctuation, and grammar. You are strongly encouraged to use spell and grammar checks, to seek assistance from the writing tutors at the University's Writing Center and to ask for peer reviews of your work prior to submission.

CELL PHONES, PAGERS, AND MISCELLANEOUS COURTESIES

If you bring a cell phone or pager with you to class, please turn it off or put it on vibrate if possible, as the ringing can disrupt class activities. We will all appreciate this courtesy.

LAPTOP COMPUTERS

Students are welcome to use laptops to take notes in the class during lectures, but not for any other activities, such as surfing the web, emailing, or working on assignments for other classes.

ACCESS TO STUDENT WORK

Copies of your work in this course including copies of any submitted papers may be kept on file for institutional research, assessment and accreditation purposes. All work used for these purposes will be submitted anonymously.

OTHER CONCERNS

If you have concerns or issues relating to the content or conduct of the class, please come see me and talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

E-mail Accounts: Please remember that due to the new privacy policies at the university, we shall be sending all e-correspondence to your GMU accounts.

OTHER RELEVANT CAMPUS AND ACADEMIC RESOURCES

Counseling Center

Student Union 1 (SUB 1), Rm. 364; 993-2380

SUB 1, Rm. 345; 993-2700

Student Technology Assistance and Resources (STAR) Center

Johnson Center 229; 993-8990

Writing Center

Robinson A116; 993-1200