I. **Course Description:**
This course teaches the future nutrition professional the art and science of communicating with individuals, groups, and the public. NUTR 630 emphasizes the development of strong communication skills while being mindful of cultural differences and health literacy level. Over the course of the semester, students will practice counseling individuals, participating in social media, engaging the mass media and enhancing cultural awareness. Prerequisites: NUTR 240 (or equivalent courses) and senior status.

II. **Instructor:** Janice K. Sommers, MPH
Office: 2004 MHRC
Office Hours: By Appointment Monday through Thursday
Telephone: 843-5245
Email: Janice_Sommers@unc.edu

**Guest Instructors:**
Carmen Samuel-Hodge, PhD, MS, RD [Facilitating Behavior Change]
Amanda S. Holliday, MS, RD, LDN [Dietary Assessment]

III. **Textbooks/Readings/Additional Material**

**Required Texts/Resources:**
- For articles from the Journal of the Academy of Nutrition and Dietetics that were published after January 1993 and are not included on sakai, please visit the Health Sciences Library Electronic Journal Database to access these readings.

**Resource Texts:**
IV. Foundation Knowledge and Skills

Knowledge:

KRD 2.1 The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Note: Students must be able to demonstrate effective and professional oral and written communication and documentation.)

KRD 2.2 The curriculum must provide principles and techniques of effective counseling methods. (Note: Students must be able to demonstrate counseling techniques to facilitate behavior change.)

KRD 2.3 The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

KRD 3.3 The curriculum must include education and behavior change theories and techniques. (Note: Students must be able to develop an educational session or program/educational strategy for a target population.)

Skills:

CRD 2.4 Use effective education and counseling skills to facilitate behavior change

CRD 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats (Note: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.)

CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends

V. Attendance Policy

This is an upper level undergraduate and graduate student course. Students are:

- Expected to attend class. Points can be deducted for unexcused absences. Please email Janice if you are sick or need to miss class for another reason.
- Responsible for all material and assignments made or discussed in class whether they are in attendance or not.
- Be in class on time with cell phones turned off. It is distracting to your fellow students and to the faculty when you come in late. If you are late, please enter through the door located at the back of the room.
VI. Learning Experiences

A. Class lectures/discussions
   Material will be presented and discussed that will allow students to learn and practice concepts.

B. Assignments
   Written assignments are due throughout the semester. A listing of the assignments and due dates follows; detailed instructions are posted in the assignments section of the course Sakai site.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Food and Culture Case Study</strong> – Students will be required to explore the culture of ONE native born, immigrant, or refugee group that is common in North Carolina and write a paper that discusses food, culture and implications for counseling and communication.</td>
<td>Tuesday, October 14</td>
<td>150</td>
</tr>
<tr>
<td><strong>Nutrition Counseling Session Write-up</strong> – Each student will visit the UNC Clinical Skills and Patient Simulation Center (CSPSC) to counsel a &quot;client&quot; on Friday, October 24 from 9 – 12:00. The counseling session will last 30 minutes and will be recorded for personal reflection and grading. The CSPSC is located in Berryhill Hall at the School of Nursing.</td>
<td>Thursday, October 30</td>
<td>150</td>
</tr>
<tr>
<td><strong>Mass Communication Assignment</strong> – Students will be required to write an opinion piece (Op-Ed) in response to a nutrition-related issue that appeared in the paper. In addition, students will write a blog and Twitter post, and develop questions and talking points for a television news interview which will be used as the basis of an on-camera interview.</td>
<td>November 18</td>
<td>150</td>
</tr>
<tr>
<td><strong>Written Class Preparation Assignments:</strong> there are 10 written class preparation assignments. Assignments should be uploaded to Sakai BEFORE class however you may need access to the assignment during class so bring a copy with you (hard copy or computer file).</td>
<td>Refer to syllabus for due dates</td>
<td>200</td>
</tr>
</tbody>
</table>

**Attendance:** Points can be deducted for unexcused absences. Please email Janice if you are sick or need to miss class for another reason. Weekly 50

**Total Points:** 650
Communication between students and the instructor is essential throughout the semester. Students are encouraged to ask questions of or talk with the instructors during or outside class. Questions and issues raised in email communications may be shared with the class if appropriate.

VII. Evaluation Criteria

Evaluation of student performance in this course will be based on the percent of total accumulated points according to the breakdown below.

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>A+ ≥ 97%</td>
<td>C+ ≥ 77% &lt; 80%</td>
</tr>
<tr>
<td>A  ≥ 93% &lt; 97%</td>
<td>C  ≥ 73% &lt; 77%</td>
</tr>
<tr>
<td>A- ≥ 90% &lt; 93%</td>
<td>C- ≥ 70% &lt; 73%</td>
</tr>
<tr>
<td>B+ ≥ 87% &lt; 90%</td>
<td>D  ≥ 60% &lt; 70%</td>
</tr>
<tr>
<td>B  ≥ 83% &lt; 87%</td>
<td>F  &lt; 60%</td>
</tr>
<tr>
<td>B- ≥ 80% &lt; 83%</td>
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Exam and Grade Policies

- If the due date for an assignment is not good for the class in general, we will consider changing it. However, dates have been selected to allow for timely return of materials.
- Grading guidelines have been provided with assignments so you know what is expected of you. Major assignments will be collected through Sakai but are due no later than the end of the due day (12 midnight, EST) unless otherwise specified. **10% of your grade will be deducted from assignments for each day of unexcused lateness.**
- The **Honor Code** is in effect in this class and all others at the University. We are committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at http://instrument.unc.edu. If you have questions, it is your responsibility to ask us about the Code’s application. All written work and projects must be submitted with a statement that you have complied with the requirements of the Honor Code in all aspects of the submitted work. If work is submitted through Sakai, please click the “Honor Code Button” to indicate that you have abided by the honor code.
VIII. Course Outline

1. Health Literacy and Communication

<table>
<thead>
<tr>
<th>August 19</th>
<th>Introductions and Course Overview</th>
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<tbody>
<tr>
<td></td>
<td><strong>Health Literacy: The Basics</strong></td>
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<tr>
<td></td>
<td><strong>Sakai:</strong> Teaching Patients with Low Literacy Skills by Doak, Doak, &amp; Root (e-Book)</td>
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<tr>
<td></td>
<td>1. Chapter 1: The Literacy Problem</td>
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<table>
<thead>
<tr>
<th>August 21</th>
<th>Health Literacy: Plain Language</th>
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<tbody>
<tr>
<td></td>
<td>PRIOR to class view the YouTube video and answer the questions in the ‘class preparation assignment posted on Sakai with lecture materials (20 pts). Come to class prepared to discuss your thoughts.</td>
</tr>
<tr>
<td></td>
<td><strong>Sakai:</strong> Teaching Patients with Low Literacy Skills by Doak, Doak, &amp; Root (e-Book)</td>
</tr>
<tr>
<td></td>
<td>1. Chapter 1: The Literacy Problem</td>
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</table>

<table>
<thead>
<tr>
<th>August 26</th>
<th>Health Literacy: Written Communication</th>
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<tbody>
<tr>
<td></td>
<td>Holli: Chapter 15</td>
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<tr>
<td></td>
<td><strong>Sakai:</strong> Teaching Patients with Low Literacy Skills by Doak, Doak, &amp; Root (e-Book)</td>
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<tr>
<td></td>
<td>1. Chapter 4: Assessing Suitability of Materials</td>
</tr>
</tbody>
</table>

2. Food and Culture

<table>
<thead>
<tr>
<th>August 28</th>
<th>Food and Culture</th>
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<tbody>
<tr>
<td></td>
<td>Guest Faculty: Peggy Bentley PhD</td>
</tr>
<tr>
<td></td>
<td>Holli: Chapter 9</td>
</tr>
</tbody>
</table>

September 2  **Food-ways Around the World: How People Eat**
Guest Faculty: Susan Wyler MPH, RD, LDN

Sakai:

September 4  **Cultural Humility**
Guest Faculty: Christina Hardy, MPH and Neda Padilla

Holli: Chapter 9

Sakai:

September 9  **Food and Culture in the South**
Panel Discussion @ Mama Dip’s in Carborro  [http://www.mamadips.com/](http://www.mamadips.com/)

DUE: Upload class preparation assignment #2 assignment by 12:00PM

NOTE: If you want to eat lunch at Mama Dip’s before class, Amanda Holliday will meet you there at 11:30 (you need to pay for your own lunch). Class will begin at 12:30; please arrive on time!

September 11  **Communicating through interpreters**

Guest Faculty: TBD

Sakai:
Putsch, RW.  *Cross Cultural Communication: The Special Care of Interpreters in Health Care*; JAMA 254 (23): 3344-3348, 1985
3. Facilitating Behavior Change

**September 16**

**Principles of Motivational Interviewing & Adult Learning**

*Due: Upload class preparation #4 assignment by 12:00PM*

Holli: Chapter 10  
Rosengren: Chapter 2  
Miller & Rollnick: Chapter 3  
Sakai: Adult Learning Principles (resource TBD)

**In Class Activities: Favorite Teacher or Supervisor**

**September 18**

**Using Open-ended Questions, Affirmations, Reflective Listening, and Summaries**

Rosengren: Chapters 3 & 4  
Miller & Rollnick: 5

**In Class Activity: Practice OARS**

**September 23**

**Change Talk**

Rosengren: Chapter 5

**In Class Practice Activity: TBD**

**September 25**

**Working with Resistance and Ambivalence**

Rosengren: Chapters 6 & 8

**In Class Practice Activity: TBD**

**September 30**

**Opening a Session, Information Sharing, and Giving Advice**

Rosengren: Chapters 7 & 9

**In Class Practice Activity: TBD**

**October 2**

**Skills that support Behavior Change – Problem-solving and Goal-setting**

*Due: Upload class preparation #5 assignment by 12:00PM*

**In Class Practice Activity: TBD**
1. Dietary Assessment

**October 7**  
**Obtaining and Assessing Dietary Data, Part 1**

Lee: Chapter 3 (on sakai)

*Sakai:*  

**October 9**  
**Obtaining and Assessing Dietary Data, Part 2**

*DUE: Upload class preparation #6 assignment by 12:00PM*  
Lee: Chapter 3 (on sakai)

*Sakai:*  
MyPlate at: [http://www.myplate.gov](http://www.myplate.gov) (Explore the site)  
Become familiar with Nutrition Calc 3.5 before class.

**October 14**  
**Practice Session: Obtaining and Assessing Dietary Data**

- Practice Session - Collecting and assessing dietary data (bring Exchange Lists, laptops and calculators to class)

**October 14**  
**DUE: Food and Culture Case Study**

**October 16**  
*Fall Break – NO CLASS*

5. Group Education and Facilitation

**October 21**  
**Group Counseling and Education: Planning Learning**

Holli: Chapter 11 and 12

**October 23**  
**Group Counseling and Education: Age-Appropriate Teaching**

Guest Faculty: Jill Brown, MS, DTR, Director of Nutrition Education IFFS

*DUE: Upload class preparation #7 assignment by 12:00PM*  
Holli: Ch 8
October 24 (Friday): Practice facilitating behavior change at the clinical skills lab 9:00 – 12:00

October 28
Group Facilitation
Holli: Ch 13

Sakai:
http://ctb.ku.edu/en/tablecontents/sub_section_main_1154.aspx

In-Class Activity: Practice facilitation technique

October 30
DUE: Nutrition Counseling Experience Write-Up

6. Mass Communication

October 30
DUE: Upload class preparation #8 assignment by 12:00PM
Communication Planning
Guest Faculty: Sheree Vodicka, MA, RDN, LDN, NC State Alliance of YMCAs

Sakai:

November 4
DUE: Upload class preparation #9 assignment by 12:00PM
Framing Nutrition Messages

Sakai:

November 6
Preparing and Delivering Presentations
Holli: Chapter 14

November 11
Working with the Media
Guest Faculty: Sheree Vodicka, MA, RDN, LDN, NC State Alliance of YMCAs

Sakai:
Working with the Media A D A 2009 (required p 4-14; 25-33; 36-40)
Where Did You Hear That? ADA Trends 2011-12
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| November 13| **Social Media: Part 1**  
Guest Faculty: Gary Kayye, UNC School of Journalism and Mass Communication |
|            | **DUE:** Upload class preparation #10  
**assignment by 12:00PM**  
Sakai: CDC Guide to Writing for Social Media, Chapters 3, 4, 5 & 9 |
| November 18| **DUE:** Mass Communication Assignment                                 |
| November 18| **Social Media: Part 2**  
Guest Faculty: Gary Kayye, UNC School of Journalism and Mass Communication |
| November 20| **Television Media Interview**  
We will practice on-camera interview skills using the Talking Points component of your Mass Communication assignment to guide the interview. Guidance for this practice session will be posted on Sakai. |

**Introduction to Dietetics Practice**

<table>
<thead>
<tr>
<th>Date</th>
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</table>
| November 25| **Professional Review and Scope of Practice, Standards of Professional Practice in Nutrition Care and Standards of Professional Performance of Registered Dietitians**  
Holli: Chapter 1  
Sakai:  
| November 27| **Thanksgiving Holiday NO CLASS**                                     |
| December 2 | **Code of Ethics for RDN**  
**In Class Activities:**  
1. Code of Ethics Scenarios  
2. Case Studies using SOP/SOPP Decision Tree |

**Course Wrap Up and Evaluations**