Nutrition 630: Nutrition Communication, Counseling and Culture

Fall 2016
Tuesday & Thursday 12:30 – 1:45
1305 McGavran-Greenberg

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:
Beth Jenks MS, RD, LDN [Facilitating Behavior Change]

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 the room quietly.
VI. Learning Experiences
A. Class lectures/discussions
   Material will be presented and discussed that will allow students to learn and practice concepts.
B. Assignments
   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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<tbody>
<tr>
<td><strong>Food and Culture Fact Sheet</strong> – Students will be required to explore the culture of ONE native born, immigrant, or refugee group that is common in North Carolina and develop/design a 2 page fact sheet summarizing important aspects of the culture.</td>
<td>October 18</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 28 from 7:30 – 12:00. Your 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>November 10</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 29</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>
<tr>
<td><strong>Attendance:</strong> Points can be deducted for unexcused absences. Please email Janice if you are sick or need to miss class for another reason.</td>
<td>Weekly</td>
<td>50</td>
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<tr>
<td><strong>Final Exam:</strong> ten-question short answer exam</td>
<td>Dec 9 @ 12:00 PM</td>
<td>50</td>
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<tr>
<td><strong>Total Points:</strong></td>
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<td>700</td>
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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.

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<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>A+</td>
<td>≥ 97%</td>
<td>H ≥ 93% (≥ 651 pts)</td>
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<tr>
<td>A</td>
<td>≥ 93% &lt; 97%</td>
<td>P ≥ 80% &lt; 93% (≥ 560 &lt; 651 pts)</td>
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<tr>
<td>A-</td>
<td>≥ 90% &lt; 93%</td>
<td>L ≥ 70% &lt; 80% (≥ 490 &lt; 560 pts)</td>
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<tr>
<td>B+</td>
<td>≥ 87% &lt; 90%</td>
<td>D ≥ 60% &lt; 70%</td>
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<tr>
<td>B</td>
<td>≥ 83% &lt; 87%</td>
<td>F &lt; 60%</td>
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<tr>
<td>B-</td>
<td>≥ 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>Date</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>August 23</td>
<td>Introductions and Course Overview</td>
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<td></td>
<td>Health Literacy: The Basics</td>
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<td></td>
<td>Sakai:</td>
<td>Teaching Patients with Low Literacy Skills by Doak, Doak, &amp; Root (e-Book)</td>
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<td></td>
<td>1. Chapter 1: The Literacy Problem</td>
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<td>August 25</td>
<td>Health Literacy: Plain Language</td>
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<td></td>
<td>PRIOR to class</td>
<td>view the YouTube video and answer the questions in the ‘class</td>
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<td>preparation assignment posted on Sakai with lecture materials (20 pts).</td>
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<td></td>
<td>Come to class prepared to discuss your thoughts.</td>
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<td></td>
<td>Sakai:</td>
<td>Teaching Patients with Low Literacy Skills by Doak, Doak, &amp; Root (e-Book)</td>
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<tr>
<td></td>
<td></td>
<td>1. Chapter 1: The Literacy Problem</td>
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<tr>
<td>August 30</td>
<td>Health Literacy: Written Communication</td>
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<td>Holli: Chapter 15</td>
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<td></td>
<td>Sakai:</td>
<td>Teaching Patients with Low Literacy Skills by Doak, Doak, &amp; Root (e-Book)</td>
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<td></td>
<td></td>
<td>1. Chapter 4: Assessing Suitability of Materials</td>
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<tr>
<td></td>
<td>Ryan, L.</td>
<td>*Evaluation of Printed Health Education Materials for Use by Low-Education</td>
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### 2. Food and Culture

<table>
<thead>
<tr>
<th>Date</th>
<th>Cultural Humility</th>
<th>Details</th>
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<tbody>
<tr>
<td>September 1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Professional Nursing, Vol 30, No. 3 (May/June): pp 251–258 251</td>
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<td></td>
<td></td>
<td><em>researchers.</em> Applied Nursing Research 26 (2013) 251–256</td>
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<tr>
<td></td>
<td></td>
<td>Cultural Humility on YouTube</td>
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<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=SaSHLbS1V4w">https://www.youtube.com/watch?v=SaSHLbS1V4w</a></td>
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</table>
September 6  
**Food-ways Around the World: How People Eat**  
Guest Faculty: Susan Wyler MPH, RD, LDN

*Sakai:*

September 8  
**Food and Culture**  
Guest Faculty: Peggy Bentley PhD

Holli: Chapter 9

*Sakai:*
Hyder and Morrow. Chapter 2: Culture, Behavior and Health (Required)  

September 13  
**Food and Culture in the South**  
Guest Faculty: Marcie Cohen Ferris, Ph.D.

*DUE: Upload class preparation assignment #3 assignment by 12:00PM*  
Professor, American Studies Dept.

*Sakai:*

September 15  
**Working with Interpreters in Healthcare (flipped classroom)**  

**PRIOR TO CLASS:** View the web-based training available at the link provided.  
You will need to create an account with AHEC in order to access their online classes.  
**DURING CLASS:** We will use the information presented to think through scenarios you are likely to encounter in practice.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Resources</th>
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</thead>
</table>
| September 20 | Unit 1: Principles of Motivational Interviewing & Adult Learning | Required: Molly Kellogg materials (posted on Sakai)  
Listen to Molly Kellogg podcast – Introduction (11 minutes)  
http://www.mollykellogg.com/Recordings/DIProgram-Intro9g4.mp3  
Read: Tip #102, The Very Beginning  
[Other Materials: Posted on Sakai] |
| September 22 | Unit 2: Listening & Core Interviewing Skills (OARS) – Part 1 | Required: Molly Kellogg materials (posted on Sakai)  
Listen to Molly Kellogg podcasts – Open-ended Questioning (6 minutes)  
http://www.mollykellogg.com/Recordings/DIProgram-Open3k7.mp3  
Reflecting (11 minutes)  
http://www.mollykellogg.com/Recordings/DIProgram-Reflect9d2.mp3  
Read: Tip #60 (Open Questions); Tips #6 & #95 (Reflecting)  
[Other Materials: Posted on Sakai] |
| September 27 | Unit 3: Core Interviewing Skills – OARS (Part 2) & Change Talk | Required: Molly Kellogg materials (posted on Sakai)  
Listen to Molly Kellogg podcasts – Affirming (15 minutes)  
http://www.mollykellogg.com/Recordings/DIProgram-Affirm6j4.mp3  
Summarizing (10 minutes)  
http://www.mollykellogg.com/Recordings/DIProgram-
September 29

**Unit 4: Working with Resistance and Ambivalence**

**Resources:** Book Chapters  
Rosengren: Chapters 6 & 8; Miller & Rollnick: Chapter 12

**Required:** Molly Kellogg materials (posted on Sakai)  
Listen to Molly Kellogg podcast – Resistance to Change (17 minutes)  
http://www.mollykellogg.com/Recordings/DIProgram-Change9b6.mp3;  
Read: Tip #9 (Dealing with Resistance); Tip #103 (Rolling with Resistance)

[Other Materials: Posted on Sakai]

**In Class Practice Activity:** Practice Interviewing Skills

October 4

**Unit 5: Opening a Session, Information Sharing, and Giving Advice**

**Resources:** Book Chapters  
Rosengren: Chapters 7 & 9; Miller & Rollnick: Chapter 11

**Required:** Molly Kellogg materials (posted on Sakai)  
Listen to Molly Kellogg podcast – Attending to the Client (8 minutes)  
http://www.mollykellogg.com/Recordings/DIProgram-Importance3m4.mp3; Giving Advice (9 minutes) http://www.mollykellogg.com/Recordings/DIProgram-Advice1r8.mp3;  
Read: Tip #59 (Providing Advice); #100 (Structuring Sessions)

[Other Materials: Posted on Sakai]

**In Class Practice Activity:** Putting it all together (Counseling Practice)

October 6

**Unit 6: Skills that support Behavior Change – Problem-solving and Goal-setting**

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

**Resources:** Nezu A, Nezu C, & D'Zurilla, T. Solving Life’s Problems  

[Other Materials: Posted on Sakai]
**In Class Practice Activity:** Practice – Problem-solving & Goal-setting

4. Dietary Assessment

**October 11**

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

Guest Faculty: Danielle Furci Braxton, PhD, RD

Lee: Chapter 3 (on sakai)

**Sakai:**


**October 13**

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

Guest Faculty: Danielle Furci Braxton, PhD, RD

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 18**

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

Guest Faculty: Danielle Furci Braxton, PhD, RD

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

**October 18**

**DUE: Food and Culture Fact Sheet**

**October 20**

Fall Break – NO CLASS
## 5. Group Education and Facilitation

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecture and Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 25</td>
<td>Group Counseling and Education: Planning Learning</td>
<td>Holli: Chapter 11 and 12</td>
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<tr>
<td>October 27</td>
<td>Teaching Children: Development and Learning</td>
<td>Rebecca Wright, MPH, RD, LDN</td>
<td>Durham County Department of Public Health</td>
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<td><strong>DUE:</strong> Upload class preparation #7 assignment by 12:00PM</td>
<td>Holli: Ch 8</td>
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<tr>
<td>October 28 (Friday):</td>
<td>Practice facilitating behavior change at the clinical skills lab [7:30 – 12:00]</td>
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<td>November 1</td>
<td>Group Facilitation</td>
<td>Holli: Ch 13</td>
<td>Sakai:</td>
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<td><strong>Sakai:</strong> <a href="http://ctb.ku.edu/en/tablecontents/sub_section_main_1154.aspx">http://ctb.ku.edu/en/tablecontents/sub_section_main_1154.aspx</a></td>
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<td></td>
<td><strong>In-Class Activity:</strong> Practice facilitation technique</td>
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<tr>
<td>November 3</td>
<td>Preparing and Delivering Presentations</td>
<td>Holli: Chapter 14</td>
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## 6. Mass Communication

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecture and Reading</th>
<th>Notes</th>
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<tbody>
<tr>
<td>November 8</td>
<td>Communication Planning</td>
<td></td>
<td>Sakai:</td>
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<td></td>
<td><strong>TIPS for Working with the Media</strong></td>
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<td>Guest Faculty: Sheree Vodicka, MA, RDN, LDN, NC State Alliance of YMCAs</td>
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<td><strong>Sakai:</strong></td>
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</table>
Working with the Media AND 2016 (required p 4-15; 30-36; 39-44)
Working with the Media AND 2016 (recommended p 4-54)

Thursday
November 10

DUE: Nutrition Counseling Experience Write-Up

November 10

Framing Nutrition Messages (Part 1)

Sakai:

November 15

Framing Nutrition Messages (Part 2)

November 17

Digital Media Part 1: Social Media in Nutrition Practice
Guest Faculty:
Anne Mauney, MPH, RD; http://www.fannetasticfood.com; www.annetherd.com

Sakai:
CDC Guide to Writing for Social Media, Chapters 3, 4, 5 & 9
Working with the Media AND 2016 [p 54-64 required]

November 22

Digital Media Part 2: Online and Web-based Interventions
Guest Faculty:
Kelly Nordby, RD, MPH, Coordinator, Eat Smart Move More Weigh Less and Eat Smart Move More Prevent Diabetes
Elle Penner, RD, MPH, MyFitnessPal
Karen Erickson Hatley, MPH, RD, Project Director, Web-based Behavioral Interventions

In lieu of readings, please visit the websites posted on Sakai

November 24

Thanksgiving Holiday: NO CLASS

November 29

DUE: Mass Communication Assignment
November 29  
**Professional Review and Scope of Practice, Standards of Professional Practice in Nutrition Care and Standards of Professional Performance of Registered Dietitians**

Guest Faculty: Jennifer Wills Gallagher, RD, MS

Holli: Chapter 1

**Sakai:**

December 1  
**Code of Ethics for RDN**

Guest Faculty: Jennifer Wills Gallagher, RD, MS

**Reading**

**In Class Activities:**
1. Code of Ethics Scenarios
2. Case Studies using SOP/SOPP Decision Tree

December 6  
**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 is posted on Sakai.

**Sakai:**
Working with the Media ADA 2009 (required p 41-44)

**Course Wrap Up and Evaluations**