Instructor: Sarah Drake MS, RD, LD
Course Time & Location: T/Th 3:30-4:45pm; College of Education Annex Room 123
Office: Room 101D HMS North Building
Office Hours: W 11:00am-12:00pm; T/Th 8:15-9:15am and 1:00-2:00pm
Office Phone: (936) 468-5560
Email: drakes@sfasu.edu **preferred email through D2L**
Prerequisites: HMS 339
Credits: 3

I. Course Description:
Nutrition counseling and interventions in the nutrition care process; communication skills and application for prevention and treatment of nutrition-related disease states.

II. Intended Learning Outcomes/Goals/Objectives:
This course supports the vision, mission, and core values of the College of Education, which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course enhances student learning in the area of nutrition and disease and serves as a required course in the Food, Nutrition, and Dietetics Program in the School of Human Sciences, and aligns with the standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

<table>
<thead>
<tr>
<th>COE Mission</th>
<th>Relation to learning experiences in HMS 435</th>
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<tbody>
<tr>
<td>The Mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.</td>
<td>This course will afford the student the opportunity to develop competence in understanding and applying knowledge of counseling techniques through various applied scenarios that encompass a diverse population.</td>
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<tr>
<td>COE Core Values</td>
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<tr>
<td>Academic excellence through critical, reflective and creative thinking</td>
<td>Students will use critical, reflective and creative thinking skills in applying the nutrition care process to the assigned course work.</td>
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<td>Collaboration and shared decision making</td>
<td>Students will participate in class discussion.</td>
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<td>Openness to new ideas, culturally diverse people and innovation and change</td>
<td>The diversity of scenarios in the assignments will expose the students to culturally diverse people with beliefs and behaviors that may be different from their own.</td>
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<td>Integrity, responsibility, diligence and ethical behavior and</td>
<td>Students apply the Code of Ethics for the Profession of Dietetics, the Scope of Dietetics Practice Framework, the Standards of Practice for Registered Dietitians in Nutrition Care, and the Standards of Professional Performance for Registered Dietitians to each case study scenario.</td>
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<td>Service that enriches the community</td>
<td>Students will create an educational article or handout, aimed at a target population, which may be used for future wellness events by student or community groups on campus.</td>
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<tr>
<td>Program Learning Outcomes</td>
<td>Student Learning Outcomes</td>
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<tr>
<td>Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others. (ACEND KRDN 2.8)</td>
<td>Students will observe and participate in counseling activities with the on-campus registered dietitian, and describe how this experience was integral to their understandings of counseling methods. This is a LiveText Assignment.</td>
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<tr>
<td>Develop an educational session or program/educational strategy for a target population. (ACEND KRDN 3.2)</td>
<td>Students will develop a presentation and handout related to behavior change theories and their application in nutrition counseling. This is a LiveText assignment.</td>
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<td>Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and populations. (ACEND KRDN 3.3)</td>
<td>Students will demonstrate competency in counseling skills through interactive in-class workshops and assignments. All experiences prepare them for a culminating activity – a counseling simulation. There are two assignments for this competency – one over reflective listening and the other a counseling simulation assignment.</td>
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<tr>
<td>Describe the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained. (ACEND KRD 4.3)</td>
<td>Students will complete a coding and billing case study assignment. This is a LiveText assignment.</td>
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Upon successful completion of this course the student should be able to:

1. Understand the research, theory, and practice of nutrition education.
2. Describe the role of nutrition educators/counselors.
3. Describe the research evidence on factors that effective food choice and dietary behaviors.
4. State the competencies needed to be an effective nutrition educator.
5. Describe key features of cultural competence, cultural sensitivity, and cultural appropriateness in the nutrition education context.
6. Understand how behavior theory and education research provide guidance for effective nutrition education.
7. Describe key theories that help nutrition educators understand motivation for health and nutrition behaviors.
8. Identify implications for designing nutrition education to increase interest, enhance motivation, promote active contemplation, and facilitate formation of intentions to take action.
9. Demonstrate understanding how theory and research have been used in interventions to assist people from diverse backgrounds in taking action and maintaining change.
10. Identify approaches to address environmental determinants of healthful food and nutrition actions.
11. Demonstrate and apply motivational interviewing techniques.
12. Describe key features in conducting facilitated group discussions and dialogue.
14. State why it is important to use a systematic process to identify the focus and targets for nutrition education.
15. Design specific educational materials, activities, or learning experiences to make practical the theory-based educational strategies.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:
D2L enhancements will be used for this course. You can access D2L via http://d2l.sfasu.edu. If you need help with D2L please contact OIT at 468-1919.

You will have the following in this course:
- In-class counseling workshops
- Counseling observations
- A counseling skills assignment (mirroring/reflecting)
- An exam
- A counseling simulation practical exam
- A coding/billing assignment
- A final project related-to behavior change theories

** For this course, all out-of-class assignments must be submitted through LiveText on the due date.

Assignments are due at the determined time. Late work is not an option and will only be considered with a doctor’s note or university excuse (official documentation must accompany assignment when turned in); excused work must be submitted within 3 days of “returning” to class. Under University policy, students are allowed to make up only two weeks work of work with excused absences. Otherwise, aforementioned items will not be accepted. If assignments are submitted late and not excused, a 25% penalty will be assessed for every day that the assignment is late, unless otherwise indicated on the assignment description.

IV. Evaluation and Assessments (Grading):

1. Mirroring/Reflecting Assignment (20 points)

After doing the mirroring exercise in class, ask students to observe and practice mirroring outside class. For example: 1. Listen as some friends talk with each other and tally up the times you hear mirroring. 2. During a conversation with a friend, notice your mirroring statements and those of your friend. 3. Ask a friend to allow you to mirror for 5 minutes. Write a brief personal response to the process.

This assignment meets KRDN 3.3. This is a LiveText Assignment (see due date on course timeline and in LiveText) which must be uploaded to LiveText by the student at or before the due date (indicated on syllabus course timeline). More detailed instructions and a grading rubric will be posted to LiveText and D2L.

2. Motivational Interviewing/Counseling Workshops (7 workshops; 40 points total)

Students will participate in a variety of in-class interactive mock counseling sessions and assignments, which could be either one-on-one or group sessions. These sessions will depict different scenarios that one may experience during nutrition education/counseling and are meant for the student to demonstrate skill and understanding of basic motivational interviewing and nutrition counseling/education skills. These assignments will be completed in class, with a portion of the grade coming from instructor observation of participation in the assignment, as appropriate. There will be no make-up workshops. Students must attend all of the workshops. For each workshop missed, 25% of the total points possible will be deducted. In the event that you miss a workshop, grade point total may be adjusted for SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL, AND PROPER DOCUMENTATION.
3. Nutrition Counseling Observation (25 points total)

Students will observe the SFASU Campus RD in a nutrition counseling session. Each student is required to observe the campus RD on one occasion as an experiential learning experience. **20 points** will be from completion of the observations a written reflection of the experience. **5 points** will be from the campus RD’s evaluation of competency in note-taking, interest, etc. and professionalism in the observation. Please see D2L for the assignment description and rubrics for the reflection paper and RD observation form. This assignment meets KRDN 2.8 and is a LiveText assignment.

4. Goal Setting and Behavior Chains Assignment (20 points)

5. Motivational Interviewing Simulation (Simulation 50 points + Reflection 20 points = 70 points total).

For this assignment, students will put nutrition counseling tools and techniques learned in class into practice in a simulated environment for an enriching experiential learning experience. An acute-care clinical practice setting will be mimicked. One student will practice interacting with patients in a hospital setting while the instructor observers. Following the activity, each student will write a reflection on their experience with nutrition education/counseling in a simulated healthcare environment. More instructions will be provided in class on and D2L. This assignments meets KRDN 3.3 and is a LiveText assignment.

6. Exam (50 points)

The exam will cover material from lecture, handouts, readings in the texts, and any assigned readings from supplemental materials. The exam will consist of short answer and essay responses. **There will be no make-up exams.**

6. Coding & Billing Assignment (25 points)

Students will complete an assignment related to coding, billing and diagnostic codes as applied to private practice. More information will be provided in D2L and in LiveText. This assignment meets KRDN 4.3 is a LiveText Assignment.

7. Behavior Change Theory Assignment & Presentation (Presentation - 50 points; Handouts (2) 20 points each = 90 points total)

Students, in groups of 3, will provide a 30 minute presentation related to various behavior change theories. The presentation should be detailed and instructional, geared at entry-level nutrition professionals wanting to learn more about how to incorporate effective theory into their nutrition counseling and education practices. In addition to the presentation, 2 handouts will be created. The first handout a handout that relates to the information in the presentation will be created and provided to the students in the class. The second handout should be educational for a client; utilizing the tips for creating a good handout (https://www.choosemyplate.gov/best-practices-creating-nutrition-education-materials) to put something together for a target population. You will be required to discuss this during your presentation as well. More information will be provided in D2L. This assignment meets KRDN 3.2. All materials must be submitted via LiveText.

8. Professional Preparation Assignment (10 points)

Each student will be required to complete a Jobs4Jacks profile and 2 out of 3 assignments: (1) attend a career fair (9/6 or 10/25); (2) complete a resume critique; or (3) complete a mock interview (virtual AND face-to-face). The resume critique and mock interviews are conducted through Career Services. Proof of complete must be submitted via DropBox by the due date. No late assignments will be accepted.

Course Performance Evaluation:  

<table>
<thead>
<tr>
<th>Points</th>
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Motivational Interviewing Simulation Lab 70
Behavior Change Theory Assignment & Presentation 90
Goal Setting and Behavior Chains Assignment 20
Coding & Billing Assignment 25
Workshops 40
Mirroring/Reflecting Assignment 20
Exam 50
Nutrition Counseling Observations and Reflection 25
Professional Preparation Assignment 10

Total 350

Course Grade Assignment:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89.9%</td>
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<tr>
<td>C</td>
<td>70-79.9%</td>
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<tr>
<td>D</td>
<td>60-69.9%</td>
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<tr>
<td>F</td>
<td>59.9% or less</td>
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V. Tentative Course Outline/Calendar:

Tentative Schedule for HMS 435
Fall 2017

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8/29</td>
<td>T</td>
<td>Introduction to Course; What do you value?</td>
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<tr>
<td>8/31</td>
<td>Th</td>
<td>Guest Lecture – Jill Hamilton– Real-life counseling examples from an outpatient wellness RD; information about counseling observations</td>
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<tr>
<td>9/5</td>
<td>T</td>
<td>ONLINE WORK DAY – read chapters in Miller and Rollnick text to prepare for upcoming lectures</td>
<td>Miller and Rollnick, Chapters 1-6</td>
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<tr>
<td>9/7</td>
<td>Th</td>
<td>Topics in Counseling - How People Learn; Working with Different Personalities; Building Rapport; Considering the Environment</td>
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<tr>
<td>9/12</td>
<td>T</td>
<td>Introduction to Nutrition Counseling, Stages of Change, and ADIME note taking format</td>
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<tr>
<td>9/14, 9/19, 9/21, 9/26, 9/29, 10/3, 10/5, 10/10, 10/12</td>
<td>Th, T, Th, T, T, Th, T, Th</td>
<td>Motivational Interviewing Principles and Core Skills, Tools, and Guiding Reflexes; Eliciting Change Talk</td>
<td>Miller and Rollnick, Chapters 1-6</td>
<td>Mirroring/Reflecting Assignment due by 11:59 pm on 9/21 Due via LiveText</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>10/17</td>
<td>T</td>
<td>Motivational Interviewing Wrap-up</td>
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<tr>
<td>10/19</td>
<td>Th</td>
<td>Scenarios in Nutrition Counseling; Empowering Your Client</td>
<td>Miller and Rollnick, Chapter 10 Reflection from Counseling Observations due Sunday, 10/22 by 11:59 pm. Due via LiveText</td>
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<tr>
<td>10/24</td>
<td>T</td>
<td>Motivational Interviewing Simulation Lab</td>
<td>Motivational Interviewing Simulation Reflection Paper due by 11:59pm on Sunday, 10/29. Due via LiveText</td>
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<tr>
<td>10/26</td>
<td>Th</td>
<td>EXAM</td>
<td></td>
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<tr>
<td>10/31</td>
<td>T</td>
<td>Discussion over Exam, Simulation Lab, and Final assignment discussion and group assignments; DPD Internship Application Process Discussion</td>
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<td>11/2</td>
<td>Th</td>
<td>Assessing Body Composition – Human Performance Lab</td>
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<td>11/7, 11/9</td>
<td>T, Th</td>
<td>Assessing Body Composition Lecture Mindful/Intuitive Eating Overview</td>
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<td>11/14, 11/16</td>
<td>T, Th</td>
<td>Coding and Billing Lecture  Guest Lecturer – Dr. Darla O’Dwyer</td>
<td>Coding/Billing Assignment due by 11:59 pm on Sunday, 11/19. Due via LiveText</td>
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<tr>
<td>11/21, 11/23</td>
<td>T, Th</td>
<td>NO CLASS – Thanksgiving Holiday</td>
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<td>11/28</td>
<td>T</td>
<td>Simplistic Nutrition Recommendations/Communicating Nutrition Content, Creating Handouts Final Assignment Group Work</td>
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<tr>
<td>11/30, 12/5, 12/7</td>
<td>Th, T, Th</td>
<td>Behavior Change Theory Group Presentations</td>
<td>All group projects are due via LiveText (peer evals, presentation, and handout) by 11:59pm on Wednesday, 11/29 Professional Preparation assignment due via DropBox by 11:59pm on Friday, 12/8</td>
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<tr>
<td>12/12</td>
<td>T</td>
<td>FINAL EXAM: Behavior Change Theory Group Presentations from 1-3pm</td>
<td>NOTE: We will meet for the final group presentation at this date and time; there will be no written final exam.</td>
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*SYLLABUS IS SUBJECT TO CHANGE*

### VI. Readings:

**Required Textbooks/Readings:**

2. **LiveText Account.** Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to active the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.
Fall 2017 LiveText statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7 Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6 To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the
Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes a F, except as allowed through policy [i.e., Active Military Service (6.14)]. IF students register for the same course in future semesters, the WH will automatically become a F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of the other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instruction forums, including electronic, classroom, labs, discussion, groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alter Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.