Instructor: Sarah Drake MS, RD, LD  
Course Time & Location: T/Th 2:00-3:15pm; Room 201 Human Sciences North Building  
Office: Room 101D HMS North Building  
Office Phone: (936) 468-5560  
Email: drakes@sfasu.edu  
**preferred email through Brightspace/D2L**  
Prerequisites: NUTR 2339  
Credits: 3

**Note:** This is a hybrid course. The first half of the semester will be fully online content. Starting on Thursday, 10/21, we will meet face-to-face in HMS North Building Room 201. All face-to-face classes will livestreamed, and all livestream videos will be posted with transcription, though I will not go through and edit the transcription. Online content will be available for all lectures, as well. **Beginning Thursday, 10/21, you will be able to complete online modules, come to face-to-face, livestream the live class, or watch the livestream recording after the fact. Prior to Thursday, 10/21, only online content will be available.**

Office Hours:

Office hours will begin face-to-face starting Thursday, 10/21. Prior to 10/21, office hours will be scheduled by appointment only and conducted via Zoom, as you request.

**Beginning on Thursday, 10/21, face-to-face will take place on these days of the week and times:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Monday</td>
<td>1:00 p.m. – 2:00 p.m.</td>
</tr>
<tr>
<td>Tuesday/Thursday</td>
<td>11:00 a.m. – 1:00 p.m.</td>
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**Other times are available by appointment; office hours subject to change with written notification.**

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.

Students in this course receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 15 weeks (for a total of 2250) and includes a final exam. An additional 150 minutes of instruction will be provided asynchronously, for a total of 2400 minutes of instruction in the semester. Students will engage in a variety of assignments that can include, but are not limited to, unit quizzes, community service activities, and application assignments related to course content. Asynchronous instruction may include (but is not limited to) written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

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 NUTR 4335</th>
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</thead>
<tbody>
<tr>
<td><strong>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.</strong></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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<thead>
<tr>
<th>COE Core Values</th>
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<tbody>
<tr>
<td><strong>Academic excellence through critical, reflective and creative thinking</strong></td>
<td>Students will use critical, reflective and creative thinking skills in applying the nutrition care process to the assigned course work.</td>
</tr>
<tr>
<td><strong>Collaboration and shared decision making</strong></td>
<td>Students will participate in class discussion.</td>
</tr>
<tr>
<td><strong>Openness to new ideas, culturally diverse people and innovation and change</strong></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>
</tr>
<tr>
<td><strong>Integrity, responsibility, diligence and ethical behavior and</strong></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>
</tr>
<tr>
<td><strong>Service that enriches the community</strong></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>
<th>Program Learning Outcomes</th>
<th>Student Learning Outcomes</th>
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</thead>
<tbody>
<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>
</tr>
<tr>
<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>
</tr>
<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/Brightspace enhancements will be used for this course. You can access D2L/Brightspace via http://d2l.sfasu.edu. If you need help with D2L/Brightspace please contact D2L/Brightspace support at (936) 468-1919.

You will have the following in this course:

- In-class counseling workshops
- Counseling/Nutrition Education observations/participation
- A counseling skills assignment (mirroring/reflecting)
- 2 exams
- A counseling simulation practical exam
- A coding/billing assignment
- A final project related-to behavior change theories
- Video discussions

** For this course, mody 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 (9 workshops @ 10 points each; 90 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. Goal Setting and Behavior Chains Assignment (30 points total; Worksheets 15 points + Reflection 15 points)

This assignment consists of a series of worksheets and a reflection paper. Throughout the earlier part of the semester, students will work on setting goals, and then document their progress with achieving these goals as the semester moves forward. The reflection paper will reflect on the experience of setting goals and the process of achieving them. This is a Dropbox assignment. Please refer to the course timeline for specific details.

4. Motivational Interviewing Simulation (Practice Simulation + self-evaluation 20 points, Simulation 50 points + Reflection 20 points = 90 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. For part 1 of the assignment, students will be required to record a 5 minute counseling session and critique their performance. This is meant as a lead-in to the part 2 of the assignment, where students will be randomly assigned a partner who is given a scenario and will have to work through a 5 minute counseling session using the elicit-provide-elicit format discussed in class. Following part 2 of the assignment, 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/Brightspace. This assignment meets KRDN 3.3 and is a LiveText assignment. Part 1 of the assignment must be submitted in D2L/Brightspace as well.

6. Exams (2 @ 100 points each = 200 points total)

The exam will cover material from lecture, handouts, readings in the texts, group presentations, and any assigned readings from supplemental materials. The exam will consist of short answer and essay responses. Exams will be administered through the quizzes tool on Brightspace and will be proctored using the free, built-in proctoring system Proctorio. 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. Video Discussions (65 points)
Students will complete 13, 5 point discussions. To successfully complete these discussions, you must watch a short counseling video and write a brief discussion about your observations as they relate to the topic of the video. More information about the assignment requirements is found in Brightspace. **These assignments will meet the asynchronous minutes requirement for this course.**

<table>
<thead>
<tr>
<th>Course Performance Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Motivational Interviewing Simulation Lab</td>
<td>90</td>
</tr>
<tr>
<td>Behavior Change Theory Assignment &amp; Presentation</td>
<td>90</td>
</tr>
<tr>
<td>Goal Setting &amp; Behavior Chains Assignment</td>
<td>30</td>
</tr>
<tr>
<td>Coding &amp; Billing Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Workshops</td>
<td>90</td>
</tr>
<tr>
<td>Mirroring/Reflecting Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
</tr>
<tr>
<td>Budget Discussion</td>
<td>10</td>
</tr>
<tr>
<td>Video Discussions</td>
<td>65</td>
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</tbody>
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Total 620

**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>
</tr>
<tr>
<td>C</td>
<td>70-79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>59.9% or less</td>
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</tbody>
</table>
V. Tentative Course Outline/Calendar:

**Tentative Schedule for NUTR 4335**  
**Fall 2021**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>8/24</td>
<td>T</td>
<td><strong>LIVESTREAM</strong></td>
<td>Introduction to Course</td>
</tr>
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</table>
| 8/26, 8/31, 9/2 | Th, T, Th | **ONLINE**     | Introduction to Nutrition Counseling, Stages of Change, and ADIME note taking format  
|           |         |                 | **Begin the Behavior Chains Assignment Work**                                |
| 9/7, 9/9, 9/14, 9/16, 9/21, 9/23, 9/28, 9/30, 10/5, 10/7, 10/12 | T, Th, T, Th, Th, Th, T | **ONLINE**         | Mirroring/Reflecting Assignment due by 11:59 pm on Sunday, 9/12  
|           |         |                 | Due via LiveText                                                            |
|           |         |                 | Mock/Practice counseling videos (part 1 of the counseling simulation assignment) due by 11:59pm on Sunday, 9/19. Due via DropBox |
|           |         |                 | Workshops: Open/Closed Questions, Reflections due by 11:59pm on Sunday, 9/19. Due via DropBox   |
|           |         |                 | Workshops: Unpacking Meaning/Importance, Confidence Exercise, Elicit-Provide-Elicit due by 11:59pm on Sunday, 9/26. Due via DropBox |
|           |         |                 | Workshop: Long Counseling Session, due by 1:59pm on Sunday, 10/3. Due via Dropbox. |
|           |         |                 | Workshops: Change Talk Monologue, Searching for Change, Personal Questions due by 11:59pm on Sunday, 10/10. Due via Dropbox. |
| 10/14, 10/19 | Th, T   | **ONLINE**     | Motivational Interviewing Wrap-Up  
|           |         |                 | Scenarios in Nutrition Counseling; Empowering Your Client                     |
| 10/14, 10/19 | Th, T   | **ONLINE**     | Behavior Chains Assignment due on Sunday, 10/17 by 11:59 pm. Due via Dropbox |
|           |         |                 | Video discussions – all due on Sunday, 10/17, by 11:59pm                    |
### Motivational Interviewing Simulation Reflection Paper

**due by 11:59pm on Sunday, 10/31.**  
Due via LiveText

### Midterm Exam – due Thursday, 10/28, by 11:59pm.

### Video Discussions – all are due on Sunday, 10/31, by 11:59pm

### Coding/Billing Assignment due by 11:59 pm on Sunday, 11/14. Due via LiveText

### All group projects are (peer evals, presentation, and handout) by 11:59pm on Sunday, 11/14  
Due via LiveText

### Budget Tips Discussion due Sunday, 11/21, by 11:59pm.

### Final Exam  
Open 12:00am on Monday, 12/6 and closes 11:59pm on Friday, 12/10

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**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 2021 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

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering;
using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.
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 Early Alert 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.
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

**SFASU Human Services Counseling Clinic:**
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741