FDNT 466 Nutrition Counseling and Education Lab - NewCrs-2019-10-20

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

ⓘ

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the bracketed text in the proposal name to match one of the following naming formats. You should remove the brackets as you do so.

- For a new course proposal: **SWST 101 Introduction to Sidewalk Studies-NewCrs-2019-09-02**
- For a new course with distance-education: **SWST 601 Advanced Sidewalk Planning and Design-NC/DE-2019-09-02**

  Note: if the new course will be dual-listed, do NOT check both graduate and undergraduate in this course proposal.

  The course must be approved separately (and before) dual-listing can be requested.

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(*not EDIT*) and start completing the template. When exiting or when done, click **"SAVE"** (*not Save Draft*) on bottom right

When ready to submit click on the **Page Status** link beside the orange circle icon and hit approve. It will then move to the chair as the next step in the workflow.

*Indicates a required field

Proposer*	Stephanie Taylor-Davis	Proposer Email*	stdavis@iup.edu
Contact Person*	Stephanie Taylor-Davis	**Contact Email***	stdavis@iup.edu
Proposing Department/Unit*	Food and Nutrition	**Contact Phone***	724-357-4440

(A) Course Prefix*	FDNT
(B) Course Number*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* 466
(C) Course Title*	Nutrition Counseling and Education Lab
(D) Course Level*	undergraduate-level

(E) Cross Listed* Dual Listed courses must use the Dual Listed form Note: both courses to be dual-listed must be approved through Senate PRIOR to requesting Dual Listing *Dual Listed = Courses listed at two levels,* *such as undergraduate and graduate,* *masters and doctoral, etc.*	*Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):
(H) Number of Credits*	Class Hours per Week: Lab Hours:2.75 Credits:1

(I) Repeatable Course*
 	
 This is only required for a course that can be repeated multiple times, such as an Independent Study or Internship. It does **not** refer to the D/F repeat process.
	NO
	
	 If YES, please complete the following:
	
	    Number of Credits that May be Repeated:
	
	   Maximum Number of Credits Allowed to be Repeated:

(J) Prerequisite(s) This field must be filled in. If there is no prerequisite, please type 'none'.	FDNT 213, 355, and PSYC 101
(K) Co-requisite(s) This field must be filled in. If there is no co-requisite, please type 'none'.	*This means that another course must be taken in the same semester as the proposed course* FDNT 465

(L) Additional Information	Check all that apply. Note: Additional documentation will be required
	Teacher Education: Please complete the Teacher Education section of this form (below)
	Liberal Studies: Please complete the Liberal Studies section of this form (below)
	Distance Education: Please complete the Distance Education section of this form (below)
(M) Recommended Class Size	YES
	Number (Enter Zero if No):14
	If YES: (Check one of the following reasons and provide a narrative explanation)
	Pedagogical
	Explain (required):
	FDNT 466 laboratory provides practice and skill development for students, as well as real-world experience in nutrition counseling (service through the on-campus Nutrition Connection located in the Center for Health and Well-Being and directed by FDNT faculty). Guidance on the development of nutrition education lessons, programs, and materials as well as real-world experience providing nutrition education on campus and in the community are provided. A class size of 10-14 is recommended based on professional standards necessary in order to support student mentoring, observation, and/or supervision in laboratory exercises and when students engage in the provision of campus- and community-based nutrition counseling and nutrition education.
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.*
	Development and experience applying nutrition counseling and nutrition education methods to support health-promoting dietary knowledge, attitudes, and behaviors for individuals and groups.

(O) Student Learning Outcomes* (SLO)

For Each Outcome Describe

How the Outcome Will

Be Measured

These should be measurable, appropriate to the course level, and phrased in terms of underlined student achievement, not instructional or content outcomes

If dual listed, indicate additional learning objectives for the higher level course. **Hit Tab to add additional lines**

Note that the text box in the table expands and that additional rows can be added using table editing tools.

SLO #	Outcome	How outcome is assessed
1	Adhere to client/learner-centered, evidence-based practice within the professional standards, scope of practice, and code of ethics for dietetics.	Problem-Based Learning; Practice through Role Playing and Simulation Activities; Peer and Instructor Observation and Feedback; Direct Experience with Clients and Learners; Reflective Report; Documentation using the Nutrition Care Process; Case Study Analysis
2	Incorporate nutrition education and counseling theories in practice.	Role Playing, Simulation Activities; Concept Mapping; Peer and Instructor Observation; Direct Experience with Clients and Learners;
3	Demonstrate specific skills used in nutrition counseling.	Practice through Role Playing and Simulation Activities; Peer and Instructor Observation and Feedback; Videotape Transcription and Reflection of Experience; Direct Experience with Clients and Learners
4	Design effective nutrition education materials utilizing a variety of media.	Media Project
5	Following a lesson plan, provide nutrition education sessions appropriate for a target audience using effective instructional methods and materials.	Videotape and Reflection of Field-Based Experiences, Direct Experience with Clients and Learners; Reflective Report

(P) Brief Course Outline*	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments*
	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or
	direct faculty instruction, there should be a minimum of two hours of out of class student work.
	Laboratory Sessions:
	Week One: Analysis of Scope of Practice and Ethics in Nutrition Counseling and Education
	Week Two: Practice: Effective Verbal and Nonverbal Communication
	Week Three: Practice: Transforming Theory into Practice in Nutrition Counseling and Nutrition Education
	Week Four: Practice: Nutrition Assessment Methods; Use of Monitoring Tools; Writing SMART Objectives; Documentation Using ADIME
	Week Five: Practice: Nutrition Counseling:
	Engaging the Client Using Oars: Open-Ended Questioning, Affirming, Reflecting, Summarizing
	Week Six: Practice: Nutrition Counseling:
	Engaging the Client: Helping Skills, Listening for Change Talk, Operationalizing Motivational Interviewing
	Week Seven: Practice: Nutrition Counseling
	Attending to the Client: Addressing Resistance to Change; Providing Food and Nutrition Advice Effectively
	Week Eight: Practice Nutrition Counseling
	Scaling Instruments - Attending to the Client: Identifying What is Important to the Client; Working with a Clients Confidence to Make Change
	Week Nine: Practice Nutrition Education:
	Assessing Learner Needs; Writing Lesson Plans; Using Domains of Learning
	Week Ten: Practice Nutrition Education:
	Adapting Nutrition Education to Minimize Barriers to Learning and Tailoring Content and Approach to Different Populations
	Week Eleven: Practice Nutrition Education:
	Delivery of Instruction / Learning Experiences; Employing Active Learning Strategies
	Week Twelve: Practice Nutrition Education:
	Selecting or Preparing/Designing Instructional Materials Using Different Media
	Week Thirteen: Practice Nutrition Counseling and Education:
	Utilizing, Adapting, and Developing Nutrition Counseling and Education Evaluation to Assess Process and Outcomes
	Week Fourteen: Practice Nutrition Counseling and Education
	Leading and Facilitating Groups; Adjusting to Group Dynamics
	Week Fifteen: Self-Assessment, Reflection, and Articulating Your Personal and Professional Style and Philosophy as a Nutrition Counselor and Educator

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	This course combines essential competencies of FDNT 463 Nutrition Counseling and FDNT 364, Methods of Teaching Food and Nutrition (FDNT 465 and the concurrent lab, FDNT 466, will replace these two courses). The combination and development of the new courses, FDNT 465 and 466, will feature the unique content and activities, allow for expansion or addition of content and competency-based methods identified by ACEND (accreditation), and eliminate overlap across these two courses identified by the faculty. The focal topics in this course will better align with the distribution of topics in the registration exam for dietitians, thereby enhancing student preparation in the pathway to become a credentialed practitioner. FDNT 465 Nutrition Counseling and Education will provide the didactic content and FDNT 466 Nutrition Counseling and Education Lab will provide students with the opportunity apply didactic principles and demonstrate competence in supervised laboratory and real-world settings.

(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* This course combines essential competencies of FDNT 463, Nutrition Counseling and FDNT 364, Methods of Teaching Food and Nutrition (FDNT465 and the concurrent lab, FDNT 466, will replace these two courses). The combination and development of the new courses, FDNT465 and 466, will feature the unique content and activities, allow for expansion or addition of content and competency-based methods identified by ACEND (accreditation), and eliminate overlap across these two courses identified by the faculty. The focal topics in this course will better align with the distribution of topics in the registration exam for dietitians, thereby enhancing student preparation in the pathway to become a credentialed practitioner. FDNT 465 Nutrition Counseling and Education will provide the didactic content and FDNT466 Nutrition Counseling and Education Lab will provide students with the opportunity apply didactic principles and demonstrate competence in supervised laboratory and real-world settings.
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Major Requirement If Other, please explain:
(T) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment:
(U)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	NO Please Provide Comment:
(V) Who is the Target Audience for the Course?*	Course Designed for Majors If Other, please explain:
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) This course does not impact other departments. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? Not applicable.
(X) Attach Supporting Documents for Implications, if Necessary	**File Modified**

(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment:

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course has previously been approved for Distance Education**
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*
Rationale for Proposal (Required Questions from CBA)	

How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	

For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	**Course SLO #**	**How outcome is assessed using Distance Education Technologies**
	1	
	2	
	3	

How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	

How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies**

Liberal Studies Course Designations (Check all that apply) **Section 1**	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the competencies(s) that apply - must meet at least one*
How does this course fit into the **designation you indicated above?**	
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)** Map the Course Outcome to the **EUSLO's**	*Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	**Course SLO #**
• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
• the human imagination, expression and traditions of many cultures	
• the interrelationships within and across cultures & global communities	
• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	

	Course SLO #
• ease with textual, visual and electronically-mediated literacies	
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	
• the ablity to transform information into knowledge and knowledge into judgement and action	
• the ability to work within complex systems and with diverse groups	
• critical thinking skills including analysis, application and evaluation	
• reflective thinking and the ability to synthesize information and ideas	
Responsible Learners demonstrate:	**Course SLO #**
• intellectual honesty	
• concern for social justice	
• civic engagement	
• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured **(note should mirror (O) Student Learning** **Outcomes* (SLO) from the course** **proposal**	**Course SLO #**	**Assessment Tool to be used to measure the outcome**
	1	
	2	
	3	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
Course Designations:	
Key Assessments	
•	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File Modified** No files shared here yet. Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu