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<p>(L) Additional Information</p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>																								
<p>(M) Recommended Class Size</p>	<p>YES</p> <p>Number (Enter Zero if No):28</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p> <p>Students enrolled in this course will enroll in FDNT 466 Nutrition Counseling and Education Skills Lab where the optimal number per section is 10-14 students. FDNT 466 laboratory provides practice and skill development for students, as well as practice in nutrition counseling (service through the on-campus Nutrition Connection located in the Center for Health and Well-Being and directed by FDNT faculty), and experience providing nutrition education on campus and in the community. A small class size is necessary in order to support instructional goals in-class as well as to support student mentoring, observation, and supervision when engaged in the provision of campus- and community-based nutrition counseling and nutrition education.</p>																								
<p>(N) Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Focuses on nutrition counseling and education methods to support health-promoting dietary knowledge, attitudes, and behaviors for individuals and groups in community and clinical settings.</p>																								
<p>(O) Student Learning Outcomes* (SLO)</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Measured</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course. Hit Tab to add additional lines</i></p> <p>Note that the text box in the table expands and that additional rows can be added using urse le,ut</p> <table border="1" data-bbox="381 1144 1485 1722"> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>																								

1. Nutrition Counseling vs Nutrition Education
2. Nutrition as a Helping Profession
 - a. What is Helping?
 - b. Needs for Helping
 - c. Feedback Skills
 - d. Evidence-Based Practice
 - e. Scope of Practice Framework
 - f. Ethics in Nutrition Counseling and Nutrition Education
3. Effective Verbal and Nonverbal Communication
 - a. Patient/Client/Learner-Centered
 - b. Relationship Building
 - c. Clear, Concise Messages
4. Theories, Models and Strategies for Nutrition Counseling and Nutrition Education
 - a. Review of Behavior Change Literature (e.g., Stage of Change, Cognitive-Behavioral Therapy, Health Belief Model)
 - b. Review Learning Theories (e.g., Learning/Teaching Styles, Social Cognitive Theory, Memory, Transfer of Learning /Innovation, Pedagogy/Andragogy, Motivation)
 - c. Transforming Theory into Practice
5. Framework for Nutrition Counseling and Nutrition Education
 - a. The Nutrition Care Process
 - b. Nutrition Assessment and Monitoring Tools
 - c. Goal Setting and SMART Objectives
 - d.
6.
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8.
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 - b.
 - c. ~~_____~~
- 9.

<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>This course does not impact other departments.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>Not applicable.</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th>File</th> <th>Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 50px;"> </td> </tr> </tbody> </table>	File	Modified		
File	Modified				
<p>(Y) Are the Resources Adequate?*</p>	<p>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</p> <p>YES</p> <p>Please Provide Comment:</p>				

Distance Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p> <p>distance-education</p>
<p>Course Prefix /Number</p>	<p>FDNT 465</p>
<p>Course Title</p>	<p>Nutrition Counseling and Education</p>
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>
<p>Brief Course Outline</p>	<p><i>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</i></p> <p><i>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.</i></p> <ol style="list-style-type: none"> 1. Nutrition Counseling vs Nutrition Education 2. Nutrition as a Helping Profession <ol style="list-style-type: none"> a. b. c. d. e. f.

3. Effective Verbal and Nonverbal Communication
 - a. Patient/Client/Learner-Centered
 - b. Relationship Building
 - c. Clear, Concise Messages
4. Theories, Models and Strategies for Nutrition Counseling and Nutrition Education
 - a. Review of Behavior Change Literature (e.g., Stage of Change, Cognitive-Behavioral Therapy, Health Belief Model)
 - b. Review Learning Theories (e.g., Learning/Teaching Styles, Social Cognitive Theory, Memory, Transfer of Learning /Innovation, Pedagogy/Andragogy, Motivation)
 - c. Transforming Theory into Practice
5. Framework for Nutrition Counseling and Nutrition Education
 - a. The Nutrition Care Process
 - b. Nutrition Assessment and Monitoring Tools
 - c. Goal Setting and SMART Objectives
 - d. Documentation
6. The Nutrition Counseling Session
 - a. Engaging the Client/Patient
 - b. Behavior Change and Resistance to Change
 - c. Communication Skills for Nutrition Counseling
 - d. Helping Skills
 - i. Nonverbal
 - ii. Continuing Responses
 - iii. Leading Responses
 - iv. Self-Referent Responses
 - e. Listening for Change Talk
 - f. Motivational Interviewing (MI)
 - i. Spirit of MI:
 1. Collaboration
 2. Evocation
 3. Autonomy
 4. Compassion
 - ii. Processes:
 1. Engaging
 2. Focusing
 3. Evoking
 4. Planning
 - iii. Skills
 1. Asking Open Questions
 2. Affirming Efforts and Strengths
 3. Reflecting
 4. Summarizing
 - iv. Working with Client/Patient Confidence and Importance for Change
 - v. Providing Advice Effectively
 - vi. Promoting and Supporting Behavior Change and Maintenance
7. Planning and Providing Nutrition Education
 - a. Assessing Learner Needs, Goals, Client/Patient-Centered Approach
 - b. Domains of Learning
 - c. Lesson Planning and Implementation
 - i. Writing (SMART) Instructional and Learning objectives
 - ii. Minimizing Barriers to Learning
 1. Target Population - Appropriate Education Principles and Activities
 - a. Age, Literacy, Language, Socioeconomic Factors
 - b. Accessibility
 - iii. Delivery of Instruction / Learning Experiences
 1. Active Learning Strategies and Instructional Methods
 - a. Classroom-based (e.g., lecture, discussion, simulation/role-play, problem-based learning/case studies)
 - b. Field-based (e.g., grocery tours)
 - c. Demonstrations (e.g., food preparation)
 - d. Skill-based (e.g., cooking classes, label reading, menu planning)
 - iv. Selecting or Preparing Instructional Materials: Print-Based (posters, bulletin boards, pamphlets, factsheets); DigitalMedia (video, podcasts, blogs, website development, Instagram, Facebook, infographics, apps, food photography, slide presentations); 3-D or interactive media (food models, games, use of art); Demonstrations (food preparation, label reading, menu planning; recipe modification); Field-Based (grocery tours, farm-to-table tours); Other (cookbook development)
8. Types of Evaluation and Outcomes for Nutrition Counseling and Education
 - a. Formative, Process, and Summative Evaluation (e.g. client/patient/learner reaction, learning, behavior change, organizational measures, self-assessment)
 - b. Quantitative and Qualitative
 - c. Data Collection Techniques: (e.g., tests, questionnaires, interviews, observation, rating scales and checklists, performance, self-report)
9. Group Dynamics, Facilitation, and Leadership of Groups in Counseling and Education
10. Reimbursement for Counseling Services and Grants or Other Funding Sources to Support Nutrition Education
11. Developing Your Personal Style and Philosophy as a Nutrition Counselor and/or Educator
12. Emerging Issues in Nutrition Counseling and Nutrition Education
 - a. Diversity, Inclusion, Equity, and Cultural Sensitivity
 - b. Dehumanization in Health Care
 - c. Technology as a Tool (e.g., telehealth and nutrition)
 - d. The Importance of Self-Care

(EUSLOs)

Map the Course Outcome to the

EUSLO's

See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs

Informed Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">• the ways of modeling the natural, social and technical worlds	
<ul style="list-style-type: none">• The aesthetic facets of human experience	
<ul style="list-style-type: none">• the past and present from historical, philosophical and social perspectives	
<ul style="list-style-type: none">• the human imagination, expression and traditions of many cultures	
<ul style="list-style-type: none">• the interrelationships within and across cultures & global communities	
<ul style="list-style-type: none">• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">• effective oral and written communication abilities	
<ul style="list-style-type: none">• ease with textual, visual and electronically-mediated literacies	
<ul style="list-style-type: none">• problem solving skills using a variety of methods and tools	
<ul style="list-style-type: none">• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources	
<ul style="list-style-type: none">• the ability to transform information into knowledge and knowledge into judgement and action	
<ul style="list-style-type: none">• the ability to work within complex systems and with diverse groups	
<ul style="list-style-type: none">• critical thinking skills including analysis, application and evaluation	
<ul style="list-style-type: none">• reflective thinking and the ability to synthesize information and ideas	
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">• intellectual honesty	
<ul style="list-style-type: none">• concern for social justice	
<ul style="list-style-type: none">• civic engagement	

	<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal</p>	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>Assessment Tool to be used to measure the outcome</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>		Course SLO #	Assessment Tool to be used to measure the outcome	1		2		3	
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	1									
	2									
3										

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. Please answer the following questions.


<p>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.</p>	
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<p>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.</p>	
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Teacher Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p>File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

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>