

Husky Nutrition

A Community Service-learning Class

3 Credits

Faculty:

Course Manager:

Room on campus:

Dates and times:

Sugar sweetened or sugary beverage consumption and over consumption of 100% juice add unneeded calories to diets of young children, potentially leading to overweight. Over a third of preschool children in Hartford are overweight or obese and approximately 8% percent of the calories in their diets come from sugary drinks. To help reduce the possible connection between sugary drink consumption and childhood obesity, the USDA funded Husky Nutrition Programs developed an educational intervention aimed at low-income parents and their children. To test the effectiveness of the *Sugary Drink Reduction* program, USDA funded a randomized control trial that used students as educators. The successful completion of that trial resulted in the long-term institution of this course.

Course structure: Husky Nutrition emphasizes community service learning, with class lectures and practice laboratory, readings, and other assignments all focused on enhancing the applied experience. At the preschool site, students interact with parents and their children who attend the preschool, engaging them and delivering brief nutrition messages when the parents and caregivers come to pick up their children. The first two classes are an introduction to the issues of families served, a tour of the sites where you will be delivering the program, and an orientation to service-learning, course requirements and organization. For nine of the following eleven weeks, the instructor will provide a training on the lesson for the day and you will travel in a program van to your assigned site to deliver the lesson. Two on campus classes at mid-term and the end of the class will provide an opportunity to investigate issues in greater depth, to reflect as a group on your learning experience, and discuss your independent research. See grading rubric for points assigned to course activities.

Learning Objectives;

By the end of the semester students should be able to

- Describe how sugar sweetened beverages specifically contribute to childhood obesity.
- Illustrate the multifaceted factors that contribute to childhood obesity.
- Demonstrate strategies to effectively convey nutrition education to parents in ways that result in better nutrition choices for their families.
- Provide an analysis of factors in effective nutrition messages and health information delivery to strengthen students' public health messaging skills.
- Develop a plan to further foster their own cultural competency.
- Identify culture-related values and perspectives; become increasingly attuned to the viewpoints of others.
- Understand the limited access to healthy food options in the communities being served by the program.

Each week students attend class learning laboratory and travel to a community site to deliver health and nutrition education. **If an emergency arises and students are unable to attend a site visit, they**

must contact the course instructor immediately. Also, inform all the members of your group that you will not be able to attend. If contacted about the emergency before class, the instructor, at his/her discretion, may allow a make-up site visit on another day.

Community Service: Husky Nutrition emphasizes community service learning, with class lectures and practice laboratory, readings and other assignments all focused on enhancing the applied experience. The goals of Husky Nutrition is to increase students' understanding of nutrition and health in urban communities, gain skills in conveying healthy nutrition messages to families, and solidify students' cultural competence. Course staff coordinate placement of students at an urban day care center in the community.

Learning Outcomes: Successful completion of this class demonstrates that students are able to:

- Learn strategies to effectively convey nutrition education to parents in ways that result in better nutrition choices for their families.
- Analyze factors in effective nutrition messages and health information delivery in order to improve future lesson plans and strengthen students' public health messaging skills.
- Describe the role that nutrition plays in children's health.
- Foster cultural competency through identification of culture-related values and perspectives; become increasingly attuned to the viewpoints of others.
- Understand the limited access to healthy food options in the communities being served by the program.
- Explain the importance and basic functions of community nutrition programs.
- Gain leadership skills.

On-site training: On-site training takes place each week before delivery of the nutrition messages. Each session covers the day's nutrition lesson. Relevant activities are used to reinforce the education message and practice applied educational techniques. Twice a semester, students receive individual feedback on their participation at the nutrition site

CLASSROOM ETIQUETTE

Email: Throughout the semester, your instructor may communicate important information to the class via e-mail. The e-mail address on file with UCONN (@uconn.edu, @huskymail.uconn.edu) will be used for all communications. If you use other e-mail accounts (yahoo, hotmail, gmail, etc), be sure to check your UCONN e-mail regularly or set-up e-mail forwarding on the university system. Please avoid sending your instructor any e-mails through HuskyCT because she does not check those on a frequent basis. Please make sure to address your instructor properly in your email. In the subject line of the email, please indicate NUSC 3171 since the instructor is teaching additional nutritional science courses. Responses to email will be sent within 24 to 48 hours during business hours from Mondays to Fridays.

Due dates: Assignments are due on the date indicated. If they are submitted past the due date, they are considered late and receive partial credit. **All material submitted must be either in .pdf or .doc files. Other file types are not accepted.**

ASSIGNMENTS/ACTIVITIES

1. Assigned Readings and Class/Lab Participation- 33 points max

Acquisition of knowledge and critical thinking skills are measured by completing the week's reading assignments and participation in class and pre-site visit laboratory. Students will read an article each week, respond to questions and participate in class discussion. The instructor will upload a worksheet that will contain two questions from the weekly article. **Students will respond to the questions in a succinct matter and upload the worksheet to class site as either .pdf or .word file. Other file types are not accepted. Three points will be assigned for a complete worksheet AND in-class participation/discussion of the article.** It is expected that students will come to class prepared. There will be 11 assigned readings. **33 points.** Readings required for this class are in the class schedule (pages 5-7). **Late reading worksheets will not be accepted and thus graded a 0.** Please make sure to include your complete name on the assignment.

2. Husky Nutrition On-site Evaluation of Students: 24 points max

As students experience and explore links between theory and practice, they become accustomed to appraising their own contributions at the site, noting effective skill in nutrition lesson delivery. Husky Programs' ability to work with community partners depends on students' dependability, punctuality, friendliness, work ethic and enthusiasm.

The class instructor will conduct two evaluations of each student per semester to assess performance at the delivery sites. **Max number of points for each evaluation is 12 points, for a total 24 points for this class activity.** The evaluation form to be used is the Husky Programs On-site Evaluation of Student Performance found on page 10. The instructor will assess students on their ability to: 1) knowledge of the nutrition message for each week, 2) engages in team work to deliver the lesson, 3) actively participate in delivering the lesson, 4) be responsive to participants and convey a positive attitude, and 5) prepare and pack materials (i.e. foods, coolers, bags, etc.) using proper techniques, clean up preparation area, and assist with loading and unloading of materials at the UConn campus office and at the site.

The instructor will provide feedback on the evaluations one week after the evaluation date.

3. Weekly Site Reflections – 50 points max

Each week students will complete a weekly reflection post on the lesson delivered. A reflection is a deep analysis of a particular experience, interpretation of this experience, and assessment of what worked or not, to draw conclusions for the future. More information on the definition of a reflection is found at <http://www.uefap.com/writing/genre/reflect.htm>

For the purpose of this class, students will submit reflections on:

- 1) The significance of the lesson delivered
- 2) Their interaction with participants
- 3) Whether personal nutrition education goals were met during lesson delivery or not
- 4) Educational or environmental challenges encountered during lesson delivery.
- 5) Any connections you made between this class or the lesson delivered and other courses you have taken or previous work or home experiences.

Weekly reflections must be typed in 12 point font with 1-inch margins and single-spaced. **Submit all your work to HuskyCT as .pdf or .word files.** One page max. **There are 10 weekly reflections.**

Each reflection is worth a max number of 5 points, for a total max of 50 points. A grading rubric is posted on page 9. For due dates, please refer to the class schedule on pages 5-7. Reflections will be submitted to HuskyCT on Friday by 12 pm of the week that you delivered the nutrition lesson. Please include on top of the page:

- Your full name on the top of the assignment.
- The week number (example: reflection week 1, reflection week 2, etc.).

IMPORTANT: The instructor highly recommends checking the grading rubric for this assignment (page 9) to include all required components. The assignment will be graded using this rubric. **The instructor will give one opportunity during the semester to submit one late journal and still be graded as if it was on time. Past this opportunity, late journals will not be accepted.**

4. Research Paper-64 points max

The Research Paper synthesizes insights gained from the applied community nutrition experience. The paper should be double-spaced, 4-5 pages long (12 point font, 1-in margins). **Please refer to the class schedule for due date** and include your full name on the top of the assignment. A grading rubric is found on pages 11-12. For this assignment you will select a scholarly article that reports findings of a **nutrition-education program in the community as your starting point**. The instructor needs to approve the first article/paper you will use for this assignment.

FIRST STEP: Upload article title and abstract (no web link) or complete pdf of article by 3/2. The instructor will OK (or not, and ask you to continue searching) the article. Other research articles used in the research paper supporting/negating the first one need not be approved ahead of time.

Guidelines for the paper:

- a) Introduction. A few sentences discussing the various community Nutrition Programs available today.
- b) Critically examine the article and summarize the information. Provide article background, purpose/aims/objectives/hypothesis, materials and methods, findings, and your personal interpretation of the findings. What program is it addressing? What audience is researched in the paper? Is it relevant? Please do not copy or re-phrase the article abstract. About 1.5-2 pages.
- c) Discuss similarities or differences with the Husky Nutrition program. Think about: Did the article's findings support educational efforts conducted with communities similar to the community that Husky Nutrition serves? What were the differences in program delivery? What programming similarities can be drawn? The discussion would need to contain insight gained from their site participation and observations, information from weekly readings and weekly reflections. About 1 page
- d) Provide recommendations for Husky Nutrition program improvement. Include lessons ("take home message") learned from program delivery, and opportunities for improvement in delivery method of the education. About 1-1.5 pages
- e) Bibliography. Include papers that discuss Community Nutrition Programs, support your recommendations, or offer insight into methodology.

IMPORTANT: The instructor highly recommends checking the grading rubric for this assignment (page 10-11) to include all components that are required. The paper will be graded using this rubric.

Late Research Paper point deductions:

Five (5) points will be deducted every 24 h the assignment is late. For example: The assignment is due on 4/2 at midnight. If you submit your paper after midnight you will be deducted 5 points for the first 24 h (until 12 pm of the next day). The assignment can be submitted late up to 48 hours, after then it will not be accepted.

When submitting your assignment, attach a copy of the article you used. Students may use any database to find a pertinent article for this assignment. The library has access to several databases. The instructor has found that PubMed and Google Scholar are good sources of information. Be sure to select an article that reports outcomes for community or public health nutrition or nutrition education for low income or low literacy audiences.

Examples of journals where these types of articles are published include, but are not limited to:

- Journal of Nutrition Education and Behavior
- American Journal of Public Health
- BMC Public Health Nutrition
- Public Health Nutrition
- Journal of Nutrition
- Childhood Obesity
- Eating Behaviors
- Preventive Medicine
- Appetite
- International Journal of Behavioral Nutrition and Physical Activity
- Journal of Behavioral Nutrition and Physical Activity
- Journal of the Academy of Nutrition and Dietetics

5. Husky Programs Contact Form – 9 points max

Each week, every group (each section of this course comprises a group) must fill out the Husky Programs Contact Form found on page 12 and leave the form in the drop-off bin found in room. This form is necessary for continued grant support for this program, so it is imperative that the information is complete and correct.

6. Special Activity-TBD

GRADING: Class Requirements and Percentage of Grade - A Visual Summary

Class activity	Points possible	Assessment criteria	Max number of points
Assigned readings and class/ lab participation	11 (3 points each)	Completion of reading worksheet and class discussion	33
On-site evaluation of students by site instructor	24 (2 evaluations, 12 points each)	Husky Programs On-Site Evaluation of Student Performance: Presents the information to the parents and children, gives handouts and incentives to parents	24
Weekly site reflections	50 (10 reflections, 5 points each)	Reflection rubric, e-mailing on time	50
Research paper	64 points	Successful completion of paper components	64
Husky programs contact forms	9 (9 site visits, 1 points each)	On-time completion & submission of form	9
Special activity	4 extra points	TBD	
TOTAL POINTS FOR COURSE			180

Evaluation of performance:

A = 167-180 points (93-100%)
 A- = 162-166 points (90-92%)
 B+ = 157-161 points (87-89%)
 B = 149-156 points (83-86%)
 B- = 144-148 points (80-82%)
 C+ = 139-143 points (77-79%)
 C = 131-138 points (73-76%)
 C- = 126-130 points (70-72%)
 D+ = 120-125 points (67-69%)
 D = 113-119 points (63-66%)
 D- = 108-112 points (60-62%)
 F = 0-107 points (50-59%)

Husky Nutrition Calendar

Session	Learning Lab & Community Site Nutrition Activity	Readings	Assignments Due
Meeting 1 Class introduction	USDA Civil Right Training Dress code presentation Course intro, syllabus, expectations.	Visit: https://www.fns.usda.gov/snap/supplemental-nutrition-assistance-program-education-snap-ed Reading 1: Developmental Origins of Disease: Emerging Prenatal Risk Factors and Future Disease Risk. Aris IM, Fleisch AF, and Oken E. Current Epidemiology Reports (2018) 5:293–302 https://doi.org/10.1007/s40471-018-0161-0 Also read the following, we will be discussing this in class: Medeiros, L.C. et. al. Logic Model Framework for Community Nutrition Education. Nutr Educ Behav. 2005;37:197-202.	Reading worksheet 1 due Friday Weekly reflection 1 due on Friday
Meeting 2 Site tour	Tour preschools	Reading 2: Bailey-Davis, L, Peyer, LK, Fang, Y, Kim, J-K, Welk, Gj. Effects of Enhancing School-Based Body Mass Index Screening Reports with Parent Education on Report Utility and Parental Intent To Modify Obesity Risk Factors. Child Obes. Apr;13(2):164-171. DOI: 10.1089/chi.2016.0177	Reading worksheet 2 due Friday Weekly reflection 2 due on Friday
Meeting 3	Class Theme: Week 1 board: 100% juice vs. juice drink	Reading 3: Hammersley, ML, Okely, AD, Batterham, MJ, Jones, RA. An Internet-Based Childhood Obesity Prevention Program (Time2bHealthy) for Parents of Preschool-Aged Children: Randomized Controlled Trial. J Med Internet Res. 2019 Feb; 21(2): e11964. Published online 2019 Feb 8. doi: 10.2196/11964:10.2196/11964Feb 8.	Reading worksheet 3 due Friday Weekly reflection 3 due on Friday
Meeting 4	Class Theme: Week 2 board: How much real juice?	Reading 4: Sharif M et al. The role of neighborhood characteristics and the built environment in understanding racial/ethnic disparities in childhood obesity Preventive Medicine 2016 Jul 9;91:103-109. doi: 10.1016/j.ypmed.2016.07.009	Reading worksheet 4 due Friday Weekly reflection 4 due on Friday
Meeting 5	Class Theme: Week 3 board: No more than 4 ounces	Reading 5: Cooksey-Stowers, et al. Food Swamps Predict Obesity Rates Better Than Food Deserts in the United States. Int. J. Environ. Res. Public Health 2017, 14, 1366; doi:10.3390/ijerph14111366	Reading worksheet 5 due on Friday Weekly reflection 5 due on Friday

Meeting 6	Class Theme: Week 4 board: Same amount of Sugar	Reading 6: Lustig, R. et al. Isocaloric Fructose Restriction and Metabolic Improvement in Children with Obesity and Metabolic Syndrome. Obesity 2016, 24, 453–460. doi:10.1002/oby.21371	Reading worksheet 6 due on Friday Weekly reflection 6 due on Friday
Meeting 7	Meet to discuss journal articles	Readings 1-6	
Meeting 8	Class Theme: Week 5 board: How many servings?	Reading 7: Bragg MA, Roberto CA, Harris JL, Brownell KD, Elbel B. Marketing Food and Beverages to Youth Through Sports. J Adolesc Health. 2018 Jan;62(1):5-13. doi: 10.1016/j.jadohealth.2017.06.016. Epub 2017 Oct 27.	Reading worksheet 7 due Friday Weekly reflection 7 due on Friday
Meeting 9	Class Theme: Week 6 board: Protect your child’s smile	Reading 8: Feng, D. et al A multicomponent intervention helped reduce sugar-sweetened beverage intake in economically disadvantages Hispanic children. Am J Health Promotion. 2015 Aug 25	Reading worksheet 8 due on Friday Weekly reflection 8 due on Friday
Meeting 10	Class Theme: Week 7 board: What do Doctors recommend?	Reading 9: Potvin Kent M, Pauzé E, Roy EA, de Billy N, Czoli C. Children and adolescents' exposure to food and beverage marketing in social media apps. Pediatr Obes. 2019 Jun;14(6):e12508. doi: 10.1111/ijpo.12508. Epub 2019 Jan 28.	RESEARCH PAPER DUE on Friday <u>by midnight</u> Reading worksheet 9 due on Friday Weekly reflection 9 due on Friday
Meeting 11	Class Theme: week 8 board: What has more sugar?	Reading 10: Hardison-Moody A, Bloom JD, Jones L, Benavente T. Incorporating Farmers’ Market Tours into the Expanded Food and Nutrition Education Program: Best Practices and Lessons Learned. Journal of Human Sciences and Extension. Volume 6, Number 1, 2018, pp. 113-124.	Reading worksheet 10 due on Friday Weekly reflection 10 due on Friday
Meeting 12	Class Theme: week 9 Summary board Evaluation	Reading 11: Havens, E. et al, Federal nutrition program changes and healthy food availability. Am J Prev Med. 2012 Oct;43(4):419-22.	Reading worksheet 11 due on Friday Final course reflection 11 due on Friday
Meeting 13	Meet to discuss journal articles	Readings 7-11, evaluation	

The syllabus is subject to change at the discretion of the class instructor, course manager and program manager.

Weekly on-site Reflections Rubric
5 points max

		Total: __ / 5	
1.	Explores the significance of the lesson delivered and provides in depth insight on the importance of the lesson delivered for the audience. Response does not have spelling, grammar, or punctuation errors.	2	__ / 2
	One of the above elements is missing, described superficially, or includes 1 grammatical error	1	
	Question 1 answered incorrectly or includes 2 or more grammatical errors	0	
2.	Provides insight about his/her possible influence on the audience and the message impact about subject matter. Response does not have spelling, grammar, or punctuation errors.	1	__ / 1
	One of the above elements is missing, described superficially, or includes 1 grammatical error.	0.5	
	Question 2 answered incorrectly or includes 2 or more grammatical errors	0	
3.	Explores personal experiences to reflect on the target education goal of the lesson day. Response does not have spelling, grammar, or punctuation errors	1	__ / 1
	One of the above elements is missing, described superficially, or includes 1 grammatical error.	0.5	
	Question 3 answered incorrectly or includes 2 or more grammatical errors	0	
4.	Establishes original thoughts and provides insight about the educational or environmental challenges encountered during lesson delivery	1	__ / 1
	One of the above elements is missing, described superficially, or includes 1 grammatical error.	0.5	
	Question 4 answered incorrectly or includes 2 or more grammatical errors	0	

Comments: _____

Adapted from Koliba, C. (2004) "Assessing Reflection Assignments for Public Affairs Courses: Implications for Educating Reflective Practitioners" *Journal of Public Affairs Education*.

Husky Nutrition On-site Evaluation of Student Performance 12 points

Student's name: _____

Date: _____ Evaluator's name: _____

Site: _____

Evaluation date and time: _____

Criteria	Points Earned
Knowledge of the nutrition message for each week (2 points)	
Engages in team work to deliver the lesson (2 points)	
Active participation in delivering the lessons (2 points)	
Being responsive to participants and conveying a positive attitude (4 points)	
Assisting with preparation and packing of class materials (i.e. foods, coolers, bags, etc.) using proper techniques, clean up preparation area, and assist with loading and unloading of materials at the UConn campus office and at the site. Turn in filled contact forms. (2 points)	
TOTAL POINTS	

Comments:

Final Research Paper Rubric 64 point max

Student: _____

Final score: ____/64

<u>Critical examination of the article</u>		Total: __ / 27	
1.	Paper does not have spelling, grammar, or punctuation errors.	10	__ / 10
	Paper includes minor spelling and/or grammatical errors.	5	
	Paper includes many spelling and/or grammatical errors.	0	
2.	Accurately summarizes article background	3	__ / 3
	Article background is absent.	0	
3.	Accurately includes article purpose/aims/research question/hypothesis	3	__ / 3
	Article purpose/aims/research question/hypothesis is absent	0	
4.	Accurately summarizes article materials and methods	3	__ / 3
	Article materials and methods are absent	0	
5.	Accurately summarizes article findings	3	__ / 3
	Article findings are absent	0	
6.	Student provides a clear and thoughtful personal interpretation of the article findings	5	__ / 5
	Personal interpretation of findings lacks clarity and reflection	3	
	Personal interpretation of findings is absent	0	
<u>Discussion of program similarities and differences</u>		Total: __ / 21	
1.	Discuss whether article findings support education in communities similar to those that the Husky Nutrition program serves	6	__ / 6
	Discussion is present but lacks clarity	3	
	Discussion is weak and/or minimal	2	
	Discussion is absent	0	
2.	Discuss differences in education delivery between article program and Husky Nutrition One program	8	__ / 8
	Discussion is present but lacks clarity	4	
	Discussion is weak and/or minimal	2	
	Discussion is absent	0	
3.	Discuss similarities between article program and Husky Nutrition program	7	__ / 7
	Discussion is present but lacks clarity	4	
	Discussion is weak and/or minimal	2	
	Discussion is absent	0	

<u>Recommendations</u>		Total: __ / 16	
1.	Provides at least two (2) recommendations for Husky Nutrition program improvement regarding delivery method of education	6	__ / 6
	Provides one recommendation	3	
	Does not provide recommendations	0	
2.	Includes at least one (1) lessons or “take home message” the student learned from program delivery	3	__ / 3
	Does not provide lesson learned or “take home message”	0	
3.	Explores connections in depth between this class or the lessons delivered and other courses the student has taken or previous class, work or home experiences.	7	__ / 7
	One of the above elements is missing, described superficially, or includes grammatical errors	3	
	Does not provide any reflection about other experiences.	0	

Comments:

HUSKY PROGRAMS CONTACT FORM

List first and last name for all presenters in group (include all staff and students present):

1.	3.
2.	4.

Name of site: _____

Program name, circle one: *Husky Reads* *H Nutrition I* *Husky Smart Shopping* *Health Fair*

Date of lesson: _____ Name of Lesson Plan: _____

Incentive item: _____ message: _____ # distributed: _____

DIRECT CONTACTS (Participate in lesson)

Classroom name or number or location: _____

Age	Female	Male	<i>Total by age</i>
Less than 5 yrs			
5-17 years old			
18-59 years old			
60 years or older			
<i>Total by gender</i>			

Classroom name or number or location: _____

Age	Female	Male	<i>Total by age</i>
Less than 5 yrs			
5-17 years old			
18-59 years old			
60 years or older			
<i>Total by gender</i>			

Classroom name or number or location: _____

Age	Female	Male	<i>Total by age</i>
Less than 5 yrs			
5-17 years old			
18-59 years old			
60 years or older			
<i>Total by gender</i>			

Classroom name or number or location: _____

Age	Female	Male	<i>Total by age</i>
Less than 5 yrs			
5-17 years old			
18-59 years old			
60 years or older			
<i>Total by gender</i>			

INDIRECT CONTACTS: someone who is passively hearing our lesson/topics/display boards; received handout)	
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