I. **Course Description:**
This course teaches the future nutrition professional the art and science of communicating with individuals, groups and the public. NUTR 630 emphasizes the development of strong communication skills while being mindful of cultural differences and health literacy level. Over the course of the semester, students will practice counseling individuals, participating in social media, engaging the mass media and enhancing cultural awareness. Prerequisites: NUTR 240 (or equivalent courses) and senior status.

II. **Instructor:**  *Kathryn Sayre, MPH, RDN, LDN*
Office: 2216A McGavran-Greenberg Hall
Office Hours: By Appointment Monday through Thursday
Telephone: 919-966-0245
Email: kate.sayre@unc.edu

**Teaching Assistant:**  *Mackenzie Reeser, RDN, LDN*
Email: mreeser@live.unc.edu

III. **Textbooks/Readings/Additional Material**
**Required Texts/Resources:**
- NutritionCalc Plus Online Updated with MyPlate [this is not a textbook, but an online subscription. Please buy code through the bookstore for extended access]
- For articles from the Journal of the Academy of Nutrition and Dietetics that were published after January 1993 and are not included on Sakai, please visit the Health Sciences Library Electronic Journal Database to access these readings.

**Resource Texts (On Reserve at the Health Sciences Library):**

IV. **Foundation Knowledge, Skills and Competencies**

Student Learning Outcomes covered in this course are based on the 2017 ACEND Core Competencies for the Registered Dietitian (CRDN), 2017 ACEND Knowledge Requirements (KRDN), and 2016 CEPH Core Competencies.

**Knowledge:**
KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.
KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.
KRDN 2.6 Demonstrate an understanding of cultural competence/sensitivity.
KRDN 2.8 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.
KRDN 3.2 Develop an educational session or program/educational strategy for a target population.
KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.

**Skills:**
CRDN 2.11: Show cultural competence/sensitivity in interactions with clients, colleagues and staff
CRDN 2.15: Practice and/or role play mentoring and precepting others
CRDN 3.3: Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings
CRDN 3.4: Design, implement and evaluate presentations to a target audience
CRDN 3.5: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
CRDN 3.6: Use effective education and counseling skills to facilitate behavior change

**Council on Education for Public Health (CEPH) Competencies:**
1. Assess dietary intake and nutrition status of individuals and populations
2. Evaluate how social, cultural, environmental and community factors impact dietary intake and nutrition related outcomes in individuals, families and communities
V. Attendance Policy
This is an upper level undergraduate and graduate student course. Students are:
- Expected to attend class. Points can be deducted for unexcused absences. Please email Kate if you are sick or need to miss class for another reason.
- Responsible for all material and assignments made or discussed in class whether they are in attendance or not.
- To be in class on time with cell phones turned off. It is distracting to your fellow students and to the faculty when you come in late. If you are late, please enter the room quietly.

VI. Learning Experiences
A. Class lectures/discussions
    Material will be presented and discussed that will allow students to learn and practice concepts.
B. Assignments
    A listing of the assignments and due dates follows; detailed instructions are posted in the assignments section of the course Sakai site.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food and Culture Fact Sheet</strong> – Students will be required to explore the culture of ONE native born, immigrant, or refugee group that is common in North Carolina and develop/design a 2-page fact sheet summarizing important aspects of the culture.</td>
<td>October 17</td>
<td>150</td>
</tr>
<tr>
<td><strong>Nutrition Counseling Session Write-up</strong> – Each student will visit the UNC Clinical Skills and Patient Simulation Center (CSPSC) to counsel a “client” on Friday, October 27 from 7:30am – 12:00pm. Your counseling session will last 30 minutes and will be recorded for personal reflection and grading. The CSPSC is located in Berryhill Hall at the School of Medicine.</td>
<td>November 2</td>
<td>150</td>
</tr>
<tr>
<td><strong>Mass Communication Assignment</strong> – Students will be required to write an opinion piece (Op-Ed) in response to a nutrition-related issue that appeared in the paper. In addition, students will write a blog and Twitter post, and develop questions and talking points for a television news interview, which will be used as the basis of an on-camera interview.</td>
<td>November 21</td>
<td>150</td>
</tr>
<tr>
<td><strong>Written Class Preparation Assignments:</strong> There are 10 written class preparation assignments. Assignments should be uploaded to Sakai BEFORE class; however you may need access to the assignment during class so bring a copy with you (hard copy or computer file).</td>
<td>Refer to syllabus for due dates</td>
<td>200</td>
</tr>
</tbody>
</table>
Attendance: Points can be deducted for unexcused absences. Please email Kate if you are sick or need to miss class for another reason.

Final Exam: Ten-question short answer exam.

Weekly 50

Friday, December 8 at 12pm 50

Total Points: 750

Communication between students and the instructor is essential throughout the semester. Students are encouraged to ask questions of or talk with the instructor during or outside class. Questions and issues raised in email communications may be shared with the class if appropriate.

VII. Evaluation Criteria

Evaluation of student performance in this course will be based on the percent of total accumulated points according to the breakdown below.

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ ≥ 97%</td>
<td>C+ ≥ 77% &lt; 80%</td>
</tr>
<tr>
<td>A ≥ 93% &lt; 97%</td>
<td>C ≥ 73% &lt; 77%</td>
</tr>
<tr>
<td>A- ≥ 90% &lt; 93%</td>
<td>C- ≥ 70% &lt; 73%</td>
</tr>
<tr>
<td>B+ ≥ 87% &lt; 90%</td>
<td>D ≥ 60% &lt; 70%</td>
</tr>
<tr>
<td>B ≥ 83% &lt; 87%</td>
<td>F &lt; 60%</td>
</tr>
<tr>
<td>B- ≥ 80% &lt; 83%</td>
<td></td>
</tr>
</tbody>
</table>

Exam and Grade Policies

- If the due date for an assignment is not good for the class in general, we will consider changing it. However, dates have been selected to allow for timely return of materials.
- Grading guidelines have been provided with assignments so you know what is expected of you. Major assignments will be collected through Sakai but are due no later than the end of the due day (11:59pm EST) unless otherwise specified. **10% of your grade will be deducted from assignments for each day of unexcused lateness.**
- The Honor Code is in effect in this class and all others at the University. We are committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at [https://studentconduct.unc.edu/students](https://studentconduct.unc.edu/students). If you have questions, it is your responsibility to ask us about the Code’s application. All written work and projects must be submitted with a statement that you have complied with the requirements of the Honor Code in all aspects of the submitted work. If work is submitted through Sakai, please click the “Honor Code Button” to indicate that you have abided by the Honor Code.
VIII. Accessibility Resources

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office, Tel - 919-962-8300 or Email - accessibility@unc.edu.

IX. Course Outline

1. Health Literacy and Communication

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>Introductions and Course Overview</td>
<td>Health Literacy: The Basics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sakai: Teaching Patients with Low Literacy Skills by Doak, Doak, &amp; Root (e-Book)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Chapter 1: The Literacy Problem</td>
</tr>
<tr>
<td>August 24</td>
<td>Health Literacy: Plain Language</td>
<td>PRIOR to class view the YouTube video and answer the questions in the ‘class preparation assignment posted on Sakai with lecture materials (20 pts). Come to class prepared to discuss your thoughts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sakai: Teaching Patients with Low Literacy Skills by Doak, Doak, &amp; Root (e-Book)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Chapter 1: The Literacy Problem</td>
</tr>
<tr>
<td>August 29</td>
<td>Health Literacy: Written Communication</td>
<td>Holli: Chapter 14: Using Instructional Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sakai: Teaching Patients with Low Literacy Skills by Doak, Doak, &amp; Root (e-Book)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Chapter 4: Assessing Suitability of Materials</td>
</tr>
</tbody>
</table>
2. Food and Culture

August 31

Cultural Humility

DUE: Upload class preparation assignment #2 by 12:00PM

Sakai:
Cultural Humility on YouTube: https://www.youtube.com/watch?v=SaSHLbS1V4w

September 5

Food-ways Around the World: How People Eat
Guest Faculty: Susan Wyler MPH, RD, LDN

Sakai:

September 7

Food and Culture
Guest Faculty: Peggy Bentley PhD

Holli: Chapter 9

Sakai:
Hyder and Morrow. Chapter 2: Culture, Behavior and Health (Required)

September 12

Food and Culture in the South
Guest Faculty: Ramine Alexander, MPH, PhD, post-doctoral fellow

Sakai:

September 14

Working with Interpreters in Healthcare (flipped classroom)
http://www.aheconnect.com/newahec/cdetail.asp?courseid=Inter
PRIOR TO CLASS: View the web-based training available at the link provided. You will need to create an account with AHEC in order to access their online classes.

DURING CLASS: We will use the information presented to think through scenarios you are likely to encounter in practice.

Sakai:
Putsch, RW. *Cross Cultural Communication: The Special Case of Interpreters in Health Care*; JAMA 254 (23): 3344-3348, 1985

### 3. Facilitating Behavior Change

<table>
<thead>
<tr>
<th>September 19</th>
<th>Unit 1: Principles of Motivational Interviewing &amp; Adult Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DUE:</strong> Upload class preparation #4 assignment by 12:00PM</td>
<td><strong>Resources:</strong> Book Chapters</td>
</tr>
<tr>
<td></td>
<td>Holli: Chapter 10; Rosengren, Chapter 2; Miller &amp; Rollnick: Chapter 3</td>
</tr>
<tr>
<td></td>
<td><strong>Required:</strong> Molly Kellogg materials (posted on Sakai)</td>
</tr>
<tr>
<td></td>
<td>Listen to Molly Kellogg podcast – Introduction (11 minutes)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.mollykellogg.com/Recordings/DIProgram-Intro9g4.mp3">http://www.mollykellogg.com/Recordings/DIProgram-Intro9g4.mp3</a></td>
</tr>
<tr>
<td></td>
<td>Read: Tip #102, The Very Beginning</td>
</tr>
<tr>
<td></td>
<td>[Other Materials: Posted on Sakai]</td>
</tr>
<tr>
<td><strong>In Class Activity:</strong> Influential Teacher or Supervisor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September 21</th>
<th>Unit 2: Listening &amp; Core Interviewing Skills (OARS) – Part 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Resources:</strong> Book Chapters</td>
</tr>
<tr>
<td></td>
<td>Rosengren: Chapters 3 &amp; 4; Miller &amp; Rollnick: Chapters 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td><strong>Required:</strong> Molly Kellogg materials (posted on Sakai)</td>
</tr>
<tr>
<td></td>
<td>Listen to Molly Kellogg podcasts – Open-ended Questioning (6 minutes)</td>
</tr>
<tr>
<td></td>
<td>Read: Tip #60 (Open Questions); Tips #6 &amp; #95 (Reflecting)</td>
</tr>
<tr>
<td></td>
<td>[Other Materials: Posted on Sakai]</td>
</tr>
<tr>
<td><strong>In Class Activity:</strong> Practice Listening and Interviewing Skills</td>
<td></td>
</tr>
</tbody>
</table>
September 26  Unit 3: Core Interviewing Skills – OARS (Part 2) & Change Talk

Resources: Book Chapters
Rosengren: Chapter 5; Miller & Rollnick: Chapter 13

**Required:** Molly Kellogg materials (posted on Sakai)
   - Listen to Molly Kellogg podcasts – Affirming (15 minutes)
   - Summarizing (10 minutes) [http://www.mollykellogg.com/Recordings/DIProgram-Summarize7h5.mp3](http://www.mollykellogg.com/Recordings/DIProgram-Summarize7h5.mp3)
   - Change talk (13 minutes) [http://www.mollykellogg.com/Recordings/DIProgram-ChangeTalk6m0.mp3](http://www.mollykellogg.com/Recordings/DIProgram-ChangeTalk6m0.mp3)
   - Read: Tip #63 (Affirming); #72 (Summarizing); #69 (Change Talk)

[Other Materials: Posted on Sakai]

**In Class Practice Activity:** Practice Interviewing Skills

September 28  Unit 4: Working with Discord and Ambivalence

Resources: Book Chapters
Rosengren: Chapters 6 & 8; Miller & Rollnick: Chapter 12

**Required:** Molly Kellogg materials (posted on Sakai)
   - Listen to Molly Kellogg podcast – Resistance to Change (17 minutes)
   - Read: Tip #9 (Dealing with Resistance); Tip #103 (Rolling with Resistance)

[Other Materials: Posted on Sakai]

**In Class Practice Activity:** Practice (Case Transcript)

October 3  Unit 5: Opening a Session, Information Sharing, and Giving Advice
Guest Faculty: Beth Jenks MS, RD, LDN

Resources: Book Chapters
Rosengren: Chapters 7 & 9; Miller & Rollnick: Chapter 11

**Required:** Molly Kellogg materials (posted on Sakai)
   - Listen to Molly Kellogg podcasts – Attending to the Client (8 minutes)
     [http://www.mollykellogg.com/Recordings/DIProgram-Importance3m4.mp3](http://www.mollykellogg.com/Recordings/DIProgram-Importance3m4.mp3)
   - Giving Advice (9 minutes) [http://www.mollykellogg.com/Recordings/DIProgram-Advice1r8.mp3](http://www.mollykellogg.com/Recordings/DIProgram-Advice1r8.mp3)
   - Read: Tip #59 (Providing Advice); #100 (Structuring Sessions)

[Other Materials: Posted on Sakai]

**In Class Practice Activity:** Putting it all together (Counseling Practice)
October 5

Unit 6: Skills that support Behavior Change – Problem-solving and Goal-setting
Guest Faculty: Beth Jenks MS, RD, LDN


[Other Materials: Posted on Sakai]

In Class Practice Activity: Practice – Problem-solving & Goal-setting

4. Dietary Assessment

October 10

Obtaining and Assessing Dietary Data, Part 1

Lee: Chapter 3 (on Sakai)

Sakai:

October 12

Obtaining and Assessing Dietary Data, Part 2

DUE: Upload class preparation #6 assignment by 12:00PM

Lee: Chapter 3 (on Sakai)

Sakai:
MyPlate at: http://www.myplate.gov (Explore the site)
Become familiar with Nutrition Calc before class.

October 17

Practice Session: Obtaining and Assessing Dietary Data

Practice Session - Collecting and assessing dietary data (bring Exchange Lists, laptops and calculators to class)

October 17

DUE: Food and Culture Fact Sheet

October 19

Fall Break – NO CLASS
### 5. Group Education and Facilitation

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 24</td>
<td><strong>Group Counseling and Education: Planning Learning</strong></td>
</tr>
<tr>
<td></td>
<td>Holli: Chapter 11 and 12</td>
</tr>
<tr>
<td>October 26</td>
<td><strong>Teaching Children: Development and Learning</strong></td>
</tr>
<tr>
<td></td>
<td>Rebecca Wright, MPH, RD, LDN</td>
</tr>
<tr>
<td></td>
<td>Durham County Department of Public Health</td>
</tr>
<tr>
<td>DUE:</td>
<td>Upload class preparation #7 assignment by 12:00PM</td>
</tr>
<tr>
<td>October 27 (Friday):</td>
<td><strong>Practice facilitating behavior change at the clinical skills lab [7:30 – 12:00]</strong></td>
</tr>
<tr>
<td>October 31</td>
<td><strong>Group Facilitation</strong></td>
</tr>
<tr>
<td></td>
<td>Holli: Ch 15</td>
</tr>
<tr>
<td></td>
<td>Sakai:</td>
</tr>
<tr>
<td></td>
<td><a href="http://ctb.ku.edu/en/tablecontents/sub_section_main_1154.aspx">http://ctb.ku.edu/en/tablecontents/sub_section_main_1154.aspx</a></td>
</tr>
<tr>
<td></td>
<td>In-Class Activity: Practice facilitation techniques</td>
</tr>
<tr>
<td>November 2</td>
<td><strong>Preparing and Delivering Presentations</strong></td>
</tr>
<tr>
<td></td>
<td>Holli: Chapter 13</td>
</tr>
</tbody>
</table>

**Thursday November 2**

DUE: Nutrition Counseling Experience Write-Up
6. Mass Communication

November 7  
DUE: Upload class preparation #8 assignment by 12:00PM  
Framing Nutrition Messages (Part 1)  
Sakai:  

November 9  
Framing Nutrition Messages (Part 2)

November 14  
DUE: Upload class preparation #9 assignment by 12:00PM  
Communication Planning  
TIPS for Working with the Media  
Guest Faculty: Sheree Vodicka, MA, RDN, LDN, NC State Alliance of YMCAs  
Sakai:  
Working with the Media AND 2016 (required p 4-15; 30-36; 39-44)  
Working with the Media AND 2016 (recommended p 4-54)

November 16  
DUE: Upload class preparation #10 assignment by 12:00PM  
Digital Media Part 1: Social Media in Nutrition Practice  
Guest Faculty:  
Breana Lai, M.P.H., R.D. Associate Food Editor, EatingWell Magazine  
http://www.eatingwell.com/blogs/breana-lai  
Lisa Valente, M.S., R.D. Digital Nutrition & News Editor  
Sakai:  
CDC Guide to Writing for Social Media, Chapters 3, 4, 5 & 9  
Working with the Media AND 2016 [p 54-64 required]
November 21

**Digital Media Part 2: Online and Web-based Interventions**

*In lieu of readings, please visit the websites posted on Sakai*

**Guest Faculty:**

Kelly Nordby MPH, RD Coordinator, Eat Smart Move More Weigh Less and Eat Smart Move More Prevent Diabetes

Karen Erickson Hatley, MPH, Project Director, Web-based Behavioral Interventions

Trinh Le, MPH, RD, RD with Zipongo, owner of [www.fearlessfoodrd.com](http://www.fearlessfoodrd.com)

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**Tuesday November 21**

**DUE: Mass Communication Assignment**

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November 23

**Thanksgiving Holiday: NO CLASS**

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November 28

**Professional Review and Scope of Practice, Standards of Professional Practice in Nutrition Care and Standards of Professional Performance of Registered Dietitians**

Holli: Chapter 1

Sakai:


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November 30

**Code of Ethics for RDN**

Guest faculty: Mackenzie Reeser, RDN, LDN

**Reading**


**In Class Activities:**

1. Code of Ethics Scenarios
2. Case Studies using SOP/SOPP Decision Tree
December 5

Television Media Interview
We will practice on-camera interview skills using the Talking Points component of your Mass Communication assignment to guide the interview. Guidance for this practice session is posted on Sakai.

Sakai:
Working with the Media ADA 2009 (required p 41-44)

Course Wrap Up and Evaluations

Friday December 8
Final Exam at 12pm