

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA TITLE	<u>Health Services/Allied Health/Health Sciences, General</u>								
COURSE RUBRIC AND NUMBER	<u>FDNS 1309</u>								
COURSE TITLE	<u>Nutrition in the Community</u>								
COURSE CREDIT HOURS	<table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 10px;">3</td> <td style="text-align: center; padding: 0 10px;">3</td> <td style="text-align: center; padding: 0 10px;">:</td> <td style="text-align: center; padding: 0 10px;">0</td> </tr> <tr> <td style="text-align: center; padding: 0 10px;">Credits</td> <td style="text-align: center; padding: 0 10px;">Lec</td> <td></td> <td style="text-align: center; padding: 0 10px;">Lab</td> </tr> </table>	3	3	:	0	Credits	Lec		Lab
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Credits	Lec		Lab						

I. Catalog Description

Studies the nutritional status of populations at the national, state, and local community levels. Examines socioeconomic, cultural, and psychological influences on eating behavior, national and state health objectives, marketing strategies for objective, implementation and community nutrition programs serving high risk-group populations. Presents basic teaching/counseling methods for the nutrition education of small groups and individual clients/patients. This course may be taken prior to admission to the program. A grade of "C" or better is required in this course to take the next course. **(3:0). Professional Practice Insurance required.**

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Develop written and oral education/counseling materials and evaluation criteria.
- B. Apply basic principles of teaching, learning styles, and behavior modification and demonstrate oral and written communication skills to provide nutrition education to a broad range of populations in the community.
- C. Describe specific nutrition problems with a multicultural view and identify groups at risk for malnutrition due to nutritional excesses/deficits.
- D. Demonstrate accurate/practical food menu plan preparation.
- E. Describe effects of changes in the environment on community nutrition.
- F. Analyze local, state, and federal community nutrition assistance programs.
- G. Describe the results of national nutrition surveys and how they affect nutrition-related public policies.
- H. Analyze the role of the dietetics professional in community nutrition.
- I. Identify and select media appropriate for various educational presentations and demonstrate proper utilization of educational media.
- J. Teach basic nutrition information, such as the Food Guide Pyramid, appropriate serving sizes, utilizing the food label, menu planning and shopping skills, and food and kitchen sanitation and safety.
- K. Demonstrate skill in selection and use of various forms of audiovisual aids.
- L. Discuss appropriate copyright laws as they apply to the development of educational presentations and handouts.
- M. Design, plan, organize and evaluate training, health presentations, and other activities performed in the community to include competencies such as assessment, coordination and acting as resource.

III. THECB Learning Outcomes (WECM)

1. Develop written and oral client education/counseling materials and evaluation criteria.
2. Apply basic principles of teaching, learning and behavior modification and demonstrate oral and written communication skills to provide nutrition education to a broad range of populations in the community.
3. Describe specific nutrition problems with a multicultural view.
4. Identify groups at risk for malnutrition due to nutritional excesses/deficits.
5. Demonstrate accurate/practical food menu plan preparation,

Revised by Discipline: Fall 2012 (next revision in 3 years)

6. Describe effects of changes in the environment on community nutrition, analyze local, state, federal community nutrition assistance programs, describe the results of national nutrition surveys and how they affect nutrition related public policies.
7. Analyze the role of the dietetics professional in community nutrition.

IV. Evaluation

A. Pre-assessment

Successful completion of FDNS 1260 with a grade of “C” or better. Instructors may check each student prerequisite the first week of class; those who do not qualify should be sent back to admissions.

B. Post-assessment

The instructor will maintain a continuous record of each student’s progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.

C. Examinations: 45-50% of the Grade

There will be a minimum of three examinations or a minimum of three quizzes and a final. The examination given during finals week may be in the form of a comprehensive or unit exam.

D. Written Assignments: 45-55% of the Grade

1. Students will complete a minimum of 35 hours of experience in at least two community nutrition agencies. The clinical experiences will include a written report of activities completed with the agency.
2. Students will develop and present a nutrition education program to participants in a community nutrition agency.
3. Students will participate in community nutrition research study or conduct a community needs assessment
4. Students will develop education materials for participants in a community nutrition agency or develop marketing materials for the Dietetic Technology program.
5. Extra credit assignments and/or attendance and participation may be used when calculating the student’s grade. However, points for these activities should not exceed 5 percentage points.

E. Grading Percentages

Weighting of examinations and written assignments may be devised by the individual instructor. Grades will be rounded to the nearest 10th of a percent.

F. Grading Scale:

89.5 – 100 = A
 79.5 – 89.4 = B
 69.5 – 79.4 = C
 69.4 and below=F

G. Remediation

At the instructor’s discretion, students may be allowed to rewrite papers or retest for higher grades. Students requiring additional help may be referred to tutoring services such as the Writing Center.

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.