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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE August 15, 2016

- 1. ACADEMIC UNIT: College Of Public Programs, School of Social Work
2. COURSE PROPOSED: SWU 351 Sustainable Living and Mindful Eating 3
3. CONTACT PERSON: Name: Maria Napoli Phone: 602-496-0097
Mail Code: 3920 E-Mail: Maria.Napoli@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

Please see attached submission.

CROSS-LISTED COURSES: [X] No [ ] Yes; Please identify courses:

Is this a multisection course?: [X] No [ ] Yes; Is it governed by a common syllabus?

Chair/Director (Print or Type)

Chair/Director (Signature)



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**Arizona State University Criteria Checklist for**

**SOCIAL AND BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.



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Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	See attached		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top;">           Psychology            Social psychology            Anthropology         </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Psychology Social psychology Anthropology	See attached
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Psychology Social psychology Anthropology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p style="margin-left: 20px;">a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center; margin-left: 40px;"><b>OR</b></p> <p style="margin-left: 20px;">b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	See attached		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	See attached		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		<ul style="list-style-type: none"> <li>• Courses with primarily fine arts, humanities, literary, or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>			



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Course Prefix	Number	Title	Designation
SWU	351	Sustainable Living and Mindful Eating	SB

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
See attached		



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### **Sustainable Living & Mindful Eating SWU 351**

Course addresses issues related to foods we eat, how we eat, and impacts of choices on health, the environment, locally and globally.

The class examines the array of forces that affect the foods human beings eat, and when, where, and how we eat them, including human labor, agriculture, environmental sustainability, politics, animal rights/welfare, ethics, policy, culture, economics, business, law, trade, and ideology, and psychology. The class addresses the impact of current policies and actions that might be taken to improve human nutrition and health; macro-scale influences on food, nutrition, and eating behavior. The course combines the bio/psycho/social aspects of nutrition to fully address healthful eating and sustainability. This course is designed to help students improve their diets and reduce the environmental impacts of their food choices by developing an understanding of how their behaviors related to food and nutrition can facilitate health balance for themselves and for the environment.

Attached materials include a sample course syllabus, and the copy of the Table of Contents of the required textbook, Schmidt, L. and Napoli, M. (2015). *Sustainable Living & Mindful Eating Book and CD*.

Course prefix	Number	Title	Designation
SWU	351	Sustainable Living & Mindful Eating	SB

Explain in detail which student activities correspond to the specific designation criteria.



Criteria (from checklist)	How course meets spirit	Detailed evidence and examples
<b>SB – Criteria 1: Advance basic understanding and knowledge about human interaction</b>	As indicated by the course description and objectives SWU 351 is designed to facilitate students’ ability to improve eating habits and increase self-perceived quality of life, through examination of nutritional habits that increase the risk of poor nutrition inhibiting optimal personal health and functioning. Exploration of theories and methods will increase knowledge of the current models of nutrition, healthful eating, and mindfulness.	<i>See course description and course objectives on page 2 and 3 of the attached syllabus</i>
<b>SB – Criteria 2: Emphasize the study of social behavior such as that found in psychology, political science, and sociology</b>	SWU 351 relies and theories and methods primarily from the fields of social and health psychology, anthropology, eco-psychology and sociology.	For example, the course includes a study of (see attached syllabus): <ul style="list-style-type: none"><li>• Food Energetic Systems (Week 2)</li><li>• Stress –Impact of Stress on Healthful Eating (Week 1)</li><li>• Mindful Eating: (Weeks 2,3,4,5,6,7,8,9,10)</li><li>• The Brain and Food (Week 3)</li><li>• The Impact of Processed, Fast and Junk Foods on Individual and Collective Nourishment (Weeks 4, 5 &amp; 6)</li><li>• Animal Welfare, Factory Farming, and Environmental Impacts (Weeks 8, 9)</li></ul> Additionally, the examination of the table of contents of Sustainable Living & Mindful Eating (copy attached), the required course text, clearly indicates that literature covered in areas such as stress and nourishment (Chapter 1), Food Marketing to Children and the Development of Taste Preferences (Chapter 7) and Mindful Eating ( Chapter 9) draw directly from and are based on fields such as psychology and social psychology.



		Because of the nature of mindful and healthful eating it is inherently a study of social and cultural behavior, since food preferences are culturally shaped.
<b>SB – Criteria 3a: Emphasize distinct knowledge based of social and behavioral sciences</b>	SWU 351 relies and theories and methods primarily from the fields of social psychology, anthropology, and sociology.	<p>Examples of social science-based theories and concepts covered in the course include:</p> <ul style="list-style-type: none"> <li>• Environmental Awareness (SL&amp;ME, Chapters 8, 9) (ecopsychology)</li> <li>• Examination of Personal nutrition and socially developed learned food preferences (SL&amp;ME Chapters 5,6 &amp; 7)</li> <li>• Humanistic Model of Personal Growth ((Mid Term Exam: Healthful Supermarket Shopping &amp; Eating on a Budget (attached)) Personal Self Reflection Mindful Eating Journal (weekly, end of each chapter)</li> <li>• Hierarchy of Needs (Communication Theory, Griffin)</li> </ul> <p>Additionally, an examination of research articles and in class presenters that speak to a variety of models of healthful and mindful eating and elevation of quality of life issues are explored.</p>
<b>3b: Emphasize the distinct methods of inquiry of social and behavioral sciences</b>	SWU 351 explores concepts of mindful eating and stress management that have been developed using quantitative and qualitative methods to study various topics.	<p>Such methods include quantitative approaches as questionnaires, lab activities, student research in various issues that enhance quality of life through improved eating and stress reduction; field studies and experiments in the community that offer services to improve eating and reduce stress, and qualitative approaches to group interaction.</p> <p>For example, presentation of research addressing societal efforts to improve food access, nutritional quality, science based information about food and nourishment, and political/social efforts for change (Signs of Positive Change Project) leads to group discussion of quality of life issues that impact individuals and diverse groups based on culture through examination of the various research that has been done offering</p>



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		<p>opportunities to create change through knowledge gained.</p> <p>Additionally, an evaluation of individual strategies to create change in major areas of life that contribute to stress such as nutrition and exercise (Weekly Mindful Eating reflection journals; Mindful Eating “quiz”)</p>
<p><b>SB – Criteria 4: Illustrate use of social and behavioral science perspective and data</b></p>	<p>SWU 351 reviews various theories of mindfulness, stress management and healthful nutrition and the methods used to develop and test those theories.</p>	<p>For example, weekly activities that direct one to explore from multiple perspectives lifestyle habits that impair functioning while practicing new methods to increase the ability to self regulate emotions and the effect on feeding behavior.</p> <p>The course is a combination of the study of the science, art and practice of mindful eating and stress management with the focus on increasing self-reported quality of life by exploring the core issues inherent in optimal human nutritional and behavioral functioning.</p> <p>The “science” and “practice’ components are based on behavioral science perspective and data.</p>

Mindful Eating Journal Template  
Mindful Eating Quiz and Reflections



**COLLEGE OF PUBLIC PROGRAMS  
SCHOOL OF SOCIAL WORK  
SWU: 351 SUSTAINABLE LIVING & MINDFUL EATING**

<u>Course Days and Time:</u>	Tuesday and Thursday, 3:00PM-4:15PM
<u>Course Location:</u>	PEBW 148 (Tempe Campus)
<u>Instructor:</u>	Lisa Schmidt, MS, CYT, e-RYT
<u>Phone:</u>	TEXT ONLY – 480.675.4568
<u>Email:</u>	Lisa.R.Schmidt@asu.edu
<u>Office Hours:</u>	Virtual hours Fridays 3:00-4:00PM

**I. Name of Course:** SWU 351 Sustainable Living and Mindful Eating

**II. Program Level:** Undergraduate

**III. Course Requirements:**

Credits 3

Elective

Pre Requisite: none

\*\*Required for undergraduate certificate

**IV. Course Description:**

Course addresses issues related to foods we eat, how we eat, and impacts of choices on health, the environment, locally and globally.

**V. Rationale for Course**

The class examines the array of forces that affect the foods human beings eat, and when, where, and how we eat them, including human labor, agriculture, environmental sustainability, politics, animal rights/welfare, ethics, policy, culture, economics, business, law, trade, and ideology, and psychology. The class addresses the impact of current policies and actions that might be taken to improve human nutrition and health; macro-scale influences on food, nutrition, and eating behavior. The course combines the bio/psycho/social aspects of nutrition to fully address healthful eating and sustainability. This course is designed to help students improve their diets and reduce the environmental impacts of their food choices by developing an understanding of how their behaviors related to food and nutrition can facilitate health balance for themselves and for the environment. Because all students are confronted with challenges related to healthy food access, resource limitations (time, money) how one manages and deals with their nutritional quality affects their academic performance and overall health. Healthful and sustainable nutrition habits established now will lessen long term negative health outcomes, improve quality of life measures, and improve academic performance. Poor nutrition can impact one's physical and



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psychological health negatively, impairing their health, the ability to perform tasks and maintain a high level of quality of life. Often students' inability to establish healthful eating habits leads to an increased risk of illness, failing classes, withdrawing from school, dissatisfaction with weight and body image issues, and difficulty prioritizing personal and academic life and overall wellbeing and health. Students will have various opportunities to reflect on their own food histories and habits and be exposed to whole foods and sustainable eating through a variety of topics covered in both lecture and readings.

### Theoretical Frameworks and Course Themes

#### *1. Interconnected nature of food choices, sustainability, health & wellness*

**Course goals** will inform students about the true nature of sustainable food choices. There's a growing awareness of food and its relationship to our planet, our communities, our health, and the animals who share our planet. As we face unprecedented global challenges from climate change to food deserts, we realize that agriculture plays a crucial role in these challenges and that it is our responsibility to make informed and conscious choices. Weekly course work will focus on issues including small-scale farming, "eating local," animal-free farming, sanctuary experience, and vegan living as alternatives to the agribusiness model of food production and animals. Students will learn about the connection between food and emotions; the neurobiology of nourishment and digestion; positive health outcomes from choosing fresh, whole foods over processed and fast foods; political implications of children's nutrition; the negative effects of chemicals and additives ingested from the food supply; factory farming and animal welfare; impact of non-foods on weight and health; reconnecting with the sacredness of food in order to increase emotional nourishment; environmental stewardship; the reward system of the brain and manipulation by food manufacturers; the industrialization of the American diet; and how to eat sustainably and healthfully on limited budgets. Additional information will be shared regarding eating across the lifespan, and how negative media images of unrealistic body sizes promote disordered eating, body shame, and self-hatred.

#### *2. Theory of Multiple Intelligence's and Learning Styles*

The ten tools of effective learning are: preparing, dealing with fears, taking risks, establishing trust, practicing self-disclosure, being direct, listening, thinking for yourself, avoiding negative self-fulfilling prophecies and practicing outside of the classroom. The safety created in this course offers students various opportunities to have partner experience, group experience and multiple learning activities that will facilitate student learning in a non-threatening manner.

#### *3. Social Interdependence, Experiential Learning and Action Theory*

The Social Interdependence theory, developed by Lewin and expanded upon by Deutsch, state the type of interdependence use in a situation, such as cooperation and competition, will determine how people interact with each other guiding the outcome. Through group assignments students will be able to identify the roles that feel most comfortable for them and those which are challenging. The goal of experiential learning



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is to impact the learner in three ways 1) offer students various learning opportunities with multiple mediums of teaching and assignments 2) stimulate student attitudes in a positive direction creating an atmosphere that enhances the individual.

4. *EcoPsychology* is the study of the relationship between humans and their environment. Understanding the issues that affect our environment is explored by identifying problems in human psychology and society. EcoPsychology focuses on learning and exploring how people can engage with their environment in ways that serve the growth and maintenance of both the planet and human population.

**VI: Course Competencies**

1. Core Competency EP 2.1.1 Student identifies as a professional social worker and conducts oneself accordingly

**Practice behaviors a and b**

- a. Incorporate a mindfulness practice into daily living
- b) Master personal nutritional strategies creating a healthy school and home environment  
(practice mindfulness, chapter activities and mindful eating journals)

2. Core Competency EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments
- a. Review nutritional ingredients on food bought for self and family identifying chemicals, sugar and additives.
  - b. Demonstrate effective oral and written communication in assignments and classroom discussions (critical thinking chapter reflections)

**Practice behaviors a, b**

- a. Complete a comprehensive synthesis of the literature associated with a nutrition on human, animals and the planet (critical thinking assignment)
- b. Thoughtfully responds to culturally relevant traditions related to food supply

3. Core Competency EP 2.1.9 - Respond to contexts that shape practice
- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide foods from sustainable sources nationally and globally. (Be the Solution community assignment)

**Practice behavior a, b, c, d**

- a. Creating change through the science of nutrition and practicing new habits
- b. Develop strategies for community and global change and environmental factors that influence unproductive lifestyle patterns.
- c. Explore the impact of culture nutrition while identifying behaviors that affect nutritional stress on mood and body.
- d. Integrate lifestyle choices that support sustainable eating.

4. Core Competency EP 2.1.7 - Apply knowledge of human behavior and the social environment (Be the Solution)

- a. Critique and apply knowledge to understand person and environment.

**Practice behavior a, b,**



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- a. Creating change through the science of nutrition and practicing new habits through cooking and shopping and the impact on the planet.
- b. Develop nutritional strategies such as composting to decrease carbon footprint

footprint

**VII. Course Units**

- 1. Nutrition, Weight, Body Size and Health
- 2. The Political Economics of Feeding
- 3. Mindful Eating and Nourishment
- 4. Sustainability, Stewardship, and Eating Across the Lifespan

**VIII. Key Course Concepts**

Mindfulness	Nourishment	non-judgment	emotional eating
sustainability	instinct	environment	relationships
Processed food	organic foods	mindful eating	Health at every size
Media and body image		nutrition	global health
lifespan	eating disorders	conscious shopping	

**IX. ASU and Related Professional Policies**

Students are responsible for reviewing and complying with all ASU policies, including the following:

**Academic Integrity Policy:**

<http://provost.asu.edu/academicintegrity/policy>

**Student Code of Conduct:**

<http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)

**Computer, Internet, and Electronic Communications Policy:**

<http://www.asu.edu/aad/manuals/acd/acd125.html>

**Missed Classes Due to University Sanctioned Activities:**

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

**Accommodations for Religious Practices:**

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

**Commercial Note Taking Services:**

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

**Handling Disruptive, Threatening, or Violent Individuals on Campus:**

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

**School of Social Work Student Academic Integrity Policy:**

<http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>

**Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:**

<http://www.socialworkers.org/pubs/code/code.asp>

**X. Accommodations for Students with Disabilities**

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy:

<http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a



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disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: <http://campus.asu.edu/downtown/DRC>

**XI. Health Insurance Portability and Accountability Act (HIPAA) Policy**

**Statement:**

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client’s identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

**XII. Required Textbook and Readings**

Schmidt, L. (2015). *Sustainable Living and Mindful Eating*. Book and DVD. Kendall Hunt Publishing Company. Dubuque, IA:  
Required readings from peer reviewed journals.

**XIII. Course Schedule –Plan of Instruction**

Plan of Instruction Evaluative Procedures (including policy regarding the use of plus/minus grades and at least two forms of assessment)

**XIII: Course Schedule- Plan of Instruction**

<p><b>Week 1</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Review of course objectives, content, assignments, expectations, and grading criteria</li> <li>Pre-test: Mindful Eating questionnaire</li> <li>Introduction to Health at Every Size and Mindfulness practice, Mindful Eating</li> </ul>	<p><b><u>Required reading:</u></b> Schmidt, L. (2015). <i>Sustainable Living, Mindful Eating</i>. Kendall Hunt Publishing, IA. Introduction and Chapter 1 Sustainable Living &amp; Mindful Eating, pp. vii-11.</p> <p><b>Assignments:</b> Mindful Eating Quiz &amp; Reflection</p> <p><b>View:</b> In Defense of Food Video, Segments</p> <p><b>Introduction:</b> Signs of Positive Change Project</p>
<p><b>Week 2</b></p>	<p><b><u>Required reading:</u></b> Schmidt, L. <i>Sustainable Living &amp; Mindful Eating</i>.</p>



<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Understand the ancient wisdom of Food Energetic systems and their modern benefits</li> <li>• Discovering the Five Tastes</li> <li>• Dosha Quiz</li> <li>• Food Energetic Systems</li> </ul>	<p>Chapter 2: Food Energetic Systems, pp. 13-25</p> <p>Article: McCall, Timothy MD. The Language of Healing. From Yoga + Joyful Living. (Posted on Blackboard, "CONTENT", "Research articles and other readings")</p> <p><b>Assignments:</b> Mindful Eating Reflection Journal &amp; Meditation Practice, SLME Critical Thinking Log (Chapter 1), Mindful Eating Quiz &amp; Reflections</p> <p><b>Listen:</b> Guest Speaker, Dr. Judyth Shamosh, Greenfingers Herbal Medicine</p> <p><b>Watch:</b> In Defense of Food Video Segments</p> <p><b>Sign up:</b> Signs of Positive Change Project presentation dates</p>
<p><b>Week 3 Objectives</b></p> <ul style="list-style-type: none"> <li>• Understand the research base for food affecting our moods</li> <li>• Energy, glucose, and cellular respiration</li> </ul>	<p><b>Required Readings:</b> Schmidt, L. (2015). Sustainable Living, Mindful Eating. Kendall Hunt Publishing, IA. Chapter 3: The Brain and Food, pp. 27-39.</p> <p><b>Article:</b> Pellow, et. al. Complimentary and Alternative Medical Therapies for Children with ADHD. <i>Alternative Medicine Review</i>.</p> <p><b>Assignments:</b> Mindful Eating Reflection Journal &amp; Meditation Practice, SLME Critical Thinking Log (Chapter 2)</p> <p><b>Listen:</b> Healthy Food Choices on Campus Krista Hicks, Aramark</p> <p><b>View: The Brain Café</b> <a href="http://tedxtalks.ted.com/video/The-Brain-Cafe-Gary-Wenk-at-TED">http://tedxtalks.ted.com/video/The-Brain-Cafe-Gary-Wenk-at-TED</a></p> <p><b>Sign up:</b> Signs of Positive Change Project presentation dates</p>
<p><b>Week 4 Objectives</b></p> <ul style="list-style-type: none"> <li>• Food and longevity</li> <li>• Food choices and</li> </ul>	<p><b>Required Readings:</b> Schmidt, L. (2015). Sustainable Living, Mindful Eating. Kendall Hunt Publishing, IA. Chapter 3: The Brain and Food</p> <p><b>View:</b></p>



<p>brain and body health</p> <ul style="list-style-type: none"> <li>• Inflammation and the brain</li> <li>• Food = Drugs</li> </ul>	<p>The Marshmallow Test - <a href="https://www.youtube.com/watch?v=QX_oy9614HQ">https://www.youtube.com/watch?v=QX_oy9614HQ</a></p> <p><b>Assignments:</b> Mindful Eating Reflection Journal &amp; Meditation Practice, Mindful Eating Quiz &amp; Reflections</p> <p>Listen: <b>Be The Solution/Signs of Positive Change Presentations</b></p>
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<p><b>Week 5 Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn about the history of sugar</li> <li>• Know how sugar is used in manufacturing processed and fast foods</li> <li>• Understand the science behind sugar's effects on the brain</li> </ul>	<p><b>Required Reading:</b></p> <p>Schmidt, L. (2015). Sustainable Living &amp; Mindful Eating. Kendall Hunt Publishing, IA. Chapter 4: The Truth About Sugar, pp. 41-55</p> <p><b>Assignments:</b> Mindful Eating Reflection Journal &amp; Meditation Practice, SLME Critical Thinking Log (Chapter 3)</p> <p><b>Watch:</b> In Defense of Food, "Soda Politics"  <a href="http://www.pbs.org/video/2365634165/">http://www.pbs.org/video/2365634165/</a>  "Too Much Sugar"  <a href="http://www.pbs.org/video/2365623620/">http://www.pbs.org/video/2365623620/</a></p> <p>READ: <a href="http://heart.arizona.edu/news-events/article/beyond-fed-take-steps-reduce-sugar-your-diet">http://heart.arizona.edu/news-events/article/beyond-fed-take-steps-reduce-sugar-your-diet</a></p> <p>REVIEW:  <a href="http://prezi.com/rflkyi9wclue/?utm_campaign=share&amp;utm_medium=copy">http://prezi.com/rflkyi9wclue/?utm_campaign=share&amp;utm_medium=copy</a></p> <p><b>Listen: Be The Solution/Signs of Positive Change Presentations</b></p>
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<p><b>Week 6 Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn how fat, sugar and salt bombards the brain</li> <li>• Learn the secrets of processed food science</li> <li>• The creation of overeaters</li> </ul>	<p><b>Required Reading:</b></p> <p>Schmidt, L. (2015). Sustainable Living &amp; Mindful Eating. Kendall Hunt Publishing, IA. Chapter 5: The Truth About Fat, Sugar and Salt: The War For Your Taste Buds, pp.57-69</p> <p><b>Assignments:</b> Mindful Eating Reflection Journal &amp; Meditation Practice, Critical Thinking Log (Chapter 4), ME Quiz &amp; Reflection</p>
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	<p><b>Watch:</b> In Defense of Food, “Calorie Conveyor Belt”  <a href="http://www.pbs.org/video/2365623597/">http://www.pbs.org/video/2365623597/</a></p> <p><b>Listen: Be The Solution/Signs of Positive Change Presentations</b></p>
<p><b>Week 7 Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn how food companies reach children through advertising</li> <li>• Learn the secrets of creating lifetime consumers</li> </ul>	<p><b>Required Reading:</b>  Schmidt, L. (2015). Sustainable Living &amp; Mindful Eating. Kendall Hunt Publishing, IA. Chapter 6: Food Marketing to Children: The Socialization of Food Preferences, pp.73-83</p> <p><b>Assignments:</b> Mindful Eating Reflection Journal &amp; Meditation Practice, SLME Critical Thinking Log (Chapter 5), ME Quiz &amp; Reflection</p> <p><b>Listen:</b> Guest Speaker, Dr. Faith Boninger, Author of Food Marketing to Children (Chapter 6)</p> <p><b>Listen: Be The Solution/Signs of Positive Change Presentations</b></p>
<p><b>Week 8</b></p>	<p><b>FALL (or SPRING) BREAK – NO CLASSES OR ASSIGNMENTS</b></p>
<p><b>Week 9 Objectives</b></p> <ul style="list-style-type: none"> <li>• It’s About to Get Real!</li> <li>• Learn the truth where your food comes from</li> <li>• Learn what factory farming does to the environment</li> <li>• Understand the Connection between Mindfulness and Sustainability</li> <li>• Learn about Food Labeling and how to apply this information</li> </ul>	<p><b>Required Reading:</b>  Schmidt, L. (2015). Sustainable Living &amp; Mindful Eating. Kendall Hunt Publishing, IA. Chapter 7: Sustainable Living, Food Production, and Animal Welfare, pp.85-99.</p> <p><b>Assignments:</b> Mindful Eating Reflection Journal &amp; Meditation Practice, SLME Critical Thinking Log (Chapter 6), ME Quiz and Reflection</p> <p><b>Watch:</b> Costco Doesn’t Want You to Know What is Wrong With These Eggs  <a href="https://www.youtube.com/watch?v=ZeabWCISZfI">https://www.youtube.com/watch?v=ZeabWCISZfI</a></p> <p><b>Breaking news: read <a href="#">Humane Society of US Blog</a></b></p> <p><b>Listen:</b> Guest Speaker, David Carter, former Arizona Cardinal and <a href="#">The 300 Pound Vegan</a> (Tuesday)</p>





	<p>Guest Speaker, Josephine Morris, Humane Society of the United States (Thursday)</p> <p><b>Listen: Be The Solution/Signs of Positive Change Presentations (6 students)</b></p>
<p><b>Week 10</b></p> <ul style="list-style-type: none"><li>• Learn how our food choices impact the environment</li><li>• Learn about Food Waste</li><li>• Understand how to make a sustainable plate</li><li>• Discuss instructions for take home mid term exam</li></ul>	<p><b>Required Reading:</b> Schmidt, L. (2015). Sustainable Living &amp; Mindful Eating. Kendall Hunt Publishing, IA. Chapter 8: Food and The Environment, pp.101-115.</p> <p><b>Assignments:</b> Mindful Eating Quiz &amp; Reflections <b>EXAM: Take Home Midterm Exam, Due Tuesday, November 1<sup>st</sup> 3:00PM IN CLASS – NO EXCEPTIONS</b></p> <p><b>Watch:</b> <a href="#">Mark Bittman, What's Wrong With What We Eat?</a></p> <p><b>Listen:</b> Guest Speaker, Dawn Ratcliffe, City of Tempe Recycling Coordinator</p>
<p><b>Week 11</b></p>	<p><b>Required Reading:</b> Schmidt, L. (2015). Sustainable Living &amp; Mindful Eating. Kendall Hunt Publishing, IA. Chapter 8: Food and The Environment, pp.101-115.</p> <p><b>Assignments:</b> SLME Critical Thinking Log (Chapter 7) <b>Watch: Food Inc.</b> <b>Listen:</b> Guest Speaker, Bonnie West, The Backyard Barnyard Foundation</p>
<p><b>Week 12</b></p> <ul style="list-style-type: none"><li>• Learn how Mindful Eating Supports lasting weight maintenance</li><li>• Learn how to Unlearn Dieting</li><li>• Discuss the impact of chronic dieting on body image and eating disorders</li></ul>	<p><b>Required Reading:</b> Schmidt, L. (2015). Sustainable Living &amp; Mindful Eating. Kendall Hunt Publishing, IA. Chapter 9: Mindful Eating – A Sustainable Practice for Lifelong Weight Maintenance, pp. 117-129.</p> <p><b>Assignments:</b> Mindful Eating Reflection Journal &amp; Meditation Practice, SLME Critical Thinking Log (Chapter 8), Mindful Eating Quiz &amp; Reflections</p> <p><b>Watch:</b> Mindful Eating video</p>



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	<p><b>Listen:</b> Chronic Dieting and Eating Disorders, Guest Speaker (TBA)</p>
<p><b>Week 13</b></p> <ul style="list-style-type: none"> <li>• More on Mindful Eating and Mindfulness</li> <li>• Begin discussing Mindful Eating through the lifespan</li> </ul>	<p><b>Required Reading:</b> Schmidt, L. (2015). Sustainable Living &amp; Mindful Eating. Kendall Hunt Publishing, IA. Chapter 9: Mindful Eating – A Sustainable Practice for Lifelong Weight Maintenance and Chapter 10: Sustainable Living and Mindful Eating Through the Lifespan, pp: 131-139</p> <p><b>Assignments:</b> Mindful Eating Awareness Reflection Journal &amp; Meditation Practice, SLME Critical Thinking Log (Chapter 9), Mindful Eating Quiz and Reflections</p> <p><b>Watch:</b> <b>Listen:</b></p>
<p><b>Week 14</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Required Reading:</b> None this week.</p> <p><b>Assignments:</b> Mindful Eating Quiz &amp; Reflections</p> <p><b>No Class Thursday, November 24</b> <b>SUBMIT ALL LATE WORK THIS WEEK- late work due by Sunday, November 27 at 11:59PM</b> <b>NO EXCEPTIONS</b></p>
<p><b>Week 15</b></p> <ul style="list-style-type: none"> <li>• Mindfully eating throughout your lifespan</li> <li>• Your passport to mindful eating</li> <li>• Keys to mindful eating and mindful living</li> <li>• How Mindfulness fits into this paradigm</li> </ul>	<p><b>Required Reading:</b> Schmidt, L. (2015). Sustainable Living &amp; Mindful Eating. Kendall Hunt Publishing, IA. Chapter 10: Sustainable Living and Mindful Eating Through the Lifespan, pp: 131-139</p> <p><b>Assignments:</b> Mindful Eating Quiz &amp; Reflections Mindful Eating Awareness Reflection Journal &amp; Meditation Practice, SLME Critical Thinking Log (Chapter 10), Mindful Eating Quiz &amp; Reflections</p> <p><b>Watch:</b> <a href="#">The Perfect Image</a> <b>Watch:</b> <a href="#">MMA Fighter discusses Male Eating Disorders</a> <b>Listen:</b> Guest Speaker, TBA</p>



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	<p><b><u>Course Evaluation, Post Test and Wrap Up</u></b></p> <p><b>Extra Credit due no later than Thursday, December 1<sup>st</sup> at 11:59PM</b></p>
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**XIV: Evaluative Procedures**

**A. Assignments:**

**1. Sustainable Living and Mindful Eating: Mindful Eating Reflection Journal (1.5 points for 10 journals = 15 + Meditation Practice (1.5 points x 10 = 15 )(total points = 30 points)**

A mindfulness meditation practice is the key to fully living and experiencing the events in your life. When we are mindful, the simplest experience becomes more meaningful, thus, we savor every moment. We live in a society that places much emphasis on language and the cognitive process. Because of this overemphasis on thinking, we often repress our sensory experiences. In addition, paying attention to “what’s happening now without judgment” increases our ability to have healthy relationships as our ability to communicate effectively is enhanced. Here are your tools to develop a mindfulness practice. Using the MAC guide take time to reflect upon your mindfulness experience. Enjoy the moment!

In writing your journal entries there are many opportunities to include personal experiences in your daily living. Listening to the Mindfulness DVD will help you to develop a personal mindful eating practice and can be included in your journal experience. You may wish to develop a daily mindfulness practice and listen to the DVD more often.

As part of your Mindful Eating Practice, you will also listen to the Sustainable Living and Mindful Eating DVD. You will **also keep a food journal** to build awareness of your own personal eating habits, choices, and changes in your food choices. You will track your mindful eating experiences in your journal.

This assignment will help you develop the beginnings of your mindful eating practice. Paying attention to your experiences and staying in the moment while quieting the mind can be a challenge. If your mind drifts from the moment, be gentle with yourself without judging your experience, remember, you are beginning, just stay with it.

A template is provided to you in the book to complete and submit for each chapter within the weekly units. The first four questions address your Mindful Awareness Reflection Journal, with the fifth question addressing your Mindfulness/Meditation



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Practice. Keep in mind the Mindful Practice assignment is considered to be a separate activity and is the reason why this assignment is worth 30 points.

## **2. Sustainable Living and Mindful Eating Critical Thinking Assignments (3 points for 10 journal entries) = 30 points**

As you read through each of the 10 chapters in *Sustainable Living and Mindful Eating* and complete the activities at the end of the chapter, you will complete the Mindful Eating Critical Thinking Log to reflect upon your thoughts, ideas, and experiences following the completion of the chapter. You will do this using the Critical Thinking Assignment template to demonstrate you have read the chapter and share your reflections on the material presented. Journal on 10 chapter readings and activities at 5 points per journal entry = 50 points

### **Criteria for Chapter Critical Thinking Assignment 1-2 double spaced pages for each entry (Minimum 750 words)**

- The main purpose of this article or chapter is:
- The most important information in this article, or chapter is:
- The main concept related to food/nutrition/the food system is:
- The main inferences/conclusion in this article or chapter is:
- The mindful eating practice which goes along with the chapter is:
- The main point(s) of view presented in this article is (are):
- My thoughts and feedback:

## **3. Mindful Eating Weekly Quiz & Reflection Paper (2 points for 10 journal entries = 20 points)**

As students read through each chapter in *Sustainable Living & Mindful Eating* and complete the activities at the end of the chapter, they have the opportunity to complete the Mindful Eating Quiz to track their progress towards a pattern of Mindful Eating following the completion of the chapter. The quiz will encourage awareness of mindfully improving your eating experiences as you progress through the course.

Students will take the quiz, and ***self report in the form of a brief reflection paper*** weekly on their developing awareness of Mindful Eating. The reflection paper will be **no longer** than one page, double spaced, 12 point Times New Roman font, 1" margins.

Ten Weekly Mindful Eating Quizzes at 2 points with reflection paper - Total of points = 20

## **4. Be the Solution Project: Signs of Positive Change (15 points)**

This course explores many areas in need of change to support nutrition and health related goals. The breadth and complexity of these issues can be daunting. The good



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news is that there are many individuals, groups and organizations devoting significant effort toward positive change in most of the areas we study. This project will provide students an opportunity to explore some of these signs of positive change and share the information with the class. **Each student will choose a unique project for this assignment and sign up to present starting week 4.** Depending on the class size, there will be three or four presentations each week.

*NOTE: students may choose to do a project with another student the research part of the project will be graded together and you will each be graded individually for the oral presentation and the time allotment will be extended to 15 minutes.*

The project will include two main parts:

- A. **Research** a project currently being implemented by an individual/group/organization to address an issue with a nutrition or health impact studied in class. The featured project may be local, regional, national or global in scope. An organization may oversee several projects that apply to class and a brief overview of these projects may be listed as part of the assignment but one project should be chosen as the focus of this work and your class presentation. You may work in teams of up to four students, with one grade for the entire team. **Total 10 points**
- B. **Class presentation** of the project you identify as a sign of positive change. You will prepare 6 Power Point Slides as outlined in the assignment description posted on Blackboard. **Total 5 points**
  - I. Using the 'Record Narration' feature in Power Point (found in the <Slide Show> drop down menu) you will narrate your slides as if you were speaking to the class. You will prepare some notes from your research to supplement the basic information on your slides and to share your enthusiasm with your classmates as you present your findings.

### **5. Midterm Examination – Mindful Supermarket Field Trip (Total of 40 points)**

This is a culmination of several shorter assignments conducted throughout the class that is designed to synthesize information learned, allow students to experience planning, budgeting, and shopping for healthy food, and comparing this experience to “quick” but unhealthy fast food options.

The assignment goals are to demonstrate through action how eating healthful foods do not cost more than conventional food, and provide more nourishment. Students will plan a series of weekly meals, investigate opportunities to purchase food affordably, budget their purchases, and procure them in the supermarket. The assignment includes construction of a planning and budgeting tool; recipe analysis; supermarket “map” demonstrating “healthy” food locations in the store, a copy of the sales receipt, and a written conclusion for submission. Students will reflect on the entire process, as well as any personal learning gained from the exercise.



More information on this assignment will be posted on Blackboard by week 6.

### **Extra Credit Opportunities – Maximum possible points = 10**

You may choose from the three approved extra credit activities, for a maximum possible 10 points. Extra credit opportunities are optional. There are no other possible extra credit activities except for those listed on the syllabus.

#### **Option 1: ASU Wellness Activities**

You may participate in two approved wellness activities that are sponsored by ASU and held on the ASU campus. Each activity counts for two points, for a **maximum of 4 extra credit points**. The activity **MUST** be a food activity (nutrition class, Farmer's Market, or other ASU sponsored food/nutrition related event). In order to receive credit, you must complete an evaluation form and an ASU model release form. Both forms per activity **MUST BE UPLOADED** to Blackboard no later than Monday, April 18<sup>th</sup> at 11:59PM. No late submissions will be accepted.

#### **Option 2: Coordinate a Silent Meal at your dormitory, sorority/fraternity, or other community housing.**

You will organize a silent meal event at a venue where you eat your meals. You will coordinate with Instructor for an acceptable date, you will publicize the meal to possible attendees, and arrange permissions to hold the event. Instructor will attend the silent meal and conduct eating meditations, join in a silent meal, and offer group instruction following the dinner. Following the meal, you will write a reflection paper (2-3 pages, double spaced, 12 pt. Times New Roman Font, 1" margins) with your reflections on the experience. **Ten Extra Credit Points.**

#### **Option 3: Book Report – 750 words.**

You will choose from one of four books:

Weber, K. ed. (2008) Food INC.

Kabatnick, R. (1998) The Zen of Eating: Ancient Answers to Modern Weight Problems.

Pollan, M. (2012) In Defense of Food.

Wansink, B. (2007) Mindless Eating: Why We Eat More than We Think.

You will write a 750-word paper/review of the book covering key concepts and author's perspective. You will share your opinion of the book, and whether or not you would recommend it to others. Paper **MUST** be 750 words – no more, no less.

**Extra Credit points: 6**

#### **Evaluation Criteria**

The course grade will be determined through the evaluation of five (5) assignments:



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<u>ASSIGNMENT</u>	<u>POINTS</u>	<u>DUE DATE</u>
<i>Mindful Eating Reflection Journal and Meditation</i>	<b>30</b>	<i>Weeks 2, 3, 4, 5, 6, 7, 9, 12, 13, 15</i>
<i>Sustainable Living, Mindful Eating Critical Thinking Log Chapter Entries</i>	<b>30</b>	<i>Weeks 2, 3, 5, 6, 7, 9, 11, 12, 13, 15</i>
<i>Mindful Eating Weekly Quiz &amp; Reflections</i>	<b>20</b>	<i>Weeks 1, 2, 4, 6, 7, 10, 12, 13, 14, 15</i>
<i>Be the Solution: Signs of Positive Change</i>	<b>15</b>	<i>Weeks 4, 5, 6, 7, 8, 10</i>
<i>Take Home Midterm Exam</i>	<b>40</b>	<i>Week 10</i>
<b>Total Course Points</b>	<b>135</b>	
<i>Extra Credit Opportunity</i>	<b>10</b>	<i>Week 15 (no late submissions)</i>

**Grading Criteria**

Grading Scale

- A 95 % – 100 %
- A- 90 % – 94 %
- B+ 87 % – 89 %
- B 83 % – 86 %
- B- 80 % – 82 %
- C+ 77 % – 79 %
- C 70 % – 76 %
- D 60 % – 69 %
- E/F Below 60%

**GRADING GUIDELINES FOR UNDERGRADUATE COURSES** An “A” grade at the undergraduate level means that a student is doing **outstanding** or **excellent** work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. All written assignments must be in correct APA format, well organized and Master’s level. To receive an “A” grade a student must go above and beyond the basic expectations for the course.

A “B” grade at the undergraduate level means that a student is doing **at least satisfactory** work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.



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A “C” grade at the undergraduate level means that a student is doing **inconsistent** work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A “D” or “E” at the undergraduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

**XV. Other expectations** (absence policies and the conditions under which assigned work and

/or tests can be made up which should include the instructor’s general policy and excused absences related to religious observances/practices that are in accord with [ACD 304–04](#), “Accommodation for Religious Practices” and excused absences related to university sanctioned events/activities that are in accord with [ACD 304–02](#), “Missed Classes Due to University- Sanctioned Activities”, late assignment policy, student responsibilities, appropriate classroom behavior (e.g., use of pagers, cell phones, recording devices, etc.).

### **Class attendance and participation**

This class is based on a cooperative adult learning model. You must be present in order to be present!!! Participation in class discussions, group exercises, and written activities enables you to learn from one another as well as from the instructor and other course resources and materials. Participation of all students is expected and your responsibility. Students are expected to attend all regularly scheduled class sessions. ***Students will be allowed two absences for any reason; after two, students will lose two points per absence for UNEXCUSED absences up to five total absences. The instructor reserves the right to fail any student who misses five or more classes.***

You will be asked to discuss the material assigned; offer thoughtful questions related to your experience and contribute in a respectful manner. Knowing the “right” answers is not nearly as important as being willing to risk exploring your ideas and being open to new information and additional ideas. I take class attendance and participation very seriously since most of your learning will occur during participation in class exercises and discussions.

Class participation will be evaluated by the following: 1) your participation in group exercises and classroom discussions, 2) evidence of having read the required materials, 3) evidence of your ability to apply the assigned course reading to all class assignments, 4) on-going contributions to classroom discussions. **Attendance will be taken and you are responsible for getting all material (including assignments and/or schedule changes) you miss when you are absent or late. Do not contact the instructor for this information, follow the steps below:**

When missing class, here are the steps to take to find out what you missed:

1. Check Blackboard or the Syllabus





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2. Check with a Classmate

If you still have questions, then you may contact the instructor by email. Please do not do so unless you have done #1 and #2 first. NO PHONE CALLS.

**Late work policy:** Unless otherwise noted, weekly assignments are due to Blackboard by 11:49PM on Sundays for the week's homework. At 12:01AM on Monday, your work is considered late. It can be submitted for ½ credit until the following Sunday at 11:59PM. After 12:01AM one week following the original due date, you will receive a 0.

The course moves quickly, and requires weekly homework. If you get behind, your ability to receive the grade of your choice will diminish. **Please do not get behind in your homework.** If you have extenuating circumstances, such as illness, family emergency, or any other medical or family difficulties, you MUST speak with the instructor for accommodation. In the case of a medical issue, you are required to provide a Doctor's note. NO ACCOMODATION will be provided after the fact or without a MD note. When in doubt, communicate with the instructor by email or in person. Extensions of homework due dates after the fact will not be accommodated without a physician's note.



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## SWU 351

### Be the Solution: Signs of Positive Change Project (15 points)

This course explores many areas in need of change to support nutrition and health related goals. The breadth and complexity of these issues can be daunting. The good news is that there are many individuals, groups and organizations devoting significant effort toward positive change in most of the areas we study. This project will provide students an opportunity to explore some of these signs of positive change and share the information with the class. ***Each student will choose a unique project for this assignment.***

*NOTE: If you prefer to pair up to do a project with another student the research part of the project will be graded together and you will each be graded individually for the oral presentation and the time allotment will be extended to 15 minutes.*

The project will include two main parts:

- A. Research** a project currently being implemented by an individual/group/organization to address an issue with a nutrition or health impact studied in class. The featured project may be local, regional, national or global in scope. An organization may oversee several projects that apply to class and a brief overview of these projects may be listed as part of the assignment but one project should be chosen as the focus of this work and your class presentation. ***Total 10 points***
  
- B. Class presentation** of the project you identify as a sign of positive change. This will be a BRIEF (no longer than 10 minute) presentation to the class. ***Total 5 points***

### Presentation Guidelines

Prepare 6 Power Point slides with the following content:

1. Picture of person, project, logo, etc. to introduce the subject of your presentation. *1 point*
  
2. Nutrition/food issue AND specific population targeted by this project. *2 points*
  
3. Overview of project including mission, goals and implementation of project. *3 points*
  
4. Why you chose this as a sign of positive change. *1 point*
  
5. Your choice...something related to this project you think your classmates should know about or something that was particularly inspiring about the work being done. *1 point*



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6. Contact info for person, group or organization including links to websites and related resources. *1 point*

**Submit prior to presentation:**

- Power point presentation emailed to instructor by morning of scheduled presentation. *1 point*

**Presentation Grading Criteria:**

- Topic - related to course material and clearly an appropriate sign of positive change. *1 point*
- Slide quality – clear, concise, easy to read (font color and size easy to read from distance), contributed positively to presentation. *1 point*
- Presentation of material - student spoke clearly and respectfully, in an interesting and engaging manner. *1 point*
- Student prepared for presentation – comfortable knowledge of material presented, able to answer questions related to project studied. *1 point*
- Time – presentation given within 10 minute time limit. *1 point*

**Signs of Positive Change Grading Rubric**

**Student Name:** \_\_\_\_\_

7. Picture of person, project, logo, etc. to introduce the subject of your presentation. *1 point*     **Score:** \_\_\_\_\_
8. Nutrition/food issue AND specific population targeted by this project. *2 points*  
**Score:** \_\_\_\_\_
9. Overview of project including mission, goals and implementation of project. *3 points*     **Score:** \_\_\_\_\_
10. Why you chose this as a sign of positive change. *1 point*     **Score:** \_\_\_\_\_
11. Your choice...something related to this project you think your classmates should know about or something that was particularly inspiring about the work being done. *1 point*     **Score:** \_\_\_\_\_
12. Contact info for person, group or organization including links to websites and related resources. *1 point*     **Score:** \_\_\_\_\_

**Submit prior to presentation:**



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- Narrated Power point presentation posted to the discussion board by Monday 11:59PM of week 6. 1 point **Score:** \_\_\_\_\_

**Presentation Grading Criteria:**

- Topic - related to course material and clearly an appropriate sign of positive change. *1 point* **Score:** \_\_\_\_\_
- Slide quality – clear, concise, easy to read (font color and size easy to read from distance), contributed positively to presentation. *1 point* **Score:** \_\_\_\_\_
- Presentation of material – in narrated slides, student spoke clearly and respectfully, in an interesting and engaging manner. *1 point* **Score:** \_\_\_\_\_
- Student prepared for presentation – comfortable knowledge of material presented, able to answer questions posted by classmates related to project studied (if appropriate). *1 point* **Score:** \_\_\_\_\_
- Time – presentation recording no longer than 5 minute time limit. *1 point* **Score:**\_\_\_\_\_



## SWU 351 Midterm Exam: Healthy Meal Planning on a Budget

Fall, 2016  
Prof. Lisa Schmidt  
Total: 40 points

### Your Information

Student Name: <Insert your name here>

Signature: <Insert your signature here.>

Date Submitted: <Insert the date submitted here.>

Time Submitted: <Insert the time submitted here.>

### Instructions

This midterm examination is an opportunity for you to demonstrate learning from the course, integrating concepts of healthful & mindful eating as well as buying food on a budget. It is a misconception that healthy eating is expensive. In fact, students report in their weekly Mindful Reflection Journals that they have been able to construct healthy meals for affordable costs. This midterm exam will allow you to demonstrate that you understand and can integrate the concepts of healthy meal planning and preparation on a budget.

You will choose a budget amount for **three days of meals**. The budget can be any amount that is appropriate for you. Once you determine your budget, you will shop for, prepare, and eat three days' worth of healthy meals. You will verify the cost of your food items either through copies of store receipts or pictures of price tags/store shelf pricing. In other words, you must demonstrate that your three days worth of food aligns with your chosen budget.

Another component of this midterm is to demonstrate where in the store you purchased your food. You will draw or construct a supermarket shopping map, identifying in which locations your foods were located. Here is an example of a supermarket shopping map:



Feel free to design your own, download something from the internet, or draw one. If you download from the internet, make sure you cite the image that you use.

Follow this link to review how to cite an online image in APA format:  
<http://libguides.gwumc.edu/c.php?g=27779&p=170351>

Your exam is due \_\_\_\_\_. It must be delivered in person to your instructor in class on the due date.

There are no exceptions to this policy without medical documentation of illness, accident or injury. Please do not ask for an exception. No email attachments. You may collaborate with other students for this assignment; however, each one of you must submit your own original work. If you do work with another student, please identify with whom you worked. Best of luck to you!

**Prof Schmidt**



**Question 1 (3 points)**

You are planning three days' worth of healthy meals. What is your budget amount?

<Insert your response here.>

**Question 2 (3 points)**

What is your plan for your three meals? List and describe your choices.

<b>Meal</b>	<b>Day One</b>	<b>Day 2</b>	<b>Day 3</b>
Breakfast	<Insert your response here.>	<Insert your response here.>	<Insert your response here.>
Lunch	<Insert your response here.>	<Insert your response here.>	<Insert your response here.>
Dinner	<Insert your response here.>	<Insert your response here.>	<Insert your response here.>
Snack 1 (optional)	<Insert your response here.>	<Insert your response here.>	<Insert your response here.>
Snack 2 (optional)	<Insert your response here.>	<Insert your response here.>	<Insert your response here.>
Snack 3 (optional)	<Insert your response here.>	<Insert your response here.>	<Insert your response here.>

**Question 3 (3 points)**

Please share with your instructor why you chose the foods that made it into your meal plan. On what basis do you believe they are healthy?

<Insert your response here.>



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**Question 4 (3 points)**

What criteria, or information, or references did you use to determine what a healthy meal or day's worth of meals looks like?

<Insert your response here.>

**Question 5 (Part A = 3 points; Part B = 3 points)**

**Question 5 Part A**

Where did you purchase your three days' worth of food?

<Insert your response here.>

**Question 5 Part B**

Please draw or design a SUPERMARKET SHOPPING MAP to show where your healthy foods were located.

<Insert your completed shopping map here.>

**Question 6 (4 points)**

Please show instructor how you calculated your cost per meal, cost per serving, or any other calculations you used to demonstrate that you stayed within your three days' budget. (4 points)

Example:

Three Day Budget Total: \$ \_\_\_\_\_

Total Amount Spent on Food: \$ \_\_\_\_\_

Cost per meal: \$ \_\_\_\_\_ (total divided by 9, if you had 3 meals per day, or total divided by 15 if you had 3 meal a day plus two snacks a day, etc).





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Please include documentation of your amount spent on food. Acceptable formats include photocopies of receipts, pictures of price tags, labels, amounts, etc.

<Insert your response here.>

**Mindful Eating Reflection Journal (5 points)**

Choose one meal or snack for a mindful eating practice. Please describe the practice using the Mindful Eating Reflection Journal Format below.

**1. Acknowledge**

Describe your experience; what did you choose to eat?

<Insert your response here>

**2. Intentional Attention**

Describe what you noticed during your mindful eating practice.

BREATH:	<Insert your response here>
BODY:	<Insert your response here>
EMOTIONS:	<Insert your response here>
THOUGHTS:	<Insert your response here>

**3. Accept Without Judgment**

Describe judgment; acceptance

<Insert your response here>

**4. Action Toward Change**



Intention/willingness; new perspective

<Insert your response here>

#### 5. Mindful Meditation Experience (Mindful Practice)

What did you notice about your meditation experience this week? Did this help you with the midterm assignment? How?

<Insert your response here>

#### **Extra Credit (2 Points)**

Please provide a photo of one of the meals you made and/or a recipe. If you used a recipe, remember to properly cite the source.

<Insert your response here>

#### **Extra Credit (3 Points)**

Please discuss how this assignment supported your goals to eat mindfully, with awareness and aligned with your health goals. (You may use the back of this page if necessary).

<Insert your response here>

## Sample: Mindful Eating Reflection Journal

### 1. Acknowledge

#### Describe your experience; what did you choose to eat?

I had a really tough day at school; I came back from a long day of classes stressed out and angry about all of the homework I have to do. I looked for a snack, and couldn't find anything healthy, so I grabbed a candy bar from the vending machine in my dorm. I decided to try and eat it mindfully, even though it wasn't the best choice to keep my healthy eating resolutions on track.

### 2. Intentional Attention

#### Describe what you noticed during your mindful eating practice.

<b>BREATH:</b> When I first tuned in, I was breathing in my chest – rapid, shallow, like I had been running.
<b>BODY:</b> I felt sensations in my solar plexus; my belly was rumbling and felt like butterflies.
<b>EMOTIONS:</b> Excited to be eating a candy bar; anxious, too.
<b>THOUGHTS:</b> I was overwhelmed with thoughts about a candy bar being a “bad” choice.
<b>SENSES:</b> The chocolate bar was shiny, with light reflecting all of the surfaces. As I chewed, the bar melted in my mouth; immediately could feel and smell the chocolate.

### 3. Accept Without Judgment

#### Describe judgment; acceptance

*I found it difficult to fully enjoy the experience of eating the candy bar, since I kept thinking that it was a “bad” snack. I was aware of my critical voice, which tells me I should “do better” and that my healthy resolutions were a “failure”. When I finished, I felt shame and disappointment in my choice.*

### 4. Action Toward Change

#### Intention/willingness; new perspective

My resolution to eat healthy is important. Next time, when I need a snack, I will have healthy choices on hand. Also, if I do eat a candy bar, I will take five deep breaths before biting in, and be fully present so I can savor every bite.

### 5. Mindful Meditation Experience (Mindful Practice)

#### What did you notice about your meditation experience this week?

In my meditation practice this week I found it difficult to settle my mind. There are so many things I need to get done at the beginning of the quarter I find it hard to focus on my body and my breathing. I practiced three times this week, for 15 minutes each (first thing in the AM).