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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 February 20, 2009

1. ACADEMIC UNIT: Department of Nutrition

2. COURSE PROPOSED: NTR 350 Nutrition Counseling

(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Kathy Dixon Phone: 480-727-1069

Mail Code: 0180 E-Mail: Kathy.Dixon@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 [x]
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.

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

Is this amultisection course?: [x] No [] Yes; Is it governed by a common syllabus? _____

Chair/Director (Print or Type)

Chair/Director (Signature)



Date: _____



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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.



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

ASU--[SB] CRITERIA			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
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.	syllabus, textbook table of contents, criteria description
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	syllabus, textbook table of contents, criteria description
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	syllabus, textbook table of contents, criteria description
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus, textbook table of contents, criteria description
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		<ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. 	



ASU--[SB] CRITERIA

- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.

Course Prefix	Number	Title	Designation
NTR	350	Nutriton Counseling	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)
Social Psychology	Theoretical models of lifestyle management, behavior change and lifespan development are included within the course	Lecture, reading and case studies address the theories and application of the theoryies to understanding human interactions and behavior.
Cultural Geography	Topics related to food choices, activity patterns and support systems variance across population groups based on ethnic and geographical origins.	Students analyze and discuss US and global demographic data related to dietary intake, activity patterns and health parameters.
Linguistics	Issues related to communication skills across genders and cultures. Including individual, group interactions and informal/formal communication settings	Students observe communication interactions and identify barriers to understanding



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**Arizona State University Polytechnic
Department of Nutrition
NTR 350 Nutrition Counseling
Spring 2009**

Instructor: Ms. Kathy Dixon, M.Ed, R.D.
Office: 480-727-1069
Fax: 480-727-1064
Kathy.Dixon@ASU.EDU

Office Hours: 11:45-12:30
Other times by appointment
Class Time: 9:40-10:30 MWF
Classroom: HSC 1423

Required Textbooks:

Holli B., Calabrese R., Maillet, J., Beto, J. *Communication and Education Skills for Dietetic Professionals*. Baltimore: Lippincott, Williams and Wilkins; 5th edition. Reading assignments should be read prior to each TBL sessions. See the TBL reading schedule for more information.

Additional course material will be placed on Blackboard at <http://my.asu.edu> and online reserve at ASU Polytechnic Library. The lecture material on Blackboard will be deleted following testing on the information.

Course Description:

Counseling techniques in nutrition; interpersonal and communication skills in clinical and community sites; nutrition education for individuals and populations.

Course Objectives:

At the completion of the class you will be able to:

- Understand the role of counseling in the dietetics profession.
- Determine how their personal values and relationship with food influences the counseling relationship.
- Identify differences in learning styles and education principles throughout the life cycle.
- Demonstrate effective communication skills in one-on-one and group situations.
- Understand issues related to cultural and gender in the counseling setting.
- Identify group facilitation skills
- Evaluate educational materials
- Compare and contrast contemporary theories of motivation
- Identify the role of cognitions in behavioral change
- Discuss ways to increase the effectiveness of verbal communication
- Describe counseling theories utilized in the nutrition/dietetics profession
- Apply behavior modification theories to the task of adapting lifestyles



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Student Conduct

Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs Part C: Code of Conduct (http://www.abor.asu.edu/1_the_regents/policymanual/chap5/) and ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/usi/usi201-10.html>.

Academic Integrity

The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the University. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering and plagiarism (http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm). Violations of the University Academic Integrity policy will not be ignored. Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were penalized for cheating, suspension, expulsion and revocation of already awarded degrees. The university requires that should I implement any of these penalties, I must report the matter to the Dean’s office.

Emergency and Safety Procedures

When a fire alarm sounds, take what you can easily carry (cell phone, backpack, purse, etc) and exit the building. Stay with the instructor who will provide instructions on where to remain standing once outside of the building. To promote classroom safety, please notify the instructor of any suspicious behavior or statements regarding any ASU class or event at any time during the semester. Become familiar with all of the exit routes in the classroom and building and in the event of a classroom emergency, evaluate the situation for your safest and quickest escape from harm’s way. Once out of danger call 911. The ASU Police non-emergency number is: 480.965.3456

Accommodations for Disabilities

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

Sensitive Course Content

Sensitive topics may be presented and discussed in class. These may include material or commentary on lifestyle activities including sex, contraception, abortion, breastfeeding, and homosexuality, or other topics deemed relevant to the course by the instructor.

Course Evaluations:

- Midterm Exam (3) 300 pts
- Final Exam 100 pts
- Team-Based Learning:
- Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08

Grade Assignment:
A = 616-663

Grade Assignment:
A- = A = 616-663
B+ = A- = 597-615
B = B+ = 583-596
B- = B = 550-582
C+ =



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Individual Quizzes (10 pts each)	60 pts
Team Quizzes (5 pts each)	30 pts
Case Studies (5 pts each)	30 pts
Nutrition Education Session	40 pts
Diet Assessment	15 pts
Counseling Session	15 pts
Team Evaluation	15 pts
Counseling Discussion Forums	<u>40 pts</u>
	645 pts

Tentative Lecture Schedule

Date	Lecture Topic	Lecture Topic	Lecture Topic
1/19	MLK Day-No Classes	Introduction	The Helping Relationship
1/26	Theories of Learning	Theories of Learning	Planning Learning
2/2	Planning Learning-TBL #1	Implementing and Evaluating Learning	Instructional Material
2/9	Oral Presentations	Group Dynamics-TBL #2	Team Meeting for Education Session*
2/16	Exam 1	Communication Skills	Education Session*
2/23	Communication Skills	Interviewing-TBL #3	Education Session*
3/2	Counseling Theory	Nutrition Assessment	Education Session*
3/9	Spring Break	Spring Break	Spring Break
3/16	Nutrition Assessment	Nutrition Counseling	Nutrition Counseling-TBL #4
3/23	Exam 2	Motivation	Diet Assessment*
3/30	Motivation	Behavior Modification	Behavior Modification
4/6	Behavior Modification	Self Management-TBL#5	Cognitive Therapy
4/13	Cognitive Therapy	Life Span	Life Span
4/20	Diversity	Diversity-TBL #6	Counseling Session*
4/27	Exam 3	Disordered Eating	Counseling Session*
5/4	Disordered Eating	Reading Day-No Classes	Final Exam: Monday, Dec. 11, 9:50-11:40

*indicates a lab session, additional information will be provided by the instructor prior to the session.

Exams and Assignments

Make-up exams will only be allowed for students attending ASU-related events. If you will be out-of-town for an ASU-related event, you must arrange to take the exam in advance. A grade of "0" will be given if you do not communicate with the instructor and fail to take an exam. In the event of an emergency on the exam date (severe illness requiring hospitalization or a death in the family) written verification must be provided prior to rescheduling an exam. You will not be allowed to take an exam if you arrive at the exam after another student has left the testing room.

Team Based Learning



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The class members will be randomly assigned to teams of four to five. The team will stay the same throughout the course. On TBL lecture days, the class will start with an individual quiz, followed by team quiz and then case studies based on the reading material. No make-ups of team based learning assignments will be allowed. Any student arriving late to class will forfeit the right to participate in the missed portion of the team based learning. Team members will be evaluated by each other at the end of the semester using the attached grading rubric.

Reading Schedule for TBL

- #1-Chapters 10 and 11
#2-Chapters 12, 13, 14 and 15
#3-Chapters 2 and 3
#4-Chapters 4 and 5
#5-Chapters 6 and 9
#6-Chapters 7 and 8

Team Member Evaluation Grading Rubric

Table with 4 columns: Category, Exceptional, Satisfactory, Needs Improvement. Rows include Task and People categories with detailed descriptions and associated scores.

Counseling Discussion Forum

The counseling discussion forum will provide you with opportunity to:



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- Contemplate issues related to body image, food choices and communication styles
- Explore and share your feelings about food
- Develop an understanding of your personal prejudices and value judgments

In the discussion forum, students will explore ideas and feelings regarding an assigned topic. A new discussion forum will be posted on my.asu on Fridays and you will have until the following Monday to participate in the forum. Participation in online discussions is required. Responses do not have to be lengthy; however, they must demonstrate thoughtful consideration of the forum discussion. You are required to participate in all of the discussion forums. **Please be respectful of the viewpoints of others and avoid insensitive or vulgar language.**



Communication and Education Skills for Dietetics Professionals: 978-0-7817-7434-5

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- **2. Communication**
- **3. Interviewing**
- **4. Counseling**
- **5. Nutrition Counseling**
- **6. Counseling for Behavior Modification**
- **7. Counseling for Cognitive Change**
- **8. Cross Cultural and Life Span Counseling**
- **9. Motivating Clients and Employees**
- **10 Principles and Theories of Learning**
- **11. Planning Learning**
- **12. Implementing and Evaluating Learning**
- **13. Group Facilitation and Dynamics**
- **14. Creating and Delivering Oral Presentations and Workshops**
- **15. Planning, Selecting, and Using Media**

Appendix A: Counseling Guidelines--Initial Session

Appendix B: Nutrition Diagnostic Terminology

Appendix C: Nutrition Intervention Terminology

Appendix D: Nutrition Monitoring and Evaluation Terminology

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