

In addition to comments reflected in the February 28, 2019 GSC meeting minutes, re: the inclusion of information on criteria checksheets, as it relates to linking course material with the course syllabus learning outcomes and objectives; how students engage with course material; and, the purpose and point of assignments, additional comments are as follows:

- one thing that seems to be missing is that when proposals include textbook information, they usually include photo copies of the table of contents of the textbook. However, I don't think this is useful unless the departments designate which sections of the book the students are actually reading and interacting with. Without this, it's just a list of readings that the students have access to, but it's not clear which parts they're actually reading and using in the course. A breakdown in the syllabus with reading assignments would be more useful than just seeing the table of contents so we could get a better idea of the actual content that students are studying.
- from the perspective of the Historical Awareness subcommittee, we've frequently either rejected or asked for revisions based upon a lack of clarity in the syllabus about how students are held accountable for historical knowledge within a course.
- in almost every proposal that I have evaluated as "revise and resubmit," the issue was that the proposal did not include enough information about the assignments and how students engage with the material. Hopefully, adding this wording will lead to more comprehensive proposals and we will not have to recommend so many courses for "revise and resubmit."
- might help if all applications had wording that strongly encouraged submitters to include supplementary materials, including actual assignments/lab instructions, rubrics, etc., to provide evidence for each criteria.

ASU “L” Criterion Overview

Criterion 1: At least 50% of the grade in the course depends upon writing.

There are 750 points in this course of which 440 (59%) depend upon writing. The following is a brief explanation of each of those assignments.

Introduction (20 points): This introduction requires that students do some research and are prepared to share information that distinguishes them as an individual, including aspirations, past experience with issues related to nutrition in the life cycle, a value, and a behavioral trait. Students are required to make at least 5 posts which include their initial post and replies and responses to their case study group. Citations in AMA format are required.

Case Studies: Students complete 4 case studies (4 at 25 points each) related to nutrition across the life cycle in groups (generally 3-4 students /group). They are given options related to 4 different topics throughout the life cycle stages. Students develop a “Group Charter” (20 points) in planning to complete the case studies. All students are expected to participate as equally as possible in gathering information, interpreting information and data, and evaluation in order to complete each case study. Students submit a peer evaluation of group work (10 points including rubric and written explanation for scoring) which is utilized in determining individual scores on the case studies.

Personal Wellness Plan (100 points): Students engage in self-reflection, evaluation of personal values, identification of strengths, areas for personal growth, and opportunities for support in the change process. This assignment begins with a self-assessment form to raise awareness about the multitude of attitudes and behaviors related to nutrition and physical activity. Students in health professions have been found to be at greater risk for disorders related to food intake and exercise (disordered eating and eating disorders). Students write a paper using a template following their self-assessment. They utilize self-monitoring to track progress over the course. This assignment culminates in a written paper (Conclusion) that evaluates what has changed (attitudes and behaviors related to food and activity), what has been learned in terms of demonstrating critical skills and core competencies in health and wellness coaching (assessment, goal setting, monitoring), progress related to the personal goals they identified, and how the student could apply knowledge and experience gained from this assignment personally and/or professionally in the future.

In The News Project: The project is a 5-part assignment that requires the student to analyze a current nutrition-related health article intended for laypersons found in print form or on the Internet. The student engages in research to learn about the author’s background and evaluate accuracy of the information and claims made in the article. Students summarize the research they used to evaluate the evidence to support or refute the various conclusions the author makes. Students consider the likely conclusions that a reader might take away compared to the

scientific evidence as they consider and discuss potential ethical issues related to the news story. Students deliver a presentation (130 points) evaluating the article, Identify what was learned and recommendations for how they would respond to a client who came to them with this article, including if and how to refer a client to an expert related to questions a client may have. Students engage in self- and peer review, presenting their projects with a group of their peers. Students peer-review (50 points) and the instructor determines the final grade.

Attachments C-1: C-1.1 Overview of Major Assignments; C-1.2 Case Study Example; C-1.3 Group Charter

Criterion 2: The composition tasks involve a gathering, interpretation, and evaluation of evidence. Describe the ways in which this criterion is addressed in the course design.

As described in Criterion 1, each of the assignments included as writing assignments require students to engage in nutritional science research, citing their sources according to the American Medical Association, and to participate in the written review and evaluation of the work of others.

Criterion 3: The syllabus includes a minimum of two substantial writing or speaking tasks, other than or in addition to in class essay exams.

Attachments C-3: 3.1 NTR 355 Syllabus; 3.2 Personal Wellness Plan; 3.3 In The News Project

Provide relatively detailed descriptions of two or more substantial writing or speaking tasks are included in the course requirements.

The Personal Wellness Plan (PWP) and Project are very involved assignments. The PWP is a written assignment. I have included a sample submitted by a student in
The In The News Project is a written assignment (development of a PowerPoint) with optional voice over. Voice is not required due to the length of the assignment and the large file size is prohibitive for many students to download and view.

Criterion 4: Writing or speaking assignments are arranged so that the students get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

The 6-week course schedule (Attachment C-4) depicts the typical sequence of literacy assignments.



NTR 355: Eating for Lifelong Health

This syllabus and all other course materials (PowerPoint slides, handouts, assignments, quizzes, exams, digital recordings, etc.) are intellectual property of Arizona State University and are not to be publicly distributed or otherwise commercialized since these materials are copyright protected. Publishing, uploading, linking, redistributing, and/or downloading course material may subject students to penalties for academic misconduct. Such materials are for sole use in that designated semester. It cannot be used in any other form unless via a written statement of approval from the instructor of record. Commercial note taking services are prohibited without written permission from the instructor of record in accordance with ACD 304-06 available at <http://www.asu.edu/aad/manuals/acd/acd304-06.html>. This includes PowerPoint slides and PowerPoint slides with audio.

Course and Faculty Information

Course Description: Explores the role of food and nutrition throughout the life span and how they impact personal health and wellness.

Credits: 3 Credit Hours

Prerequisites: NTR 100 or NTR 241, ENG 101

Instructor: Christina Scribner MS RDN CSSD CEDRD NBC-HWC

Contact Info: Christina.Scribner@asu.edu (Use **Canvas Inbox**, e-mail with the online course, for classroom-related correspondence)

Office Hours: By appointment; by phone

Course Learning Outcomes

At the completion of this course, students will be able to:

1. Identify sources of reliable nutrition information for consumers and professionals, determine the credibility of contemporary nutrition information and use this information to make evidence-based decisions.
2. Identify the impact of maternal dietary choices and nutrient adequacy on the lifelong health of her offspring
3. Compare the short and long-term health implications of breastfeeding vs. formula feeding infants
4. Evaluate the impact of family, friends, schools and other social/environmental factors on the food choices, nutrient adequacy and health of toddlers, children, and adolescents
5. Identify the unique nutrient needs of adolescents and how their dietary choices impact their short and long-term health
6. Explain the relationship between dietary choices and other factors in maintaining optimal health throughout adulthood
7. Recognize the physiologic and emotional changes that occur with aging and the interplay between these factors and dietary choices

Textbook

Life Cycle Nutrition (Access Code not required), 2nd Edition, 2014,
Author(s): Sari Edelstein, Judith Sharlin
Publisher: Jones & Bartlett Learning
ISBN-13: 9781284036671 ISBN-10: 1284036677

Course Access

Your ASU courses can be accessed by both my.asu.edu and myasucourses.asu.edu; bookmark both in the event that one site is down.

Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

Grading

Methods of Instruction

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group activities; and case scenarios.

Your grade will be determined based on the following grading schema:

| Grade | Percentage | Points Range | Grade | Percentage | Points Range | Grade | Percentage | Points Range |
|-------|------------|--------------|-------|------------|--------------|-------|------------|--------------|
| A+ | 98 – 100% | 735-750 | B+ | 87 – 89% | 653-674 | C+ | 77 – 79% | 578-599 |
| A | 93 – 97% | 698-734 | B | 83 – 86% | 623-652 | C | 70 – 76% | 525-577 |
| A- | 90 - 92% | 675-697 | B- | 80 – 82% | 600-622 | D | 60 – 69% | 450-524 |
| | | | | | | E | Below 60% | 0-449 |

Note: An overall grade point average of 2.0 is required in the undergraduate programs. Final grade fractions between .5 and .9 will be rounded up.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of your Online Course. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time*. Click the following link to access the [Time Converter](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Methods of Evaluation

| Activity | Number in Course | Points (Percentage) |
|---|------------------|---------------------|
| Syllabus Quiz | 1 @ 10 points | 20 (2.7%) |
| Introduction Discussion | 1 @ 20 points | 25 (3.33%) |
| Group Case Study Work Charter* | 1 @ 25 points | 25 (3.33%) |
| Group Case Studies* | 4 @ 25 points | 100 (13.3%) |
| Personal Wellness Plan | 1 @ 100 points | 100 (13.3%) |
| In The News Project | 1 @ 130 points | 130 (17.33%) |
| In The News Project Self and Peer Reviews | 5 @ 10 points | 50 (6.66%) |
| Case Study | 1 @ 50 points | 50 (6.66%) |
| Quizzes | 12 @ 20 points | 240 (34.29%) |
| Peer Evaluation of Group Work | 1 @ 10 points | 10 (1.435%) |
| Total Points | | 750 |

* This upper-division course involves a significant amount of **group work***. At the end of the semester, your group case study scores will be multiplied by a peer evaluation factor to determine your individual scores. The “In The News Project” is self- and peer-evaluated.

Summary of Assignments

Group Assignments (Discussion & Case Studies): To encourage class participation, an in-depth understanding of the material, and skill for problem solving, you will be required to work with a case study group. You will need to do research to answer questions related to the case studies and cite sources.

Project: Analyze a current nutrition-related health news article found in print form or on the Internet. Evaluate the accuracy of the information provided in the article relative to the likely conclusions that a reader might take away from the article as compared to the evidence available in the scientific literature. Make recommendations for how to respond to a patient/client. Present your evaluation to a group of your peers. You and your peers will evaluate your presentation using a rubric. Your instructor will determine your final grade.

Case Study: Recognize barriers to participation in wellness programs. Use tools for prediction of weight loss based on diet and physical activity behavior change. Utilize background information from articles about caloric intake and physical activity monitors as you work through a case study related to a worksite wellness program.

Wellness Plan: You assess your personal attitudes and behaviors related to diet and physical activity that influence well-being. From this assessment, you write a plan for improving health, reassess yourself throughout the course, and then write a conclusion.

Quizzes: Quizzes are designed to support a growth mindset. Take timed quizzes over assigned readings. If you would like to improve your score, review topics missed to take a second attempt at the quiz content. Your quiz score will be the highest of two attempts. Questions are multiple-choice or true/false format.

Scoring Rubrics

Rubrics are provided for all assignments. Rubrics provide explicit and descriptive assignment grading criteria. Utilize the rubrics to avoid guessing what your instructor is looking for in an assignment. When rubrics are used correctly they provide a consistent assessment tool with the least amount of subjectivity for students and instructors.

Late or Missed Assignments

Due Dates: Assignments, Discussions, Quizzes, and Exams are generally due Saturday nights by 11:59 pm, Phoenix Time, *unless otherwise noted**. NOTE: Arizona does not change time like the rest of the US for daylight savings time. Most of AZ (including ASU) is on MST all year long.

Note changes to the due dates, especially in Unit 1 & Unit 7*. Plan accordingly.

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm.

Late policy: All work must be received by 11:59 pm on the due date. In order to avoid a grade penalty, students must submit assignments on time. You will lose 10% of the total possible points *per day* for every day your assignment is late past the due date. *No late work will be accepted beyond 3 days after the due date.*

No make-up quizzes will be given except under documented emergency circumstances or when written advance notice is given during the first two weeks of the semester. Accommodations will be made AHEAD of the due date for religious holidays and ASU athletic participation. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities. Late work is not accepted the last week of class.

In the event of an emergency (such as hospitalization) the student is required to provide specific written documentation, identifying the dates the student was unable to participate in the course (e.g., a doctor's note written on professional letterhead).

If you have a death in the family, please contact the instructor to make arrangements. Please note that documentation of the death in the family must be provided (e.g., a funeral announcement, obituary, etc. Facebook memorial pages will not be accepted).

Quizzes and Exams are not accepted late except under documented extenuating circumstances (e.g., illness, death).

Incomplete Grades:

A course grade of "Incomplete" will be given only in extreme situations and only to students performing at 77% or above in the course. Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form.

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Communicating With the Instructor

Hallway Discussions

This course uses a discussion board called "Hallway Discussions" for general questions and comments about the course. Prior to posting a question, check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. Your instructor will check this Question Forum periodically, but not necessarily on a daily basis. If there is a question that is not answered by class members in a timely fashion, please reach out to your instructor via Canvas Inbox

Email questions of a personal nature to your instructor via Canvas Inbox. You can expect a response within 72 hours.

Email

Email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their assigned email regularly. This course utilizes the Canvas Inbox system for course-related e-mail so you will need to log in and check for messages regularly.

Course-related instructor correspondence will be sent via Canvas Inbox

Campus Network Outage

When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

To monitor the status of campus networks and services, please visit the System Health Portal.

Course Time Commitment

Three-credit courses requires approximately 135 hours of work. For 7.5 week courses, please expect to spend around 18 hours each week preparing for and actively participating in this course; for 15 week courses, please expect to spend around 9 hours per week.

ASU Online Course Policies

View the [ASU Online Course Policies](#)

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

C-1.1 Overview of Major Assignments

Criterion 1: At least 50% of the grade in the course depends upon writing.

There are 735 points in this course of which 430 points (59%) depend upon writing. The following is a brief explanation of each of those assignments.

Introduction (20 points): This introduction requires that students do some research and are prepared to share information that distinguishes them as an individual, including aspirations, past experience with issues related to nutrition in the life cycle, a value, and a behavioral trait. Students are required to make at least 5 posts which include their initial post and replies and responses to their case study group. Citations in AMA format are required.

Case Studies: Students complete 4 case studies (4 at 25 points each = **100 points**) related to nutrition across the life cycle in groups (generally 3-4 students /group). They are given options related to 4 different topics throughout the life cycle stages. Students develop a “Group Charter” (**20 points**) in planning to complete the case studies. All students are expected to participate as equally as possible in gathering information, interpreting information and data, and evaluation in order to complete each case study. Students submit a peer evaluation of group work (**10 points** including rubric and written explanation for scoring) which is utilized in determining individual scores on the case studies.

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story. Students deliver a presentation (**130 points**) evaluating the article, Identify what was learned and recommendations for how they would respond to a client who came to them with this article, including if and how to refer a client to an expert related to questions a client may have. Students engage in self- and peer review, presenting their projects with a group of their peers. Students peer-review (**50 points**) and the instructor determines the final grade.

C-1.2 Case Studies

C-1.2 Case Study Example

Explanation: Teams of students choose between topic options. The current topics include:

- Case Studies in Early Childhood (e.g. picky eating or childhood obesity)
- Food and Activity Apps
- Chronic Disease in Adulthood
- Body Image and Disordered Eating

Professor Evaluation Rubric for Small Group Case Studies (25 points)

| | | | | |
|---|---|--|---|--|
| <p>This criterion is linked to a Learning Outcome</p> <p>Identification of the Main Issues/ Problems</p> | <p>5 to >4.0 pts</p> <p>Exemplary</p> <p>Identifies and understands all of the main issues in case study</p> | <p>4 to >3 pts</p> <p>Effective</p> <p>Identifies and understands most of the main issues in the case study</p> | <p>3 to >2 pts</p> <p>Minimal</p> <p>Identifies and understands some of the issues in the case study</p> | <p>2 to >0 pts</p> <p>Deficient</p> <p>Identifies & understands few of the issues in the case study</p> |
| <p>This criterion is linked to a Learning Outcome</p> <p>Complete Analysis of Issues, Need for Information</p> | <p>5 to >4.0 pts</p> <p>Exemplary</p> <p>Insightful and thorough analysis of all the issues and needs</p> | <p>4 to >3 pts</p> <p>Effective</p> <p>Thorough analysis of most of the issues and needs</p> | <p>3 to >2 pts</p> <p>Minimal</p> <p>Superficial analysis of some of the issues and needs</p> | <p>2 to >0 pts</p> <p>Deficient</p> <p>Incomplete analysis of the issues and needs</p> |

C-1.2 Case Studies

| | | | | |
|---|---|--|--|--|
| <p>This criterion is linked to a Learning Outcome</p> <p>Effective Solutions/Strategies, and Boundaries</p> | <p>10 to >9 pts</p> <p>Exemplary</p> <p>Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study</p> | <p>9 to >7 pts</p> <p>Effective</p> <p>Appropriate, well thought out solutions, or proposals for solutions, to most of the issues in the case study</p> | <p>7 to >5 pts</p> <p>Minimal</p> <p>Superficial and/or inappropriate solutions to some of the issues in the case study</p> | <p>5 to >0 pts</p> <p>Deficient</p> <p>Little or no action suggested, and/or inappropriate solutions to all of the issues in the case study</p> |
| <p>This criterion is linked to a Learning Outcome</p> <p>Cites Course Readings and Additional Research in AMA Format</p> | <p>5 to >4.0 pts</p> <p>Exemplary</p> <p>Excellent research into the issues with accurately documented citations (in-text citations and full reference in AMA format used)</p> | <p>4 to >3 pts</p> <p>Effective</p> <p>Good research and accurate source citations (in-text citations and full reference in AMA format)</p> | <p>3 to >2 pts</p> <p>Minimal</p> <p>Limited research and/or inaccurate source citations (in-text citations and full reference in AMA format not correct or complete)</p> | <p>2 to >0 pts</p> <p>Deficient</p> <p>Incomplete research and source citations (in-text citations and full reference in AMA format not used)</p> |

SCORING:

* [Individual group member scores](#) will be determined near the end of the semester based upon one evaluation by group members as follows:

Group assignments are scored based upon your collaborative effort as a group.

C-1.2 Case Studies

Your instructor will score the group response to the case study as shown above (group score). After all case studies are complete, you will self-evaluate your own contribution and peer-evaluate group members using the criteria below.

You will submit a Google Doc form (provided for you) for each member of your case study group; only your instructor will have access to the scores submitted.

Each student's score for the case studies will be determined from the group score multiplied by a factor for individual participation and contribution as determined by the group evaluation. The Google Doc form contains the following criteria for scoring:

Attendance at scheduled meetings

0-2 pts unsatisfactory, 3-4pts minimal, 5-7 pts effective, 8-10 pts exemplary

Preparation for the discussions, understands the problems

0-2 pts unsatisfactory, 3-4pts minimal, 5-7 pts effective, 8-10 pts exemplary

Contribution to research & analysis of issues

0-2 pts unsatisfactory, 3-4pts minimal, 5-7 pts effective, 8-10 pts exemplary

Listens, respects, and cooperates with group mates

0-2 pts unsatisfactory, 3-4pts minimal, 5-7 pts effective, 8-10 pts exemplary

Contributes to synthesis and posting of group response

0-2 pts unsatisfactory, 3-4pts minimal, 5-7 pts effective, 8-10 pts exemplary

Comments:

Individual Participation Factor: points ____/50 divided by 100 (to covert participation to a percentage.)

Individual scores are determined by multiplying the group CS score by the participation factor.

Example:

The group posting was scored as 25 points. Your participation factor is 45.

$$45 \times 2 = 90$$

$$90\% \times 25 = 22.5 \text{ individual points for the Case Study.}$$

You will see your group score for each case study topic posted to the grade book. However, the group score is not necessarily your individual score. After your instructor collects self and peer evaluations of each group member's participation, a "participation factor" will be used (e.g. 100%, 95%, 80%, etc.) to multiply your group score to generate your individual score for

C-1.2 Case Studies

each case study. Each case study will be multiplied by the *same factor* and so you only complete the self and peer evaluation once. Following your Group Charter will help clarify group member expectations.

Example of Completed Team Case Study:

Team 6 - Case Studies on Nutrition in Childhood

Option 2: Childhood Obesity

1. Is Tony's weight gain a health concern, despite his family history? Why or why not?

Tony's weight gain should still be considered a health concern regardless of family history. Although genetics do play a part in our chemical build-up in addition to our appearances, it is not the only factor in place in regard to health. Sitting in front of a screen for a long period of time can cause a decrease in metabolism, disregard for physical activity, and increase calorie consumption.¹ Every situation varies. Although Tony and his father share a similar chemical makeup, their lifestyles could have been very different. For example, when Tony's father was 11 years old, video games, TVs, or computers might not have been used as often as they are now. A great deal of time might have been used playing outside with friends or pets. According to his current body mass index (BMI), Tony is no longer considered to be overweight and is now in the obese category.¹ It is vital for a form of action to take place.

2. What additional information would be helpful to know in working with Tony and his family so that you do not make assumptions?

Some additional information that might be helpful is getting to know some of Tony's medical and family history. Maybe he went through something traumatic in his past which prevents him from being active or family circumstances which have caused him to be up in his room spending time alone in front of a game console. As health coaches, we would also like to know what a normal routine for Tony was when his weight was at the 50th percentile and what caused such a sudden change. This will help determine what aspects of his life have been altered and what can be done to put him back on track. In addition, we would ask about family medical history to get a deeper understanding of his physiology and if there are any common patterns we can avoid.

3. What would you, as a health and wellness coach, like to see happen on Tony's behalf? As

a health and wellness coach, something we would like to see happen is to have Tony and his family reach out to a licensed nutritionist for appropriate dietary changes. Incorporating a variety of whole foods into his diet could be encouraged by letting Tony help prepare meals. Studies have shown the benefits of allowing children to be involved in portioning foods onto

C-1.2 Case Studies

their own plate during meal time.¹ Since a lot of Tony's time is usually spent doing sedentary activities after school, it would also be important for him to find an after-school program or sport to get him physically active.

4. What topics would a health or wellness coach be in a position to discuss?

By using a values-based approach and external resources, health and wellness coaches guide their clients into discovering what is important to them for success. Some topics health and wellness coaches are in a position to discuss include identifying strengths and possible challenges, setting priorities and goals, and developing ways to reach them. A health and wellness coach can help clients get thinking about their desired health outcome by setting S.M.A.R.T. behavioral goals and then implementing an action plan based off of that information. S.M.A.R.T. goals are meant to be Specific, Measurable, Achievable, Relevant, and Time-specific.² Being able to create and sustain a relationship with the client by supporting their commitments will also encourage positivity and growth.

5. What sources of reliable nutrition information would you suggest to Tony's parent(s)?

(Be specific - identify 3 credible websites, etc.) <https://www.choosemyplate.gov/MyPlate> - MyPlate is a great resource and tool provided by the USDA where individuals can track their intake, see what they are lacking, target food groups, and even message professionals through this online platform. Besides its interactive planning tool, it is also a good resource for learning more about healthy eating lifestyles.³

<https://www.niddk.nih.gov/health-information/weight-management/helping-your-child-who-is-overweight> - It is implied that Tony is obese, being over the 95th percentile for his weight. This webpage by the National Institute of Diabetes and Digestive and Kidney Diseases specifically addresses why parents should be concerned about weight management for their children and what they can do to help them develop better eating habits.⁴

<https://www.nhlbi.nih.gov/health/educational/wecan/reduce-screen-time/tips-to-reduce-screen-time.htm> - We Can! (Ways to Enhance Children's Activity & Nutrition) is a collaboration between the National Heart, Lung, and Blood Institute, the National Institute of Diabetes and Digestive and Kidney Diseases, the Eunice Kennedy Shriver National Institute of Child Health and Human Development, and the National Cancer Institute.⁵ The whole website is a reliable source for both nutrition and activity needs for kids, but this specific webpage link addresses ways for families to reduce screen times and increase physical activity. It also provides a downloadable chart to help log screen time as a family, so they can get a sense of what changes need to be made together.

6. Is referral to a nutrition specialist warranted? Why or why not? If not, at what point would you make a referral?

C-1.2 Case Studies

Yes, a referral to a nutrition specialist is warranted. It is known that Tony's parents reached out to a health coach meaning they are aware of a possible issue and are concerned. Also, the fact that Tony's father stated that he was the same way when he was younger, and he is not concerned, makes us believe the family may lack valuable knowledge related to nutrition. "Adolescent boys have greater requirements for most nutrients."¹ It is important that Tony consumes a well-rounded diet, especially because of his age range he will need proper nutrients to support his growth. A nutrition specialist referral would be meant to encourage and educate Tony's parents about the importance of healthy nutrition and provide them ability to steer Tony in the right direction with nutrition. A nutrition specialist would not be meant to shame Tony or his parents.

7. What specifically would a health coach not want to do that would be considered breaching professional boundaries?

In this case, the concern over nutrition is laid out, therefore it would be appropriate to refer them to a nutritionist regarding the issue that is being presented, breaching professional boundaries would include giving parenting advice or trying to make them feel guilty. Although health and wellness coaches may be knowledgeable in many different fields and might hold several certifications, it is important that a health and wellness coach stays within their scope of practice. This means the coach should support clients in mobilizing internal strengths and external resources, and in developing self-management strategies for making sustainable, healthy lifestyle, behavior changes.⁶

References:

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2. Healthy Eating. MyHealth.Alberta.ca Government of Alberta Personal Health Portal. <https://myhealth.alberta.ca/Alberta/Pages/Setting-smart-goals.aspx>. Accessed October 25, 2018.
3. What is MyPlate? Choose MyPlate. <https://www.choosemyplate.gov/MyPlate>. Published July 19, 2018. Accessed October 25, 2018.
4. Helping Your Child Who is Overweight. National Institute of Diabetes and Digestive and Kidney Diseases. <https://www.niddk.nih.gov/health-information/weight-management/helping-your-child-who-is-overweight>. Published September 1, 2016. Accessed October 25, 2018.
5. Tips for Reducing Screen Time, Reduce Screen Time. National Heart Lung and Blood Institute. <https://www.nhlbi.nih.gov/health/educational/wecan/reduce-screen-time/tips-to-reduce-screen-time.htm>. Accessed October 25, 2018.

C-1.2 Case Studies

6. International Consortium for Health & Wellness Coaching. ICHWC Health & Wellness Coach Scope of Practice. Adapted from NCCHWC Health & Wellness Coach Scope of Practice February 1, 2017.

<https://ichwc.org/wp-content/uploads/2015/03/ICHWCHealthWellnessCoachScopeofPractice-FinalFeb12017.pdf>. Accessed October 25, 2018.

Instructor's Response:

Team 6,

You appropriately identified Tony's dramatic and rapid change in weight as a concern. Your team also identified and cited health concerns related to his weight.

In thinking about additional information that would be helpful to know in understanding this case, it was important to show awareness and sensitivity regarding Tony's parents' values, their familial eating and physical activity behaviors and their resources. You want to discuss how Tony's growth is and is not similar to his parents, as well as how their food and activity when they were young was similar or different from their son. Furthermore, knowing if Tony comes home from school to an empty house, whether it is safe to play outside, and whether Tony or his parents have experienced trauma that could be related to the weight change would be helpful. Consider barriers to change and be aware that many thinner-bodied children may have behaviors very similar to Tony's; be very cautious about any weight bias you may have.

Remember that Tony's weight may in fact be constitutional. It is important to recognize that you are not just working with Tony, but also his parents; in fact, a coach might only be working with his parents due to the sensitivity of this topic and potential for iatrogenic damage. As you identify appropriate outcomes related to childhood weight concerns, weight loss is not a behavior, but rather a potential (but not guaranteed) consequence of behavior change.

I appreciate that you recommended utilizing SMART goals, and your team did an excellent job with your resource recommendations. You also did an outstanding job of identifying issues related to professional boundaries. While Tony may not need to see a registered dietitian straight away, I agree more education is needed if health coaching doesn't result in any behavior change. You have identified and cited reliable web resources and cited your sources throughout your response using AMA format.

C-1.3 Case Study Group Charter

Objectives of the Group Charter:

- Identify planned and structured team goals, such as timelines, deliverables, checkpoints, tracking, review and completion.
 - Engage in a process that includes presence of views and opinions for all team members. Some people are naturally more dominating/assertive than others. This particular objective requires that all team members have a voice and share their perspective, so everyone has the opportunity to contribute. This is an important skill in both personal and professional settings.
 - Develop commitment to each individual case study. For example, every team member is expected to contribute ideas throughout the case study during brainstorming sessions, but the final assignment submission may not include all ideas.
 - Budget time and develop deadlines that are respected and kept.
 - Distribute responsibility among team members so that everyone gains experience in research, decision making, and writing a quality final case study for submission.
 - Once your team charter is complete, every team member should sign it. You might be tempted to skip this step, but it's very important. The act of signing the charter is very powerful in helping each of the team members commit to those items agreed upon by the team.
- As your team functions and completes its purpose, use the charter to help guide you along the path to success and make edits as necessary
1. Review the [Guidelines for Group Case](#).
 2. Develop your [Group Charter](#) using the template provided which will guide your group work. There are 25 points associated with this activity so provide the necessary detail in developing your plan to complete the case studies. I have provided examples of Group Charters from the past. You are encouraged to revise your charter as necessary throughout the course. One member of your group will submit your Group Charter on behalf of the entire group.

You have an "open forum" within your Group Discussion area. You may want to get started by using that forum. Don't be shy about taking on a leadership role - *somebody* in your discussion group will need to! It is imperative that you begin communication with your group members toward developing your Charter, right away - your Charter is due this week.

Here are ideas for "meeting" with group members virtually:

- Discussion Board within your Groups area
- Course Messages for asynchronous meetings, located within the course for

correspondence within groups.

-Create a Google Doc for the group to meet asynchronously.

-Use ASU e-mail to meet asynchronously

-Use Skype for synchronous meetings

-Use Zoom.us for synchronous meetings

Group Charter Scoring:

0-5 points - Work is appropriately distributed

0-5 points - Deadlines are specified (e.g. Research due to Organizer by Tuesday; Discussion draft complete on Wednesday; Comments from each group member due by Thursday; Edit complete by Friday; Post by Saturday)

0-5 points - Method of group communication is well planned

0-5 points - Plan for conflict resolution is clearly stated

0-5 points - Charter is submitted according to deadline

NOTE: If there is a member of your group does not participate in developing your group charter, please include them in the Charter and when the Charter is submitted to me, please let me know that they did not participate (they will not get credit, but your group will have given them the opportunity to participate in the future).

It seems that each semester there is a student or two who gets a slow start and/or is challenging to reach. If there is a member of your team who has not responded to your efforts to contact them via ASU e-mail and Canvas Inbox to complete the Group Charter by noon ASU time on Friday, it seems logical that the rest of the team may need to complete the Group Charter without them in order to submit it by Saturday.

As you work with your charter over the course of our semester, if there is someone who is not meeting the expectations of the group, please communicate with them according to the guidelines of your charter. If that does not solve the issue, contact your instructor using Course Messages (copy all member of your group). Do not simply score a fellow group member low on the peer evaluation at the end of the course; I believe everyone needs notice/feedback and an opportunity to make change prior to being penalized. If that group member does not respond, then their assigned tasks will need to be reassigned to active group members.

C-3.2 Personal Wellness Plan

HSC 355

Personal Nutrition and Physical Activity Wellness Plan

Description of Assessment Activity: You assess your personal attitudes and behaviors related to diet and physical activity that influence well-being. From this assessment, you create a plan for improving your health, reassess yourself twice during the course, and write a conclusion.

Alignment Standards: Course Learning Objective (CLO) 7; Healthy Lifestyles Coaching (HLC) Objective 8b, 8c, 8d, 8e, 8f, 8g, 8h

Learning Objectives:

- Appraise one's own current attitudes and behaviors related to food and physical activity
- Identify potential underlying concerns that influence behaviors that impact health
- Recognize the functional relationship between diet and physical activity to other concerns
- Identify potential barriers to meeting goals
- Develop personal goals and identify potential sources of support in meeting those goals
- Monitor and evaluate a behavior change plan

Instructions:

Over the semester we are studying nutrition-related behaviors, including food and movement, that affect well-being. In this assignment, you will use information based on your own life to create a wellness plan that emphasizes nutrition and physical activity. The "Indicators of a Healthy Relationship with Food and Activity" form is an adapted version of "Indicators of Recovery: Normalized Food, Weight, and Activity Related Behaviors" found in "Eating Disorders: Nutrition Therapy in the Recovery Process," 1991, by Reiff and Reiff. The topics covered in this form (Part 1) and in the wellness plan (Part 2) are utilized by many treatment programs and among professionals that work with individuals that struggle with energy balance.

This assessment is not a typical form used by a Health Coach. However, research suggests that many individuals (professionals and students alike) in the health-related fields personally struggle in their own attitudes related to food and activity. I encourage you to engage, to think/reflect deeply, as you complete this assignment. This assignment is not an attempt to "call out" students, but is an attempt to encourage you to identify your own conscious and unconscious beliefs and behaviors. Your recognition may ultimately move you in a healthier direction. Furthermore, there is no substitute for having "stood in someone else's shoes" for facilitating empathy and coaching others, as long as you do not "project" your experience onto others. This assignment may in fact, further your understanding of the challenges of managing fear of not being good enough, of failure, or anxiety. If you have not been in any of these situations, it may be difficult to explain the profound intrapersonal (within you) and interpersonal (between you and others)

interactions that occur. Personal challenges with eating or activity level is not necessary in order to facilitate change within others, but an individual who has struggled and fully recovered may offer an exceptionally empathetic ear to their clients.

If you genuinely believe that all of your food and activity beliefs and behaviors are healthy, I encourage you to choose another area of your health that warrants improvement and set SMART goals related to it.

Health goals are developed as a result of identified needs. This is a 4-part assignment in which you will assess your current attitudes and behaviors toward food, develop a wellness plan, and write a conclusion.

PWP Part 1. (5 points) Complete the “Indicators of a Healthy Relationship With Food and Activity” form to self-assess your current attitudes and behaviors. As shown in the example below, the client assessed their current attitudes and behaviors regarding food/eating and activity on a continuum from 0 (suggesting immediate attention) to 10 (suggesting healthy, but imperfect) by using an “X”. While this part of the assignment is “only” worth 5 points, I urge you to take your time with this, contact me for clarification as needed, and answer as honestly as possible. Part 1 sets the stage for the rest of the assignment. Self-assessment is empowering and promotes being honest and taking personal responsibility.

| Indicator | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---------------------|---|---|---|---|---|---|---|---|--------------------------|----|
| | Immediate attention | | | | | | | | | Healthy, but "imperfect" | |
| Body Symptoms | | | | | | | | | | | |
| Body temperature | | | | | | X | | | | | |
| Normal pulse and blood pressure | | X | | | | | | | | | |
| Episodes of dizziness | | | | | X | | | | | | |
| Normal menstruation | | X | | | | X | | | | | |
| Hair growth and health | | | | | | | | | | | |
| Skin health | | | | | | | | X | | | |
| Dental health | | | | | | | | | X | | |
| Digestion, absorption and bowel function (acid reflux, constipation) | | | | X | | | | | | | |
| Feeling of energy | | | X | | | | | | | | |
| Think with mental clarity | | | | X | | | | | | | |
| | | | | | | | | | | | |
| Food Consumption Pattern | | | | | | | | | | | |
| Regular pattern of eating that is healthful | | | | X | | | | | | | |
| Eat meal and snacks at an appropriate rate | | | | | | | | | | X | |
| | | | | | | | | | | | |
| Food Intake & Hunger | | | | | | | | | | | |
| Consume energy to provide for basal | | X | | | | | | | | | |

The form will be used more than once, which allows you (representing the client) to track change. You will complete this form again in Part 3 to note any changes.

| | | | | | | | | | | | | | | | | | | | |
|---|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| and in other people's homes or in restaurants | | | | | | | | | | | | | | | | | | | |
| Food related thoughts and moods do not interfere with my relationships | | | X | | | | | | | | | | | | | | | | |
| Exercise Level | | | | | | | | | | | | | | | | | | | |
| Enjoy light – moderate activities without feeling a compulsion to engage in heavy, prolonged exercise as a way of purging | | | X | | | | | | | | | | | | | | | | |

Adapted from [Self and Self-Indicators of Recovery: Normalized Food-, Weight-, and Activity Related Behaviors](#). Eating Disorders: Nutrition Therapy in the Recovery Process

er | Close X

Key: X completed on 7/19/12

O completed on _____

* Completed on _____

Identify an area of concern that you a) believe warrants attention and b) are willing to set a goal toward achieving.

PWP Part 2. (55 points) Write your Wellness Plan using the worksheet provided.

Your wellness plan includes development of personal goals, identification of potential underlying concerns that influence your behaviors, functional relationships between your diet and physical activity, potential barriers to meeting goals, and identification and utilization of support in meeting your goals. Your writing should demonstrate depth of thought and reflection in your self-assessment and plan for change.

PWP Part 3 & 4. (5 points each) Complete the “Indicators of a Healthy Relationship With Food and Activity” form *again* to assess your attitudes and behaviors. Use a “O” to identify where you are on the continuum the 2nd time and a “” the 3rd time. Update the form used in Part 1 to identify changes clearly!

PWP Part 4. (30 points) Write a Conclusion Based on Summative Prompts

Write a conclusion (2 word processing pages or 500-600 words) by responding to one or more of the summative prompts below. The prompts reflect core competencies of the National Board for Health & Wellness Coaching, supported by the ASU Healthy Lifestyles Coaching program as they relate to your experience with this assignment.

How did this assignment:

- Support going beyond the text in terms of invoking greater understanding, awareness and clarity about issues related to food and activity? (8b)
- Assist you in identifying underlying concerns and disparities between thoughts, feelings, and action (8c)
- Help you discover thoughts, beliefs, perceptions, and emotions that affect your health? (8d)
- Strengthen your ability to take action and achieve what is important to you? (8d)
- Inspire commitment to shift viewpoint and find possibilities for action? (8e)
- Identify interrelated factors that affect your behaviors (thoughts, emotions, body, background)? (8f)

- Provide an example and experience with a strategy that (future) clients find useful and meaningful? (8g)
- Identify your personal areas of strength vs. areas for growth that may be important in your career? (8h)

Note: While it may be difficult for some people to identify personal health information (PHI) within the context of a course, this activity is important for both your personal growth and development of professional skill. I am asking for your trust in protecting you in submission of this assignment, which includes elements of PHI, so that you may fully engage in this learning opportunity.

The following policies apply to your submission of PHI within this assignment:

As Required By Law. Your instructor will disclose protected health information about you when required to do so by federal, state or local law.

Research. Your instructor may disclose your PHI to researchers when an institutional review board or privacy board that has reviewed a research proposal and established protocols to ensure the privacy of your information has approved their research

Health Risks. Your instructor may disclose protected health information about you to a government authority if we reasonably believe you are a victim of abuse, neglect or domestic violence. We will only disclose this type of information to the extent required by law, if you agree to the disclosure, or if the disclosure is allowed by law and we believe it is necessary to prevent or lessen a serious and imminent threat to you or another person.

PHI and Grading. Your participation will influence your grade to the extent that you demonstrate self-assessment that shows depth of thought and critical self-evaluation per the Wellness Plan Rubric below.

Wellness Plan Rubric

| Competency | Does Not Yet Meet Expectations | Marginal Performance | Meets Expectations |
|---|--|--|--|
| Part 1 Indicators of a Healthy Relationship With Food and Activity | Numerous areas of self-assessment are incomplete (0-2 points) | A couple parts of the assessment are incomplete (3-4 points) | Completed all parts of the assessment and submitted as directed. (5 points) |
| Part 2 Demonstrates Depth of Thought in | Several parts of the plan seem to be hastily completed, are | Parts of the plan seem to be hastily completed, are partially complete | “SMART” goal(s) given for Wellness. |

| | | | |
|---|---|--|---|
| Development of Personal Wellness Goal(s) | incomplete and lack of clarity (0-39 points) | or otherwise lack clarity. (40-54 points) | Identifies Support Person(s), Potential Barriers, Tools and Strategies (55 points) |
| Part 3 Indicators of a Healthy Relationship With Food and Activity | Numerous areas of self-assessment are incomplete (0-2 points) | A couple parts of the assessment are incomplete (3-4 points) | Completed all parts of the assessment and submitted as directed. (5 points) |
| Part 4 Indicators of a Healthy Relationship With Food and Activity | Numerous areas of self-assessment are incomplete (0-2 points) | A couple parts of the assessment are incomplete (3-4 points) | Completed all parts of the assessment and submitted as directed. (5 points) |
| Part 5 Conclusion from Summative Prompt | Concluding response is incomplete lacks substantial support. (0-19 points) | Concluding response is mostly complete but lacking detail and support. (20-29 points) | Concluding response is thoughtfully detailed and supported. (30 points) |

"In the News" Nutrition-Related Health Information Evaluation

This assignment involves analyzing a current nutrition-related article intended for laypersons found in print form or on the Internet. Your task is to analyze the accuracy of the information provided in the article relative to the likely conclusions that a reader might well take away from the article as compared to the evidence available in the scientific literature. You will share a presentation of your analysis with the class and your presentation will be evaluated by a group of your peers. Your instructors make the final grade determination.

Alignment Standard: This assignment supports the student in identifying sources of reliable nutrition information for consumers and professionals, determining the credibility of contemporary nutrition information and using this information to make evidence-based decisions. (CLO 1)

Assignment Learning Objectives:

- Identify the purpose and audience of possible resources (such as scholarly vs. popular).
- Identify the nature, extent and related concepts of information need.
- Construct an effective research for information resources using library resources and other electronic databases and search engines.
- Evaluate information resources to determine reliability, accuracy, validity, authority, and point of view or bias of information.
- Critique the validity of a nutrition news/article/blog published for the popular press on the Internet.
- Predict consumer responses to popular/contemporary/"breaking" health-related nutrition news.
- Demonstrate synthesis of information in references/resources, express the information ethically in your own words
- Cite sources in AMA style format.
- Develop and deliver an engaging and effective educational presentation over the Internet.
- Students are able to follow instructions and demonstrate digital fluency through use of digital platforms.

A. Choose a News Story and Formulate Your Initial Impressions

Choose a recent (published within the last year) nutrition-related "news" article accessible on the Internet that lends itself well to analysis based upon the requirements of this assignment. Look for a timely article that has potential for public interest and impact. Do not select a news story published on government, academic, or recognized medical authority (e.g. NIH, CDC, etc.) websites. You are specifically looking for articles that contain claims or assumptions that deserve evaluation.

Begin this assignment by reading your chosen nutrition & health news article carefully. Share your article with classmates or group members for feedback on the appropriateness of the article. Complete the **Initial Impressions Template**

B. Save “In The News – Initial Impressions” to your computer

After having read the article closely and considered the above, complete “In The News-Initial Impressions” for use later as you develop your presentation.

C. Perform a Scientific Literature Search.

Search the literature to determine the accuracy of the key features of your article. Once you have made determinations about the substance of the article, you will prepare an evaluation of the accuracy of the key features of the article. The following steps may be helpful:

- Research each of the key features that you identified in scientific/peer reviewed journals. A minimum of 5 scientific references is expected.
- At the conclusion of your research, identify the key features and facts that can be confirmed as accurate, inaccurate, disputed, or "cannot be confirmed at all" through independent/reliable sources. Working with an ASU reference librarian may be helpful in this process. Our Canvas course provides a link to Ulrichsweb serials directory. Be sure to keep careful records of what you find out about the accuracy of the facts, as well as where and how you are able (or unable) to check on these facts.
- Identify the background of the author of the article and the publisher. Does what you find explain anything about the point of view you identified in your “Initial Impressions”?
- Search for and identify 1-2 other popular media publications related to the topic of your news story (published within 1-2 months of your article’s publication). Do those other sources agree or disagree with the major conclusions of the article (if any can be found on either side)?

D. Create a Presentation

Prepare a slideshow presentation to present the results of your evaluation concerning the facts and overall accuracy of the news article.

- Follow the general slide outline below for your presentation.
- Include all of the elements of your “Initial Impressions” as you clearly describe/summarize the thesis and major content, facts and conclusions of the article.

| |
|---|
| In The News Presentation Instructions: LENGTH: Approx. 10-15-minute presentation |
|---|

- Create 15-20 slides to be delivered over the Internet using a link to Voice Thread or Similar Presentation Tool

- **Slide 1:** Your Name, **Title** of the Article, **Author**, **Source**, **Link** to the article, Publication **Date**
- **Slide 2:** Describe the **author's point of view/approach**
- **Slide 3:** Explain what **lifecycle stage(s)** the article applies to
- **Slides 4-5:** Identify the **major point(s) the article is making, the key features, the beliefs the author seems to hold regarding each feature.**
- **Slide 6:** What **general initial impressions** and **action** (changes in attitude or behavior) do you take away and would you expect others to take away after reading the article (consider various points of view)
- **Slide 7: Describe the research process** you went through in gathering data related to the article. Do other popular media publications related to this topic agree? Tell the methods and strategy you used to check accuracy (i.e. data-bases, sources sought for selecting certain facts as key) to confirm or disconfirm facts and major key features/conclusions of the article. [Remember, quality research is a **key element** of this assignment.]
- **Slides 8-15: Your research**
 - The author's background and how reliable and accurate you think the article is and why. For *example*:
 - Discuss where does the author works and/or where was the article published
 - What is the author's educational or publishing (experience) background?
 - Have other scholars or experts in the field cited this author as a source?
 - Indicate the degree to which you believe the news story leads the typical reader to a reasonable understanding of the topic.
 - Discuss ethical issues related to the news story. Consider:
 - The author/organization. Are there potential issues related to beneficence (reporting to benefit an individual or group) such as bias or conflict of interest that may influence fair and accurate reporting?
 - Does it seem likely or unlikely that the author is affiliated with an institution or publishing organization that may benefit financially by promoting a particular view?
 - Potential to do harm to anyone (consider various perspectives and the potential health risks to various lifecycle stages)
 - Issues in accuracy/honesty (this could be related to the quality of the sources of information or reporting on issues without knowledge or experience supporting an ability to interpret and question information gathered)
 - The use of photos or audio to embellish or that may be unrealistic, altered or otherwise "untrue" etc.
 - The use of charts or other visuals that are "beyond the audience."
 - Opinion or speculation that is not clearly differentiated from fact.
 - Use of quotes that may not be accurate or used out of context

- **Present the findings from at least 5 peer-reviewed scientific articles** related to claims made in the article. Discuss accuracy in reporting; There are several possible answers you may come to in terms of the accuracy of the article's facts and conclusions: "they are likely correct; they are likely false; they are in serious dispute; or, I can't figure it out."
- Summarize the scientific research in enough detail that it is clear to your audience. Show depth and quality of research. *Your research is key as indicated by the points on the rubric!*
- Provide an evaluation of the "accuracy" of key elements of the article as compared to the research.
- **Slide 16: Conclude** with observations on **what you have learned** and **referral for expertise**.
 - What have you learned about the contingent nature of truth in news reporting and commentary; thoughts you have on the ethics of your chosen article, as well as reporting of health news in general?
 - Assume a client came to you with this article and asked for 1) your opinion and 2) a referral to an expert, how would you respond based upon what you have learned and your role as a health and wellness coach?
- **Slide 17: Final slide(s) list the sources** (in AMA format) that you used. Include in-text citations throughout the presentation that align with this reference list.
 - ❖ Note: The slideshow presentation should be designed to support the written handout. This format is often referred to as a "poster" presentation in the sciences (This is not truly a poster, but a presentation that highlights key background and findings in a fashion that is understandable to a person who reads the slides without hearing the presentation).
 - ❖ Use of **voice-over** is *recommended* because it appeals to more senses; peers generally score presentations that are more meaningful higher. Voice-over is not required. Choose the best tools for delivering an effective presentation.
 - ❖ Choose a presentation tool that allows you to simply post a link to access your presentation and not require viewers download your presentation to their computers; it protects your creative work and reduces the burden of large files. Whatever you use, you must provide access for your viewers without asking your permission!

E. Submit your "In The News" Presentation for Peer Evaluation

1. SUBMIT THE HANDOUT

Submit an outline of your presentation as a handout. You may convert your slideshow to Word format, then add any important details, reformat the text to organize it and make the font consistent as needed. Include citations. Be Sure Your NAME is on your handout.

2. SUBMIT a link to your slideshow presentation

*Include a copy of the original article if you do not provide a link to the article on your handout.

Note: Your presentation will be scored by a group of your peers using the “**In The News Rubric.**” Peer scoring will primarily determine final points. Your instructor makes the final score decision. You must submit during the submission period. Late submissions are not accepted for this assignment

F. Peers will be assigned presentations to review using a Canvas version of the In The News Rubric to evaluate the presentations you have been assigned. Complete a rubric for each presentation you review and save it to your computer for reference. You will also submit peer scores and a self-evaluation via Google Docs.

C-4 Timing of Assignments & Feedback

Criterion 4: Writing or speaking assignments are arranged so that the students get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

The following 6-week course schedule shows the typical sequence of literacy assignments. As shown, students will receive feedback on their Case Studies in time to improve for the next case study. There are several weeks between the significant writing portions of the PWP. Students are also provided with assignment examples from previous courses so that they have examples of exemplary work.

Module 1:

Introduction, Group Charter

Module 2:

Case Study #1 Issues in Childhood Nutrition, PWP parts 1 & 2.

Module 3

Case Study #2: Vegetarianism, Obesity, Food Allergies, Celiac Disease, Athletes, Diabetes, Disordered Eating

Module 4:

Case Study #3: Adult Nutrition, Chronic Disease, Physical Activity, Weight Management, PWP part 3, In The News Project

Module 5:

Project Self & Peer Evaluations

Module 6:

Case Study: Adult Nutrition, Lifestyle, Disease, Pharmacology

PWP Part 4

PWP Part 5

Case Study Team Self & Peer Evaluations