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OFFICE OF THE  
SENATE COUNCIL**Course Information**

Date Submitted: 8/20/2013

Current Prefix and Number: DHN - Dietetics and Human Nutrition, DHN 514 DIETETICS:COUNSEL/COMM

Other Course:

Proposed Prefix and Number: same

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

**1. General Information**

a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

b. Department/Division: Dietetics and Human Nutrition

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Tammy Stephenson

Email: Tammy.Stephenson@uky.edu

Phone: 7-2353

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: N/A

b. Full Title: DIETETICS: COUNSELING AND COMMUNICATION THEORIES AND APPLICATIONS

Proposed Title: DIETETICS: COUNSELING AND COMMUNICATION THEORIES AND APPLICATIONS

c. Current Transcript Title: DIETETICS:COUNSEL/COMM

Proposed Transcript Title: DIETETICS:COUNSEL/COMM

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 2

RECITATION: 2

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Counseling and communication theories are combined to study specific applications which include disease prevention, disease management and refinement of communication skills to enhance effectiveness as a practicing RD. Students will enhance their capacity to motivate others to practice healthy food behaviors. Active learners will develop a conceptual framework for future professional practice in dietetics as ethical counselors and facilitators of behavior change. Three credit hours. Prerequisites: NFS 510 and concurrent with NFS 515. Enrollment is open only to majors in dietetics.

Proposed Course Description for Bulletin: Counseling and communication theories are combined to study specific applications which include disease prevention, disease management and refinement of communication skills to enhance effectiveness as a practicing RD. Students will enhance their capacity to motivate others to practice healthy food behaviors. Active learners will develop a conceptual framework for future professional practice in dietetics as ethical counselors and facilitators of behavior change. Three credit hours.

2j. Current Prerequisites, if any: Prereq: DHN 312, DHN 403 and DHN 510; must be taken concurrently with DHN 515. Enrollment is restricted to Dietetics majors.

Proposed Prerequisites, if any: Prereq: DHN 403, DHN 510, DHN 512; must be taken concurrently with DHN 517. Enrollment is restricted to Dietetics majors.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|SBASTIN|Sandra S Bastin|DHN 514 CHANGE Dept Review|20130821

SIGNATURE|LGRABAU|Larry J Grabau|DHN 514 CHANGE College Review|20131021

SIGNATURE|JMETT2|Joanie Ett-Mims|DHN 514 CHANGE Undergrad Council Review|20140402

SIGNATURE|ZNNIKO0|Roshan N Nikou|DHN 514 CHANGE Graduate Council Review|20140425

Courses	Request Tracking
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### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

**Attachments:**

Upload File

Browse...

ID	Attachment
Delete 3317	DHN 514 syllabus for major course change submissio

First 1 Last

Select saved project to retrieve... Get New

NOTE: Start form entry by choosing the Current Prefix and Number  
(\*denotes required fields)

<b>Current Prefix and Number:</b>	DHN - Dietetics and Human Nutrition DHN 514 DIETETICS:COUNSEL/COMM	<b>Proposed Prefix &amp; Number:</b> (example: PHY 401G)	same
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major -- Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, ex 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the addition or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
<b>1. General Information</b>			
a. Submitted by the College of:		AGRICULTURE, FOOD AND ENVIRONMENT	
		Submission Date: 8/20/2013	
b. Department/Division:		Dietetics and Human Nutrition	
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No    If YES, what college/department will offer the course instead? <span style="border: 1px solid black; padding: 2px;">Select...</span>			
e.* * Contact Person Name:		Tammy Stephenson    Email: Tammy.Stephenson@uk.edu    Phone: 7-2353	
		* Responsible Faculty ID (if different from Contact):    Email:    Phone:	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval    OR    Specific Term: 2	
<b>2. Designation and Description of Proposed Course.</b>			
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) that the proposed change affect DL delivery.			
b. Full Title:		DIETETICS: COUNSELING AND COMMUNICATION THEORIES AND APPLICATIONS Proposed Title: * DIETETICS: COUNSELING AND COMMUNICATION THEORIES AND APPLICATIONS	
c. Current Transcript Title (if full title is more than 40 characters):		DIETETICS:COUNSEL/COMM	

c. Proposed Transcript Title (if full title is more than 40 characters):		DIETETICS:COUNSEL/COMM			
d. Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number):	none	
Proposed -- ADD <sup>2</sup> Cross-listing (Prefix & Number):					
Proposed -- REMOVE <sup>2,3</sup> Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>2</sup> for each meeting pattern:					
Current:	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 2	Laboratory <sup>2</sup>	Recitation 2	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
f. Current Grading System:	ABC Letter Grade Scale				
Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale				
g. Current number of credit hours:	3		Proposed number of credit hours:*	3	
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/>
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/>
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input checked="" type="radio"/>
i. Current Course Description for Bulletin:	Counseling and communication theories are combined to study specific applications which include disease prevention, disease management and refinement of communication skills to enhance effectiveness as a practicing RD. Students will enhance their capacity to motivate others to practice healthy food behaviors. Active learners will develop a conceptual framework for future professional practice in dietetics as ethical counselors and facilitators of behavior change. Three credit hours. Prerequisites: NFS 510 and concurrent with NFS 515. Enrollment is open only to majors in dietetics.				
* Proposed Course Description for Bulletin:	Counseling and communication theories are combined to study specific applications which include disease prevention, disease management and refinement of communication skills to enhance effectiveness as a practicing RD. Students will enhance their capacity to motivate others to practice healthy food behaviors. Active learners will develop a conceptual framework for future professional practice in dietetics as ethical counselors and facilitators of behavior change. Three credit hours.				
j. Current Prerequisites, if any:	Prereq: DHN 312, DHN 403 and DHN 510; must be taken concurrently with DHN 515. Enrollment is restricted to Dietetics majors.				
* Proposed Prerequisites, if any:	Prereq: DHN 403, DHN 510, DHN 512; must be taken concurrently with DHN 517. Enrollment is restricted to Dietetics majors.				

k.	Current Supplementary Teaching Component, if any:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input type="radio"/>
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input type="radio"/>
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input type="radio"/>
	If YES, explain and offer brief rationale:	
6.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input type="radio"/>
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input type="radio"/>
	If YES <sup>2</sup> , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and you <i>must include the differentiation</i> between undergraduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

Submit as New Proposal    Save Current Changes

**DHN 514 – Dietetics: Counseling and Communication Theory and Application**  
**COURSE SYLLABUS – Fall 2013**

Lecture: Mon./Wed. 10-10:50am (Erikson Hall Room 308)

Lab: Monday or Wednesday (Erikson Hall Room 202 and 307) 3-4:50pm

**Instructor:** Kelly H. Webber, PhD, MPH, RD, LD  
**Office:** 206E Funkhouser Building  
**Mailbox:** 206B Funkhouser Building  
**Office Hours:** Mondays 2-3pm or by appointment  
**Office Phone:** 257-4351  
**E-Mail:** [kelly.webber@uky.edu](mailto:kelly.webber@uky.edu) (the best way to reach me)  
**Teaching Assistant:** Laura Tincher  
**Contact information:** [laura.tincher@uky.edu](mailto:laura.tincher@uky.edu)

**Course Description:**

Counseling and communication theories are combined to study specific applications which include disease prevention, disease management and refinement of communication skills to enhance effectiveness as a practicing RD. Students will enhance their capacity to motivate others to practice healthy food behaviors. Active learners will develop a conceptual framework for future professional practice in dietetics as ethical counselors and facilitators of behavior change.

**Prerequisites:** DHN 312, 403, 510, 512; must be taken concurrently with DHN 517.

**Required Materials for the Course:** A textbook is not required for this course. The assigned readings listed in the syllabus can be found on Blackboard.

**Student Learning Outcomes:**

Upon completion of this course students will be able to:

1. Discuss the role of environment, culture, and personal preference on food choices.
2. Compare and contrast various health behavior theories.
3. Identify the stage of change for client's nutrition related behaviors.
4. Practice ethical delivery of nutrition information.
5. Demonstrate counseling skills for individuals of various backgrounds.
6. Evaluate the effectiveness of counseling strategies in various situations.
7. Present research based answers to client's nutrition related questions.

CADE Foundation Knowledge Addressed:

**1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice**

KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

**2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**

KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. KR 2.1.a. Learning Outcome

Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.



KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods.

KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

### **3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations**

KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

KRD 3.3: The curriculum must include education and behavior change theories and techniques.

### **5. Support Knowledge: knowledge underlying the requirements specified above.**

KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology

### **Course Assignments/ Basis of Student Evaluation (undergraduates only):**

#### **355 Points Possible**

25 pts.: Lesson plan and objectives

20 pts.: Teaching and self-evaluation

20 pts.: Understanding your client write-up

105 pts.: (7) Case study lab assignments at 15 points each

20 pts.: Practice counseling sessions in laboratory

100 pts.: Quizzes (10 quizzes at 10 pts. each)

25 pts.: Final counseling video

10 pts.: Self-evaluation of final counseling video

10 pts.: Evaluation of peer final counseling video

20 pts.: Developing a professional opinion research assignment

**Graduate students will be expected to complete one additional research paper for 100 pts.** This research paper should focus around the topic of counseling. The specific topic should be approved by the course instructor by mid-term. The paper should be 5-10 pages double-spaced and referenced in APA style. It is due to the instructor the week before dead week.

### **Summary Description of Course Assignments**

All assignments will be explained in detail in class, however, below is a brief description of each.

#### **Lesson Plan and Objectives (25 Points) –**

Each student will develop a lesson plan (as described in class) that includes a descriptive outline of a nutrition-related group education session which they plan to teach (see below). The lesson plan will include class objectives, a detailed lesson outline, and the planned evaluation method.

#### **Teaching and Self-evaluation (20 Points) *possible signature of person working with***

This assignment is a continuation of the above assignment. Students will find a group to whom they can

deliver a nutrition education session. The student will then prepare the lesson as described above and deliver the lesson to the group within the first half of the semester. See page 10 for a list of possible venues. An evaluation plan for the class and a summary of what was learned by the actual students should also be included. The student will turn in the student evaluations, verification statement from class leader, and self-evaluation of the teaching experience. The self-evaluation should be 1-2 pages and include how you think the class went, what would do differently the next time, and what the students learned from you, if anything.

### **Understanding Your Client Write-up (20 pts.)**

In order to better relate to our clients and patients it is important that you understand some of the barriers and challenges they face in adhering to your advice. To help you better understand your clients point of view, **choose one of the following diets and follow it for one week.** Write a 2-page paper about your experience. What did you learn? Were you able to follow the diet perfectly? What barriers did you face?

How

might you help your clients overcome those barriers?

- a. Follow a diet of 1500 mg of sodium or less per day.
- b. Practice using the hunger scale and eating mindfully, only when truly hungry.
- c. Follow a gluten free diet.
- d. Follow the DASH diet.

### **Case study lab assignments (105 pts.)**

Students will meet in weekly lab sessions. The last seven lab sessions will include case study homework that must be completed ahead of time. The case study information will be posted to blackboard. These case studies will serve as the basis for the counseling practice during the lab sessions. There will be 7 case study assignments given at a value of 10 points each.

### **Practice Counseling Sessions (20 pts.)**

During the lab sessions, group members will play the part of counselor once during the last seven weeks of the semester. The student who plays the part of counselor will be evaluated by her/his group members, the TA, and Dr. Webber on their counseling skills. This evaluation will count for a possible 20 points.

### **Quizzes (100 points)**

Students will be given short quizzes at the beginning of class on 10 separate occasions on reading assignments and lecture material. This will take the place of standard exams. Students must be present in class to complete the quizzes. Those not present in class on quiz days **and** with a university approved excuse will receive an alternate assignment. Each of the 10 quizzes is worth 10 points each.

### **Capstone Project (3 parts = 45 points)**

The final counseling video (25 pts.), self-evaluation of the counseling video (10 pts.), and evaluation of a classmate's counseling video (10 pts.) all constitute the capstone project for this course. More information about the capstone project can be found on pp. 8-9 of the syllabus.

**A note on the taped counseling videos:** Students may tape the videos using a webcam, ipad, personal video camera, or the departmental video camera. The TA, Laura Tincher, will aid in coordinating the scheduling of actors/actresses to play the part of patients for the videos and the use of the departmental camera (if needed). The final video will be evaluated by another classmate, in addition to Dr. Webber, so it is necessary that all students can view the others videos.

### **Research and Professional Opinion Assignment (20 points)**

Select a topic from the list below of potential controversial topics. Research and identify one scientific journal article on both sides of the issue (pro and con). Write a 1 page summary of your professional opinion after researching the issue. In the write-up, include how you would communicate this information to a curious client.

Choose one of these possible topics:

- Are eggs harmful or beneficial?
- Is eating breakfast important or not?
- Do food addictions exist?
- Are Paleo/Atkins/high protein diets good for you?
- Are artificial sweeteners harmful or helpful?

**All assignments must be handed in in-class the day that they are due. There will be a five point deduction for every calendar day the assignment is late. Arrangements must be made with the instructor for turning in late assignments. Assignments placed in the instructor's mailbox without prior arrangement will not be graded.**

	Grading scale for undergraduates:	Grading scale for graduate students:
A	90-100%	92-100%
B	80-89%	83-91%
C	70-79%	72-82%
D	60-69%	
E	Below 60%	Below 72%

#### **Final Exam Information**

There will be no final examination for this course.

#### **Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

#### **Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

#### **Attendance Policy**

Class lecture attendance is not mandatory, however laboratory attendance is mandatory.

#### **Assignment Make-up Policy**

**Students who miss a laboratory period will not be able to turn in the lab assignment without a valid university approved excuse. Students who miss an in-class quiz may not make up the quiz without a valid university approved excuse.**

**Excused Absences:** S.R. 5.2.4.2: The following are acceptable reasons for excused absences:

- a. Serious illness
- b. illness or death of family member;
- c. University-related trips;

- d. major religious holidays;
- e. other circumstances you find to be "reasonable cause for nonattendance".

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Academic Dishonesty**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Classroom Behavior Policies**

All students are expected to come to class fully prepared to participate, having completed the assigned readings for the day. All cell phones must be put away during class and laptops may only be used for note taking.

**DHN 514 Dietetics Communication and Counseling  
Tentative Lab Course Schedule**

<b>Week of:</b>	<b>CLASS TOPIC</b>
9/02 & 04	NO LAB - Holiday
9/9 & 11	Introduction to the lab/ ground rules/ example video
9/16 & 18	Lab 1: Skills
9/23 & 25	Lab 2: Skills
9/30 & 10/02	Lab 3: Skills
10/07 & 9	Lab 4: Practice evaluation/ rubric
10/14 & 16	Lab 5- weight loss, HBP, truck driver
10/21 & 23	FNCE – ESL students
10/28 & 30	Lab 6- Cancer- couple
11/04 & 06	Lab 7-celiac disease
11/11 & 13	Lab 8-type 2 diabetes
11/18 & 20	Lab 9-teen athlete
11/25 & 27	NO LAB - Holiday
12/02 & 04	Lab 10-CHF, in-patient
12/09 & 11	Lab 11-pregnant teen with anemia

**Skills practice will include:**

- Counseling examples
- Obtaining a 24-hour dietary recall
- Asking open ended questions
- Reflective listening
- Obtaining a health history
- Addressing differing educational levels
- Identifying barriers/ problems
- Meal ideas: breakfast, dinner, lunch, snacks, etc.

**DHN 514 Dietetics Communication and Counseling  
Tentative Lecture Course Schedule**

<b>Date</b>	<b>Class Topic</b>	<b>Notes</b>	<b>Assignments Due</b>
8/28	Course/Syllabus overview; Getting to know each other		
9/02	NO CLASS - HOLIDAY		
9/04	Basic communication skills		
9/09	Basic communication skills		
9/11	Teaching a Nutrition Class	Vanessa Oliver	
9/16	Planning and Evaluating Learning		
9/18	Teaching Nutrition and Health Classes	Heather Leger	
9/23	Planning and Evaluating Learning		
9/25	Health Behavior Theories		Lesson Plan and Objectives
9/30	Health Behavior Theories		
10/02	Introduction to individual counseling		
10/07	Understanding your client discussion		Understanding your client
10/09	Counseling Skills		
10/14	Counseling Skills		
10/16	Counseling Skills- individual counseling	Karen Bryla-McNees	
10/21	NO CLASS – FNCE or guest speaker		
10/23	Counseling Skills		
10/28	Counseling Skills		Developing a professional opinion
10/30	Counseling Skills		
11/04	Counseling Skills		Teaching and Self-evaluation
11/06	Counseling Skills- in and out-patient counseling	Heather Leger	
11/11	Counseling Skills		Videos and self-evaluations
11/11	Counseling Skills		Videos and self-evaluations

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11/18	Counseling- children and adolescents	Liz Combs	Videos and self-evaluations
11/20	Counseling- family dynamics	Liz Combs	Videos and self-evaluations
11/25	Counseling Skills		Videos and self-evaluations
11/27	NO CLASS - HOLIDAY		
12/02	Ethics		Videos and self-evaluations
12/04	Ethics		Videos and self-evaluations
12/09	Counseling Wrap-up		Videos and self-evaluations
12/11	New healthy food items – “pot-luck”		Videos and self-evaluations, All peer video evaluations

**ASSIGNED READINGS**  
(articles and selections on Blackboard)

Date	Class Topic	Readings
8/28	Course/Syllabus overview; Getting to know each other	Syllabus
9/02	NO CLASS - HOLIDAY	
9/04	Basic communication skills	<a href="http://www.cod.edu/Course/MGT100/mgtcomm.htm">http://www.cod.edu/Course/MGT100/mgtcomm.htm</a> Communication Model pdf Snetselaar pp. 69-76 (on blackboard)
9/09	Basic communication skills	Active Listening Tip Sheet
9/11	Teaching a Nutrition Class	
9/16	Planning and Evaluating Learning	*Lesson planning - <a href="http://www.crlt.umich.edu/gsis/p2_5">http://www.crlt.umich.edu/gsis/p2_5</a> *Objective writing - <a href="http://ets.tlt.psu.edu/learningdesign/objectives/writingobjectives">http://ets.tlt.psu.edu/learningdesign/objectives/writingobjectives</a>
9/18	Teaching Nutrition and Health Classes	
9/23	Planning and Evaluating	Working memory and the design of health materials. Wilson and

	Learning	Wolf, 2009. <a href="http://gazette.teachers.net/gazette/wordpress/bill-page/12-things-teachers-must-know/">http://gazette.teachers.net/gazette/wordpress/bill-page/12-things-teachers-must-know/</a>
9/25	Health Behavior Theories	Noar Health Educator's Guide 2005
9/30	Health Behavior Theories	Social marketing FL obesity program
10/0 2	Introduction to individual counseling	What is normal eating?_WMDPG
10/0 7	Counseling Skills	Following a calorie restricted diet... Cotugna 2010  A longitudinal evaluation of childhood maltreatment. Shinn 2012  Obesity, diets, and social inequalities. Drewnoski 2009
10/0 9	Counseling Skills	Introduction to the special series on MI and psychotherapy. <i>J Clin Psych.</i> 2009
10/1 4	Counseling Skills	Facilitating optimal motivation and psychological well-being across life's domains. Deci and Ryan. 2007.
10/1 6	Counseling Skills- individual counseling	
10/2 1	NO CLASS or guest speaker	FNCE
10/2 3	Counseling Skills	MI and SDT Markland 2005
10/2 8	Counseling Skills	Facilitating dietary change. Rosal 2001
10/3 0	Counseling Skills	Counseling for behavior change_WMDPG
11/0 4	Counseling Skills	WMPG Newsletter Winter 09 (pp. 7-10 only)
11/0 6	Counseling Skills- in and out-patient counseling	
11/1 1	Counseling Skills	The theory of physical activity maintenance. Nigg et al. 2008.
11/1 3	Counseling Skills	SCAN_EBT_Overview.pdf
11/1 8	Counseling- children and adolescents	Strategies for counseling adolescents. Madeline Sigman-Grant. 2002,  The effects of multisystemic therapy... Ellis 2010
11/2 0	Counseling- family dynamics	Dietary Change: What Are the Roles of Significant Others? Paisley 2008  *Parenting styles, family structure and adolescent dietary behavior
11/2 5	Counseling Skills	Nutrition-Counseling-Common-Mistakes.pdf
11/2 7	NO CLASS - HOLIDAY	
12/0 2	Ethics	Code of ethics 2009, <i>J Am Diet Assoc.</i>
12/0 4	Ethics	Code of ethics 2009, <i>J Am Diet Assoc.</i>



12/09	Counseling Wrap-up	
12/11	New healthy food items – “pot-luck”	

## NFS 514 Dietetics: Counseling and Communication

### Capstone Project

The overall goal is to produce a counseling video of you delivering research-based information to an individual client in an effective manner.

#### Before you begin the project:

Select from the following list which nutrition related issue you will address.

#### Possible Topics:

*Adults with one of the following conditions:*

Crohn’s or colitis

Renal Disease

Diabetes, type 1 or 2

Liver Disease

Pancreatitis

Gallbladder removal

Overweight or obesity

#### Assessment Questions:

Develop a set of questions that you will use to assess your client. These questions may include:

- demographics,
- pertinent nutrition related questions (current and past dietary habits)
- anthropometrics,
- personal history,
- social history,

- health history,
- nutrition services and materials available in their community,
- food management planning,
- financial resources allocated for family or individual meals,
- kitchen resources in the household,

Develop a form for recording this information. This form should include a place to put all of the information that is collected, should be easy to read and write on, and should flow naturally with the order in which you will ask questions.

**Counseling Video:**

**Make a video tape of yourself** conducting an assessment and counseling session.

This session should last **15-20 minutes**.

**Self-evaluation:** Evaluate your videotaped counseling session based on the instructions below.

1. Use the evaluation criteria provided by the instructor.
2. Examine the strengths and weaknesses of your counseling abilities.
3. Make suggestions for changes that might have improved the counseling session.

**Classmate video evaluation:**

Evaluate the video tape developed by a classmate based on the instructions below.

1. Use the evaluation criteria provided by the instructor.
2. Examine the strengths and weaknesses of the counseling skills demonstrated.
3. Make suggestions for changes that might have improved the counseling session.

### **Possible Venues for Delivering a Nutrition Education Session**

Refuge Medical Clinic, <http://www.refugeministriesky.org/>

Southland Christian Church ministries

MASH house, <http://www.metrogroupohomes.com/>

Church youth group

Preschool classroom

Home school group

Mom's group

High school sports team

Small group bible study

UK student groups

Senior adult group (congregate nutrition site or retirement community)