

APR 25 2007

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

OFFICE OF THE
SENATE COUNCIL

1. Submitted by College of Agriculture Date 09/14/2006
Department/Division offering course Nutrition and Food Science

2. Changes proposed:
(a) Present prefix & number NFS 314 Proposed prefix & number NFS 514

(b) Present Title Dietetics: Counseling and Communication

New Title Dietetics: Counseling and Communication Theories and Applications

(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

Dietetics:Counsel/Comm

(d) Present credits: 3 Proposed credits: 3

(e) Current lecture: laboratory ratio 1:4 Proposed: 3:0

(f) Effective Date of Change: (Semester & Year) Fall, 2007

3. To be Cross-listed as: none Prefix and Number Signature: Department Chair

4. Proposed change in Bulletin description:

(a) Present description (including prerequisite(s):
Development of competency in collection and interpretations of food/diet related data. Strategies and techniques for promoting change in nutrition behaviors will be included. Lecture one hour; laboratory, four hours per week. Prereq: NFS 212 and Dietetics major only.

(b) New 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.
Three credit hours. Prerequisites: NFS 510 and concurrent with NFS 515. Enrollment is open only to majors in dietetics.

(c) Prerequisite(s) for course as changed: NFS 312, 403, 510; must be taken concurrently with NFS 515. Enrollment is restricted to Dietetics Majors.

5. What has prompted this proposal?
Changes enhance student preparedness for integrating principles of Medical Nutrition Therapy with counseling theory and application. Changes improve efficiency for both student and department. Enrollment restricted to Dietetics Majors.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
Integration of higher level learning domains requiring critical thinking will be possible with the adaptations and addition of more courses as prerequisites. Faculty evaluation has determined that students are not adequately prepared with the current prerequisites. Adding NFS 510 and concurrently with NFS 515 will enhance the options for providing highly significant learning experiences for emerging RD's preparing for entry level practice.

7. What other departments could be affected by the proposed change?
None

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

9. Will changing this course change the degree requirements in one or more programs?^{**} Yes No
 If yes, please attach an explanation of the change.*
10. Is this course currently included in the University Studies Program? Yes No
 If yes, please attach correspondence indicating concurrence of the University Studies Committee.
11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
13. Is this a minor change? Yes No

(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

14. Within the Department, who should be consulted for further information on the proposed course change?

Name: Myrna M. Wesley Phone 7-7796
 Extension: _____

Signatures of Approval:

Jacques D. Bruyninks
 Department Chair

3/30/07

Date

Myrna M. Wesley
 Dean of the College

3/26/2007

Date

3/16/2007

Date of Notice to the Faculty

S. D. ...
 **Undergraduate Council

4/24/07

Date

**Graduate Council

Date

**Academic Council for the Medical Center

Date

**Senate Council

Date of Notice to University Senate

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- change in number within the same hundred series;
- editorial change in description which does not imply change in content or emphasis;
- editorial change in title which does not imply change in content or emphasis;
- change in prerequisite which does not imply change in content or emphasis;
- cross-listing of courses under conditions set forth in item 3.0;
- correction of typographical errors. [University Senate Rules, Section III - 3.1]

**NFS 514 Dietetics: Counseling and
Communication Theories and Applications**

Class Sessions: Wednesday, 3-5:50 PM

EH 202

Professor

Office Hours and Contact Information:

Course Description/Objectives:

Counseling and communication theories are combined to study specific applications that include disease prevention, disease management (MNT), 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 512. Enrollment is open to majors in dietetics.

(Note) Optimal nutrition status is in the forefront of preventing and treating the major chronic disorders facing our nation and world. NFS 514 experiences are developed to strengthen communication and specific counseling skills focusing on the RD interaction with clients, patients, employees, staff and the public.

Learner Outcomes-the student will be able to:

1. Integrate nutrition knowledge and skills in communication and counseling to prevent and solve problems associated with both healthy and compromised nutritional status.
2. Interpret and communicate evidence based research findings that can be applied to improve human health.
3. Analyze theories regarding motivation in relation to clients need to change negative food related behaviors.
4. Demonstrate effective use of tools for interviewing and counseling.
5. Evaluate, select and/or develop appropriate strategies to enhance learning for diverse audiences.
6. Assess, monitor, evaluate and chart dietary behavior of clients.
7. Select and implement appropriate intervention strategies to enhance adherence to dietary recommendations.
8. Discern appropriateness and use of technology assisted counseling and instruction.
9. Design client and institutional appropriate instructional plans.
10. Conceptualize strategies to minimize the influence of stress on the individual's adherence.
11. Develop and adapt individualized treatment plans for optimal outcomes of adherence and nutrition.
12. Evaluate progress, achievements and failure of both clients and self for continual quality improvement.
13. Apply the "do no harm" principle within the broader context of ethical behavior.

14. Respond ethically in all matters and adhere to the standards of practice.
15. Integrate the Nutrition Care Process and Model into documentation including charting.
16. Integrate informatics into dietetic practice.
17. Critically analyze current research and applications to actual practice while utilizing the ADA Evidence Analysis Library to support decisions.
18. Evaluate the appropriate applications of nutrigenomics for individualized medical nutritional therapy (MNT).

Textbooks (Required):

Snetselaar, Linda. Nutrition Counseling Skills, Assessment Treatment, and Evaluation. Third Edition. Rockville, MD. Aspen Publishers, Inc. 2005.

Curry, K, Baizach, Amy Jaffee and Connor Mauri (Editor). Saunders. Nutrition Counseling and Communication Skills . Saunders Publishing. 2004.

Bauer, Kathleen and Carol Sokolik. Nutrition Counseling Skill Development. Wadsworth/Thomson Learning. Belmont, CA. 2002

References:

Holli, Betsy B., and Richard J. Calabrese. Communication and Education Skills: The Dietitian's Guide. 3rd edition. Pennsylvania, PA. Lea & Febiger. 1998.

Helm, Kathy King, and Bridget Klawitter. Nutrition Therapy Advanced Counseling Skills. Helm Seminars. Lake Dallas, TX 1995.

Additional Resources:

Hall, David G. and Carol Salas. Gaining Collaboration in Nutrition Counseling. Video. Flushing, MI.

West Virginia Public Television. *The Dancing Outlaw Video*.

Selected JADA Volumes

Selected ADA and DPG Publications

Selected articles of the Journal of Counseling Psychology

Selected USDA and FDA publications

Selected articles from the Journal of Preventive Medicine

R.D. Counselors' Tools Utilized in Actual Practice

ARAMark Nutrition Counseling Video Series

CDE Ethnic Food Practices Series 2001

Selected Websites

Basis of Student Evaluation:

Undergraduates: A = 90%+ B = 80-89% C = 70-79% D = 60-69% E < 60%
 Graduate students: A = 90%+ B = 80-89% C = 70-79% E < 70%

Assignments

- 20 % Demonstrated ACTIVE Learning and Participation in class/course
- 50 % Portfolio with Self Assessments and Examples of Effective Communication Skills to Include,
1. Journal Entry for Each Class Session Specifying Concepts Studied and a Personal Learning Quotient. Quality of expression and writing skills will affect evaluation.
 2. Written Assessments of Self and Interaction with Clients as Assigned
 3. Written Abstracts and Interpretations of Journal Articles, Reports, White Papers, Videos, and Audiotapes as Assigned
 4. Group Instructional Plan, Individual Instructional Plan
 5. PowerPoint Type Presentation to Peers and Clients (12 minute persuasive talk)
 6. Collection of Professional Tools Utilized by R.D.'s
 7. Critique of a News Article Interpreting Current Research to General Public
 8. Written List of Self Perceived Competencies- i.e. Ability to transfer theory to practice, ability to problem solve, ability to interpret and communicate research findings, etc. refer to learner outcomes previously stated
 9. Personal Assessment of Self As A Counselor (150 word paper)
 10. Development of a Nutrition Counseling Treatment Plan for a Specified Client
- 10% Midterm Exam
- 20 % Final Exam

This course is required for the completion of BS degree in Dietetics at the University of Kentucky. The objectives contribute to the knowledge base required in the CADE accreditation of the UK DPD and CP curriculum. The Southern Association of Colleges and Schools accredits the University of Kentucky.

Graduate Credit Stipulations: In concert with the professor, any individual enrolling for graduate credit will be required to complete a major project in addition to the above stated criterion to successfully complete the class. The final exam for graduate students will require implementation of the Nutrition Care Process and Model specific to the scenario and the development of an instructional media set.

Instructional Accommodations:

Students with disabilities are responsible for ensuring University instructors are aware of their disabilities and required accommodations. Students must provide instructors evidence that they have met with the Disability Resource Center by providing that office's support documentation about their disability and required accommodations.

Policies & Procedures:

1. All policies, procedures and calendars of UK will be observed.
2. Student and Faculty Code of Honor will be observed.

Absences from more than one class will negatively affect a student's grade for the course by 10% per absence. Habitual late arrivals/departures disrupt the learning environment and will negatively affect your participation grade by a minimum of 10%. Be prompt.

3. Exams will include a combination of objective and subjective questions covering all topics and materials presented in the course.
4. Students must submit documentation for all excused absences. If you have any questions, please see your professor.
5. Topics in Course Outline may change at professor's discretion. Professor Wesley welcomes your comments.

NOTES:

COURSE OUTLINE:**NFS 514 Dietetics: Counseling and Communication Theories and Applications****Fall Semester 200 Course Outline****Myrna M. Wesley, MS, RD, LD, CN****Associate Professor****Classroom EH 202****E Mail: mwesley@uky.edu Office: EH 212 Phone: 257-7796**

Course Outline

STUDY FOCUS FOR WEEKS 1-8		Chapters
Date	Topic	Assignment
Week 1	Syllabus/ Outline, Communication & Counseling DO NO HARM Is it better to change than to remain the same?	Know Self In Class Work
Week 2	The Nutrition (MNT)Therapist Guided Walk A Helping Profession Being a Change Agent, Stages of Change Interviewing Skills The Communication Model-verbal and nonverbal Interpretive Skills, Listening Skills Barriers to Effective Communication The Spectrum of Counseling Multi-dimensional Learning Empathy and Multi Cultural Counseling Business Skills to Improve Your Success The Three Selves Meanings of Food	Holli, 1-3 Helm 1 Snetselaar 13 Curry, 1,2,3,4 Helm Appendices and FYI Helm, 3, 5 Hall Video
Week 3-4	Analytical Skills-Stages of Change Presentation Skill Building Persuasive Communications Motivational Models Nutrition Counseling for Behavior Change Counseling Theories Life Cycle & The Counseling Spectrum Multicultural Sensitivity in Counseling Faith Based Food Behaviors Counseling Models and Prevalent Theories Directive and Non Directive Counseling Intervention and Treatment DO NO HARM! EMPATHY Counseling and Learning- Child thru Adult	Snetselaar 3 Appendix A, B Holli 14 Holli, 3,4 Helm,7 All Texts, Curry, 5 <u>Self Image Rating</u> Curry, 6,7,8 Helm, 3-Holli 2 Holli, 4 Holli, 5 <u>Values Clarification/ Portfolio Development</u> <u>Write your Epitaph</u> Helm , 2
Week 5-6	Assessing, Monitoring STRESS and Adherence,MOTIVATION Behavior Modification-Classical, Operant, Modeling Implications for Therapy/ Referrals	Journals Snetselaar, 9,2,32,3 Holli, 6,9

Weeks 7-8	Modifying Cognitions, Self Efficacy Relapse Prevention Tools, Computer Assistance	Holli, 7 Helm Appendices
	Learning Theory and Planning Learning Importance of Motivation Implementing/Evaluating Learning Group Dynamics, Leadership, Facilitation Synergy, Consensus, Cohesive Groups	Holli, 9,10,11,12 Holli, 13, Video Helm, 12 Evaluate Teaching Tools
	Personality Styles Decision Making Styles Assessment	<u>Student Participation</u> Helm, 6

Week 9 Exam- Mid Term Followed by lecture at 3 pm

<p>FOCUS WEEKS 10-16, APPLICATION SKILLS-INTERVIEWING & COUNSELING</p>
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Theories, Facts, Treatments, Research on Adherence, Appropriate and Inappropriate Behaviors, Evaluating Progress and Initiating the Termination Process

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 10	Evaluating Counseling Tools	Applications/Software Nutrition or Food News Article <u>Evaluation</u> Snetselaar, 4,3,2 Helm, Appendices www Appendix C,D,E Holli, Chp3, Appendices, A,B
Week 11	Counseling in the Treatment of Obesity Eating Disorders Skeleton of Counseling Session Persuasive Presentations Planning, Selecting and Using Media Empowerment and Weight Loss, Using Feminist Therapy Perspective Quiz for Weight Loss Readiness Exercise Resistance, Obsession, and Strategies	Snetselaar, 4- Adherence Tools 1-3 Holli Ch, 2,4,6,9,11 Role Plays Holli, 14,15 Helm, 4 Helm, FYI 4 Helm, Appendices Helm, 11
Week 12	Counseling in Prevention and Treatment of CHD Principles of Learning Theory -Adult/Child Group Process & Change Counseling and Cognition Relapse Prevention Role Definitions Nutritional Diagnostic Codes and Measurable Outcomes	Helm, Appendices Snetselaar, 5 Adherence Tools 1-10 Holli, 10 Role Plays Self Efficacy Holli, 6, 7, 8 Curry 10, 11

	Counseling Tactics That Work and Don't Work Nutrition Care Process and Standards of Practice/Codes	Helm, 14 ADA
Week 13	Nutrition Counseling in the Treatment of Diabetes- Theories, Adherence, Assessment, Stages of Change Implementing and Evaluating Learning The Dancing Outlaw Video, West Virginia PBS	Helm, Appendices Snetselaar, , 6 Adherence Tools 1-16 Appendix A,B Holli, 8, 10, 11, 12 Videos
Week 14	Treatment of Renal Diseases Assessing and Charting Progress Dealing with Chronic Disease Treatment of Eating Disorders Treatment of Hypertension Management of Pregnancy Termination of Treatment CDC Data/ Tools Merck Manual	Snetselaar, , 7 Adherence Tools 1-17 Curry 9, All Texts Snetselaar, 8 Adherence Tools 1-3 <u>Presentations/Students</u>
Week 15	Cancer Risk Prevention Ending Counseling Sessions Evaluation & Follow Up of Sessions The Challenge of Maintaining Change	Snetselaar 9 Adherence Tools 1-14 Holli pg 365-367 Holli , 10 Holli, Appendices, Video Helm, 13
Week 16	Time Management Writing To Be Understood Seizing Opportunities in Future Markets Counseling a Client with HIV, Allergies, Menopause, etc. MNT and the Emerging Professional-Future Practice Helpful Tools Health Promotion and Wellness Creativity and Innovation in Dietetics Practice Professional Responsibility and Lifelong Learning Knowing the Novice and the Expert Integrating Theory, Skills and Practice Review and Closure of Course	Video Holli, , 15 Helm, 15 Nutrition/ Food News Article Snetselaar, WWW ADA Position Papers ADA Sources ADA Ethics Paper

Portfolio/ Exam Due at UK Exam Time

Topics and sequence may change as deemed appropriate by the professor.

Appendices of the required textbooks are invaluable resources. Be familiar with the content of each book to self initiate further learning.