

FN 438 Food and Nutrition Capstone

This course is an introduction to research that gives you an opportunity to conduct an original research project that integrates and demonstrates your knowledge and skills from your General Education courses and Food and Nutrition courses. You will be conducting research that supports sustainable food and nutrition systems and furthers the knowledge about our surrounding communities. Your legacy as a senior student is adding to the UWSP knowledge base to provide evidence-based, scientific understanding to a sustainability issue.

Course Description: Theoretical and applied aspects of research design, data analysis and interpretation. Student teams conduct, analyze and present an applied research project in food and Nutrition. Poster presentation of research to public is expected.

Class Schedule: Tuesday & Thursday, 8:00 am- 8:50 am, CPS 229.

Instructor: Dr. Jasia Steinmetz, RD, CD
202 CPS 346-4087
email: jsteinme@uwsp.edu

office hours: Tuesday & Thursday 9:00 am.

Text: Israel, B., Eng, E., Schulz A., & Parker, E., eds. (2013) *Methods for Community-Based Participatory Research*. San Francisco, CA: Jossey-Bass.

Overview: UWSP Capstone Experience in the Major Learning Outcomes:

A capstone experience is a broader culminating experience designed to be offered near the completion of a student's program of study. It is meant to provide students the opportunity to make connections between the key learning objectives of their majors and the General Education Program Outcomes, and to consider how their educations have prepared them for the world beyond the university.

To fulfill this requirement, students will:

- Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline.
- Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond.

I. Desired Results
<p>A. Standards: Professional organizations and accrediting bodies provide the framework for competencies needed for professional practice within the food and nutrition profession. Please review the SNEB and ACEND competencies for this course. Please reflect on your development of the following foundation knowledge and learning outcomes in your ePortfolio.</p>
<p>Nutrition Educator Competencies for Promoting Healthy Individuals, Communities and Food Systems, Society of Nutrition Education and Behavior. (https://www.sneb.org/clientuploads/Competencies_Page_v2.pdf)</p> <p>1. Basic Food and Nutrition Knowledge</p> <p style="padding-left: 20px;">1.6 Describe the basic types of approaches used by researchers to study diet-health relationships and describe their advantages and limitations.</p> <p>5. Food and Nutrition Policy</p> <p style="padding-left: 20px;">5.5 Describe ways to collaborate with community members and other professionals to create communities and settings in which healthy food options are easy, affordable, and desired and unhealthy foods are less prominent and less desired.</p> <p>9. Written, Oral and Social Media Communication</p> <p style="padding-left: 20px;">9.1 Communicate effectively in written, visual and oral form, with individuals, the media, and other groups, in ways that are appropriate for diverse audiences.</p> <p style="padding-left: 20px;">9.3 Engage and educate through simple, clear, and motivational language appropriate for diverse audiences.</p> <p>10. Nutrition Education Research Methods</p> <p style="padding-left: 20px;">10.1 Analyze, evaluate, and interpret nutrition education research and apply it to practice.</p>

<p>The following learning outcomes meet the accreditation standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND).</p> <p>Domain 1: Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice. Upon completion of the program, graduates are able to:</p> <p>KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.</p> <p>KRDN 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols.</p> <p>KRDN 1.3 Apply critical thinking skills.</p> <p>Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice. Upon completion of the program, graduates are able to:</p> <p>KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.</p> <p>KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.</p> <p>KRDN 2.6 Demonstrate an understanding of cultural competence/sensitivity.</p> <p>KRDN 2.8 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.</p>	
B.	Enduring Understandings:
	<ul style="list-style-type: none"> • Knowledge is an accumulation of understanding the world. • Appropriate application of knowledge is a professional skill.
C.	Essential Questions: These questions help us to explore deeper understandings about research, learning and our profession.
	<ul style="list-style-type: none"> • How do values and customs promote the acceptance of knowledge? • When do we have adequate knowledge to change practice? • How does the subjective nature of humans affect our research?
D.	Knowledge, Skills and Dispositions: At the end of this course, you should be able to:
	1. Knowledge
	<ul style="list-style-type: none"> a. Describe a current research question in food and nutrition b. Apply knowledge of the research process to a specific food or nutrition problem c. Develop a logic model
	2. Skills
	<ul style="list-style-type: none"> a. Demonstrate leadership skills in a team. b. Demonstrate research skills c. Demonstrate effective oral and written communication skills. d. Complete a written research proposal e. Present a research poster after conducting the research
	3. Dispositions.
	<ul style="list-style-type: none"> a. Appreciate the values of research in professional development. b. Develop an appreciation of lifelong learning. c. Describe cultural and social influence on research
II. Evidence	
A.	Class (20%)
	1. Discussions: (10%)
	2. Activities: (10%)
B.	Performance Tasks (60%)
	1. Logic model (5%)
	2. Abstract (5%)
	3. Literature Review (15%)
	4. Research Proposal (5%)
	5. Research Analysis (10%)
	6. Poster presentation (20%)
C.	Leadership (20%)
	1. Team leadership (10%)
	2. Team membership (10%)
Total points: 100 points	

Grading Scale:

Grade	Percentage				
A	95-100%	B-	80-82	D+	67-69
A-	90-94	C+	77-79	D	60-66
B+	87-89	C	73-76	F	< 60
B	83-86	C-	70-72		

A is considered exceptional work (going beyond the basics, integrating material well, displaying professionalism in individual and group work, application and demonstration of knowledge and skills in practicum and classroom, showing initiative, using creativity, writing is reflective of multiple drafts). You demonstrate the ability to work in a comprehensive environment—describe the system and apply a systems approach, application with ideas for improvement, ownership and demonstrate excellent team skills. You have furthered your knowledge and skills, recognizing your continuum of learning. You are able to apply previous learning experiences in new situations, use critical thinking and problem solving effectively and demonstrate both inductive and deductive reasoning. You come to the class and workplaces prepared for the task, find ways of being efficient, are a valued team member and are able to apply knowledge and skills of food service operation in problem solving. You demonstrate management skills within and beyond the classroom.

B is considered good work (use teamwork skills, active in class, apply concepts to new situations, participate in class, complete all assignments with a degree of proficiency but may not demonstrate initiative, creativity or reflection consistently, writing contains errors or lacks conciseness and completeness). You may participate in activities with an effort for personal improvement but lack the larger picture or ability to assist in improving for other team members. You have management potential.

C is considered average work (assignments are completed at the minimum, basic concepts are grasped but cannot be applied, some difficulty in group work, spelling and grammar mistakes are common, writing is conversational in tone with little attention paid to detail, word choices, organization (rough draft quality), little participation in class. Participation in the classroom and activities is minimal with little invested energy beyond completing the tasks. Improvements are sporadic and your work is limited to your own scope of interest. You are reluctant to be a manager or team leader.

Student must demonstrate competency in applying knowledge and skills. Students must earn a B- or better to meet competency requirements for a verification statement.

Assignments:

If you have any concern about meeting the requirements of this course, please see me.

Team 1	Annika McGill*	Anya Gutierrez	Hailey Jarr	Summer Manzke	Melanie Monnot	Mackenzie Stone
Team 2	Rebecca Schneider*	Natalie Carlson	Anngie Cuddeback	Olivia Decker	Kaley Wied	
Team 3	Courtney Sakry*	Natalee Brzack	Brittany Hunt	Maddy Krumenacher	Mackenzie Wisdom	
Team 4	Andrea Bargender*	Chris Isham	Jolene Johnson	Tina Molski	Dallas Olson	

Tentative Schedule: This schedule is subject to change as the semester progresses.

Week of:	Topic	Text Readings & Assignment Due Date
Sept. 3	Thursday : Syllabus review & competencies	Readings : Chpt. 1 and 2 WHO Evidence Library : https://www.who.int/elena/en/
Sept. 9	Tuesday: Research process ; Human Subjects Approval, Literature Reviews, Reading research Thursday: Introduction to CBPR- Developing hypothesis and research design	Readings: Chpt 3 and 4
Sept. 16	CBPR & Sustainable, Resilient, Healthy Food Systems Tuesday: Teams 1 & 2 in class Thursday: Teams 3 & 4 in class	Readings: Chpt 5 and 6 Human Subjects Training Due Sept. 20
Sept. 23	Research methods: Logic model; Survey design; IRB form Tuesday: Teams 1 & 3 in class Thursday: Teams 2 & 4 in class	Readings: Chpt. 7 and 8 Research hypothesis and variables due Sept. 27 Literature Review due to partner Sept. 27
Sept. 30	Research design Tuesday: Teams 1 & 4 in class Thursday: Teams 2 & 3 in class	Literature Review Due October 4
Oct. 7	Research methods: Interviews and Questionnaires Tuesday: Teams 1 & 2 in class Thursday: Teams 3 & 4 in class	Readings: Chpt. 9 Human Subjects approval form due Oct. 8 Logic Model due Oct. 11
Oct. 14	Research methods; Food Environment Audit Tuesday: Teams 1 & 3 in class Thursday: Teams 2 & 4 in class	Readings: Chpt. 10 and 11
Oct. 21	Data Collection Workweek, no class	Readings: Chpt. 13
Oct. 28	Research methods: Data analysis Tuesday: Teams 1 & 4 in class Thursday: Teams 2 & 3 in class	Readings: Chpt. 17
Nov. 4	Research methods: Data analysis In class: TBA	Readings: Chpt. 14 and 15
Nov. 11	Research methods: Recommendations and Dissemination In class: TBA	Readings: 16 and 17
Nov. 18	Developing a research poster In class: TBA	Readings: 18 and 19
Nov. 25	Research workweek, no class	
Dec. 2	Informal research reporting to class	
Dec. 9	Research partnerships: mapping and more	Research Paper due to partner Dec. 6
Dec. 16, 12:30-2:30 pm	Final Exam Poster presentation	Research Paper Due Dec. 18