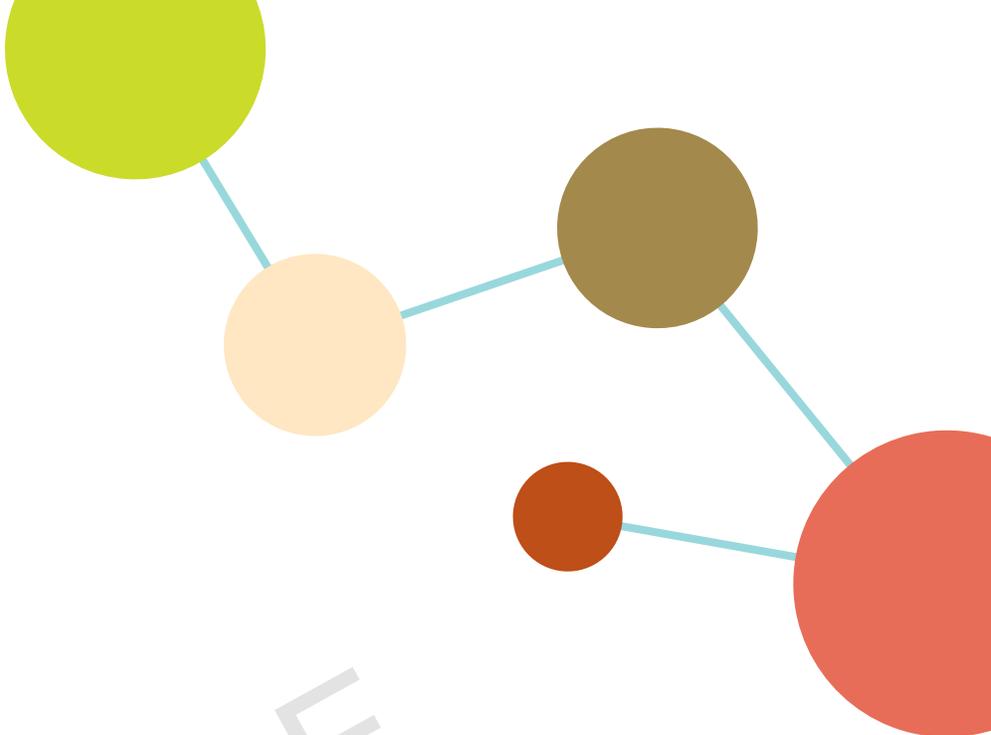


Communicating NUTRITION

— Instructor's —
Resource Manual





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Communicating Nutrition: The Authoritative Guide—Instructor's Resource Manual

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Equip Your Students to Communicate with Excellence



Welcome fellow educators and nutrition communicators! This resource manual and the accompanying ancillary materials are designed to assist you in successfully teaching nutrition communication. Whether you are a classroom instructor, a preceptor of dietetic interns, or a program director, these ancillary resources are intended to provide you with a wealth of teaching tools, suggested approaches for student learning and application, and even an opportunity for you to contribute ideas to share with other educators.

Why did you adopt this text? For some, it will be the text for a course dedicated to nutrition communication. However, we learned through surveying educators in 2017 and again in 2020 that few academic programs currently have dedicated courses in nutrition communication. For most, this text will be used in multiple courses and in a wide variety of ways. The book and these ancillary materials have been created with this in mind. In this instructor's resource manual, you will find a description of ways to incorporate teaching nutrition communication across the curriculum.

The lack of nutrition communication courses also suggests that many instructors who will be teaching content from this book may have limited training or background in nutrition communication. Don't allow this to deter you from teaching this critically important area. Communication is learned largely through doing, and even professionals with an extensive nutrition communication background will agree they are always learning and improving their knowledge and skills. As you teach, you will become more proficient.

As you embark on this adventure of teaching nutrition communication, don't be surprised if you find that it enhances every area of your work. You will become more aware of how well you listen and assess needs, design messages and instruction, write, present, and engage with students and other audiences. Alongside the future nutrition professionals you are instructing, you will become more effective as you master the art and science of nutrition communication.

I invite you to be in touch with any questions or ideas:
barb@nutritioncommunicator.com or bmayfield@purdue.edu.

All the best,

A handwritten signature in black ink that reads "Barb". The signature is fluid and cursive, written in a professional yet personal style.

Barbara J. Mayfield, MS, RDN, FAND

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Implementing *Communicating Nutrition* Across the Curriculum

Two surveys of dietetic educators representing undergraduate, graduate, and supervised practice programs were administered in 2017 and early 2020. The first survey helped inform development of the content included in the text. The second survey served to develop these ancillary materials by assessing how nutrition communication is covered and where educators need more guidance and resources.

A key finding from both surveys was that most nutrition programs cover communication via multiple courses rather than in one course dedicated to nutrition communication. In 2017, only 19% of survey respondents reported having a dedicated course. In 2020, that number rose slightly to 20%. The second survey asked those who did not currently have a dedicated course whether or not one was planned or under development. Within this group, less than 12% stated one was under development and another 16% were considering creating a nutrition communication course.

Ideally, communication will be covered across the curriculum, even in programs with a dedicated course. The more often students are exposed to this material over their course of study and have opportunities to apply it, the greater their resulting knowledge and skills. Communication experiences are inherently incorporated in most courses: researching topics, assessing audiences, creating messages, writing assignments, giving presentations, performing demonstrations, leading discussions, etc. All are communication-related and are covered in *Communicating Nutrition: The Authoritative Guide*. Provide students with background for completing these assignments with excellence, and rather than focusing only on the subject matter content, also assess how well the information and messages are communicated. This will increase students' expertise in both nutrition *and* communication.

An additional reason for utilizing the book throughout the curriculum is the breadth of topics covered. The text covers much more content than can reasonably be covered in a single course. Therefore, share the table of contents with other faculty and determine where the book can best support each course. Some topics may be introduced early in a student's course of study and revisited throughout multiple courses, such as Section 2, titled Nutrition Communication Is Science-Based. Other chapters or sections may be reserved for certain courses or a dedicated nutrition communication course. Many approaches will be successful. The next two pages outline a possible breakdown of where each section of the book could fit within a typical nutrition curriculum. Use it as a prompt for thinking of ways your program can incorporate nutrition communication principles effectively throughout the curriculum.



Freshman and Sophomore Years: Lay the Foundation

KEY MESSAGES:

1. Communication Is the Essence of Nutrition Practice

Assign Section 1 in a course introducing students to their course of study/department.

Make connections with courses students are taking in English and Communications to the study of nutrition. Additionally, Chapter 39 on business communication in Section 8 is appropriate to cover early to promote professionalism.

Example activity: After a discussion of the characteristics of successful communicators (Chapter 2), students create skits, videos, infographics, or social media posts to illustrate a concept discussed.

2. Nutrition Communication Is Science-Based

Assign Section 2 in the course described above or the first food or nutrition course offered in the department. These chapters will assist students in locating and translating research and credible sources of information related to topics covered in the course.

Example activity: Students select a headline, advertisement, or lay article related to food and nutrition and evaluate the credibility of the source, locate a research article related to the topic, write a brief one- to two-page report describing both sources without plagiarism and using proper citations.



Sophomore and Junior Years: Build on the Foundation

KEY MESSAGES:

1. Nutrition Communication Is Audience-Focused

Assign Section 3 in a course such as Community Nutrition, Lifecycle Nutrition, Cultural Aspects of Food, etc. Cover message development, needs assessments, behavior change, tailoring communication to various audiences, and writing goals, objectives, and key messages.

Example activity: Teams of students select a target audience and complete an audience assessment that includes assessing constructs of behavior change and culminates in creating one or more targeted messages to address an identified need.

2. Design and Deliver Presentations for Impact

Assign Section 4 in one or more courses (such as one of the ones listed above) and have students create and deliver a variety of presentations that focus on content covered, such as using visual aids or audience engagement.

Example activity: Students work individually or in pairs to create a brief presentation to instruct their class on a complex concept covered in class using visual aids other than PowerPoint. (This activity could even be used in an advanced nutrition course.)



Junior and Senior Years: Apply Communication Principles

KEY MESSAGES:

1. Design and Deliver Communications via Print, Video, and Demonstrations

Assign Section 5 in one or more courses, such as Advanced Foods, Community Nutrition, Nutrition Education and Counseling, Emerging Issues, Lifecycle Nutrition, Advanced Nutrition, etc. Cover various chapters in different courses to spread out experiences.

Example activity: Students in a counseling course could create client handouts, create a recipe complete with a food photo, etc.

2. Design and Deliver Communication via Mass Media

Assign Section 6 in one or more courses and provide students with opportunities to not only write or give presentations about what they are learning but also create social media posts, press releases, blogs, podcasts, and mock media interviews.

Example activity: Students in an internship preparation course will interview interns and record a podcast to share with the class. Chapter 39 in Section 8 is appropriate to cover or review as seniors are applying to internships.



Supervised Practice:

Apply Communication Principles

KEY MESSAGES:

1. Design and Deliver Successful Communication

Review all sections of the book as needed to correspond with various assignments throughout internship rotations.

Assign Section 7 to enhance the success of all programs and events students deliver.

Example activity: Partner with the local Academy of Nutrition and Dietetics affiliate and involve the interns in affiliate meetings including planning logistics, introducing speakers, moderating question-and-answer sessions, marketing events, and evaluating programs.



Graduate Studies:

Advanced Communication Principles

KEY MESSAGES:

1. Design and Deliver Professional Communication

All sections of the text can serve as a foundation for an advanced level nutrition communication course. Covering advanced topics, such as grant writing and journal articles, fits well at the graduate level.

Examples of advanced activities that utilize communication skills at the graduate level: presenting a research seminar, teaching a lecture for an undergraduate course, developing an online class lecture, facilitating a discussion, writing an article, writing a grant or project proposal, etc.

Implementing *Communicating Nutrition* in a Dedicated Course

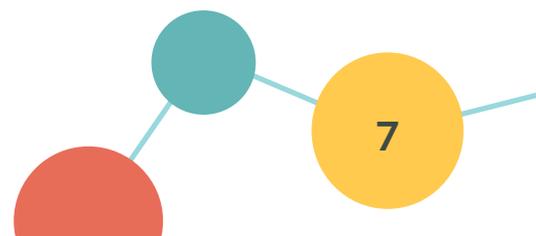
In curriculums with a dedicated course, the potential to spend more time covering the content and applying it in a variety of ways is greatly expanded. A dedicated course is best suited to the junior or senior years at the undergraduate level, as that allows students to have acquired enough subject matter knowledge to communicate with competence. At the supervised practice or graduate level, a dedicated course can be tailored to meet the needs of the program. Following is a potential schedule of topics and assignments for a semester:

Week	Topics and suggested sections/chapters:	Potential assignments:
1	Communication Forms the Foundation of Nutrition Practice: <i>Section 1, Chapters 1-3</i>	Goal Setting, Professionalism, Working in Teams
2	Nutrition Communication Is Science-Based: <i>Section 2, Chapters 4-9</i>	Researching Topics, Finding Sources, Citations, Ethics Case Studies
3	Nutrition Communication Is Audience-Focused: <i>Section 3, Chapters 10-13</i>	Needs Assessment
4	Nutrition Communication Is Audience-Focused: <i>Section 3, Chapters 14-15</i>	Needs Assessment
5	Designing and Delivering Presentations: <i>Section 4, Chapters 16-18</i>	Presenting Research Using Powerpoint
6	Designing and Delivering Presentations: <i>Section 4, Chapters 19-21</i>	Presenting Complex Concepts Without Powerpoint
7	Designing and Delivering Communication via Print: <i>Section 5, Chapters 22-23</i>	Creating Handouts, Infographics
8	Designing and Delivering Communication via Video: <i>Section 5, Chapter 24</i>	Creating Videos
9	Designing and Delivering Communication via Demonstrations: <i>Section 5, Chapters 25-26</i>	Food Demonstrations and Food Photography

Continued >

Week	Topics and suggested sections/chapters:	Potential assignments:
10	Designing and Delivering with Success: <i>Section 7, Chapters 33–36</i>	Logistical Planning, Preparing to Moderate Question-and-Answer Sessions
11	Marketing Messages and Programs: <i>Section 7, Chapter 37, Section 6, Chapter 29</i>	Marketing Communication Projects - Social Media and Other Approaches
12	Designing and Delivering Communication via Mass Media: <i>Section 6, Chapters 27–28, 30–32</i>	Media Interviews Experience: Answer Questions Related to Course Content
13	Designing and Delivering with Success: <i>Section 7, Chapter 38</i>	Creating Effective Communication Evaluation Tools: Create Tools for Audiences to Evaluate
14	Final presentations and projects completed	
15	Final presentations and projects completed	-

Many other approaches can be used to successfully cover the main content in the book. At the graduate level, additional content could include creating online learning (Chapter 31), writing a grant or project proposal (Chapter 40), writing a research article or abstract (Chapter 41), and writing a book proposal (Chapter 42). Additionally, do more in-depth coverage and have higher expectations for all content, such as giving a research seminar or a lecture for a course.



How to Use This Manual and the Ancillary Resources

THIS RESOURCE MANUAL provides you with an overview of each of the eight sections in the book including:

- the overall purpose of the section for the student learner,
- how the section and chapters tie in with other sections and the overall text
- teaching tips, and
- a list of resources found in the section folders.

TEACHING RESOURCES are provided in electronic folders for each section and include downloadable files of the following:

- PowerPoint slides (see description below)
- reading reflections and discussion questions
- classroom activities
- assignments
- projects with grading rubrics
- supplemental resources

The ideas provided are a starting point. They are provided as editable documents. Adapt them. Pick and choose what best fits your situation. Add, subtract, and modify. Take a three-page list of reading questions and create a one-page version for your class. There are ideas included that are completely outlined with grading rubrics and others that are descriptions of ideas for your further refinement. May the ideas provided spur your creativity. The possibilities are endless.

POWERPOINT SLIDES are provided to match the book. This includes a blank set with branded backgrounds and book citation along the bottom. Additionally, for each showcase and chapter, slides provided may include:

- a title slide with image,
- quote slide,
- slide with questions from the introduction, and
- slides with selected figures from the chapter.

A complete slide set for introducing the book is provided and accompanies the content in Section 1 and Chapters 1 through 3, serving as an example. Additional slides sets for other sections and chapters are less complete to allow instructors to tailor the content to their specific course needs. You are encouraged to follow the guidelines in Chapter 18 regarding PowerPoint slide creation.

SAMPLE SEMESTER-LONG PROJECT is in a separate folder, and an overview is included in this resource manual along with a list of project documents.

ADDITIONAL RESOURCES are also included, including the following:

- links to webinars created by the Academy of Nutrition and Dietetics Center for Lifelong Learning team featuring book authors and content
- a template for contributing instructional ideas (Instructors are invited to submit ideas for adding to these resources using the template for submission found on the next page or at the link above.)

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