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,

Barb

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.
Getting to Know and Teaching From the Book
Section 1: Communicating Forms the Foundation of Professional Practice

This section orients the reader to nutrition communication and sets the stage for the remaining chapters. It serves as a review of communication theory put into the context of nutrition science. It establishes the importance of communication excellence to the practice of nutrition.

The titles emphasize the main ideas of each of the three chapters:

• Chapter 1: Communication Is the Essence of Nutrition Practice
• Chapter 2: Nutrition Professionals Are Effective Communicators
• Chapter 3: Effective Nutrition Communication Is Strategically Designed

TEACHING TIPS: SECTION 1

• In a dedicated course, assuming a 3-credit-hour course, this section can be covered in the first week of class as suggested in the table on page 6. If this content was previously covered in an earlier course in the curriculum, assign rereading the chapters and select from the available questions and assignments to serve as a review. Select activities not used in the prior course, if possible.
• If this section is covered in an introductory course, use this section to orient students to the important role of communication in the nutrition profession. Rather than prepare them for a concentrated study of nutrition communication, help them to see the role of communication throughout their nutrition courses and in their future careers.
• Assign the first showcase and Chapters 1 through 3 to read and reflect on prior to covering in class. The showcase only takes 5 minutes to read and each chapter can be read in 20 to 30 minutes. Use the reading and discussion questions and reflections.
• The PowerPoint slides included for the chapters in this section include prompts for incorporating the discussion questions, as well as several of the activities. Adapt to fit your course.
• If a major project is to be completed during the semester, introduce it early on to encourage students to think about preferred options for channels, audiences, and potential topics.
• Encourage students to set goals for the semester. What knowledge and skills do they hope to gain from studying nutrition communication? Collect these to follow up with at the end of the course. Provide opportunities throughout the semester to reflect on progress.
• Assignments and classroom activities are included to discuss professionalism and other characteristics of successful communicators, to share goals, and to practice teamwork.

List of resources found in the Section 1 folder:

Reading Reflections and Discussion Questions
• Showcase 1
• Chapter 1
• Chapter 2
• Chapter 3

PowerPoint Slides
• Showcase 1
• Chapter 1
• Chapter 2
• Chapter 3

Assignments
• Characteristics of Successful Communicators
  (suggested assignment for use in an introductory course rather than a dedicated course)
• Goal-Setting (Chapter 2)
• Collaboration Worksheet (Chapter 3, Teamwork, and Track Project)
• Leadership (Chapters 2 and 3)
• Teamwork (Chapter 3)

Classroom Activities
• Section 1 Icebreakers (works well the first day of class)
• Sharing Goal-Setting and Listening Activity (used with goal-setting assignment)
• Teamwork Class Activities (Chapter 3)
Sample Semester-Long Project: Nutrition Communication Track Project
Nutrition Communication Track Project

Name: Barbara J. Mayfield, MS, RDN, FAND
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Institution: Purdue University, Department of Nutrition Science
Course name: NUTR 424 – Nutrition Communication

Description of students enrolled (class size, majors, level, etc): This course was a required course in our department for students majoring in Dietetics; Nutrition, Fitness, and Health; and Foods and Nutrition in Business. It was taken during their senior year with a few exceptions for allowing juniors to take the course. It was offered both fall and spring semesters with an enrollment ranging from 24 to 50+ students each semester I taught it during my last decade of teaching. The course was 3 credit hours and met three times every week: a 1-hour lecture and two 3-hour labs. One of these two labs combined all lab sections and the other lab was divided by lab sections. Most semesters there were two labs with 12 to 18 students per lab. When class sizes grew higher, a third lab section was added. It was during these lab sections that the students demonstrated skills they learned during the other class periods, such as giving presentations.

Section and/or chapters the idea corresponds to: Entire book

This document describes a semester-long project that provides multiple options for a culminating communication experience and utilizes learning from the entire semester to complete each step.

Type of material (instructional idea, teaching tips, discussion questions, assessment questions, class activity, homework assignment, project, supplemental resources, other): Final Project with accompanying assignments

Describe the idea: This project evolved over many years of teaching this course. Originally, all students completed a community presentation as their final project with smaller assignments demonstrating proficiency of other types of presentations (videos, food demos, professional presentations with PowerPoint, etc). In an effort to streamline the effort for both instructor(s) and students, the final project became one of five options, referred to as “tracks,” with the smaller assignments becoming more experiential learning and retitled as mini presentations. These assignments are described within the sections related to their channel, such as the 1-minute video with the video production chapter and the mini food demo with the food demonstration chapter. The following describes what is in the folder of project documents.
Nutrition Communication Track Project Overview

This document describes the track project to the students. If used as a semester-long project, introduce the project and options in the first week of class. Within this document will be:

- Communication Track Descriptions and Objectives
- Communication Track Audiences and Venues

This document describes the options. Note that I provided potential audiences for most tracks with an objective of providing a real-life experience. Consider alternatives that fit your situation. For example, a potential modification of the teaching track would be to develop an online version of a course lecture.

The following assignments are included in the separate project folder:

A. Communication Track Project Preference Worksheet
B. Communication Track Project Contact Log
C. Communication Track Project Needs Assessment
D. Communication Track Project Objectives and Outline
E. Communication Track Project Annotated Bibliography
F. Communication Track Project Writing Assignment
G. Communication Track Project Writing Critique
H. Communication Track Project Instructor Feedback on Writing
I. Communication Track Project Marketing
J. Communication Track Project Analysis
Sample Instructions and Assignments

Please see the folder titled Nutrition Communication Track Project for access to the sample documents shown here.

Nutrition Communication Track Project Overview

The purpose of this project is to provide you with a method to put into practice everything you have learned throughout this course. You will begin the project as the very first week of class as you present an annotated bibliography of references used and outline your research objectives.

You will learn about every “track” choice and practice communicating effectively through each of the choices. You will also be able to review your project criteria and track.”

In addition to these benefits, you should be able to successfully complete any of these choices, as well as any others not used in class. Following these steps for the project, you will be able to

In the future, you may not have the time or resources needed to follow the strategies used in this project. We believe that understanding these strategies will help you in the future.

You will select from one of the following communication tracks to complete your major course project:

- **Community presentation**
- **Professional presentation**
- **Food demonstration**
- **Video production**

All of the projects are designed to be equivalent in terms of workload and effort. Each choice has unique challenges. There are advantages and disadvantages to each choice. Outline your project objectives clearly. What do you believe you will need to complete and future communication and professional goals.

The overall structure of this project is as follows:

1. **Research and meet audience needs.**
2. **Research and outline a message.**
3. **Complete online communication channels.**

Following is a description of each project option and list of assignments needed to complete your project. Make sure you are clear on the requirements for this assignment.

Nutrition Communication Track Project Annotated Bibliography

Credit: 35 points

Core Due:

Objectives:

1. Research subject matter for a video production, food demonstration, professional presentation, or community presentation.
2. Provide annotated bibliography of references used.

Assignment:

1. Conduct background and in-depth research of the topic. Include general background and making articles as well as depth seeking articles and videos. Note: all major concepts and statements must be original work. Get more information related to this topic of your project. Study the information to gain understanding, and obtain more information where gaps are identified.
2. Submit a 3-5 page bibliography, one per project, following the approved APA format. Organize your bibliography into two categories with each reference listed first followed by more in-depth resources. Within each category, prioritize your resources and order your references based on relevance to the topic. Annotated bibliography by including one to two sentence summary of the article or interview following each citation. This summary should provide more information than the title and give a glimpse of what would be included for reading the reference. Follow this summarization with one to two sentence descriptions of what you will include in your project. Each article must relate to the subject of your project to receive credit.

Expectations for the professional presentation and community track:

- At least 10 references are to be from peer-reviewed journals in nutrition, food science, exercise science or nutrition. Additional references should be used to provide background. Include at least two additional references from reputable sources that are not peer-reviewed journals. Most should be very current and not more than two or three years old.

Expectations for video production, food demonstration and community presentation:

- At least 5 references are to be from peer-reviewed journals in nutrition, food science, exercise science or nutrition. Additional references should include reputable resources such as books, videos, websites, and other materials that would provide background. Most should be very current and not more than two or three years old.

- Also submit copies of two major articles to be discussed with your bibliography. See the grading sheet for how this assignment will be graded. Make sure you include everything that is required to receive full credit.

Nutrition Communication Track Project Final Presentation

Grading Rubrics

The following criteria are used to grade each of the five track project areas. Each one focuses on unique characteristics of being audience focused, presenting a clear, evidence-based message, and using various channels and presentation skills to enhance the audience.

Additional considerations such as timing and being ready on time, are also evaluated. See the end of the grading rubric.

If there is anything unclear about the grading, ask ahead of time so that you are well aware of the expectations. You will be graded based on these criteria, and you will see how this rubric when you evaluate your classmates’ work. If you do not understand any of the expectations, ask before you submit your project.

Final Presentation Reminders

If you are having trouble with a video production, submit a checklist with the end of the grading rubric. Before the final presentation.

If you will need equipment or supplies from the class, arrange their use with the instructor, and use the check-out sheet on the bulletin board. Return them in a timely way as other students may be using them.

If you sign-up to attend any of the presentations in addition to your own, failure to show up at a scheduled time will result in a ___ point deduction from your grade.

If you are presenting a community presentation you will be sent a template to complete providing driving directions and presentation times. You will be expected to show up at your presentation, including re-schedules.

Watch for additional announcements and reminders.
Sample Worksheets

Please see the folder titled Nutrition Communication Track Project for access to the sample documents shown here.

Nutrition Communication Track Project
Student Feedback Practice

Question for the presenter(s):
Describe the main thing you learned from this presentation:

4. How do you feel about how your presentation went?
   a. Overall impression:
   b. What went especially well?
   c. What would you do differently next time?

5. In what ways do you feel you have improved as a nutrition communicator as a result of this project? Reflect on goals you set for yourself.
   a. Understanding and meeting the needs of my audience:
   b. Tailoring and crafting a message that is meaningful, accurate, timely, and memorable:
   c. Exemplifying excellence in presentation style and skill:

Honestly assess your communication and work style using the questions listed below. Your answers will help determine appropriate pairings for working together:

Preferred method of communicating with partners or teams:
- email
- phone call
- text message
- other:

Preferred time to begin an assignment:
- as soon as assigned
- a few days before the due date
- the day before the due date
- a few days before the due date
- on the due date

Preferred work style:
- prefer to divide work & combine parts
- prefer to work together

Comfort level with grading:
- grades are important to me. I am uncomfortable with being unnecessary points for misstyped words, missing components, etc.
- grades are important to me, but I am not uncomfortable with being unnecessary points for misstyped words, missing components, etc.
- I am comfortable with being unnecessary points for misstyped words, missing components, etc.

Nutrition Communication Track Project
Self-Evaluation Grading

Name: ________________________________

This is completed by the instructor.

Grading sheet for Communication Track Practice, completed with specific examples listed and points assigned (8 points + 1 point)

Points: ________
Summary of presentation strengths and weaknesses including all major areas on grading sheet (10 points)
Points: ________
Comments:

Points: ________
Summary of three areas (What did well, mistakes made/lessons learned, do next time) (6 points)
Points: ________
Comments:

Points: ________
Total points received: ________
Sample Rubrics

Please see the folder titled Nutrition Communication Track Project for access to the sample documents shown here.
The Advantages of Teamwork in Today's Health Care Workplaces

Read the journal article *Ten Principles of Good Interdisciplinary Team Work* by Nancarrow, Booth, Ariss, Smith, Enderby, and Roots (2013) and discuss, in your own words, the following:

- What is interdisciplinary team work?
- What are the current reasons/factors that require interdisciplinary teamwork?
- According to study results, what three characteristics make up a good team?
- What three challenges exist to maintain a level of teamwork?
- Why is effective communication key?
- Why will your role as a future dietitian require a teamwork approach?
- Give an example of a work setting that would require you to be part of a team. This example can be in any type of setting (clinical, foodservice management, business, research, or community etc). Who would be part of the team and why?

Find one additional peer-reviewed journal article that supports the interdisciplinary team work concept/approach. Give a brief summary.

Type your answers to the questions above in 350 to 500 words. Include the proper in-text citation for your journal article with your summary and include a reference list with your journal article listed in proper APA style.

Credit: Liset Vasquez, Dietetic Director/Assistant Professor in Practice, The University of Texas at San Antonio, liset.lealvasquez@utsa.edu
Sharing Goal Setting: Listening and Attending

This activity provides an opportunity for students to share the goals they set as well as their reflections on communication goals from the Chapter 2 reading. Ask students to bring their reflections and a rough draft of their goal posters to class for this activity.

Get out your reading reflection notes from Chapter 2 and the rough draft of your goal poster. Meet the person sitting next to you and share with your classmate what you listed as one of the attributes of great communicators you aspire to achieve and one of the attributes of poor communicators you aspire to get rid and share why. *(Allow 1 minute)*

Meet a person sitting on the other side of you or in front or in back of you and share one of your goals from your goal poster. Tell your classmate why your goal is meaningful to you. *(1 min)*

Get up and form groups of three people (at least one of the people should be someone you have not yet worked with or spoken to) Each person should share the quote he or she picked for the goal poster with each other. Sit back down when sharing is finished.

Now get up and meet someone in class you haven’t talked to yet in this activity and share with each other how you answered the question on the goal-setting assignment about what you needed most to achieve your goals—knowledge, encouragement, or correction. Sit back down when you are finished sharing.

Turn your name card face down so that your name is facing your desk. Get out a blank sheet of paper and number it 1 through 4.

For #1, write the name of the first person you talked to and write down what they told you were the attributes they want to achieve and get rid of. Now give yourself a rating of 1-10, with 10 being the best for how well you remembered.

For #2, write the name of the second person you talked to and write the essence of their goal. Now give yourself a rating of 1-10, with 10 being the best for how well you remembered.

For #3, write the name of either of the two people you shared quotes with and paraphrase what their quote was about. Give yourself a rating of 1-10 for how well you remembered.

For #4, write the name of the last person you talked to and write down what they need most to achieve their goals and give yourself a rating of 1-10 for how well you remembered.
Did anyone give themselves a score of 40 for remembering perfectly?

How well did you listen and remember?

Did you know that we can think at a rate of about 400 words per minute and people speak at a rate of about 150 words per minute? That means while we’re listening, our brains can easily have 250 extra words floating around, the words we’re thinking about saying in response. Whenever you start to think more about what you’re going to say, you stop truly listening.

What do your ratings tell you about your communication skills?

If you didn’t give yourself a 10 each time, consider adding to your semester goals:

“Improve my listening skills by 100%.”

How?

1. Focus and pay attention.
2. Stop interrupting people.
3. Paraphrase more.
4. Ask to be told again if I didn’t listen or hear.

Communication requires receiving as well as sending. Let’s be good listeners and good speakers.
Chapter 3

1. This chapter opens with the statement, “Effective nutrition communication is not an accident.” If not an accident, how is it achieved?

2. What are the three things nutrition communicators must focus on to be effective?
3. What are the three corresponding components of the nutrition communication development strategy?

4. Why must the step of identifying the audience come before determining the message or channel?

5. Which of the shortcuts on pages 42 to 43 describe something you need to put into practice to achieve positive outcomes? Which of the 10 steps listed in Box 3.1 does it help you accomplish?
6. Read Who Is Involved? beginning on page 43. As you read, consider an example of an audience you work with or envision working with in the future. Using the figure of the social-ecological model (Figure 3.2), list people or groups of people at each level that are examples surrounding the target audience you selected. Consider how you could collaborate at all levels to create more effective messages and programs.

7. Read the section on Effective Teamwork on pages 45 to 46. Similar to the exercise you completed for Chapter 2, bring to mind an effective team you have been a part of as well as an ineffective team. Write down an example of each type of team that illustrates a point in this section. Be prepared to share your examples with the class.
8. Read the section, What Defines Successful Communication? beginning on page 46. Describe specific ways a nutrition communicator can accomplish each of the following facets of success:

   Communicator and Audience “Connect”

   Message Is Clearly Understood

   Channel Is Effective

9. Use one of these links found in the resources section to assess your ability to “read the mind in the eyes”:

   Reading the Mind in the Eyes test: www.questionwritertracker.com/quiz/61/Z4MK3TKB.html
   Social Intelligence Test: http://socialintelligence.labinthewild.org/mite
   Did the results surprise you?
Communicating NUTRITION

The Authoritative Guide
This chapter opens with the statement, “Effective nutrition communication is not an accident.” If not an accident, how is it achieved?

Invite sharing from their reading reflections.

In the same way that we discussed in Chapter 2 that effective nutrition communicators are made and not born, effective nutrition communication is not just thrown together.
Chapter 3 explores the following:

• What is our focus?
• What is our strategy?
• Who is involved?
• What defines successful communication?

This chapter explores these four questions:
• What is our focus?
• What is our strategy?
• Who is involved?
• What defines successful communication?
What is our focus?

• **Audience**: To whom is the message being communicated?
• **Message**: What is being communicated and why?
• **Channel**: How is the message communicated?

What are the three things nutrition communicators must focus on to be effective?

• Audience: To whom is the message being communicated?
• Message: What is being communicated and why?
• Channel: How is the message communicated?

Discuss potential audiences, messages, and channels.
What is the strategy?

What are the three corresponding components of the nutrition communication development strategy?

Figure 3.1 follows on the next slide to further discuss.
Why must the step of identifying the audience come before determining the message or channel?
The book describes 10 steps to developing nutrition communication in Box 3.1. The resource list links to a more detailed version pictured here.

Your reading reflection asked you to consider which of the shortcuts on pages 42 to 43 describe something you need to put into practice to achieve positive outcomes. In addition to sharing the shortcut you picked, which of the 10 steps does it help you achieve?
Who is involved?

What examples of audiences did you come up with that you work with now or you envision working with in the future?

Discussion leading into Figure 3.2 on next slide.
Using the social-ecological model, what people or groups of people at each level are examples surrounding this target audience? How could you collaborate at all levels to create more effective messages and programs?
Effective Teamwork

What are characteristics of effective teams and examples that you thought of when you read this chapter?

What are characteristics and examples of ineffective teams?

See potential class activities related to teamwork.
Do you agree with the definition of successful communication in the chapter?

“Successful communication creates a sharing of ideas and feelings, resulting in an audience that attends to, engages with, and takes action on the message communicated in the manner intended by the communicator.”
Your reading reflection asked you to describe specific ways a nutrition communicator can accomplish each of the following facets of success. How can the communicator and audience connect? Why is that important?

Did you test your empathy/social intelligence with one of the online tests? Were the results surprising?
How can you make sure a message is clearly understood?
What does it take for a channel to be effective?
Well-designed nutrition communication follows an evidence-based strategy and focuses on three key elements: the audience, the message, and the channel.

These elements consider who is being communicating to, what is being communicated and why, and the way something is communicated.
The design and delivery of effective nutrition communication follows an organized and systematic approach outlined in the Nutrition Communication Development Strategy. The three focus areas—audience, message, and channel—are determined and designed in concert.
KEY POINT 3  Who is involved?

- The audience
- Other experts
- Communities and organizations

When the entire design, delivery, and evaluation of the communication process is deliberately undertaken as a collaborative effort, there is much greater likelihood that the communication will be effectively received and will result in the outcomes desired. Collaboration involves the audience, other experts, and communities and organizations related to the topic or audience.
Our final question was: What defines successful communication? Who can describe how to accomplish this?
Questions?