ANGELO STATE UNIVERSITY

GENERIC BACHELOR of SCIENCE in NURSING

NUR 2330
Distance Section: D10
Principles of Nutrition for Health Professionals
Fall 2017
Dinah J. Harriger Cummings, PhD
COURSE NUMBER
NUR 2330

COURSE TITLE
Nutrition and Health Promotion

CREDITS
Three Semester Credit Hours (3-0-0)

PREREQUISITE COURSES
None

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing Internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course. http://www.angelo.edu/dept/nursing/handbook/index.html

COURSE DELIVERY
Class meets online.

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU's Blackboard Learning System. The professor reserves the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

Please see technical requirements for BSN classes at this link: http://www.angelo.edu/dept/nursing/rn-bsn_program.php

FACULTY
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Fax: (325) 942-2236
dinah.harriger@angelo.edu
*email is the best way to find me!
OFFICE HOURS
Monday & Thursday 1-3
Via Collaborate
*email instructor to schedule an on-campus appointment

COURSE DESCRIPTION
This course examines nutritional needs throughout the life span with emphasis on nutritional principles related to health promotion and protection. Students evaluate strategies of nutrition, health promotion, and disease prevention for individuals, families, and communities in a culturally diverse society.

BSN PROGRAM OUTCOMES
Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, evaluate patient data and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.
STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Define health and the relationship between health behavior and chronic disease prevention (how prevention contributes to positive health outcomes).</td>
<td>Course Lectures, Quizzes and Discussion Board Assignments</td>
<td>2, 7</td>
<td>I, VII</td>
<td>EBP &amp; PCC</td>
</tr>
<tr>
<td>2. Explain how different areas of health are interrelated (i.e., a holistic view of health).</td>
<td>Course Lectures, Quizzes and Discussion Board Assignments</td>
<td>2, 7</td>
<td>I, VII</td>
<td>EBP &amp; PCC</td>
</tr>
<tr>
<td>3. Understand connections between health and the environment (the consequences/implications of global environmental change on well being).</td>
<td>Course Lectures, Quizzes and Discussion Board Assignments</td>
<td>7</td>
<td>I, II, V, VII, VIII</td>
<td>EPB</td>
</tr>
<tr>
<td>4. Understand the concept of health disparity/inequality and factors that might lead to differences in health outcomes across populations.</td>
<td>Course Lectures, Quizzes and Discussion Board Assignments</td>
<td>2, 7</td>
<td>VII, VIII, IX</td>
<td>PCC</td>
</tr>
<tr>
<td>5. Apply health related knowledge to create a health promoting lifestyle that will reduce the risk for chronic disease and improve quality of life for themselves and their patients.</td>
<td>Dietary Analysis Project Documentary Review</td>
<td>2,7</td>
<td>VI, VII, IX</td>
<td>PCC</td>
</tr>
</tbody>
</table>

REQUIRED TEXTS AND MATERIALS
- McGraw Hill Connect Code
  Connect Plus (Code + Online Textbook): website and textbook

REGISTRATION CLOSES on September 12th!
- Course Website: Blackboard

OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Webcam (Logitech highly recommended)
- Logitech USB microphone headset
• Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

TOPIC OUTLINE/ COURSE CALENDAR

- Food is More than Something to Eat
- Nutrition Information: Fact or Fiction
- Making More Nutritious Choices
- How Food Becomes You
- Carbohydrates (Fuel and Fiber)
- Lipids (Fat and Cholesterol)
- Proteins (Life’s Building Blocks)
- Vitamins
- Key Minerals
- Nutrition for a Healthy Weight
- Nutrition for Life, Environment and World

TEACHING STRATEGIES

- Online Lecture
- Active group participation
- Personal Application Activities
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

GRADING SYSTEM

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 540-600
- B = 480-539
- C = 420-479
- D = 360-419
- F = 0-359 (Grades are not rounded up under ANY circumstances)

EVALUATION AND GRADES

Graded assignments, activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>TOTAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Module Homework (Learn Smart Modules)</td>
<td>100 points</td>
</tr>
<tr>
<td>2. Module Discussions (4)</td>
<td>100 points (25 points each)</td>
</tr>
<tr>
<td>3. Module Quizzes (4)</td>
<td>100 points (25 points each)</td>
</tr>
<tr>
<td>4. Midterm &amp; Final Exams</td>
<td>150 points</td>
</tr>
<tr>
<td>5. Dietary Analysis Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>6. Documentary Review</td>
<td>50 points</td>
</tr>
</tbody>
</table>

TOTAL COURSE GRADE: 600 points
ASSIGNMENT/ACTIVITY DESCRIPTIONS
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

1. **Module Homework Assignments:** (100 points) Learn Smart Modules: There is a “Learn Smart” Activity for each chapter of the textbook. Each module will take approximately 30 minutes to complete. The modules are practice questions aimed at helping students retain course material.

2. **Module Discussion Board Assignments:** (100 points) Students will be assigned to a group and given discussion board questions addressing course content each week. Participation in group discussion is vital to your success in the course! Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. To receive full credit, students should post an initial response to the question and then respond to at least three peers each.

3. **Quizzes:** (100 points) Four (4) module quizzes will be given throughout the semester at the end of each module. Quizzes are worth 10% each, for a total of 40% of the course grade. Quizzes will cover material in the textbook as well as supplemental material presented in the power point lectures. Quizzes are only open for ONE DAY on Blackboard and you only have 1 hours to complete the quiz. The quizzes are designed to keep you on track with course content. You MAY NOT consult classmates when completing the quizzes.

4. **Midterm and Final Exams:** (150 pts) The Midterm and Final Exams accounts for 50 and 100 pts respectively of the course grade. The exams are designed to test understanding of textbook material and the application of the material covered in both the textbook and lectures.

5. **Personal Dietary Analysis:** (100 points) The dietary analysis assignment is a “real world” application allowing you to apply knowledge learned in class. For this assignment, you will (1) evaluate your personal dietary habits and (2) create a healthier dietary plan based on your findings. Attached at the end of the syllabus are detailed instructions and a grading rubric for this assignment. Note that you will be tracking your food intake for seven days. This requires planning ahead!

6. **Documentary Review:** (50 points) The documentary review assignment is another “real world” application allowing you to apply knowledge learned in class. For this assignment, you will (1) watch a health related film and (2) write a summary of the film and insight based on course content. Attached at the end of the syllabus are detailed instructions and a grading rubric for this assignment. This requires planning ahead!

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:

- ASU Undergraduate Catalog located on the ASU website [https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog](https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog)
STUDENT RESPONSIBILITY & ATTENDANCE
This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at Dinah.harriger@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK POLICY
The course is set up in Learning Module. The “week” begins on Tuesday and ends on Monday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Nursing Department adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/content/files/17358-university-honor-code. The University “faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both
in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. “Student Contact: The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at Student.Life@angelo.edu to begin the process.”

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.
SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:
1. Gaining factual knowledge (terminology, classifications, methods, trends). Important
2. Learning fundamental principles, generalizations, or theories. Important
3. Learning to apply course material (to improve thinking, problem solving, and decisions). Essential
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. Important
Dietary Analysis Assignment Instructions and Rubric

Dietary Analysis Assignment Instructions

**Due Date:** Monday, October 16th @ 11:59pm (Plan ahead and start tracking your diet and exercise NOW)

**Objective:** The dietary analysis assignment is a “real world” application allowing you to apply knowledge learned in class. For this assignment, you will (1) evaluate your personal dietary habits and (2) create a healthier dietary plan based on your findings.

**Grade:** This assignment is worth 100 points of your overall course grade. *Note: Your grade is NOT dependent on: 1) your ability to follow the “recommendations” provided, 2) how much you weigh, 3) how much you exercise, etc. Your grade is determined by how well you analyze your diet and provide insight into your dietary habits and patterns.*

Embedded in the instructions are questions.

**NOTE* IT IS VERY IMPORTANT THAT YOU FOLLOW THE STEPS IN ORDER!**

**Step 1.** Create a MyFitnessPal Account ([http://www.myfitnesspal.com/account/create](http://www.myfitnesspal.com/account/create))

**Step 2.** Fill out the Questionnaire AND RECORD your answers for ME!

- Current Weight
- Goal Weight
- Height
- Gender
- Date of Birth
- Activity Level (sedentary, lightly active, active, very active)
  - Explain your choice.
- How many times a week do you plan on exercising? (# of workouts and duration)
- What is your goal? (amount of weight loss/gain per week)
  - Why did you select the goal that you did?
- How are these variables relevant to the analysis?

**Step 3.** Record the nutritional goals/recommendations from MyFitnessPal BEFORE you begin tracking your nutrient intake.

- Net calories, carbs, proteins, fats, etc.
- **BEFORE** you begin logging your 7 day intake, analyze the recommendations given by MyFitnessPal based on the information you provided. Once you have created your profile, you will see the screen “Suggested Fitness and Nutrition Goals”. Analyze the recommendations provided by answering the following questions:
  - What was the recommended daily intake for each of the following: calories, protein, carbohydrates, & fat.
  - Change your food diary settings (Go to Settings > Diary Settings > In the Five categories under “Nutrients Tracked” you should have Carbs, Fats, Protein, Fiber and Sugar > Click Save Changes)
  - What were the fitness/physical activity goals?
On Day 1, BEFORE you log in your food intake, form a hypothesis based on the recommendations provided by MyFitness Pal: How closely do you think your daily dietary intake and fitness goals match the recommendations provided? Are you closer to some recommendations than others? Please explain.

Step 4. Record your food intake for at least 7 consecutive days (you will get better results if you record more days).

- Note: Record EVERYTHING you eat and drink (even one m&m, every sip, every crumb!).
- Create a table of the aggregate data for the 7 days of the assignment and include at the end of your paper.
- See Example

Step 5. After you have tracked your food intake and exercise for seven days, click on the “reports” tab and then click on the drop down menu. Look at the charts for the Nutrients you tracked in your diary (Calories, Carbs, Fat, Protein, Fiber, Sugar & Vitamin A, etc.) Answer the following questions thoroughly!

- How did your 7 day intake match the MyFitnessPal recommendations?
- How do your results compare to your initial hypothesis (See Step 3)?
- Name three nutritional habits/behaviors you could change or modify. Please explain your selections and how changing/modifying the habit would benefit you. Include citations if needed.
- Name three positive nutritional habits/behaviors you currently doing very well. Please explain your selections and the health benefits of each. Include citations if needed.

Step 6. Write your answers in paragraph form, all of your responses (together) should total 3-5 pages. Follow APA formatting guidelines (double spaced, 12 point font, cite resources! Use subheadings, No cover page or abstract is necessary). (see the Purdue Online Writing Lab for help: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/))

Step 7. After following the directions listed above, please upload a Word document (.doc or .docx file) in the Dietary Analysis Assignment. Include your name at the top of the paper itself AND in the file name. (example: janedoeDA.doc).
### Table Example

<table>
<thead>
<tr>
<th></th>
<th>Total Calories</th>
<th>Fats</th>
<th>Carbs</th>
<th>Protein</th>
<th>Fiber</th>
<th>Sugar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MyFitnessPal Recommendation</strong></td>
<td>2,300</td>
<td>77 g</td>
<td>290 g</td>
<td>116 g</td>
<td>38 g</td>
<td>50 g</td>
</tr>
<tr>
<td>Day 1</td>
<td>2100</td>
<td>80</td>
<td>340</td>
<td>110</td>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>Day 2</td>
<td>2000</td>
<td>81</td>
<td>270</td>
<td>125</td>
<td>16</td>
<td>60</td>
</tr>
<tr>
<td>Day 3</td>
<td>2500</td>
<td>67</td>
<td>300</td>
<td>113</td>
<td>25</td>
<td>85</td>
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<tr>
<td>Day 4</td>
<td>2700</td>
<td>66</td>
<td>360</td>
<td>119</td>
<td>30</td>
<td>92</td>
</tr>
<tr>
<td>Day 5</td>
<td>1900</td>
<td>75</td>
<td>250</td>
<td>105</td>
<td>27</td>
<td>60</td>
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<tr>
<td>Day 6</td>
<td>2000</td>
<td>77</td>
<td>275</td>
<td>111</td>
<td>11</td>
<td>43</td>
</tr>
<tr>
<td>Day 7</td>
<td>2200</td>
<td>76</td>
<td>280</td>
<td>114</td>
<td>16</td>
<td>51</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>2200 C</td>
<td>74.5 g</td>
<td>295 g</td>
<td>113.85 g</td>
<td>20 g</td>
<td>65.8 g</td>
</tr>
</tbody>
</table>
## Dietary Analysis Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step #2</strong></td>
<td>0 % Student did not follow instructions, no explanation provided.</td>
<td>70 % Student partially followed instructions; Weak explanation/analysis.</td>
<td>80 % A few components missing; did not provide enough evidence/explanation for analysis.</td>
<td>100 % Student followed instructions perfectly and explains how these variables relate to their dietary analysis.</td>
</tr>
<tr>
<td>Weight 10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Step #3</strong></td>
<td>0 % Student did not follow instructions, no explanation provided.</td>
<td>70 % Student partially followed instructions; Weak explanation/analysis.</td>
<td>80 % A few components missing; did not provide enough evidence/explanation for analysis.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant analysis.</td>
</tr>
<tr>
<td>Weight 15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Step #4</strong></td>
<td>0 % Student did not follow instructions, no explanation provided.</td>
<td>70 % Student partially followed instructions; Weak explanation/analysis.</td>
<td>80 % A few components missing; did not provide enough evidence/explanation for analysis.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant analysis.</td>
</tr>
<tr>
<td>Weight 20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Step #5</strong></td>
<td>0 % Student did not follow instructions, no explanation provided.</td>
<td>70 % Student partially followed instructions; Weak explanation/analysis.</td>
<td>80 % A few components missing; did not provide enough evidence/explanation for analysis.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant analysis.</td>
</tr>
<tr>
<td>Weight 40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Step #6</strong></td>
<td>0 % Paper is not in APA format, student did not follow instructions.</td>
<td>70 % Several APA formatting errors/ Did not proof read paper.</td>
<td>80 % A few APA formatting errors/ grammar and spelling mistakes.</td>
<td>100 % Student perfectly follows APA guidelines, no grammar or formatting errors.</td>
</tr>
<tr>
<td>Weight 15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Documentary Film Assignment Instructions and Rubric

Documentary/Film Review

Due Date: Monday, December 11th @ 11:59pm (Plan ahead and start investigating now!)

Objective: The technology review assignment is another “real world” application allowing you to apply knowledge learned in class. For this assignment, you will (1) evaluate a health related website, tool, or “app” and (2) write a review of your findings. This requires planning ahead!

Grade: This assignment is worth 50 points of your overall course grade. Note: Your grade is determined by how well you analyze the technology source and provide INSIGHT into how it is best utilized.

Step 1. Select a documentary or health promotion/nutrition related film that was released in the last 7 years. You may rent films via iTunes, Netflix, Hulu, etc.

Step 2. Confirm film selection with Dr. Cummings BEFORE watching and writing the review. IF students skip this step, the student runs the risk of failing the assignment. (see the suggestions list below).

Step 3. Watch the film.

Step 4. Write the review by answering ALL of the questions in complete sentences using APA format.

1. Name of the Film
   o When was the film released?
2. Provide Rationale for Film Selection
   o Why did you select the documentary?
3. Identify Purpose
   o What is the purpose of the film? What are the film makers trying to say?
4. Identify Target Population
   o Who was the technology designed for? Is one group more likely to use it over another?
5. Summary
   o Provide a brief summary of the film’s content. (Should only be 1-2 paragraphs)
6. Application
   o How does this film relate to health promotion and the course content? How do you think someone watching the film would benefit long term? Does the film encourage behavior modification?
7. What did you learn watching the documentary?

Films Ideas:
FedUp
Fast Food Nation
Food Inc.
Food Matters (other ideas: http://www.foodmatters.tv/shop/dvds)
Fat, Sick and Nearly Dead
Hungry For Change
## Documentary Review Rubric

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 2: Selection Rationale</strong></td>
<td>0 % Student did not follow instructions, no explanation provided.</td>
<td>70 % Student partially followed instructions; Weak rationale of film selection.</td>
<td>80 % A few components missing; did not provide enough evidence/explanation for film selection.</td>
<td>100 % Student followed instructions perfectly and provide insightful rationale for the film selected.</td>
</tr>
<tr>
<td><strong>Question 3: Purpose</strong></td>
<td>0 % Student did not follow instructions, no explanation of film’s purpose provided.</td>
<td>70 % Student partially followed instructions; Weak explanation/analysis of film’s purpose.</td>
<td>80 % A few components missing; did not provide enough evidence/explanation of film’s purpose.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant analysis of film’s purpose.</td>
</tr>
<tr>
<td><strong>Question 4: Population</strong></td>
<td>0 % Student did not follow instructions, no explanation of target population</td>
<td>70 % Student partially followed instructions; Weak explanation/analysis of target population.</td>
<td>80 % A few components missing; did not provide enough evidence/explanation of target population.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant analysis of target population.</td>
</tr>
<tr>
<td><strong>Question 5: Summary</strong></td>
<td>0 % Student did not follow instructions, no summary of film provided.</td>
<td>70 % Student partially followed instructions; Weak summary of film.</td>
<td>80 % A few components missing; did not provide enough evidence/explanation of film.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant analysis of the film.</td>
</tr>
<tr>
<td><strong>Question 6: Application</strong></td>
<td>0 % Student did not follow instructions, no explanation of how film can be applied to HP (Health Promotion) provided.</td>
<td>70 % Student partially followed instructions; Weak explanation/analysis of how film can be applied to HP.</td>
<td>80 % A few components missing; did not provide enough evidence/explanation of how film can be applied to HP.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant analysis of how film can be applied to HP.</td>
</tr>
</tbody>
</table>