

Department: DIET

Course No.:3231W

Title:Writing for Community Nutrition Research

Credits: 2

Contact: Susan Gregoire

WQ: W

Catalog Copy:DIET 3231W Community Nutrition Research

Second semester. Two credits. Prerequisite: Students must earn a "C" or better in DIET 3150, 3155; ENGL 1010 or 1011 or 3800. Must be taken concurrently with DIET 3230. Only open to Dietetics majors; other by consent of Dietetics Program Director.

A writing intensive course that develops critical thinking skills through research and writing in community nutrition.

Permissions and Exclusions

Open only to Juniors or higher

Open only to Majors

Students should take this course in the spring term

Course Information:

- a. This course develops critical thinking skills, research and writing skills in community nutrition through class, computer laboratories, uncovering and analyzing scientific literature and health statistics, writing and responding to constructive criticism on a hypothesis-driven research paper.
- b. Each component provides points to equal 100. To pass the course, students must earn a passing grade for the written communications as well as the overall course

Computer and verbal communication competence (50 points)

Community Assessment Exercise 40 points

Oral Presentation—Research Topic 10 points

Written Communications—Research Paper (50 points): To pass this section, student must earn 30 of 50 points (ie, 60%).

Outline 10 points

First Draft 10 points

Second Draft 10 points

Final Paper 20 points

- c. Purpose: 1) To identify a community nutrition issue related to child obesity, research the current literature, and synthesize this information into a cohesive paper; 2) to present the issue using scientific writing and proper citation of primary references; 3) to demonstrate improvements of writing including clarity, appropriate grammar, punctuation, paragraph structure, logical flow of information, source integration and reference format.

d. The Writing component is simply being separated from the existing course.

W Criteria:

Research Paper (15 pages in the final form)

Purpose: 1) To identify a community nutrition issue related to child obesity, research the current literature, and synthesize this information into a cohesive paper; 2) to present the issue using scientific writing and proper citation of primary references; 3) to demonstrate improvements of writing including clarity, appropriate grammar, punctuation, paragraph structure, logical flow of information, source integration and reference format.

SYLLABUS: DIET 3231W—Writing for Community Nutrition Research 2 credits

Instructor: Valerie Duffy, Ph.D., R.D.
Office: Room 310 Koons Hall (860) 486-1997 (M, W, F)
HuskyCT (preferred) or valerie.duffy@uconn.edu

Office Hours: before and after class, other times by request
Communication with Instructor: Communications welcome! HuskyCT for the quickest response; telephone and in-person discussions during office hours or scheduled.

Class: 1.15 hour
Computer Laboratory: 4, 2 hour computer labs

Course Description: DIET 3231W Community Nutrition Research
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A writing intensive course that develops critical thinking skills through research and writing in community nutrition.

Course Objectives: This course develops critical thinking skills, research and writing skills in community nutrition through class, computer laboratories, uncovering and analyzing scientific literature and health statistics, writing and responding to constructive criticism on a hypothesis-driven research paper.

Commission on Accreditation of Dietetics Education 2008 Foundation Knowledge and Competencies for Entry-Level Dietitians. With successful completion of this course, students will achieve the following requirements in knowledge (KR) and competencies (CP).

1. Scientific and evidence base of practice: Integration of scientific information & research into practice

The curriculum must reflect the scientific basis of dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

- KR 1.1. Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions regarding childhood obesity.
- a. Students are able to use current information technologies (National Library of Medicine) to locate scientific research and evidence-based guidelines to apply to a specific hypothesis concerning childhood obesity. (Research Paper)

b. Learn about how to select appropriate indicators of outcomes of community-based nutrition programs. (Community Assessment Project and Lab; Class presentation and readings)

CP 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature to childhood obesity and a program addressing childhood obesity (Research paper)

CP 1.4 Evaluate emerging research and apply to a community nutrition problem (Research paper)

2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian.

KR 2.1 The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

- a. Students will demonstrate effective and professional oral and written communication and scientific documentation using word processing program, RefWorks and Powerpoint (Research Paper, Oral Presentation)

CP 2.1 Practice in compliance with IRB guidelines in the handling of outcomes evaluation data for a community-based program and following the appropriate standards of Code of Ethics for the Profession of Dietetics in terms of class and laboratory participation as well as class work.

CP 2.2 Demonstrate professional writing skills in preparing the research paper

CP 2.3 Design, implement and perform a self and peer evaluation of the research oral presentation.

3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

KR 3.1. The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

- a. Students are able to use the nutrition care process to make decisions, to identify nutrition-related problems, and to determine and evaluate community nutrition interventions. (Community Assessment Exercise)

CP 3.1 Perform the Nutrition Care Process and use standardized nutrition language for groups and populations related to childhood obesity (Research Paper, Outcomes Evaluation Report).

CP 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered (Community Assessment).

CP 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements (Community Assessment)

Required Textbook (Other readings as assigned): Edelstein S. Nutrition in Public Health: A handbook for developing programs and services. 2nd Ed, Jones and Bartlett, 2006.

Modes of Instruction: Lecture, discussion, interactive learning, advising on writing, and computer labs

Grading Criteria: Each component provides points to equal 100. **To pass the course, students must earn a passing grade for the written communications as well as the overall course**

Computer and verbal communication competence (50 points)

Community Assessment Exercise	40 points
Oral Presentation—Research Topic	10 points

Written Communications—Research Paper (50 points): To pass this section, student must earn 30 of 50 points (ie, 60%).

Outline	10 points
First Draft	10 points
Second Draft	10 points
Final Paper	20 points

Academic Misconduct Statement—Academic misconduct in any form is in violation of the University of Connecticut Student Conduct Code and will not be tolerated. This includes, but not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else doing your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade in the course, or could be suspended or expelled.

Computer and verbal communication competence

Community Assessment Exercise (40%): You will use the Internet to compile information on the demographics, health and nutritional status of a major metropolitan area in the United States. From this information, you will make an assessment of the overall health and nutritional risk of the community as the basis for program planning.

Oral Communications

Oral Presentation of Research Paper Topic (10%): Each student will use PowerPoint to give a 5 minute presentation to classmates on their research papers. The slides should include the hypothesis explored, review of major studies (providing brief citation of the source on the slide), and concluding statements. Students are encouraged to show figures and graphs in their slides (a picture tells a thousand words). Oral presentations are scheduled before the final drafts; students should integrate their information into findings of their peers for the final paper.

Research Paper (15 pages in the final form)

Purpose: 1) To identify a community nutrition issue related to child obesity, research the current literature, and synthesize this information into a cohesive paper; 2) to present the issue using scientific writing and proper citation of **primary references**; 3) to demonstrate improvements of writing including clarity, appropriate grammar, punctuation, paragraph structure, logical flow of information, source integration and reference format. The paper must follow the argumentative style described by Sarah Hamid (owl.english.purdue.edu/workshops/hypertext/ResearchW/index.html) and the format of scientific writing (owl.english.purdue.edu/handouts/research/index.html).

Audience: Health professionals who need to base practice on critical synthesis of the scientific literature.

Format: The final written paper will be 15 pages of typed text (1" margins, paginated) that also includes:

- a title and title page;
- introduction with the research question/hypothesis and summary sentence(s) that tells the reader what the paper will cover;
- headings and subheadings that the reader can follow and frequent summaries after major subheadings or headings;
- the text of the paper can be constructed from a series of primary research article summaries that address your hypothesis (not necessarily in support of your hypothesis) joined by comparing and contrasting the findings of the research articles.
- recommend including figures or tables with the appropriate citation, headings/figure legends (the goal is to make the table or figure have enough information so it can stand alone) and reference to the figures or tables within the text of the paper.

- integration with other student papers – making connections between areas of research to allow multi-dimensional understanding of a complex problem such as child obesity.
- conclusion of the paper and implications for community nutrition or public health nutrition practice (eg, policy changes, new interventions, new practice guidelines)
- citation of every statement in the paper that is from a source (the guideline is to over vs. under cite references) and then a citation list that follows the style of the Journal of the American Dietetic Association. You must use primary referencing in your paper (eg, reference the journal that reports the study that found that a 60% total fat diet increases risk of cardiovascular disease, not the nutrition text or website that describes the finding). Number references consecutively in the order they are mentioned in the text. Identify references in text, tables, and figure legends by Arabic numerals in parentheses; do not use superscript numbers. References cited in tables or legends should be numbered in the order in which a table or figure is presented in the manuscript.
- do not rely just on article available on the Internet. Use the library (Storrs campus and the Health Center) for journals. Do use national statistics such as those found during the community assessment laboratory and project.

Process: Students will complete assignments by submission deadlines listed below (unless request for a change in deadline at least one week prior to the written assignment with written communication via HuskyCT and an approval from the professor).

- Submit a computer copy via HuskyCT **AND** a hard copy, cover letter, all drafts (outline), and copies of key articles (unless available on-line with a specific URL in the citation list) in a folder.
- The cover letter with each submission includes self-reflection on the strengths of the submission, improvements from previous submissions, barriers to achieving a better submission, what would you do if you had more time, and what will you include on the next submission.
- Signed and dated form indicated that you understand what constitutes plagiarism and that you have taken steps to avoid plagiarism.
- Students must turn in something at the deadline even if the assignment is not complete. Failing to turn in the assignment at the deadline will result in up to 1 point taken off each day.
- For each submission, the professor will provide guidelines on grading and will provide you with comments aimed at meeting the purposes stated above. Students are encouraged to schedule personal meetings with the professor or use HuskyCT communications for feedback and guidance.

Submission Deadlines:

January 28	Research question for the paper (ie, hypothesis)
February 11	Paper outline
February 25	The first submission
March 25	The second submission
April 29	The final paper

Outline: The outline should be consistent with the hypothesis statement.

- 1) Format—includes the hypothesis statement, summaries of two key original research articles (not reviews), a copy of these two articles, and a bibliography **of all references that address your hypothesis**. The summaries must show your understanding of the research and ability to express it in your own words. The summaries are a general

statement of findings and support of these findings by describing the study design, objective, method, results, implications of the findings and limitations. Pay attention to the study introduction and discussion. The bibliography must show your ability to find original research papers or data sources (eg, national statistics) needed for your paper.

- 2) general guideline on constructing an outline.
http://owl.english.purdue.edu/handouts/general/gl_outlin.html
- 3) how to summarize a research article
<http://web.psych.washington.edu/writingcenter/writingguides/pdf/summarizing.pdf>
- 4) recommend a brief consultation with the teacher after class or another time before the outline is due.
- 5) Turn in a cover letter on the strengths of the submission, if you met with me and further guidance needed, barriers to achieving a better submission, and what would you do if you had more time or what will you include on the first submission on your paper.
- 6) Grading is out of 5 points
 - a. Clarity of thesis
 - b. Coordination between thesis and outline **and integration of references into outline**
 - c. How well the outline followings the general guidelines for constructing an outline.
 - d. How well and clearly the research articles are summarized
 - e. Depth of the bibliography (was the student able to utilize the computer laboratories to identify primary research articles to address research hypothesis).

Submission of first paper: The first draft should be 7 to 10 pages, based on the outline/summary of scientific references and previous feedback. Include a cover letter, title with title page, statement of thesis, beginning development and structure, citation list and signed statement of understanding plagiarism. Also, include the outline with comments. You may use APA citation style (eg, Smith & Jones, 2005) in the text.

- 1) for online assistance, please see the Purdue Online Writing lab
<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/paragr.html>, paying particular attention to paraphrasing and summarization. Avoid direct quotation unless quoting a position paper or specific recommendation from a policy-making organization.
- 2) Recommend a consultation with the teacher after class or another time before the draft is due.
- 3) Turn in a cover letter that addresses:
 - what you tried to do in the paper
 - how you arrived at your core ideas and how you developed them; how you found the references in the paper and citation list
 - successes and difficulties turning the outline into a paper
 - based on the grading rubric, where your draft exceeds or falls below the criteria
 - how you proofread your submission
 - other things that you should keep in mind as you read this draft
- 4) Grading: The professor will focus grading on the content appropriate to the number of pages included in the draft including on the following domains from the grading rubric:

Information correct
Background, context, and idea development
Thesis is clear
Introduction is clear; provides road map for paper
Variety of primary & current sources
Use of statistics to support thesis
Discussion of detail
Citation of facts & stats
Clear & logical organization

Submission of second paper: The second draft should be 10 to 13 pages, based on the outline/summary of scientific references and previous feedback. Follow the process described on page 4; include a cover letter, title page, statement of thesis, more full development and structure, citation list and signed statement of understanding plagiarism. You may use APA citation style (eg, Smith & Jones, 2005) within the text.

- 1) Recommend a consultation with the teacher after class or another time before the draft is due.
- 2) Turn in a cover letter that addresses:
 - what you tried to do in the paper
 - how you arrived at your core ideas and how you developed them; how you found the references in the paper and citation list
 - successes and difficulties turning the outline into a paper
 - based on the grading rubric, where your draft exceeds or falls below the criteria
 - how you proofread your submission
 - other things that you should keep in mind as you read this draft
- 3) Grading: The professor will focus grading on the content appropriate to the number of pages included in the draft including on all domains from the grading rubric.

Final paper: This should incorporate the format described above, build on the comments from the outline, first and second submissions, and include integration of other student research findings. Include a cover letter, title with title page, complete thesis development and structure, citation list and signed statement of understanding plagiarism. Please follow the other drafts for content of the cover letter. Use the J Am Diet Assoc citation guidelines for the final draft. Grading follows all domains from the grading rubric.

Week	Topic
1	Class 1—Course overview and syllabus Developing a integrated model of a community nutrition problem Picking your research topic 2 hour Computer lab: PubMed and defining your research question -----> Community Nutrition Research Question Due
2	Class 2—Dissecting a research paper 1 hour RefWorks Webinar; 1 hour hands on with RefWorks
3	Class 3—Writing a good summary of a research paper Brief meeting with the instructor – refining the hypothesis and locating peer-review references
4	Identifying sources of data on nutrition and public health 2 hour Computer Lab: Community Assessment I Writing Tip 1 – based -----> Research Paper Outline Due with 2 paper summaries
5	Interpreting community nutrition data I Writing tip of the day
6	Interpreting community nutrition data II; paper integration 2 hour Computer Lab: Community Assessment II Writing tip of the day -----> Research Paper Submission 1 Due
7	Team Work – forming topic teams Writing tip of the day
8	Team Work 2 – sharing information coming up with themes Writing tip of the day -----> Community Assessment Exercise Due
9	Oral Presentations I (5 students) Writing tip of the day
10	Oral Presentations II (5 students) Writing tip of the day -----> Research Paper Submission 2 Due
11	Oral Presentations III (5 students) Writing tip of the day
12	Oral Presentations III (5 students) Writing tip of the day
13	Community Assessment Synthesis -----> Research Paper Final Submission
14	Course Wrap-Up