

**456 Nutrition Education  
(3 Credit Hours)**

**Course Syllabus 2<sup>nd</sup> Semester 1432 H  
Monday 8:00 am- 10:00 pm  
BB (2) Class Room**

Instructor: Ms. Mezna A. AlMarzooqi

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Office Hours: Mon & Wed: 9:00 am - 12:00 pm

**Course overview and Objectives:**

**Course overview:**

This course aims at introducing students to the theories and skills necessary to design and implement nutrition education programs. It shows how nutrition education can facilitate dietary changes in a group of people. It introduces students to nutrition education basics, definition, history, aims field and challenges.

The course introduces students to the science of nutrition, its application in health education process. The students will learn about nutrition education definition, rationale, impact, role of health educator and nutrition services, and nutritional population problems. Also, the need of Nutrition Education programs in KSA will be explored. Specific educational needs of patients' population with specific health conditions will be emphasized. Also it discusses nutrition education methods, approaches in nutrition counseling and nutrition education challenges.

**Course objectives (Intended Learning Outcomes of Course)**

**1- Cognitive objectives:**

- Identify basic elements of communication to influence behavior
- Describe nutrition education and health education processes
- Compare between the role of a health educator and nutrition education specialist
- Identify the behavioral theories, and how it's important to build theoretical educational program

**2- Affective objectives**

- Explain how a health educator can help a client with nutritional problems related to certain health conditions
- List steps a client can take to implement nutrition education
- List all nutrition educational needs of different patients populations
- List the need, rationale and the meaning for Nutrition education.
- Describe nutrition education and health education processes.

- Explain theories of nutrition education

### 3- Psychomotor, Interpersonal, Communication Skill

- Develop communication skills; identify personal habits and choices that promote well being.
- Demonstrate Motivational skills with clients
- List how a nutrition educator can help a client with nutritional problems related to certain health conditions
- List steps a client can take to implement nutrition education
- Demonstrate 3 teaching methods nutrition educators can use to help clients learn better.
- Write an education plan.
- Conduct an effective patient education session on at least one nutritional problem

### Course Description

Topics to be Covered		
Topic	No of Weeks	Contact hours
Nutrition education: definition, rationale, history, need and effectiveness. Role of nutrition educators.	1	2
What is public health nutrition and Health promotion? Planning nutrition education. Competencies and skills of nutrition education and nutrition education specialists.	2	2
Health communication, Communication skills	3	2
Theories of human behavior and health choices. Health belief model, Theory of planned behavior – motivation—stages of change.	4	2
Midterm-one	5	2
Social Cognitive Theory /Transtheoretical model and stages of change/ Diffusion of Innovations Theory	6	2
Planning- objectives- preparing teaching plan	7	
Needs assessment- educational assessment Assessing patients and family needs, coping techniques	8	2
Holiday	9	2
Implementation	10	2
Evaluation-documentation	11	2

Community service (Practicum)	12	2
Evaluating Community Coalitions and Partnerships	13	2
Preparing educational materials	14	2
<b>Final Exam</b>	15	3

**Prerequisites:** Non

**Requirements:** Attend class and submitting assignments.

**Recommended Texts:**

Nutrition Education: Linking Research, Theory & Practice. Isobel R. Contento. 2007

**References Material (Journals, Reports, etc)**

<http://www.ncbi.nlm.nih.gov/pubmed>

**Electronic Materials, Web Sites etc:**

<http://www.cdc.gov>

<http://www.who.int/en>

<http://www.apha.org>

<http://americannutritionassociation.org>

**Other learning material such as computer-based programs/CD, professional standards/regulations**

<http://www.healthypeople.gov/2020/default.aspx>

**Grades will be determined on the following:**

- Assignments: 10 %
- Midterm Exam: 20%
- Community Services (Practicum): 25%
- Attendance and attitude: 5%
- Final Exam: 40%

**Total:** 100%

**Grading:**

A\* = 100- 95%

A= 94- 90%

B\* = 89- 85%

B= 84- 80%  
C\* = 79- 75%  
C= 74- 70%  
D\* = 69- 65%  
D= 64- 60%  
F = < 60%

**Date(s) of exams:**

Mid-Term: Week 5  
Final: Week: Week 15

**Attendance:**

Students will be expected to attend all scheduled classes. Unexcused absences and being late for a class will result in penalty points. 1 point for every unexcused absence and 0.5 point for every time a student arrives to class late.

**Assignments:**

Students have to prepare an essay of 3000-5000 words about a topic assigned by the lecturer to the students considering certain issues like proper grammar, proper use of citing also assignment must be typed (Times New Roman- 12 pt font size). Late submission will automatically receive a 2 point deduction.