Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Human Sciences  
   Department: Nutrition, Dietetics and Hospitality Management

2. Course Prefix and Number: NTRI 3760  
   3. Effective Term: Spring 2014

4. Course Title: Nutrition Counseling  
   Abbreviated Title (30 characters or less): Nutrition Counseling

5. Requested Action: 
   - Renumber a Course  
   - Add a Course  
   - Revise a Course
   - Current Course Number:  
   - Proposed Course Number:  
   - Type of Revision:

6. Course Credit:  
   Contact/Group Hours:  
   Scheduled Type: Lecture  
   Weekly or Per Term?: Weekly  
   Credit Hours: 2  
   Anticipated Enrollment: 20

   Maximum Hours (Repeatability): 2

   Total Credit Hours: 2

7. Grading Type:  
   - Regular (ABCDF)  
   - Satisfactory/Unsatisfactory (S/U)  
   - Audit

8. Prerequisites/Corequisites:  
   Use “P:” to indicate a prerequisite, “C:” to indicate a corequisite, and “P/C:” to indicate a prerequisite with concurrency.
   - P: A minimum grade of C in BCHE 3180
   - C: NTRI 3720 (Proposed new course number 5010)

9. Restrictions:  
   List specific restriction in space above.
   - College  
   - Major  
   - Standing  
   - Degree

10. Course Description:  
   (20 Words or Less; exactly as it should appear in the Bulletin)
   Counseling techniques that foster healthful changes in diet behaviors.

11. May Count Either:  
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):  
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)
    - Major  
    - BS in Dietetics  
    - Required

13. Overlapping or Duplication of Other Units' Offerings:  
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable  
    - Not Applicable
14. Justification:

Please see justification for NTRI 3720 (5010 proposed new course number)

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

Classroom space and faculty are adequate for this course.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Course Objectives: Upon completion of the course, the student should be able to:
A. Define motivational interviewing and compare it to traditional health care services counseling.
B. Explain the role behavior theory, particularly the Stages of Change, plays in motivational interviewing.
C. Apply motivational interviewing micro-skills (such as mirroring, readiness ruler and agenda setting) in individual and group level interactions.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

WEEK TOPIC
1. Jan Introduction to Course
2. Jan Why is Behavior Change Important?!Definition of Ambivalence
3. Jan Definition and Spirit of Motivational Interviewing
5. Feb Gauging Readiness and Importance of Clients
6. Feb Reflective Listening Skills
7. Feb Building Confidence of Clients
8. Feb Informing without Causing Client Resistance
9. March Applying MI
10. March Exam 1
11. March SPRING BREAK
12. March Practice MI Group Setting
13. April Practice MI Group Setting
14. April Practice MI One-on-One
15. April Review of Practices & Course Wrap Up

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

1. Reading Reflections
   To make the discussion sections meaningful, students need to actively participate. To help students come to class prepared to discuss the material, students are required to submit reflections on the assigned reading. All sessions, except the one your team will be leading, will require reading reflections. Each submission will be worth 10 points. Reading reflections will be accepted only during the reading assignment due date. Reflections should be double-spaced and 2-3 pages. Points will be taken off for not meeting page limit. Staple (NOT PAPER CLIP) all pages together.
2. Discussion Leaders
   Student pairs will be assigned to facilitate discussion periods. This will involve preparing questions, concerns, examples, and exercises reflecting concepts in the assigned reading. During their period, each pair will also present two counseling tips for nutrition professionals. At the end of each session discussion leaders will be evaluated by fellow students and the professor. Participation by those who are not discussion leaders is vital.
3. Class Participation
   All students need to actively participate to make this class meaningful.
Role playing will be integral during the entire course. Groups will be formed for practicing MI in group settings and pairs will formed for one-on-one settings. Every student will participate in at least one group and one pair setting. Participation in each type of setting will be worth 70 points (for a total of 140 points).

4. Examination
The in-class exam will be worth 100 points. The exam will be a combination of multiple choice, short answer, matching, fill in the blank, and essay.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reflections 60</td>
</tr>
<tr>
<td>Discussion Leaders  100</td>
</tr>
<tr>
<td>Class Participation 140</td>
</tr>
<tr>
<td>Examination          100</td>
</tr>
<tr>
<td>Total                400</td>
</tr>
<tr>
<td>Grading Policy</td>
</tr>
<tr>
<td>90 to 100 % A</td>
</tr>
<tr>
<td>80 to 89.9 % B</td>
</tr>
<tr>
<td>70 to 79.9 % C</td>
</tr>
<tr>
<td>60 to 69.9 % D</td>
</tr>
<tr>
<td>&gt; 59.9 % F</td>
</tr>
</tbody>
</table>

Grading rubric is provided on course syllabus.

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2090 (V/TT).
NTRI 3760 Nutrition Counseling
Spring 20XX

Course Information:
Course: NTRI 3760
Course Title: Nutrition Counseling
Location and Time: H 2-4:00 PM Rm 226 Spidle
Credit Hours: 2
Prerequisites: A minimum grade of C in BCHE 3180
Corequisites: NTRI 3720 (proposed new course NTRI 5010)

Instructor Information: Claire Zizza, Ph.D., R.D.
Office: 101J Poultry Science Building
Phone: 334-844-7417
E-mail: zizzaca@auburn.edu
Office hours: Tuesdays 1:30-2:30 PM, Fridays 2:30-3:30 PM or by appointment

Course Textbooks (required):
Rollnick S, Miller WR and Butler CC. Motivational Interviewing in Health Care, Guilford Press, 2008, New York, NY

Course Objectives: Upon completion of the course, the student should be able to:

A. Define motivational interviewing and compare it to traditional health care services counseling.

B. Explain the role behavior theory, particularly the Stages of Change, plays in motivational interviewing.

C. Apply motivational interviewing micro-skills (such as mirroring, readiness ruler and agenda setting) in individual and group level interactions.
Course Assignments:

1. **Reading Reflections**
   To make the discussion sections meaningful, students need to actively participate. To help students come to class prepared to discuss the material, students are required to submit reflections on the assigned reading. All sessions, except the one your team will be leading, will require reading reflections. Each submission will be worth 10 points. Reading reflections will be accepted only during the reading assignment due date. Reflections should be double-spaced and 2-3 pages. Points will be taken off for not meeting page limit. Staple (NOT PAPER CLIP) all pages together.

2. **Discussion Leaders**
   Student pairs will be assigned to facilitate discussion periods. This will involve preparing questions, concerns, examples, and exercises reflecting concepts in the assigned reading. During their period, each pair will also present two counseling tips for nutrition professionals. At the end of each session discussion leaders will be evaluated by fellow students and the professor. Participation by those who are not discussion leaders is vital.

3. **Class Role Playing Projects**
   All students need to actively participate in role playing to make this class meaningful. Role playing will be integral during the entire course. Groups will be formed for practicing MI in group settings and pairs will formed for one-on-one settings. Every student will participate in at least one group and one pair setting. Participation in each type of setting will be worth 70 points (for a total of 140 points).

4. **Examination**
   The in-class exam will be worth 100 points. The exam will be a combination of multiple choice, short answer, matching, fill in the blank, and essay.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reflections</td>
<td>60</td>
</tr>
<tr>
<td>Discussion Leaders</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>140</td>
</tr>
<tr>
<td>Examination</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
</tr>
</tbody>
</table>
D. Course Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100.0%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>59.9%</td>
</tr>
</tbody>
</table>

Grading Rubric for Written and Discussion Leader Assignments

<table>
<thead>
<tr>
<th>Grade</th>
<th>Accuracy</th>
<th>Clarity</th>
<th>Depth</th>
<th>Breadth</th>
<th>Fairness</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – 90%</td>
<td>All statements are accurate and well-supported with evidence</td>
<td>Always includes examples, defines terms, expresses in multiple ways</td>
<td>Thoroughly addresses salient questions; avoids oversimplifying when making connections; considers the complexity of issues</td>
<td>Gives meaningful consideration to alternative points of view and/or interpretations and makes very good use of them in shaping the learning being articulated.</td>
<td>Consistently represents others’ perspective with integrity (without bias or distortion)</td>
<td>Draws important conclusions and/or sets meaningful goals that address the most significant issue(s) raised by the experience</td>
</tr>
<tr>
<td>B – 80 to 89.9%</td>
<td>Most statements are accurate and supported with evidence</td>
<td>Regularly includes examples, defines terms, expresses in multiple ways</td>
<td>Addresses most salient questions; rarely oversimplifies when making connections; considers most of the complexity of issues</td>
<td>Gives consideration to most other alternative points of view and/or interpretations and makes good use of them in shaping the learning being articulated.</td>
<td>Regularly represents others’ perspective with integrity</td>
<td>Draws conclusions and/or sets goals that address the significant issue(s) raised by the experience</td>
</tr>
<tr>
<td>Grade</td>
<td>Performance Description</td>
<td>Additional Details</td>
<td>Class Policies:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C – 70 to 79.9%</td>
<td>Usually but not always makes statements that are accurate and some are supported with evidence</td>
<td>Usually but not always includes examples, defines terms, expresses in multiple ways</td>
<td><strong>Academic Honesty</strong>&lt;br&gt; All portions of the Auburn University student academic honesty code (Title XII) will apply to university courses. All academic honesty violations or allegations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D – 60 to 69.9%</td>
<td>Makes several inaccurate statements and/or supports few statements with evidence</td>
<td>Only occasionally includes examples, defines terms, expresses in multiple ways</td>
<td><strong>Attendance and Excused Absences</strong>&lt;br&gt; Although attendance is not required, students are expected to attend all classes. Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F &lt; 59.9%</td>
<td>Consistently makes inaccurate statements and/or fails to provide supporting evidence</td>
<td>Consistently fails to include examples, defines terms, expresses in multiple ways</td>
<td><strong>Attendance and Excused Absences</strong>&lt;br&gt; Although attendance is not required, students are expected to attend all classes. Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy
Arrangement to make up a missed major exam (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam may differ from the original format.

Special Accommodations for Students with Disabilities
Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. The student must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If the student does not have these forms, s/he should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096.

“Auburn University is committed to providing a working and academic environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all its members.” Auburn University
Tiger Cub
<table>
<thead>
<tr>
<th>WEEK:</th>
<th>TOPIC</th>
<th>SECTIONS IN TEXTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jan</td>
<td>Introduction to Course</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Jan | Why is Behavior Change Important? | MI 3-28  
HC 3-10  
Definition of Ambivalence | MI 13-19  
HC 33-35 |
| 3. Jan | Definition and Spirit of Motivational Interviewing | HC 35-43  
MI 20-29  
MI 33-42 |
| 4. Jan | Stages of Change–Theoretical Underpinning  
Rolling with Resistance | MI 201-216  
MI 43-51 |
| 5. Feb | Gauging Readiness and Importance of Clients | MI 52-73  
HC 44-64 |
| 6. Feb | Reflective Listening Skills | MI 74-84  
HC 65-85 |
| 7. Feb | Building Confidence of Clients | MI 111-125  
MI 126-139 |
| 8. Feb | Informing without Causing Client Resistance | HC 86-107 |
| 9. March | Applying MI | MI 179-184  
HC 111-120  
MI 256-261 |
| 10. March | Exam 1 | |
| 11. March | SPRING BREAK | |
| 12. March | Practice MI Group Setting | |
| 13. April | Practice MI Group Setting | |
| 14. April | Practice MI One-on-One | |
| 14. April | Practice MI One-on-One | |
| 15. April | Review of Practices & Course Wrap Up | |

**Abbreviations for Textbooks**

Motivational Interviewing  MI  
MI in Health Care  HC