

HSC 4574 Nutrition Education for Special Population Groups Fall 2025

Professor: Delores. James, PhD, RDN, LDN, FAND, FASHA
Course Prerequisite: HUN 2201
Office Hours: Tues 10:30-11:30 (Canvas email chat); 1:30-2:30 (Zoom); Thurs 1:30-2:30 (Zoom); appointments by request
Office/Phone: Room 10 FLG, (352) 294-1806
Email: Please do all emails through Canvas
Tech Support: UF HELP Desk at (352) 392-HELP



COURSE OVERVIEW AND OBJECTIVES

This course is an application of nutrition and communication sciences to improve the health and nutrition of special population groups. The course has a human nutrition prerequisite, and students are expected to apply that knowledge to their assignments and exams. Students are expected to own a computer with a webcam, have access to reliable high-speed internet, be proficient in Microsoft Office Professional Suite (Word, Excel, PowerPoint, Publisher), and know how to create, edit, and upload videos. These and other programs are available free to all UF students at <http://info.apps.ufl.edu/>. At the end of the course, students will be able to:

1. Discuss the role of food and nutrition education in health promotion and disease prevention.
2. Examine the historical, psychosocial, and economic determinants of the food habits of special population groups.
3. Outline the opportunities and challenges for providing effective nutrition education to different population groups.
4. Create and evaluate nutrition education materials for specific target groups using sound nutrition education principles.
5. Identify the challenges and opportunities for using artificial intelligence and other current and emerging digital technologies in creating effective nutrition education materials for special population groups.

TEXTS

No textbook to purchase. There are assigned readings, videos, and other resources on the course website.

TECH SUPPORT

We understand that computer problems are a fact of life. However, your instructor will not troubleshoot problems with your computer or the internet. You are responsible for keeping your computer's operating system and software up to date. For technical difficulties with the course website, please contact the UF Help desk at helpdesk@ufl.edu or (352) 392-HELP or (352-392-4357). Any requests for make-up exams due to technical issues MUST be accompanied by the ticket number

received from The Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. **You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.**

WIFI CONNECTION VIA EDUROAM

Students can connect nationally and internationally via the UF on-campus Wi-Fi, **eduroam**, for free with Gatorlink login credentials. The Eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide.

How to connect to eduroam:

1. If you can get a Wi-Fi signal at any of the Eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.
2. Otherwise, follow the instructions for connecting here: <https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>.

There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. You don't have to sit in a car—many locations have open spaces and communal rooms available so you can get online while socially distancing and following CDC guidelines in an air-conditioned space.

Also, in Florida all of the UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area of your county you can visit an REC to securely watch course videos and take care of your academic needs. **Here's a link to all the eduroam sites in the U.S.:**

<https://incommon.org/eduroam/eduroam-u-s-locator-map/>

LIBRARY SUPPORT

Each department at UF has a designated librarian at the [George A. Smathers Libraries](#) to support your research needs. Scroll down the list of [subject specialists](#) to find the librarian for Health Education and Behavior for help in using the libraries and finding resources.

CONNECTING VIA ZOOM

Office hours will be conducted via Zoom. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

UF ACADEMIC POLICIES & RESOURCES

A list of UF's academic policies and resources is available at <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.

CLASS POLICIES

- **Emails.** All class emails will be done on the online course website, not through the instructor's UF email account. Emails sent to the instructor's email will be acknowledged and replied to in Canvas. Emails will be returned within 24 hours during regular business hours (9 am to 5 pm) Monday through Friday.

- **Appropriate Use of Artificial Intelligence (AI) Technology.** Some assignments in this course require the use of AI tools. These assignments will state the acceptable use of AI and how to cite the tools used appropriately. AI tools are never acceptable for taking exams or quizzes. AI tools sometimes produce inaccurate information. Thus, you are expected to review, edit, and take responsibility for all the work you submit under the scope of the [UF Student Honor Code and Conduct Code](#).
- **Respect and Trust.** We need to make sure that our learning spaces feel safe and trusting. Thus, I will do my best to foster an environment in which we hear and respect each other. Please let me know if something is said or done by me or other students that offends you or causes your discomfort. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. Your suggestions on how to improve the course are encouraged and appreciated throughout the semester.
- **Attendance and Participation:** Students are expected to attend class and have a high level of engagement with their classmates, instructor, and online course materials. Two important measures of **online class attendance** are weekly participation in Yellowdig discussion board and submission of weekly reading questions. The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences. This information can be found via the following link <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.
- **Assignment Submission:** Late assignments will be accepted within 24 hours of the deadline, but with a 50% penalty. You can always turn in an assignment early. Please submit documentation for medical and family emergencies.
- **Student Athletes:** Student athletes are asked to provide the instructor with written documentation of away games that are in conflict with exams and assignments as early as possible. This ensures timely accommodation and extensions of deadlines as needed.

MY EXPECTATIONS OF YOU

Students will be notified of any changes and updates to the syllabus in a timely manner. I will do everything I can to help you succeed, but you must decide that you want the very best for yourself. To do this, you must resolve to actively engage in your learning and do everything possible to make it worthwhile for you and your classmates. You must also do the following:

- Notify me if you are experiencing personal or family issues so that I can assist you or refer you to appropriate resources.
- Read your syllabus.
- Participate in class discussions.
- Write all due dates on your personal calendar.
- Submit assignments by the due date.
- Visit the course website several times a week.
- Respond to emails in a timely manner.
- Be considerate of your group members.
- Give your best at all times.
- Make excellence your goal.
- Make good choices and accept the consequences of your poor choices.

- Take responsibility for your learning.
- Manage your time well.
- Develop discipline and good study habits.
- Do it right the first time.
- Show initiative.
- Don't make assumptions.
- Ask if you don't understand something.
- Have integrity—don't cheat, plagiarize, or lie.

Time Commitment for the Course. This 3-credit course will require approximately a 10-hour commitment each week. Some weeks may require less. Time will be spent reading course materials, completing assignments, and engaging with classmates and the instructor.

PROFESSIONALISM AND CLASS PARTICIPATION

Professionalism (10 possible points). This includes, but is not limited to, responding to professor's emails and announcements in a timely manner, turning in all assignments on time, positive interaction with class members, using appropriate language in discussion posts, having a respectful attitude toward the instructor, and respecting class policies. Professionalism is a subjective assessment, and the instructor will determine the final point value at the end of the semester. Please see the assignment details and the grading rubric on the course website.

- **10 points.** Responds to all emails and progress reports, proactive in communicating with the instructor, high level of contribution to class discussions, demonstrates respectful and professional interaction with the instructor and classmates, does not request extra credit points, turns in all assignments on time, and has a very positive influence on the class environment.
- **6-9 points.** Regular contribution to class discussions, occasionally responds to instructor emails, all assignments are turned in on time, generally has a respectful and professional interaction with the instructor and classmates, does not request extra credit points, and positively influences the class environment.
- **0-5 points.** Does not respond to emails, has little or no contribution to class discussion, has several assignments that are late or missing, has poor participation in online discussion posts, and has a generally distracting presence in class.

Hump Day Inspirational Video. Each Wednesday, an inspirational video will be posted under the announcement link to motivate, encourage, and brighten your day. Please respond/comment or post your inspirational message. This ungraded assignment is always a favorite activity for students.

EXAMS/QUIZZES

Nutrition Review Quiz (1 @ 25). The nutrition review quiz will cover basic information covered in your human nutrition prerequisite course. Topics include the Dietary Guidelines for Americans, MyPlate, and Review of Nutrients. The quiz is open book.

Exams (3 @ 75 points each). Students are expected to synthesize and integrate the information presented in the lectures, readings, videos, and other supplemental materials. Exams and quizzes will

consist of multiple choice, true/false, matching, and fill-in-the-blanks. Exams are open-book, meaning you can use your class notes. However, please do not underestimate the difficulty of these exams. Students have **two attempts** (optional) that must be completed on the same day. The highest score will be taken. Please contact the UF HELP Desk (352-392-4357) if you encounter technical problems with Canvas during an exam. No make-up exams are given unless a medical reason is provided or there are very extreme circumstances that are documented. **Please see the exam details on the course website.**

ASSIGNMENTS

Course Contract Quiz. Students must complete the course contract quiz before proceeding to the course materials. Please complete this as early as possible in the first week.

Questions from Weekly Readings and Videos (30 total points @ 0.5 points per question). Each student must turn in **4 multiple-choice questions from each week's required readings. There should be at least one question from each article. No more than two questions can come from each article or website link. If a video is assigned for the week, then at least one question should come from each video.** Please provide 4 choices (A, B, C, D). **The correct answer, along with the source, must be given.** Each question is worth 0.5 points. Please submit the questions each week under the assignment link on the due date. About 25%-30% of the exams will be from questions submitted by students. Making up sample questions is a way to help you study and retain the information. Your overall points will be given at the end of the semester and will be based on the quality of the questions that you submit. **Do not submit questions from the course lecture slides. Questions submitted from the lectures will not receive any points.** Upload a Word file with the questions. Be sure to properly format your questions. Your name and UF ID should be on the file. **Late assignments are accepted within 24 hours of the due date but will automatically incur a 50% deduction (no exception).**

Yellowdig Health Discussion Board (75 points). Yellowdig is an online conversation platform for this course that contributes to your class interaction and participation points. Each week for **11 weeks (dates provided on the website)**, you will post and or comment on health and tech stories in the news (article or video) that relate in some way to topics or vulnerable population groups covered in the course from a local, national, or international source.

You are strongly encouraged to contribute to our Yellowdig Community early and often to earn as many points as possible. **Note: Your Yellowdig points are not equivalent to your grade book points in Canvas.** The maximum Yellowdig points for the semester is 5500, which translates to 75 points in Canvas. **This is equivalent to an exam.** Please go to the course website under the Yellowdig assignment for more details about the guidelines and expectations. **Yellowdig discussions open on Wednesdays (12 am) and close on Tuesdays (11:59 pm).**

Personal Video Introduction (5 points). Students must make an on-camera personal video introduction (2 to 3 minutes) of themselves to the class and upload and embed it into Canvas so that it opens and plays in the assignment. You must also respond to at least 3 video introductions to receive full credit. Please see the assignment details and the grading rubric on the course website. **Late assignments are accepted within 24 hours of the due date, but will automatically incur a 50% deduction (no exception).**

Class Reflection Video (5 points). Students must post an on-camera video reflection (2-3 minutes) of the semester (Aha moments, things learned in the class, how materials will be used, etc.). The video should be uploaded to the assignment link. Please post as early as possible so your classmates have enough time to respond. You also must respond to **at least 3 postings from the class** to get full credit. Please see the assignment details and the grading rubric on the course website. **Late assignments are accepted within 24 hours of the due date, but will automatically incur a 50% deduction (no exception).**

AI in Health Education and Health Promotion Short Course Training (15 points). Students will complete an online training on AI in Health Education and Promotion. This aligns with a UF goal to help students become literate and competent in artificial intelligence (AI), regardless of their major. This training is a step toward increasing AI literacy and competence among students who want to have a leading edge in the digital health field. Please see the assignment details link on the course website. **Late assignments are accepted within 24 hours of the due date but will automatically incur a 50% deduction (no exception).**

Canva Nutrition Education Infographic (1 @ 15 points). Students will work alone to create an infographic on one of the project topics listed on the website. Infographics are one of the most popular communication tools. Students will use Canva to create an original nutrition educational infographic on the assigned topic in **English and translate it into another language** (e.g. Spanish, Haitian Creole, Korean, German). The focus of your infographic will depend on your topic. However, the focus is usually on prevention, signs and symptoms, nutrition tips and strategies, etc. Please see the assignment details and the grading rubric on the course website. **Late assignments are accepted within 24 hours of the due date but will automatically incur a 50% deduction (no exception).**

Canva Nutrition Education Instagram Posts (15 total points, 3 @ 5 points). Social media posts are one of the most popular forms of digital communication. Students will work alone to create 3 different Instagram (IG) posts on one of the same topics as the infographic. IG is a social media application with a wide marketing reach. For this assignment, students will create **three** unique Instagram posts for an **IG feed** in **English and also translate them into another language** (e.g., Spanish, Haitian Creole, Korean, German). Posts should be specific to your chosen topic and focus on an area(s) of prevention, signs and symptoms, nutrition tips and strategies, etc. Please feel free to contact the instructor about the appropriateness of your focus. Please see the assignment details and the grading rubric on the course website. **Late assignments are accepted within 24 hours of the due date but will automatically incur a 50% deduction (no exception).**

Project topics are listed on course website.

COURSE GRADING SYSTEM

A = 100% to <93	A- = <93% to 90%	B+ = <90 to 87%	B = <87 to 84%
B- = <84% to 80%	C+ = <77 to 74%	C = <77 to 74	C- = <74 to 70%
D+ = <70 to 67%	D = <67% to 61%	D- = <64 to 61%	E = <61% to 0%

UF Grade Points Effective Summer A 2009

A=4.0	A-=3.67	B+=3.33	B=3.0	B-=2.67	C+=2.33
-------	---------	---------	-------	---------	---------

C=2.0 D+=1.33 D=1.0 D-0.67 E=0

UF's grades and grading policy can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Tentative Class Schedule

Week 1 August 21 & 22 (Nutrition Review)		
Online readings and or videos	Week Activities <ul style="list-style-type: none"> • Complete course contract • Read the syllabus and familiarize yourself with the links on the class website • Email instructor immediately via Canvas if you just added the class • Review lectures for Review Quiz Lectures for the Week <ul style="list-style-type: none"> • Nodule 1: Dietary Guidelines; Module 2: MyPlate; Module 3: Review of Nutrients; (materials for Review Quiz) 	Due Dates
Week 2 August 25-29 (Consumer Education)		
Online readings and or videos	Week Activities <ul style="list-style-type: none"> • Email instructor immediately via Canvas if you just added the class. • Complete course contract. • Engage with course materials. • Submit weekly exam questions. • Prepare for the quiz on last week's materials. Lectures for the Week <ul style="list-style-type: none"> • Module 4: Food Labels; Module 5: Food Safety & Technology; Module 6: Vegetarianism 	<ul style="list-style-type: none"> • Course Contract due August 28 • Introduction video due August 29; respond to posts by September 2 • Submit week 1 & 2 questions by August 29
Week 3 September 1-5 (Nutrition Education Principles)		
Online readings and or videos	Week Activities <ul style="list-style-type: none"> • Engage with course materials. • Work on next week's assignment. • Submit weekly exam questions. • Yellowdig opens on Wednesday, post and comment. • Review Quiz • Labor Day September 1 Lectures for the Week <ul style="list-style-type: none"> • Module 7: Nutrition Education Principles; Module 8: Communicating the Message 	<ul style="list-style-type: none"> • Yellowdig opens September 3 • Review Quiz Sep 4 • Submit weekly questions by Sep 4
Week 4 September 8-12 (Nutrition Education Principles)		
Online readings and or videos	Week Activities <ul style="list-style-type: none"> • Engage with course materials. • Work on next week's assignment. • Make up exam questions for the week. • Complete AI Training Short Course. • Post and comment on Yellowdig. Lectures for the Week <ul style="list-style-type: none"> • Module 9: Health Literacy; Module 10: Cultural and Linguistical Competence; Module 11: Vulnerable Population Groups; Module 12: Food Insecurity 	<ul style="list-style-type: none"> • Submit weekly questions by Sep 11 • AI Training due September 8

Week 5 September 15-19 (Food and Culture)		
Online readings and or videos	<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials. Work on next week's assignment. Make up exam questions for the week. Post and comment on Yellowdig. Prepare for Exam 1 <p>Lectures for the Week</p> <ul style="list-style-type: none"> Module 13: Food Habits; Module 14: Food and Culture; Module 15 Religion, Diet and Health 	<ul style="list-style-type: none"> Submit weekly questions by Sep 18
Week 6 September 22-26 (Food and Culture)		
Online readings and or videos	<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials. Make up exam questions for the week. Post and comment on Yellowdig. Exam 1 (up to week 5) <p>Lectures for the Week (not on exam 1)</p> <ul style="list-style-type: none"> Module 16: Blacks/African Americans; Module 17: Hispanic Americans 	<ul style="list-style-type: none"> Exam 1 Sep 25 Submit weekly questions by Sep 25
Week 7 September 29-October 3 (Food and Culture)		
Online readings and or videos	<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials. Work on next week's assignment. Make up exam questions for the week. Post and comment on Yellowdig. <p>Lectures for the Week</p> <ul style="list-style-type: none"> Module 18: American Indians/Alaska Natives; Module 19: Asian Americans; Module 20: Native Hawaiians and Pacific Islander Americans 	<ul style="list-style-type: none"> Submit weekly questions by Oct 2
Week 8 October 6-10 (Life Cycle Nutrition)		
Online readings and or videos	<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials. Work on next week's assignment. Make up exam questions for the week. Post and comment on Yellowdig. <p>Lectures for the Week</p> <ul style="list-style-type: none"> Module 21: Pregnancy; Module 22: Breastfeeding; Module 23: Infants 	<ul style="list-style-type: none"> Submit weekly questions by Oct 9
Week 9 October 13-17 (Life Cycle Nutrition)		
Online readings and or videos	<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials. Work on next week's assignment. Make up exam questions for the week. Post and comment on Yellowdig. Homecoming October 17 <p>Lectures for the Week</p> <ul style="list-style-type: none"> Module 24: Toddlers & Preschoolers; Module 25: School-Aged Children; Module 26: Adolescents 	<ul style="list-style-type: none"> Infographic due Oct 13 Submit weekly questions by Oct 16

Week 10 October 20-24 (Life Cycle Nutrition)		
Online readings and or videos	Week Activities <ul style="list-style-type: none"> • Make up exam questions for the week. • Prepare for exam 2. • Post and comment on Yellowdig. Lectures for the Week <ul style="list-style-type: none"> • Module 27: Adults; Module 28: Elderly 	<ul style="list-style-type: none"> • Submit weekly questions by October 23
Week 11 October 27-31 (Chronic Diseases)		
Online readings and or videos	Week Activities <ul style="list-style-type: none"> • Engage with course materials. • Make up exam questions for the week. • Post and comment on Yellowdig. • Exam 2 (up to week 10) Lectures for the Week <ul style="list-style-type: none"> • Module 29: Counseling for Behavioral Change; Module 30: Hypertension; Module 31: Heart Disease 	<ul style="list-style-type: none"> • Exam 2 October 30 • Submit weekly questions by 30
Week 12 November 3-7 (Chronic Diseases)		
Online readings and or videos	Week Activities <ul style="list-style-type: none"> • Engage with course materials. • Work on next week's assignment. • Make up exam questions for the week. • Post and comment on Yellowdig. Lectures for the Week <ul style="list-style-type: none"> • Module 32: Diabetes; Module 33: Cancer 	<ul style="list-style-type: none"> • IG Posts due Nov 3 • Submit weekly questions by Nov 6
Week 13 November 10-14 (Chronic Diseases)		
Online readings and or videos	Week Activities <ul style="list-style-type: none"> • Engage with course materials. • Work on next week's assignment. • Make up exam questions for the week. • Post and comment on Yellowdig. • Veterans Day, November 11 Lectures for the Week <ul style="list-style-type: none"> • Module 34: Weight Management; Module 35: Eating Disorders 	<ul style="list-style-type: none"> • Submit weekly questions by Nov 13
Week 14 November 17-21 (Chronic Diseases)		
Online readings and or videos	Week Activities <ul style="list-style-type: none"> • Engage with course materials. • Work on next week's assignment. • Make up exam questions for the week. • Post and comment on Yellowdig. Lectures for the Week <ul style="list-style-type: none"> • Module 36: Obesity; Module 37: Physical Activity 	<ul style="list-style-type: none"> • Submit weekly questions by Nov 20 • Yellowdig ends November 19 12:30 am
Week 15 November 24-29 Thanksgiving Break		

Week 16 December 1-5	
Week Activities <ul style="list-style-type: none"> Engage with course materials. Submit video assignment. Prepare for Exam 3 Reading Days December 4 & 5 	<ul style="list-style-type: none"> Course video reflection on due Dec 1; and respond to post by December 3
Finals Week December 8-12	
Week Activities <ul style="list-style-type: none"> Exam 3 (Weeks 11-15) 	<ul style="list-style-type: none"> Exam 3 December 9