

16:709:531 Theories, Models, and Concepts in Food and Nutrition (2)

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Classes: 9:30-11:10 Tuesdays

Course Description

Theories, models, and concepts used in the health sciences will be reviewed and applied to community nutrition research and practice.

Course Objectives

After completing this course, students will be able to

- describe the theories, models, and concepts discussed in class;
- apply the theories, models, and concepts to the topic of applied and community nutrition;
- apply the theories, models, and concepts to community nutrition research.

Course Policies

Students are expected to attend all classes. Students are expected to do all assigned readings prior to classes and to actively participate in class discussions. Please be to class on time and ready to work.

Text Book and Required Readings

Text Book: Glanz K, Lewis FM, Rimer BK (eds). *Health Behavior and Health Education: Theory, Research, and Practice*. 3rd edition. San Francisco: Jossey-Bass Publisher, 1997. **(GLR)**

Additional readings are listed in the course schedule below.

Course Grade

30% Attendance and Participation in class

Students are expected to attend all classes and actively participate in discussion. Students should come to class with assigned readings done.

20% Class Presentation

Each student will be assigned to a theory or model (from lectures labeled with*). Students will prepare a handout and/or print/email copies of their presentation slides including: 1) a graphic representation of the theory or model; 2) definitions for all concepts that comprise the model or theory; and, the types of studies (include at least 3) in which it has been or can be employed. A minimum of 5 recent (after 1995) references should be cited in the presentation/handout. The

student must additionally prepare to discuss the degree to which it was fully employed in the featured manuscript(s).

10% Manuscript Reviews

Each student must submit an analysis (via the form supplied) of the manuscripts reviewed in class. Each student gets one free miss.

20% Group presentation

Students will write and present a proposal inclusive of model(s) and theory(ies) to be used comprehensively in a community nutrition implementation and research project. The proposal should include: 1) Specific aims, 2) background and significance and, 3) method. The proposal must use at least one fully integrated theory and/or model discussed in class. Concepts such as socioeconomic status should be used appropriately. Proposals will be presented in class and discussed.

20% Final Exam

Course Schedule

Sept. 5: Why and How We Use Social Science Theories and Models in Community Nutrition

Readings:

GLR Chapter 2. Theory, Research, and Practice in Health Behavior and Education (If not available by Friday: Linking Theory, Research, and Practice from 2nd edition)

Sobal, J., Lee, SK. Usage of Social Science Theories in Community Nutrition. Korean Journal of Community Nutrition. 1997;2(5): 671-679.

Achterberg C, Miller C. Is one theory better than another in nutrition education? A viewpoint: more is better. J Nutr Educ Behav. 2004 Jan-Feb;36(1):40-2.

On the Individual Level

***Sept. 12:** The Health Belief Model

Readings:

GLR Chapter 3. The Health Belief Model

MANUSCRIPT PRESENTATION: Abood DA, Black DR, Feral D. Nutrition education worksite intervention for university staff: application of the health belief model. J Nutr Educ Behav. 2003 Sep-Oct;35(5):260-7.

***Sept. 19:** The Theory of Reasoned Action and the Theory of Planned Behavior

Readings:

GLR Chapter 4. The Theory of Reasoned Action and the Theory of Planned Behavior

MANUSCRIPT PRESENTATION: Bissonnette MM, Contento IR. Adolescents' perspectives and food choice behaviors in terms of the environmental impacts of food production practices: application of a psychosocial model. *J Nutr Educ Behav.* 2001 Apr;33(2):72-7.

***Sept: 26** The Transtheoretical Model and Stages of Change

Readings:

GLR Chapter 5. The Transtheoretical Model and Stages of Change

MANUSCRIPT PRESENTATION: Frame CJ, Green CG, Herr DG, Taylor ML. A 2-year stage of change evaluation of dietary fat and fruit and vegetable intake behaviors of cardiac rehabilitation patients. *Am J Health Promot.* 2003 Jul-Aug;17(6):361-8.

On the Interpersonal Level

***Oct. 3:** The Social Cognitive/Learning Theory

Readings:

GLR Chapter 8. How Individuals, Environments, and Health Behavior Interact: Social Cognitive Theory

MANUSCRIPT PRESENTATION: Miller CK, Edwards L, Kissling G, Sanville L. Evaluation of a theory-based nutrition intervention for older adults with diabetes mellitus. *J Am Diet Assoc.* 2002 Aug;102(8):1069-81.

Oct. 10: Social Network and Social Support

Readings:

GLR Chapter 9. Social Network and Social Support

MANUSCRIPT PRESENTATION: Neumark-Sztainer D, Wall M, Perry C, Story M. Correlates of fruit and vegetable intake among adolescents. Findings from Project EAT. *Prev Med.* 2003 Sep;37(3):198-208.

And Beyond

***Oct. 17:** The PRECEDE-PROCEED Planning Model

Readings:

GLR Chapter 18. Using the PRECEDE-PROCEED Planning Model to Apply Health Behavior Theories

MANUSCRIPT PRESENTATION: Green LW. What can we generalize from research on patient education and clinical health promotion to physician counseling on diet? *Eur J Clin Nutr.* 1999 May;53 Suppl 2:S9-18. Review.

***Oct.: 24** Ecological Models

Readings:

GLR Chapter 20. Ecological Models

MANUSCRIPT PRESENTATION: Gregson J, Foerster SB, Orr R, Jones L, Benedict J, Clarke B, Hersey J, Lewis J, Zotz AK. System, environmental, and policy changes: using the social-ecological model as a framework for evaluating nutrition education and social marketing programs with low-income audiences. *J Nutr Educ Behav.* 2001 Sep;33 Suppl 1:S004-10.

MANUSCRIPT PRESENTATION: Davison KK, Birch LL. Childhood overweight: a contextual model and recommendations for future research. *Obes Rev.* 2001 Aug;2(3):159-71. Review.

Oct. 31: WORK ON GROUP PRESENTATIONS

*****Nov. 7:** Grounded Theory/Naturalistic Inquiry, Diffusion of Innovations, and the Logic Model.

Readings: TBA

Nov.: 14 Culture and Ethnicity/Socioeconomic Status and Class

Readings:

Kalcik S. Ethnic Foodways in America: Symbol and the Performance of Identity. In: Brown and Mussell *Ethnic and Regional Foodways in the United States: The Performance of Group Identity.* 2nd ed. University of Tennessee Press, 1992.

MANUSCRIPT PRESENTATION: Lee SK, Sobal J, Frongillo EA. Acculturation and Health in Korean Americans. *Social Science and Medicine.* 2000;51(2):159-173

Airhihenbuwa CO, Kumanyika SK, TenHave TR, Morssink CB. Cultural identity and health lifestyles among African Americans: a new direction for health intervention research? *Ethn Dis.* 2000 Spring-Summer;10(2):148-64.

Nov. 21: NO CLASS

Nov. 28: Gender and Life-Course Perspective

Readings:

MANUSCRIPT PRESENTATION: Edstrom KM, Devine CM. Consistency in women's orientations to food and nutrition in midlife and older age: a 10-year qualitative follow-up. *J Nutr Educ.* 2001 Jul-Aug;33(4):215-23.

MANUSCRIPT PRESENTATION: Keenan DP, AbuSabha R, Sigman-Grant M, Achterberg C, Ruffing J. Factors perceived to influence dietary fat reduction behaviors. [Journal Article] *Journal of nutrition education.* June 1999. 31(3) p. 134-144.

Dec. 5: Perspectives on Using Theories and Models in Food and Nutrition
Readings:

GLR Chapters 7, 12, 17, and 24

Dec. 12: GROUP PRESENTATIONS: 1 PERIOD EACH

Dec. 19: Final Exam