

# WNEP INDEPENDENT STUDY TRAINING COURSE



**WISCONSIN NUTRITION EDUCATION PROGRAM  
UNIVERSITY OF WISCONSIN-COOPERATIVE EXTENSION**

**REVISED AUGUST 2014**

## ❖ Overview

This independent study course was developed for Nutrition Educators, Home Visitors and Coordinators who work with UW-Extension's Nutrition Education Program. It is designed to help Family Living Program staff learn core subject content in food, nutrition, food safety and food resource management in addition to the Nutrition Educator Core Competencies.

## ❖ Course Materials

**WNEP Independent study assignments** – Online at  
<http://www.uwex.edu/ces/wnep/train/index.cfm>

**The American Dietetic Association Complete Food and Nutrition Guide,**  
Revised and Updated 4<sup>th</sup> Edition by Roberta Larson Duyff, MS, RD, FADA, CFCS;  
2012. *(Copy available at WNEP County unit or order*

**Food and Culture, 5<sup>th</sup> Edition or 6<sup>th</sup> Edition** by Pamela Goyan Kittler and  
Kathryn P. Sucher *(Copy available at WNEP County unit or purchase tax-free  
through Amazon.com, etc.)*

**From Telling to Teaching,** by Joye A. Norris, Ed.D. 2003.  
*(Copy available at WNEP County unit or request copy from WNEP Training Coordinator)*

**Exec Summary of 2010 Dietary Guidelines for Americans**  
[http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/DGAC/Report/A-  
ExecSummary.pdf](http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/DGAC/Report/A-ExecSummary.pdf)

**Consumer Brochure for 2010 Dietary Guideline for Americans**  
<http://www.cnpp.usda.gov/Publications/MyPlate/DG2010Brochure.pdf>

**Money for Food Curriculum**  
<http://www.uwex.edu/ces/wnep/teach/mff/index.cfm>

**“Four Simple Steps to Food Safety”** the Basic Fight BAC food safety Brochure  
[www.fightbac.org](http://www.fightbac.org)

**MyPlate website;** [www.choosemyplate.gov](http://www.choosemyplate.gov)

**How to Understand and Use the Nutrition Facts Label**  
<http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm266853.htm>

## ❖ Course Requirements

### Assignments

Each study unit has assignments and/or projects needing completion during the course or prior to attending the face to face session that reviews the unit topic. Upon completing each assignment/project, initial and date it on the Pre-Assignment Checklist form (these will be distributed at the first face to face training session) and submit to Shelley King-Curry, [shelley.king-curry@ces.uwex.edu](mailto:shelley.king-curry@ces.uwex.edu) prior to end of the course. If you are a WNEP nutrition educator please plan to review assignments with your WNEP coordinator as needed. Assignments will not be collected although will be discussed and reviewed during the face to face training sessions.

#### Send to:

Shelley King-Curry, WNEP Program Specialist  
UW-Extension  
432 North Lake Street, Room 301  
Madison, WI 53706  
608-265-0787 (fax)

### Exams

There are no exams in this course.

### Attendance at Training

New educators and coordinators who begin the course are expected to attend all scheduled face to face training sessions when held. Registration information will be sent a few months prior to these dates.

### Certificate of Completion

New Educators and Coordinators who complete all assignments and projects, and attend all training sessions will be presented with a Certificate of Completion following the end of the course.

**❖ WNEP INDEPENDENT STUDY COURSE UNITS**  
***Fall 2014***

**Subject Content**

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Introduction to Learner Centered Education

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**Unit 1**            The Dietary Guidelines

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**Unit 2**            *Let's Be Active*

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**Unit 3**            Let's Eat Healthy

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**Unit 4**            *Helping Americans Make Healthy Choices*

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**Unit 5**            Using Food Activities in Teaching

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**Unit 6**            *Eating Healthy on a Budget*

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**Unit 7**            Managing Resources for Food

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**Unit 8**            *Keeping Food Safe to Eat*

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**Unit 9**            Poverty and Food Security

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**Unit 10**           *Teaching Youth Learners – Part I and Part II*

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**Unit 11**           Teaching Adult Learners

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**Unit 12**           *Teaching Older Adult Learners*

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**Unit 13**           Including Learners of all Abilities

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**Unit 14**           *Reaching Diverse Audiences*

## ❖ 2014 Fall Schedule

Date	Facilitator	Topics
<b>Madison, WI</b> Oct. 1	Shelley King-Curry  Betsy Kelley, Gayle Coleman  Beth Olson  Shelley King-Curry, Gayle Coleman	Welcome, Overview of Training Course Introduction to UW-Extension and WNEP Unit 11 - Teaching Adult Learners/Stages of Change  WNEP Subject Content and core Curriculum Teaching Resources  Unit 1 – Dietary Guidelines  Overview - Learner Centered Education
<b>Madison, WI</b> Oct. 2	Gayle Coleman, Shelley King-Curry  Gayle Coleman  Shelley King-Curry  Teresa Curtis	Unit 2 – Let's Be Active  Unit 3 – Let's Eat Healthy Unit 4 – Helping Americans Make Healthy Choices Unit 5 – Using Food Activities in Teaching  Unit 6 - Eating Healthy on a Budget  Unit 14 - Working with Diverse and Emerging Audiences
<b>Madison, WI</b> Dec. 2	Barb Ingham  Shelley King-Curry  Amber Canto	Unit 8 – Keeping Food Safe to Eat  Unit 7 – Managing Resources for Food  Unit 9 - Poverty and Food Insecurity
<b>Madison, WI</b> Dec. 3	Shelley King-Curry  Betsy Kelley	Unit 12 – Teaching Older Adults in WNEP  Unit 13 - Working with Learners of All Abilities Unit 10a - Working with Youth Learners – Part I (Resources for Teaching) Unit 10b - Working with Youth Learners - Part II
<b>Madison, WI</b> Dec. 4 – END Noon	Shelley King-Curry  Bev Phillips  Sue Erickson	Review  Teaching Within the Guidelines and Planning for Teaching, Evaluation  WNEP Financial Specialists Presentation and Q&A

## Contact Information

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## ■ Core Competencies for WNEP Nutrition Educators

### A. Function as part of a team

- Know mission of UW-Extension and WNEP
- Communicate regularly with Coordinator
- Contribute to program planning and evaluation
- Communicate with Family Living Agent as determined
- Communicate with District Director, State WNEP Coordinator as needed
- Give and receive co-worker support
- Participate in committees within time constraints of own position
- Help train others within time constraints of own position

### B. Build rapport with agencies

- Work with Coordinator to identify community agencies with mutual interests
- Meet with staff from agencies to get acquainted and to promote potential educational opportunities
- Network with agencies: joint education efforts, advisory groups, other appropriate committees
- Maintain visibility in community: use identifiable materials, wear name tag, health fairs, newsletters, news releases
- Present an appropriate image and attitude
- Explain UW-Extension mission and WNEP role in that mission

### C. Build rapport with participants

- Establish contact with participant
- Show genuine interest in participant: be a good listener, demonstrate a caring attitude, welcome questions, be on time, respect diversity
- Share and learn from each other-self disclosure as appropriate
- Know where personal/professional boundaries are
- Maintain confidentiality

### D. Plan teaching events for participants at learn-while-you-wait, in groups, at home visits

- Respect participant diversity
- Assess the needs and abilities of the participant(s)
- Schedule time for lesson preparation and teaching
- Prepare a lesson plan -- set objectives appropriate to participant(s), select teaching methods and materials, be aware of current issues in the community and media, arrange for child care (groups), plan options for changing situations
- Utilize techniques to empower participants to continue desired practice/behavior

### E. Teach subject content at walk-bys for youth and adults

- Respect participant diversity
- Respect needs and priorities of host site
- Place display in strategic location at peak traffic time
- Get participant's attention
- Share information using displays, fact sheets, videos, food samples, games, questions
- Engage participant in conversation about subject content
- Provide follow-up: additional information, other opportunities
- Tabulate information for required reports

## **F. Teach subject content in groups of youth and adults**

- Respect participant diversity
- Utilize team teaching method and volunteers when appropriate
- Use basic group dynamic skills
- Establish boundaries, stay on track
- Give an overview of the lesson
- Share information using videos, activities, food preparation, games, discussion, handouts, quizzes, etc.
- Help participants set a goal
- Give positive reinforcement-incentives, verbal encouragement
- Adapt teaching to changing situations
- Bring closure to session
- Tabulate information for required reports

## **G. Teach subject content at home visits with adults**

- Respect participant diversity
- Review content and expectations
- Complete required forms
- Assess participant needs and interests (on-going)
- Share information using videos, activities, discussion, food preparation
- Share information about other programs and community resources
- Manage teaching with children and/or significant other present -- handle distractions
- Help participant set realistic goal -- give positive reinforcement
- Use good judgment in time spent teaching -- know when to leave
- Bring closure and set next appointment
- Tabulate information for required reports

## **H. Evaluate the teaching event**

- Use range of evaluation tools such as surveys, interviews, letters, as determined by your unit team
- Evaluate what was taught
- Evaluate how it was taught
- Determine the impact
- Interpret evaluation results to strengthen teaching process

## **I. Manage time and paperwork**

- Use office procedures
- File and keep records
- Prepare accurate and timely reports
- Maintain reasonable amount of flexibility with own schedule

## **J. Take care of oneself**

- Assess a potentially unsafe location or situation
- Have a plan for getting out of potentially unsafe situations
- Know what to do in an emergency -- 911 or other emergency procedures, report to your advisor
- Practice preventive measures for personal health and safety -- lifting, carrying, infection control, stress management

## **K. Continue to learn skills and subject content**

- Keep current on relevant issues -- read newsletters, talk with colleagues
- Use range of educational opportunities to update and renew skills (communication, organizational, teaching, computer) and knowledge of subject content