

Project Title: Health and Wellness: an integrated approach to classes across cultures and curriculum

Relevant Websites:

<http://www.Brain-Box.com/> --example of CD produced by Native Americans to highlight their culture

Relevant Class Websites by applicants concerning culture, health, wellness:

<http://www.ardilla.umn.edu/culture>

<http://www.ardilla.umn.edu/immigrants>

<http://www.ardilla.umn.edu/csph5000>

<http://www.ardilla.umn.edu/global>

<http://www.ardilla.umn.edu/springsportsnutrition>

<http://www.ardilla.umn.edu/springsupplements>

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Collaborators: Linda Brady, Carolyn Nayematsu, Paul Brady

A. Description of Project:

The purpose of this project is to apply technology enhanced learning (TEL) to bring widely divergent cross-cultural perspectives to the health and wellness curriculum through the development of two new 1000 level classes called "Worldviews of Nutrition" and "Culture and Health", as well as integrating these with existing courses that encompass health and wellness across the curricula. Although several options already exist for students to gain understanding of different cultural foodways and health practices, what is left behind is serious intellectual consideration for the diversity of ways societies across the globe have constructed knowledge about health and wellness.

Proposal for New Course in the Curriculum: Worldviews of Nutrition.

Sir James Lind, a British naval officer is credited with bringing nutrition science into existence by successfully treating scurvy in the 1750's, but American Indians had this knowledge thousands of years earlier. How did they know? Ayurveda "the science of life" has been practiced for more than 4,000 years and states "The difference between health and disease arises as the result of the difference between wholesome and unwholesome diet.... disease is the result of faulty nutrition". Unlike the disease-oriented tradition of biomedicine, these ancient systems of health care reserve a central framework for the use of diet and nutrition to specifically maintain and enhance wellness (well-being). This course will examine nutrition through the lens of ancient sciences as well as modern biomedical science with a specific focus on underlying assumptions and current methods of investigation. A CLE international perspectives theme will be requested.

Proposal for New Course in the Curriculum: Culture and Health

As more new immigrants from Africa, Asia and Latin America come to Minnesota and become members of our society, we have a heightened need to understand their worldview to enrich ourselves and to help them acclimatize to our society. Health and wellness in many worldviews includes all aspects of life, including spiritual and social. Culture and Health was taught as a Freshman Seminar in Spring, 2002 and will be taught as a SEAM seminar in fall, 2003. The idea is to develop this course as a regular course in the curriculum with a CLE cultural diversity theme.

Integration with Existing Courses

Both within the Department of Food Science and Nutrition and across the University, there is a need for more understanding of the worldviews of others, definitions of health and wellness, and course choices for students that emphasize our diverse population. At the freshman level, we have a core of three courses, FScN 1012, Sports Nutrition, FScN 1112, Principles of Nutrition, and FScN 1013, Dietary Supplements, the first two that emphasize health and wellness from a U.S. perspective and the latter, which emphasizes different world views from which various supplements and foods come. This year Linda Brady has offered a freshman seminar, Immigrants in the Food System, which examines the culture and conflicts of Minnesota's new immigrants that work in the food system. In the 2003/04 academic year, Dr. Brady will offer the Culture and Health as part of the SEAM program with Carolyn Nayematsu. Dr. Hassel will offer another section of SEAM in collaboration with Karl Lorenz in COAFES. Thus, the impacts of these classes bridge CLA and COAFES and could attract other students.

Project—What we will do

If funded, this project will produce two online course “Worldviews of Nutrition” and “Culture and Health” that will look at nutrition, health, and wellness from multiple worldviews. The courses will link Websites from around the world that will document “ancient science” and current world perspectives. Class websites will be developed using the “ecourse” model (see appendix). The products will be both the website with online streaming video (model <http://www.ardilla.umn.edu/csph5000>) and development of DVD/CDs for students that depict aspects of the cultures studied, from ceremonies to short chats with community members. These will be packaged for each class and the websites integrated to match the CD/DVD materials.

Project—Instructional or curricular impact—sustainability

The product of this proposal will be available for use in a variety of curricula at the University of Minnesota, including Food Science, Nutrition, Public Health, Nursing, Horticulture, Medicine, Complementary Health and Healing and American Indian Studies, and the CLA SEAM program (Students Excellence in Academics and Multi-Culturalism). The online courses will also be offered to the Tribal College students of the Woodlands Wisdom Nutrition Project, a consortium of 6 Tribal colleges and the University of Minnesota. The project seeks to improve the health of Native Americans through culturally-relevant food and nutrition education and research and has a degree program and research agenda in food and nutrition, based in part upon public forum community input at each Woodlands Tribal College. The academic program offers multiple worldviews through which to study food, nutrition and health. The classes would also be available to post secondary option students.

Innovation

The student demand for the alternative and complementary health is increasing, especially within the realm of nutrition and health. At the same time we ask students to take more credits and pay more tuition, often leading to time crunches between school and work. The proposed courses will allow flexibility within a given week, but keep students on track, as homework is due each week. Together, our team has extensive experience with teaching, educational web development, course development, and cross-cultural education. Our experience is that students appreciate the flexibility of online learning, but need guidance and deadlines (see appendix).

Evaluation of Project

We intend to evaluate this project at several levels. 1. Products produced and time to produce them. A hallmark of our previous work has been the generation of the promised tangible products in the promised time frame and within the budget. 2. Number of students affected by the products. Simple enrollment data should suffice, both within the UM system and across 1994 Land-grant Institutions (Tribal Colleges). 3. How well do students perform within this context (summative evaluation). Obviously this is a standard component of any course. 4. How did the students feel about their experience (formative evaluation). This is also standard procedure within our courses and examples of instrument and results are offered as links within the appendix.

Timetable and Budget

Total Budget Request: \$10,000 for graduate student help to develop materials, film and edit and produce CD/DVD

Cash Match provided by COAFES: \$10,000; COAFES is committed to increasing cultural diversity and will participate in SEAM in the coming year. A second COAFES compact goal is to produce more 1000 level courses.

Cash Match: \$ 2,000.00 from MES and USDA Woodlands Wisdom project_ Collegiate and Departmental Support: AHC, COAFES, CLA, MES and CHE have each contributed \$ 15,000 for the Woodlands Wisdom Nutrition program.

Marketing Materials

This project will contribute to a core of 1000 level courses that already exists in online format and allow students from various majors within the University, students from Tribal Colleges, and post secondary option students to choose entry level courses that address aspects of health and that meet CLE themes. See appendix for success of ongoing courses.

B. Mentoring Phase

Paul Brady will assist Professors Hassel and Nayematsu with technical design of course websites and provide the physical site of courses on the COAFES server, Ardilla, where online courses currently reside. Linda Brady will help Professors Hassel and Nayematsu with the pedagogic aspects of designing and presenting courses online. We then anticipate that Drs. Hassel and Nayematsu will, in conjunction with the Drs. Brady, provide guidance for additional faculty in the realm of online course development.

Craig A. Hassel, Ph.D. is an Associate Professor and Extension Specialist in Food and Nutrition in the Department of Food Science & Nutrition at the University of Minnesota, St. Paul, MN. He has worked extensively with Woodlands Wisdom and the Dream of Wild Health Network and the Medicinal Herb Network, a partnership effort of small-scale medicinal herb growers and practitioners of Chinese medicine (CM) founded to develop locally grown, high quality medicinal herbs. He also teaches "Ways of Knowing", a graduate course in the Center for Spirituality and Healing.

Linda Brady, PhD is Professor of Nutrition, Dept Food Science and Nutrition and faculty member of the Center for Spirituality and Healing. She has taught the freshman seminar in "Culture and Health" and currently is teaching the freshman seminar "Immigrants and the Food System" and the upper level course "Latinos: Culture and Health". This latter course will be an Honors Seminar in CLA in the 2003/2004 academic year. She leads a student group to Ecuador each year.

Carolyn Nayematsu, PhD, Executive Director of the Multicultural Center for Academic Programs, Office for Multicultural and Academic Affairs and coordinator of the Student Excellence in Academics and Multiculturalism (SEAM) program. The Center serves as the umbrella for academic programs for multicultural students, such as SEAM, a program of learning communities for first-year students in the College of Liberal Arts, College of Biological Science, and College of Agricultural, Food, and Environmental Science. SEAM has just completed its fourth year and has attracted approximately 175 students annually, primarily students of color.

Paul Brady, PhD, Asst. Professor, University of Minnesota

Dr. Brady has programmed computers of various types since 1975. For the last 10 years, he has been a pioneer in using the Internet for educational purposes. He is currently the webmaster of the College of Food, Agricultural, and

Environmental Sciences, providing Internet support of a large number of classes and outreach projects. He has trained numerous students and faculty in computer skills.

Appendix:

[Outcome of Past TEL grants—Paul and Linda Brady](#)

We have developed a class interface that allows students to submit papers online and instructors to make comments and return them to students, all through the interface. This requires minimal training of faculty. Students are also able to login and keep track of their grades.

See:

<http://www.ardilla.umn.edu/ecourse>

this allows you to manipulate the interface as a visitor and decide which features you would like for your class

Both of these classes are given every semester online, with orientations the first week of class.

Online Class—Sports Nutrition, FScN 1012

Enrollments: Fall, 2001—56
 Spring, 2002—120
 Summer, 2002—27
 Fall, 2002—120
 Spring, 2003—175

Online Class—Dietary Supplements—carries CLE Citizenship/Public Ethics theme

Enrollments: Fall, 2002—65
 Spring, 2003—85

Correspondence Class Available: Principles of Nutrition

The campus class enrolls 250-350 students per section; a paper correspondence class enrolls 40 students per semester. Carries CLE Environmental Perspectives theme.

We have used online evaluation to gain student feedback on the courses. A general form can be viewed at:

<http://www.ardilla.umn.edu/eCourse/data/FinalEvaluation/>

Evaluations for Fall 2002 are available at:

<http://www.ardilla.umn.edu/SportsNutrition/data/evalfinalevaluation.cfm>

<http://www.ardilla.umn.edu/Supplements/data/evalfinalevaluation.cfm>