SNEB UPDATE

FOOD INSECURITY AMONG COLLEGE STUDENTS

PG. 10

THE EDUCATOR’S

RESOURCE

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NUTRITION EDUCATORS OF HEALTH PROFESSIONALS
TO SHARE IDEAS AND NETWORK

FEATURE ARTICLE

SOCIAL MEDIA IN COLLEGE TEACHING

LEARN MORE ABOUT HOW NUTRITION EDUCATORS ARE USING SOCIAL MEDIA IN THEIR COURSES.

+ SOCIAL MEDIA IN CURRICULUM TEACHING TIPS
HEALTH FACT:

As weather in much of the United States this winter includes snow, ice, and freezing temperatures, Florida citrus growers are enjoying sunshine and warm temperatures! During the 2016-2017 growing season, growers in Florida produced nearly 78 million boxes of fruit! One medium orange provides approximately 70 mg of vitamin C and one half of a medium grapefruit provides about 45 mg of vitamin C, making both excellent sources of this essential nutrient.

Source: University of Florida Extension, Florida Citrus Mutual, Inc.
CHAIR’S MESSAGE
Keep learning and continue growing

FNCE® 2018 RECAP
A look back at FNCE® 2018 where NEHP members networked, gained new knowledge, shared their expertise and had fun

TEACHING TIPS
Cecile Adkins and Pao Ying Hsiao share how they incorporate social media into their teaching curriculum

SNEB HIGHER EDUCATION UPDATE
Food Insecurity among College Students

HOD UPDATE
Fall 2018 House of Delegates Meeting Recap: Leading Together for Good Governance

AWARD RECOGNITION
Dr. Tammy J. Stephenson was recognized as the recipient of the 2018 NEHP Excellence in Nutrition Education of Health Professionals Award

NEHP OFFICER DIRECTORY 2018-2019

The authors of the articles have no conflict of interest to declare and received no funding to write their article.

SOCIAL MEDIA IN COLLEGE TEACHING
Of adults ages 18 to 29-years-old, nearly 9 in 10 report they use some form of social media.

BY: TAMMY J. STEPHENSON, PhD

COVER: GERD ALTMANN / PIXABAY.COM; THIS PAGE: WILLIAM IVEN / PIXABAY.COM
Hello NEHP Members! Thank you to all who made our DPG’s presence at FNCE® 2018 a success! It was wonderful to meet so many members at the showcase and to greet new members.

Our new educators tree logo was a hit and we plan to continue with that image to advertise and promote the presence of our small DPG. Once again during FNCE® we had encouraging conversations with other DPG groups that want to collaborate with NEHP.

We are already getting ready for new committee member elections, and we have a fantastic slate of candidates! Please remember to vote when the time comes.

I hope that you are all off to a great start to the spring term. In early January, I always say that I could use another two weeks, and this year is no different. After FNCE® and the pace of the holiday season, time seems to fly by.

Keep learning and continue growing as an educator! Thank you for all you do to promote nutrition through education and for your continuing support of NEHP! I wish you all the very best of spring terms!
FNCE® 2018 Recap

The nation's capital, Washington, DC, served as host of the annual Food & Nutrition Conference and Expo (FNCE 2018®) with 11,000+ nutrition professionals in attendance from October 20-23, 2018. NEHP members networked, gained new knowledge, shared their expertise, and had fun! Thank you to all of our members who stopped by the NEHP booth at the DPG Showcase and a warm welcome our newest members, who received Washington, DC-themed mugs for joining the practice group at the DPG Showcase! A shout out to NEHP Membership Chair Emma Laing, PhD, RDN for her work in coordinating the NEHP booth for the DPG Showcase. We look forward to seeing our members again October 26-29, 2019 at FNCE 2019® in Philadelphia!
FEATURE ARTICLE

SOCIAL MEDIA IN COLLEGE TEACHING

BY: TAMMY J. STEPHENSON, PhD
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PHOTO: PIXELKULT/PIXABAY.COM
Snapchat, YouTube, Facebook, Instagram, Twitter, Pinterest, LinkedIn, oh my!!!

According to the Pew Research Center, 73% of U.S. adults report using YouTube and 68% Facebook on a regular basis. Of adults ages 18 to 29-years-old, nearly 9 in 10 report they use some form of social media. The 18 to 24-year-old young adult population is particularly fond of social media with Snapchat and Instagram use highest in this group.

OF THE 18 TO 24 YOUNG ADULT POPULATION:

- **94%** use YouTube
- **78%** use Snapchat
- **71%** use Instagram
- **45%** use Twitter

**social media**

*noun: social media; plural noun: social medias*

Forms of electronic communication through which users create online communities to share information, ideas, personal messages, and other content (such as videos).

Source: Merriam-Webster Dictionary
This data will likely not be a surprise for college educators, many of whom are teaching students who are regular users of social media. But, are all educators comfortable with social media, particularly the platforms used most by young adults? In this edition of The Educator’s Resource, learn more about how nutrition educators are using social media in their courses. And, join NEHP on our Facebook page for continued conversation on this topic!

Social platforms like Snapchat and Instagram are especially popular among those ages 18 to 24

% of U.S. adults in each age group who say they use ...

<table>
<thead>
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<th>30-49</th>
<th>25-29</th>
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<td>16%</td>
<td></td>
<td></td>
<td>71%</td>
</tr>
</tbody>
</table>

Source: Survey conducted Jan. 3-10, 2018. “Social Media Use in 2018”

PEW RESEARCH CENTER

PEW RESEARCH CENTER
HTTP://WWW.PEWINTERNET.ORG/2018/03/01/SOCIAL-MEDIA-USE-IN-2018/

ILLUSTRATION: GERALT / PIXABAY.COM
Recommendations for Using Social Media in the Classroom

(Adapted from University of Washington Information Technology, https://itconnect.uw.edu/learn/research/ecar-social-media/)

1. Review social media privacy settings before the start of the course and encourage students to review their privacy settings.

2. Be transparent about the use of social media in the classroom and set clear expectations.

3. Provide an option to opt out if a student does not want to, or is unable to, use social media.

4. Stay up-to-date on the features of different forms of social media.

5. Don’t assume all students are familiar with social media.

6. Protect personal information of students.

7. Let students initiate contact requests on social media.

8. Take care in responding to students on social media.
I was unfamiliar with Instagram until spring 2018 when I had a crash course and needed to add it to my educator’s tool bag. I am still very much a novice and don’t use it much personally, maybe because I am an educator old enough to not have relied on technology much for the first two-thirds of my life. I am still not smitten with the reliance on technical gadgets and platforms that require more screen time, but do see the benefits.

I currently do not use it in the classroom, but in a specific program to educate university athletes. Our Nutrition Education for Athletes (NEFA) program provides team education on basic nutrition education and sports-related topics. We also offer private counseling for all university athletes. Instagram is the perfect platform to support our educational lessons.

Our NEFA team is made up of nutrition and dietetics students and two university DPD faculty. The students have been instrumental in helping faculty learn and use Instagram. We rely heavily on Instagram as the main vehicle to support learning and engagement after in-person education sessions with the sports teams. Each month we have a theme and each week there is a different topic to support that theme. Our goal is to provide at least one new post or story weekly.

This year on Instagram we’ve created fun quizzes, had Q&A sessions, had challenges for small prizes, and covered “eat this not that” situations for traveling athletes. We have reposted PowerPoint slides, informatics, images, information, and links that were covered during the education sessions. NEFA team posts are pertinent, simple, engaging, and highly relevant.

Our NEFA Instagram has grown quickly in the first year of the program because we are linked to and supported by the Athletics Department, as well as the individual sports teams. We are supported by the university coaches and trainers, and have received very positive feedback from the athletes we have been engaged with during our first year.

Starting in fall 2019 the NEFA team plans to expand the overall program and utilize Instagram more as our team nutrition education goes completely online. I never thought I’d say this, but I am actually looking forward to using it more for the NEFA program and exploring ways that I can use this in my own teaching.
I use Instagram because through its photocentric nature it allows for creativity and engagement through the use of sharing pictures of food.

To better engage my digital native, introductory nutrition students, I use Instagram, which is already widely used by college students. I chose Instagram not only because it offers structure (i.e., each post requires a photo and a caption), allows for creativity and engagement, but because of its photocentric nature; it makes the perfect platform for sharing pictures of food, which Instagram is already widely used for. Traditional diet analysis projects are great for increasing awareness about a student's diet. However, feedback from my student evaluations indicated that students wanted to share with other students what they were learning about the quality of their diets and also wanted to be challenged to make improvements. I have successfully used Instagram in several introductory nutrition classes and use the same general structure for the project, adapting as needed depending on the type of class. I frame the project as a “challenge,” which tends to motivate those students who have a competitive nature. I give them a list of weekly food- and nutrition-related challenges at the beginning of the semester to complete. I give students the creative freedom to post a picture of anything that captures completion of the challenge. For example, in an introduction nutrition course comprised mainly of nursing majors, I challenge them to post examples of nutrient content claims, to try plant-based meals, and to find items in their pantry with the highest sodium content. I usually give the project a catchy hashtag to aid the students in finding each other’s posts as I also require them to comment on their classmates’ posts. Students have overwhelmingly positive things to say about this method of learning, which requires that they apply nutrition concepts to their personal lives as they are learning them in the classroom.

What I love most about this project is how adaptable it is. I also value how it allows for me to get to know students “outside” the classroom, which also makes it a great tool for classes that are solely online. One downside can be grading and tracking the posts, especially for larger classes. However, if you have access to a teaching assistant, they typically enjoy helping with this project.

Follow me on Instagram (@dr.fdnt) and search for the hashtags #lettuceeatchallenge and #bewellproject to see some examples.
In a series of studies investigating economic status of over 30,000 college students across the U.S., over half of the students sampled at both 2- and 4-year colleges reported having some level of food insecurity. Food security awareness on college campuses is growing. Defined as “a situation that exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life” (FAO, 2002), food security is a crucial need for students to be able to focus on the challenges of building independence and excelling in the classroom. In the general population, assistance and outreach to alleviate food security has increased access to emergency and supplemental food resources, but the college student population has often been overlooked. Many students are unaware of resources available to them. In a series of studies investigating economic status of over 30,000 college students across the U.S., over half of the students sampled at both 2- and 4-year colleges reported having some level of food insecurity (Borton & Goldrick-Rab, 2017).

Risk Factors
Food insecurity can be exacerbated by a variety of factors, but ultimately stems from lack of resources. Students who are responsible for more expenses during their college years are at higher risk for food insecurity, having a smaller percentage of resources to spend on food (Hagedorn and Olfert, 2018). In return, food insecurity during college can have several consequences. Overall, food insecure students are more likely to have diminished fruit and vegetable intake, disordered eating patterns, and chronic disease later in life. Furthermore, food insecurity is associated with higher rates of anxiety or depression during college years (Bruening et al., 2016, Gallegos et al). Students experiencing food
insecurity may suffer academically due to stress associated with satisfying hunger on a regular basis (Patton-Lopez et al., 2014).

**Solutions to Support Students**

Opportunities to provide support to food-insecure college students are growing across the country. One of the most popular methods of short-term assistance is establishing a campus-food pantry. Food and or basic needs items are made available to students through donations from other students, clubs, alumni, and the community. Furthermore, some campuses are joining Swipe Out Hunger, a nationwide non-profit that helps institutions establish a fund in which students donate extra dining dollars to which food insecure students can utilize during the academic year (Swipe out Hunger, 2018). While both examples provide short-term support to students, there are few guidelines as to how campuses can create structural change to permanently increase food access to students during the academic year. As educators, we can support our students by promoting food-access resources available on campus and encouraging campus administrators and student development organizations to prioritize permanent change and opportunities for students to be food secure.

**REFERENCES**

To address food insecurity on the campus of the University of Kentucky in Lexington, Kentucky, the “Farm-to-Fork” program was initiated in Fall 2018. Farm-to-Fork is a student-designed and student-run program offering a weekly free, locally sourced, and healthy lunchtime meal to any UK student. During the Fall 2018 semester, 1,397 meals were served to 574 individuals; approximately 120 students attended the meal each week. As well, 70 student volunteers dedicated over 400 hours to preparing, serving, and cleaning up from the Farm-to-Fork meals! Integral to the success of Farm-to-Fork was the majority of students stayed and ate the meal together, building community and social support. Farm-to-Fork continues during the Spring 2019 semester thanks to a talented group of student leaders, the Campus Kitchen at the University, and support from the campus and Lexington community. For more information, contact Kendra Oo, RDN (MS candidate in Nutrition and Food Systems) at kendracan@uky.edu.

View the entire article and watch the video at UKNow:
http://uknow.uky.edu/student-and-academic-life/uk-students-cook-farm-fork-food-fellow-wildcats?
mid=10966798&jb=0

PHOTOS: COURTESY UKNOW / UNIVERSITY OF KENTUCKY
Fall 2018 House of Delegates Meeting Recap:

**LEADING TOGETHER FOR GOOD GOVERNANCE**

During its 100th meeting on October 19-20, 2018 in Washington, D.C., the Academy of Nutrition and Dietetics House of Delegates (HOD) discussed the topic Leading Together for Good Governance. Delegates and meeting participants engaged in conversation about what the HOD needs and wants to be in the future to best support the Academy’s Strategic Plan. They also heard a trends presentation and participated in a discussion on scanning professional issues.

**Key Features for the Future HOD**

The delegates considered culture, process, and structure as they generated key features important to the design of the future HOD. See the full meeting discussions in the compiled HOD Workbooks.

**Objectives**

1. Identified the overall future purpose of the Academy’s HOD.
2. Confirmed how our desired culture impacts our ultimate decisions regarding the mega issue.
3. Come to consensus on the features of a model for further exploration that position the HOD to best execute its desired role.

**Next Steps:**

- Designers vet input from the HOD Meeting
- January 2019: Designers report to the House of Delegates Leadership Team (HLT) and the next steps will be confirmed
- Additional design work or online discussions as necessary
- Spring 2019 HOD Meeting dialogue/deliberation

**Scanning Professional Issues**

Delegates identified and prioritized professional issues to help determine the Spring Meeting topic(s) as well as potential future meeting topics.

**Additional Info:**

All meeting materials, including the Fall 2018 Academy updates, presentations, and follow-up information will be posted on the HOD webpages.

**Find Your Delegate:**

www.eatrightpro.org/leadershipdirectory

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The HOD Evolution Designers, selected based on their application submission, consists of HOD Delegates and Academy Board of Director members. This group is tasked with developing potential option(s) for an engaged HOD that is best positioned to execute its desired role in supporting and advancing the Academy’s Strategic Plan. They will use the pre-meeting feedback from constituents and delegates, HOD Backgrounder, presentations, HOD Culture Survey and Culture Team work, and the workbooks from the dialogue discussions to inform their work.

**HOD EVOLUTION DESIGNERS**

| Annette Maggi, MS, RD, LD, FAND, Co-Chair |
| Carla Honselman, PhD, RDN, LDN |
| Marcy Kyle, RDN, LDN, CDE, FAND |
| Sachiko St. Jeor, PhD, MS, RDN, FAND |
| Joan Salge Blake, EdD, MS, RD, LDN, FAND |
| Kevin Sauer, PhD, RDN, LD, FAND |
| Valerie Shurley, MBA, MS, RD, LN |
| Lauri Wright, PhD, RDN |
| Meg Rowe, MS, RD, LDN, FAND, Co-Chair |
| Susan Brantley, MS, RDN, LDN, FAND |
| Karen Beathard, MS, RD, LD, FAND |
| Catherine Christie, PhD, RDN, LDN, FAND |
| Ann Ditzler, MBA, MS, RD, LD |
| Diane Heller, MMSc, RDN, LD, FAND |

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CONGRATULATIONS TO THE 2018 NEHP EXCELLENCE IN NUTRITION EDUCATION OF HEALTH PROFESSIONALS AWARD RECIPIENT

Dr. Tammy Stephenson
PhD, FAND

Congratulations to Dr. Tammy Stephenson on being recognized as the 2018 NEHP Excellence in Nutrition Education of Health Professionals award recipient. Dr. Stephenson has been an active member of NEHP for the past ten years. She has served NEHP in a variety of roles including Chair, Past-Chair, Chair-Elect, Secretary, Webinar Coordinator, and currently as Newsletter Editor.

Dr. Stephenson has been teaching in the Department of Dietetics and Human Nutrition at the University of Kentucky for the past 20 years. She serves as Director of Undergraduate Studies for the B.S. in Dietetics and B.S. in Human Nutrition programs and as the Certificate Director for the Undergraduate Certificates in Nutrition for Human Performance and Food Systems and Hunger Studies. Dr. Stephenson helped to establish the Campus Kitchen at the University of Kentucky, which was recognized as the 2016 Campus Kitchen of the Year.

In addition to her teaching, Dr. Stephenson has co-authored a majors-level introductory nutrition textbook, Human Nutrition: Science for Healthy Living 2e, McGraw-Hill Education. Most recently she joined the authoring team for William’s Nutrition for Health, Fitness, and Sport 12e, McGraw-Hill Education. Professor Stephenson also served as the digital author for the associated digital interactive activities to accompany each text.

According to Dr. Stephenson, what inspires her most in her career is “The day-to-day interactions with students and inspiring students to be life-long learners, to strive for excellence, and to accomplish their goals.”

Professor Stephenson was presented with a plaque in recognition of the award at FNCE®.

THE NEHP EXCELLENCE IN NUTRITION EDUCATION AWARD RECOGNIZES AN NEHP MEMBER WHO:

1. Demonstrates creativity, initiative, and dedication in nutrition education of health professionals;
2. Contributes to the promotion of healthy nutrition in the care of clients by physicians, nurses, and other health professionals.

Current members of NEHP who have been in good standing for at least one year are eligible for the award. For more information about the award and to nominate a colleague for recognition in 2019, contact Dr. Sue Cunningham, NEHP Awards Chair, at dailydietitian@gmail.com or 210-889-7967.
<table>
<thead>
<tr>
<th><strong>NEHP OFFICER DIRECTORY</strong></th>
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