Anne~  
  
I can always expand and add more, and I've read through the infusion tips list again too! I've already watched the 8 hours of the documentary and compiled my list of ideas for how to update my materials, which is "straightforward curriculum development", but the goal is for students to come together and collaborate as a group and share how they would like this information to be covered. It's a unique opportunity for them to give detailed feedback individually and as a group.  
  
The students will be screening a newly released documentary and compare the current scientific evidence with what we have covered thus far in our course. They will be given a worksheet to fill out while watching the documentary with two sections that will be submitted for credit at the end of the viewing. The first section will provide space for them to brainstorm how this information could be best infused into the current course. The second section will provide space for students to write down questions they have, or questions they think would be insightful or thought-provoking for other students to ponder. After each segment of the documentary is viewed, we will discuss what they've written down as a collaborate group. Students will problem-solve how to share 8 hours of information in two hours of class time and determine which assignments should be covered during class and which assignments lend themselves well as pre-class homework. The documentary is focused on "personal choices" and "collaborative challenges", which are the titles of two segments of the documentary. It seems fitting that we watch a documentary about "personal responsibility and interdependence" and then turn around and create activities that challenge students to take personal responsibility by working in collaborative teams.   
  
Feel free to let me know if this assignment needs to be tweaked to better fit the expectations. I'm thrilled about infusing this documentary into our course, and having students help with the process.

**APPLICATION FORM: email completed form to Anne McGrail** [**mcgraila@lanecc.edu**](mailto:mcgraila@lanecc.edu)

1. **Provide the name(s) of faculty member(s) proposing this infusion:**

 Amber Yui, Nutrition Instructor in Health Professions

1. **List the course(es) for which you intend to create one or more infusions assignments.** FN 225 (Nutrition), and hopefully utilize the information gathered for FN 230, 255, 190 and 110 by next Fall
2. **Describe the infusion assignment.** Include in your description:   
   The purpose of your infusion: What is the curricular “trouble spot” you are addressing with your infusion?   
   Is this infusion for a single course, a set of courses, or a single course across several sections (multiple faculty involvement)?  
   any other information that would be helpful for the committee to understand your project.    
     
     
     
     
   Nutrition is a topic many people have personal questions about, but **the challenge is having adequate class or online time to discuss student questions**. I attempted to infuse a "media analysis" project where students selected a hot topic in nutrition and became an "expert" on the topic last Fall. Students then shared their findings and applications of the subject  with the class in a 5-minute class presentation. The presentations were frustrating to watch as it became apparent students didn't know how to find valid nutrition information and were often perpetuating the very myths and junk science we were hoping to avoid.   
     
   I propose to update my syllabi next Fall with the following information:  
     
   Instructor’s Teaching Philosophy:  
   I enjoy teaching, and I hope my passion will become infectious. I expect students to come to class  
   ready to discuss and apply the concepts covered. If you have personal questions, utilize the articles  
   and resources provided in Moodle, visit the instructor’s office hours, and be willing to do some  
   digging on your own. The instructor is a stickler about work being completed on time. It is my goal  
   that you complete this class able to apply basic nutrition concepts. Afterall, “If you give a man a  
   fish you feed him for a day, but if you teach a man to feed you feed him for life.” (Chinese Proverb)  
     
   On the first day of Fall term I will have all students write down a personal question they have about nutrition on a 3x5 card. I will then create a Jing clip, or series of clips, showing students how I use LCC's online library database and EBSCO search engine to find answers to my questions. This clip(s) will be posted online in our Moodle course shell for students to watch and search to find the answer to their question. On the backside of their 3x5 card they will write down the answer and then come by my office hours to discuss the details and earn a possible 5-points of extra credit. This will save me time in the classroom and allow me to assist students in taking personal responsibility for finding answers to their personal questions.
3. **Describe the quick assessment** you intend to use to test the efficacy of your infusion. (examples may be pre-post tests, student self-reflections, comparative analysis of student work with and without integrated assignment, student feedback, in-class discussion summaries, etc.) One of many websites devoted to classroom assessment techniques can be found here: <http://www.ntlf.com/html/lib/bib/assess.htm>

Refer to the details above. Student discussions with the information found and written on a 3x5 card will be used to determine the effectiveness of this teaching/guidance strategy.

1. **Curriculum Development Hours Requested (5-10 hours per faculty member):** 5 hours

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   I added a **"solutions" activity to the course FN 225** for students to complete during class after watching a video about obesity last year. The depth and insight of the classroom discussion have been lacking as many students struggle to come up with their own creative yet practical solutions for how to combat the current obesity epidemic.
3. **Describe the quick assessment** you intend to use to test the efficacy of your infusion. (examples may be pre-post tests, student self-reflections, comparative analysis of student work with and without integrated assignment, student feedback, in-class discussion summaries, etc.) One of many websites devoted to classroom assessment techniques can be found here: <http://www.ntlf.com/html/lib/bib/assess.htm>

I propose to use this grant opportunity to infuse an opportunity for small groups to brainstorm possible "solutions" to the current obesity epidemic. The classroom would count off and form five groups to discuss how to improve the health of our society for five different perspectives: individual, family/household, government, food industry, and society/culture. Each group would receive a handful of recently published articles that discussed possible solutions from each perspective and then select/prioritize three solutions they feel would be most practical. The groups would then share their solutions with the class. The goal would be to have a deeper, more practical, applicable in-class discussion as each group shared their solutions.

1. **Curriculum Development Hours Requested (5-10 hours per faculty member):** 10 hours (find, read, and critique articles for each of the five perspectives mentioned above)

Amber Yui, RD, LD, MPH, CHES  
Nutrition Instructor

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 Amber Yui, Nutrition Instructor in Health Professions

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   We currently watch a Frontline special video "FAT" in FN 225 when we discuss Ch 10 about weight management. However, the video is over 25 years old, and a **new HBO documentary series "The Weight of the Nation"** was released last week. The trouble spot is that the current video is outdated, and I use this video as a spring board for in-class jigsaw activities. The discussion is often outdated and requires me to "fill in the gaps" with more updated information/research.
3. **Describe the quick assessment** you intend to use to test the efficacy of your infusion. (examples may be pre-post tests, student self-reflections, comparative analysis of student work with and without integrated assignment, student feedback, in-class discussion summaries, etc.) One of many websites devoted to classroom assessment techniques can be found here: <http://www.ntlf.com/html/lib/bib/assess.htm>

I propose to use this grant opportunity to host a screening event on June 1st in 30/114 from 12-4 where we will watch the new HBO documentary "The Weight of the Nation" followed by a discussion of how we can use this information in place of the current "FAT" video. The screening event will be extra-credit for current FN 225 students, and students will be given a questionnaire to complete during the video. Questionnaires will be collected and reviewed after a group discussion allows students to collaboratively discuss how to take a four-hour documentary, and four hours of bonus clips, and infuse it into one class, which is two hours in time. This will be a fun and insightful event for students attend.

1. **Curriculum Development Hours Requested (5-10 hours per faculty member):** 10 hours (to screen the four-part documentary series and twelve bonus clips, which are 8 hours total, and update course content accordingly)