

THIRD EDITION

# Community Nutrition in Action

*An Entrepreneurial  
Approach*

**MARIE A. BOYLE**



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# Community Nutrition in Action

**AN ENTREPRENEURIAL APPROACH**

Third Edition

**MARIE A. BOYLE, Ph.D., R.D.**

College of Saint Elizabeth

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*I dedicate this third edition,  
with great respect and admiration,  
to Diane Morris, my coauthor on  
the first two editions of this text.*

*Her efforts and vision of  
entrepreneurship for the field  
of community nutrition provide  
the framework on which this  
textbook helps prepare nutrition  
professionals to meet the myriad  
public health challenges that lie ahead.*

*—Marie Boyle*

## About the Author

**MARIE BOYLE STRUBLE, PH.D., R.D.,** received her B.A. in psychology from the University of Maine, her M.S. in nutrition from Florida State University, and, in 1992, her Ph.D. in nutrition from Florida State University. She is author of the basic nutrition textbook, *Personal Nutrition*, and presently works as Professor and Director of the Graduate Program in Nutrition at the College of Saint Elizabeth in Morristown, New Jersey. She teaches undergraduate courses in Community Nutrition, Personal Nutrition, and Introduction to the Profession. She also teaches Human Metabolism of the Micronutrients, Nutrition and Aging, Health Promotion and Program Planning, Nutrition Applications of Psychological and Sociological Issues, and Sports Nutrition in the graduate program at the college. Her other professional activities include teaching a community-based class for the American Heart Association, serving as an author and reviewer for the American Dietetic Association and Florida Journal of Public Health, and participating as a member of the Osteoporosis Education Coalition of New Jersey. She maintains memberships with the American Dietetic Association, American Public Health Association, and Society for Nutrition Education.



# Preface

To succeed in community nutrition today you must be committed to lifelong learning, because every day brings new research findings, new legislation, new ideas about health promotion, new technologies, all of which affect the ways in which community nutritionists gather information, solve problems, and reach vulnerable populations. You will likely be an entrepreneur—one who uses innovation and creativity to guide individuals and communities to proper nutrition and good health. You will work well in teams to lobby policy makers, gather information about your community, and design nutrition programs and services. You will be skilled in assessing the activities of the competition—the myriad messages about foods, dietary supplements, and research findings that appear in advertising and articles about diet and health on television, radio, and the Internet, and in newspapers and magazines. You will take ownership of your career and seek opportunities for growth. You will network with colleagues to learn and share ideas. You will invest in the future—your own and that of your profession and community.

And you will accept change, the one constant in our lives today. We spoke in the first edition of a sea of change—a shift toward globalization of the workforce and communications, a shift from clinical dietetics to community-based practice. Our second edition reflected the growth of the Internet—a virtual tsunami in communications—and documented the collapse of health care reform, the emergence of managed care, the drive to reform welfare, and the rise of complementary and alternative medicine. Since the second edition was published, we have experienced the birth of a new millennium, established new national health objectives, dietary recommendations, and food safety initiatives. We have applauded the inclusion of medical nutrition therapy as a benefit to certain Medicare recipients, the use of communication technologies for video conferencing, distance learning programs, virtual communities, and the continuing advances in genetics research for disease management. Additionally, we have been challenged by American eating trends, the increasing cultural, ethnic, racial, and generational diversity of our society, the rising tide of obesity, recent advances in biotechnology, and the need to demonstrate meaningful outcomes for nutrition services. Lastly, we have acknowledged a new and horrific threat of bioterrorism and the need for nutrition professionals to educate the public on issues regarding the safety of our community food and water supplies.

## The Third Edition

In this Third Edition we continue to discuss the important issues in community nutrition practice and to present the core information needed by students who are interested in solving nutritional and health problems. The book is organized into three sections. Section One shows the community nutritionist in action within the community. Chapter 1 describes the activities and responsibilities of the community nutritionist and introduces the principles of entrepreneurship and the three arenas of community nutrition practice: people, policy, and programs. Chapter 2—new for this edition—addresses the need for cultural competency and explains strategies for providing culturally competent nutrition services. Chapter 3 focuses on the nuts and bolts of national nutrition policy, including national nutrition monitoring, nutrient intake standards, and dietary recommendations. Chapter 4 reviews some of the issues surrounding poverty and food insecurity in the domestic arena, considers how these contribute to nutritional risk and malnutrition, and outlines the major domestic food assistance programs designed to help with food security. Chapter 5 makes it perfectly clear that if you're a community nutritionist, you're involved in policy making. Chapter 6 discusses today's health care system, the challenge of eliminating health disparities and providing quality health care to all citizens, the impact of complementary and alternative medicine, and the necessity of outcomes assessment in nutrition services. Chapter 7 reviews the basic principles of epidemiology, the nature of dietary variation, and diet assessment methods.

Section Two describes current federal and nongovernmental programs designed to meet the food and nutritional needs of vulnerable populations. Chapter 8 focuses on programs for pregnant and lactating women and infants. Chapter 9 describes the programs for children and adolescents. Chapter 10 covers a host of programs for adults, including the elderly. Chapter 11 examines key international issues in community nutrition.

Section Three focuses on the tools used by community nutritionists to identify nutritional and health problems in their communities and to design programs to address those problems. Chapter 12 gives a step-by-step analysis of the community needs assessment and describes the types and sources of data collected about the community. Chapter 13 outlines the questions you'll ask in obtaining information about your target population.

Chapter 14 describes the program planning process, covering everything from the factors that trigger program planning to the types of evaluations undertaken to improve program design and delivery. Chapter 15 discusses the reasons why people eat what they eat, what research tells us about how to influence behavior, and the design of program interventions. Chapter 16 addresses the heart of the program: the nutrition messages used in community interventions. Chapter 17 introduces you to the principles of marketing, an important endeavor in community nutrition practice. You are more likely to get good results if your program is marketed successfully! Chapter 18 brings the discussion around to such important management issues as how to control costs and manage people. Finally, a new chapter—Chapter 19—closes the text with a discussion of grantsmanship—including everything you need to know about finding and managing funding for community programs and interventions.

Many of the unique features of the previous editions have been retained. These aspects include:

- **Focus on Entrepreneurship.** Successful practitioners in community nutrition have a mind- and skill-set that opens them up to new ideas and ventures. They don't think, "This is how it has always been done." They think, "Let's try this. Let's do something different." We want you to begin thinking of yourself as a "social entrepreneur," as someone who is willing to take risks, try new technologies, and use fresh approaches to improving the public's nutrition and health.
- **Professional Focus.** The sixteen Professional Focus features are designed to help you develop personal skills and attitudes that will boost your effectiveness and confidence in community settings. The topics range from goal setting and time management to writing, public speaking, and leadership. Topics new to this edition include cross-cultural counseling, building media skills, and the benefits of mentoring. This feature will help build your professional skills.
- **Internet Resources and Activities.** Most chapters contain an annotated list of relevant Internet addresses. You'll use these Web sites to obtain data about your community and scout for ideas and educational materials. Moreover, you can link with the Internet addresses presented in this book through the publisher's Nutrition Resource Center on-line ([www.wadsworth.com/nutrition](http://www.wadsworth.com/nutrition)). If you still aren't using the Internet regularly, this is the time to begin. The Internet has become as indispensable to community nutrition practice as the telephone!

We have also added some new features to this edition:

- **Focus on Foundation Knowledge and Skills.** According to the American Dietetic Association, the entry-level nutrition professional is knowledgeable in the following eight key areas: communications, physical and biological sciences, social sciences, research, food, nutrition, management, and health care systems. The chapter discussions help to achieve many of the foundation knowledge and

skill requirements established by the American Dietetic Association for dietetic registration. Chapter Objectives conclude with a summary statement which details the ADA knowledge or skill requirements discussed in the chapter.

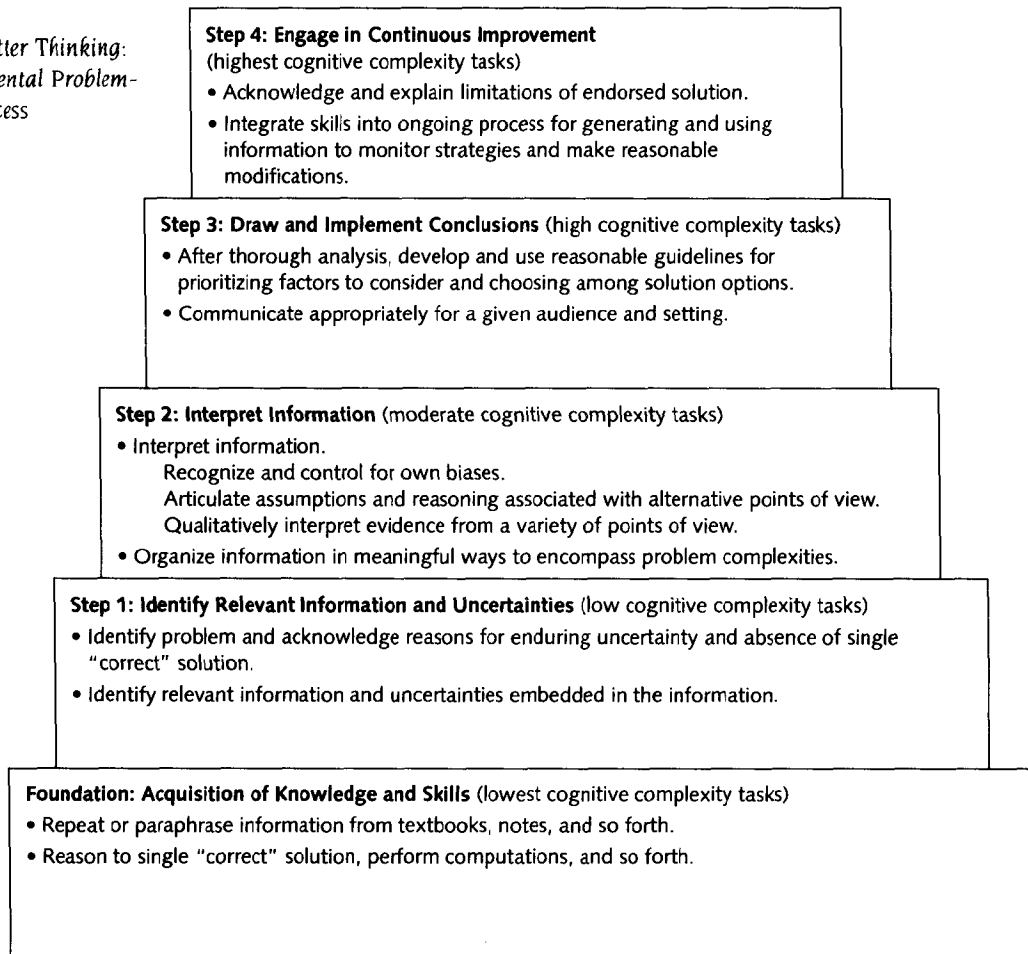
- **Focus on Cultural Competence and Multiculturalism.** The growing ethnic diversity of our communities poses many challenges for community nutritionists. To increase your awareness and appreciation of cultures beyond your own, and to help you work successfully with individuals from substantially different cultures, we have included a new chapter on Gaining Cultural Competence in Community Nutrition. We have also woven examples and illustrations of various food-related beliefs and practices from different cultures throughout the text.

- **Focus on Grassroots Interventions: *Programs In Action*.** This feature—found in most chapters—highlights award-winning, innovative, grassroots nutrition programs. This feature offers a unique perspective on the practice of community nutrition. Our hope is that the insights you gain from these initiatives will inspire you to get involved in learning about your community and its health and nutritional problems and design similar programs to address the needs you uncover. The feature highlights such programs as "Eat Healthy: Your Kids Are Watching," a program designed to remind parents that they serve as role models for their children; "Feast with the Beasts," a program for disadvantaged elementary school children that teaches children about their own nutritional needs and those of local zoo animals; "Food on the Run," a program to empower teens to make healthful decisions about their nutrition and physical activity patterns; and a "5 a Day Nutrition Education Program," designed to improve the nutrition behaviors and fruit and vegetable intake of firefighters. This feature discusses each program's goals, objectives, rationale, practical aspects of implementation, and effectiveness in reaching the needs of its intended audience.

- **Focus on Critical Thinking: *Community Nutrition Case Studies*.** An innovative feature of this edition is the use of Case Studies found at the end of the first eleven chapters of the text, and a comprehensive Case Study found at the end of the final chapter of the book. The Case Studies make use of a transdisciplinary, developmental problem-solving model—*Steps for Better Thinking*—(see Figure 1) as a learning framework to enhance students' critical thinking skills. The twelve cases seek to actively involve students in their learning by having them think critically both about the knowledge they have and the new knowledge they are learning. The Case Studies are designed to help students develop competence in applying their knowledge and skills to contemporary nutrition issues with real-life uncertainties—as might be found in the workplace. Each case emphasizes that the learner be able to evaluate the information presented, identify and describe uncertainties in the case, locate and distinguish between relevant and irrelevant information, identify assumptions, prioritize alternatives, make decisions, and communicate and evaluate conclusions. Many of the case questions are open-ended—having no single "correct" answer. Student responses are likely to vary depending on their values and perspectives and may

**FIGURE 1**

*Steps for Better Thinking:  
A Developmental Problem-  
Solving Process*



Source: Adapted from Susan K. Wolcott and Cindy L. Lynch, *Task Prompts for Different Levels in Steps for Better Thinking* (November 8, 2001); available at [www.WolcottLynch.com](http://www.WolcottLynch.com).  
 © 2001 Susan K. Wolcott and Cindy L. Lynch. *Steps for Better Thinking* evolved from ideas presented in King and Kitchener's (1994) reflective judgment model of cognitive development and Fischer's (Fischer and Bidell, 1998) dynamic skill theory.

contribute to lively class discussions. The Case Studies can be completed independently or they can be undertaken by teams. The Case Studies give you a variety of experiences, such as gaining ethical and cultural sensitivities, influencing public policy, utilizing survey data, conducting a needs assessment, designing programs, developing goals and objectives, creating marketing strategies, choosing nutrition messages, and monitoring program outcomes.

Finally, a word is needed about personal pronouns. On the advice of our reviewers and editors, we used gender-neutral terms whenever possible, recognizing that there are male community nutritionists and the involvement of men in community nutrition is likely to increase in the coming years. In some places, however, we used the pronouns "she" and "he" to make the text more personal and engaging and to showcase the image of community nutritionists, particularly women, as leaders, managers, and entrepreneurs. We want you, whether you are a man or woman, to think of yourself as a planner, manager, change agent, thinker, and leader—in short, a nutrition entre-

preneur—who has the energy and creativity to open up new vistas for improving the public's health through good nutrition.

## Resources for Instructors

Key instructor resources, such as an on-line Instructor's Manual with Test Bank, accompany the text. (Please consult your local sales representative for a pass code.) In addition, students and instructors will have access to a rich array of teaching and learning tools through the Wadsworth Nutrition Resource Center at <http://nutrition.wadsworth.com>. A number of outstanding nutrition resources can also be combined with the text, such as the diet assessment software, Diet Analysis Plus 6.0. In addition, the news-gathering and programming power of CNN can be integrated into the classroom via exclusive videos: CNN® Today: Nutrition Video Series (annual volumes). (Available to qualified adopters. Please consult your local sales representative for details.)



# Acknowledgments

This book was a community effort. Family and friends provided encouragement and support. Colleagues shared their insights, program materials, and experiences about the practice of community nutrition and the value of focusing on entrepreneurship. I give both thanks and congratulations to this edition's contributing authors:

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The text is richer for the contributions made by these authors. Finally, I am grateful for the work that Diane Morris, Ph.D., R.D., of Mainstream Nutrition, contributed to the first two editions of this text as coauthor; her expertise and insights are reflected in this new edition, still. I also am appreciative of the assistance I received from Diane Magliaro, Ann Marie Lyons, and Barbara Kelly with various aspects of this revision, from tracking down Internet sites to locating rare periodicals and expert word processing. I thank Barbara O. Schneeman, Ph.D., President of the Dannon Institute and Professor of Nutrition at University of California, Davis, for her support for including the *Programs in Action* feature from *Community Nutritionary*™. A big round of applause goes to the many people who have prepared the ancillaries for this edition, especially to Jana Kicklighter, Ph.D., R.D., from Georgia State University, for her expertise in writing and enhancing the *Instructor's Manual* and electronic lecture outlines, quizzes, and other Web-based materials that accompany this text.

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