

UNIVERSITY OF KWAZULU-NATAL

**SCHOOL OF AGRICULTURAL, EARTH & ENVIRONMENTAL SCIENCES
DIETETICS & HUMAN NUTRITION
EXAMINATION: NOVEMBER 2011
SUBJECT, COURSE & CODE: NUTR 342 –P1
NUTRITION EDUCATION AND COMMUNICATION**

DURATION: 3 HOURS

TOTAL MARKS: 100

External Examiner:

Internal Examiner: Mrs Hilda Esteves

NOTE: THIS PAPERS CONSISTS OF THREE (3) PAGES, PLEASE SEE THAT YOU HAVE THEM ALL.

NOTE: Section A is compulsory. Answer it in full.

Answer two (2) questions from Section B. Relate you examples to the scenarios given.

Please ensure your number your questions correctly.

Start each question on a new page.

SECTION A: COMPULSORY. ANSWER THE WHOLE QUESTION

Question 1.1

There are a number of factors that will affect how your client will learn and remember what you teach them.

- 1.1.1. In terms of dominant and secondary learning strengths, what are the practical implications and conclusions that need to be remembered when doing nutrition education (6)
- 1.1.2 When applying behavioral response learning to nutrition education, list 5 immediate consequences that can affect the client's behavior. For each give a brief description and an example if you were working with a client's wanting to lose weight. (10)

Question 1.2

There are different ways of defining and looking at health, each emphasizing different things. List the 3 different approaches studied. For each give a brief definition, what it means in practice and an example of its implication when working as part of an HIV/AIDS intervention program (12)

Question 1.3

There are a number of different ways to specifically assess the nutritional needs of a community. List 8 possible ways, a brief explanation of what each would include and a practical example of each if you were involved in conducting a needs analysis in a community with the aim of running a program aimed at people living with HIV/AIDS. (12)

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Question 1.4

List 10 characteristics of the adult learner. For each, give one practical idea of how you would use this information (20 x ½ =10)

Total Marks Section A: 50 Marks

SECTION B (Answer 2 of 3)

Question 2

You have been asked to run a community focus group to discuss the way forward in promoting breastfeeding. Discuss, using relevant examples, how you would prepare for such a group and your role as a facilitator to ensure the outcome is successful.

(25)

Question 3

It is good to set objectives when working with a group of people where you are wanting to see change. Objectives can be written to represent lower to higher order skills depending on the level of complexity required.

Discuss the use of the cognitive domain objectives and, using suitable examples, how you would use each of them when working in a healthy heart clinic

(25)

Question 4

You have been asked to design a pamphlet on healthy eating aimed at a group of adults with a low literacy level.

Describe, using examples, the various points you would need to consider when applying yourself to the task.

(25)

Total Marks Section B: 50 Marks

TOTAL MARKS = 100