

UNIVERSITY OF KWAZULU-NATAL  
SCHOOL OF AGRICULTURAL, EARTH & ENVIRONMENTAL SCIENCES  
DIETETICS & HUMAN NUTRITION  
EXAMINATION: NOVEMBER 2015  
SUBJECT, COURSE & CODE: NUTR 342 –P1  
NUTRITION EDUCATION AND COMMUNICATION

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**DURATION: 3 HOURS**

**TOTAL MARKS: 100**

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**External Examiner: Ms J Wilkenson  
Internal Examiner: Mrs H Esteves**

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**NOTE: THIS PAPERS CONSISTS OF TWO (2) PAGES, PLEASE SEE THAT YOU HAVE THEM BOTH.**

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

**Answer one (1) question from Section B. Relate you examples to the scenarios given.**

**Please ensure that you number your questions correctly.  
Start each question on a new page.**

**SECTION A: COMPULSORY. ANSWER THE WHOLE QUESTION**

**YOU ARE EMPLOYED AS A NUTRITION CONSULTANT AT THE LOCAL CITY MUNICIPAL CLINIC. RELATE ALL YOUR EXAMPLES TO THIS CONTEXT.**

**Question 1.1**

Graphically depict the Interpersonal Communication model studied and briefly explain each of the 5 components. **(10)**

**Question 1.2**

List five (5) different visual codes used when compiling literature on the dietary guidelines for adults in your clinic. For each, give a brief description and one example to illustrate your point.

**NOTE - ½ for heading, 2 x ½ for description, ½ for eg (20 x ½ =10)**

**Question 1.3**

Describe each of the 3 learning domains and explain how each can be used when working with a newly diagnosed HIV patient. Use an example for each to show understanding. **(30 x ½ = 15)**

**Question 1.4**

In nutrition education, using problem solving (also known as discovery learning) is one of the best ways to facilitate learning. List the ten (10) steps the educator needs to work through in order to guide the group through the process. Give an example of each applicable to working with a group of mothers in a community with a high incidence of diarrhea. **(15)**

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**QUESTION 1.5.1**

You have been told that vitamin deficiency is a general problem in one of the communities in your region, and a request made that you implement a nutrition intervention program for a year. You decide that one of the first tasks must include the gathering of information before you design a program that will be relevant and meet their needs. There are a number of different techniques, which could possibly be used in order to gather this information to assess their nutritional needs.

List eight (8) of these techniques. For each, give an advantage and a disadvantage/limitation, as well as an example of how to use it for your particular program.  
**(8 x 3 = 24)**

**QUESTION 1.5.2**

In the practical community situation, state the two (2) ways nutritional need is usually observed, giving an example of each.  
**(2 x ½ = 1)**

**TOTAL SECTION A: 75**

**SECTION B: ANSWER ANY ONE (1) QUESTION.**

**Please ensure that you number your question correctly.**

**Start this question on a new page.**

**Relate your answer and examples to the following scenario**

YOU ARE A CONSULTANT NUTRITIONIST EMPLOYED BY THE LOCAL GOVERNMENT TO HEAD UP THE HEALTH CLINICS IN PIETERMARITZBURG DISTRICT

**QUESTION 3**

You decide to run a focus group with community school principals to discuss the increasing incidence of children not bringing food to school to eat.

Discuss the role of the facilitator in such a group including situations where the recorder may participate with discretion.  
**(25)**

**QUESTION 4**

Demographic differences are important to understand to enable you as a communicator to work more effectively with your target group.

With examples, describe how Occupation, Education and Income have the potential to influence your nutrition projects.  
**(25)**

**TOTAL SECTION B: 25**

**TOTAL : 100 MARKS**