

**FN 373 Nutrition Through the Life Span  
Spring 2020**

**Course Description:** Nutritional requirements, challenges, community nutrition programs and eating patterns throughout the life span. (3 credits) Prerequisites: FN 206 and 253

**Class Meetings:** TR 11:00 a.m. – 12:15 p.m., CPS 229

**Required Reading:**

From Text rental:

Brown, J. *Nutrition Through the Life Cycle*, 5<sup>th</sup> ed., CT: Cengage, 2014.

Purchase used or borrow from the library:

Schlosser E, Wilson C. *Chew on This: Everything You Don't Want to Know About Fast Food*. New York, NY: Houghton Mifflin, 2006.

**Instructor:** Mrs. Deborah Tang, MS, RD, CD

**Office:** CPS 240B

**Phone:** 346-2749

**Email:** [dtang@uwsp.edu](mailto:dtang@uwsp.edu) (preferred method of contact)

**Office Hours:** Thursdays 1:00-3:00 p.m. and by appointment. However, times may vary for some weeks due to last minute meetings and other unforeseeable circumstances. It is best to make an appointment with me in person or via email to secure a meeting time. There may be other times more convenient for you that can be arranged as well.

**Objectives:**

At the end of the semester, the student will be able to:

- Describe how nutrition affects growth and development and the physiological basis of nutritional requirements throughout the life span.
- Identify eating patterns, nutritional problems and selected chronic diseases characteristic of age groups throughout the life span.
- Discuss factors affecting wellness within communities.
- Explain current issues in life span nutrition.
- Demonstrate an analysis of a nutrition related problem, identify solutions and suggest a counseling strategy.

**2017 ACEND Accreditation Standards for Nutrition and Dietetics Didactic Programs (DPD)**

**Domain 1.** Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.

**KRDN 1.3** Apply critical thinking skills.

**Domain 2.** Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

**KRDN 2.1** Demonstrate effective and professional oral and written communication and documentation.

**KRDN 2.4** Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.

**KRDN 2.6** Demonstrate an understanding of cultural competence/sensitivity.

**Domain 3. Clinical and Customer Services:** Development and delivery of information, products and services to individuals, groups and populations.

**KRDN 3.1** Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.

**KRDN 3.3** Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.

Learning activities with the associated KRDNs:

b. Learning activities must prepare students to implement the Nutrition Care Process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and older adults.

### **Sustainable Food and Nutrition – Nutrition across the Life Cycle (page 4)**

- Identify the primary dietary issues for each phase of the life cycle.
- Use information from the appropriate national or international nutrient references and dietary guidelines to make dietary recommendations for each phase of the life cycle.

### **Tips for Success:**

**Attendance:** Students are responsible for all information presented during class. Students should obtain lecture notes or other information from a missed class session from other students, not from the instructor. If clarification from a missed class is needed, an appointment can be made with the instructor after obtaining the lecture material from other students. Extended absences will be dealt with on an individual basis. Please inform the instructor in advance if you are aware of any potential absences. There will be individual and/or group activities during each class which are part of the course evaluation. There will be two extra credit in-class activities at the end of the semester to offset two absences, so students can make up the missed points.

### **Absences due to Military Service:**

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

### **Religious Beliefs Accommodation:**

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and

- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

### **Care Team:**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually, I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

### **Academic Conduct:**

This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal from each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester ends.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include arriving to class on time, being prepared for class, and keeping cell phones silenced or turned off and put away. Behaviors such as loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the instructor or other students are considered unacceptable. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

For additional information, please refer to the statements on Academic Standards as outlined by the Office of Student Rights and Responsibilities. You can read the full text of Chapter 14 on "Student Academic Disciplinary Procedures at: <https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>

### **Electronic Devices:**

The use of cell phones will not be permitted during lectures. Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If you are expecting an important phone call or dealing with an emergency, please silence your phone and let the instructor know that you may have to receive a call outside the classroom. Laptops or iPads are permitted only for note taking activities related to course content, not for web browsing or completing assignments for other classes. Students will be asked to leave their electronics at the front of the classroom until the end of the class period if misuse is observed.

**Reading:** Relevant chapters are listed in the tentative schedule. Supplemental materials will be made available electronically or hard copy. Students will be more successful in the class if the textbook and Canvas postings are read before the class period during which a given topic will be covered.

**Assignments:** Case studies and the healthy eating project will be submitted via our Canvas course site. Late assignments will not receive full points even if done well. A 10% deduction will apply to the final grade if an assignment is not submitted on time and for each day that an assignment is late.

**Exams:** Students are expected to inform the instructor **in advance** if he/she will be absent for an exam so that alternate arrangements can be made. Without prior notification with an acceptable reason, the exam cannot be made up and the student will receive a zero. **Cell phones cannot be used during exams.**

### **Learning Management System:**

This course uses Canvas, the New Learning Management System (LMS) being adapted across the UW System. Canvas can be accessed via a launch portal at [www.uwsp.edu/canvas](http://www.uwsp.edu/canvas) using your campus login and password. Help in Canvas is available at the bottom of the launch portal, and through the “Help” menu within Canvas.

### **Disability and Accommodations:**

In accordance with federal law and UW System policies, UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the Disability and Assistive Technology Center within the first 2 weeks of class to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** [datctr@uwsp.edu](mailto:datctr@uwsp.edu); 715/346-3365; 609 Albertson Hall, 900 Reserve Street

### **Additional Campus Policies:**

#### **FERPA**

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student’s education records, without consent, to another school in which the student seeks or intends to enroll.

#### **Reporting Incidents of Bias/Hate**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

You may also contact the Office of the Dean of Students directly at [dos@uwsp.edu](mailto:dos@uwsp.edu). Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

## Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

## Course Evaluation:

|   |  |
|---|--|
| My Food Record Assignment   | 10 points                              |
| Pre-Case Study Assignment<br>- The beginnings of a SOAP note  | 15 points                              |
| 2 Case Studies (25 points each)   | 50 points                              |
| Healthy Eating Project  | 100 points                             |
| ePortfolio artifacts and reflections<br>(Dietetics: KRDN 2.1, 2.4, 2.6)<br>(SFN: Nutrition across the Life Cycle) | 35 points                              |
| Three Examinations (100 points each)  | 300 points                             |
| In-class activities   | 90 points (tentative points allocated) |
| 2 Extra Credit in-class activities  | 10 points                              |
|   | _____                                  |
|   | 600 points (approximate)               |

## Grading Scale:

|               |               |          |
|---------------|---------------|----------|
| A = 93-100%   | C+ = 77-79.9% | F = <60% |
| A- = 90-92.9% | C = 73-76.9%  |          |
| B+= 87-89.9%  | C- = 70-72.9% |          |
| B = 83-86.9%  | D+ = 67-69.9% |          |
| B- = 80-82.9% | D = 60-66.9%  |          |

**FN 373 Tentative Course Schedule – spring 2020**

| Week  | Dates            | Content  | Text Reference                                       |
|---|------------------|--|--|
| 1   | Jan 21, 23       | Introduction<br>Nutrient needs and dietary standards<br>2015 Dietary Guidelines, My Plate<br>A.N.D. Position & Practice Papers                               | Chapter 1, pp. 2-37<br>Review the following website: |
| 2   | Jan 28, 30       | Nutrition assessment<br><b>Jan 28: My Food Record Assignment due</b><br>Introduce Pre-Case Study Assignment  | Chapter 1, pp. 37-49                                 |
| 3   | Feb 4, 6         | Introduce Healthy Eating Project<br>Preconception nutrition<br>Obesity & fertility<br><b>Feb 6: Pre-Case Study Assignment due</b>                            | Chapters 2<br>Chapter 3, pp. 72-76                   |
| 4   | Feb 11, 13       | Nutrition during pregnancy<br>Multifetal pregnancies<br>Introduce Pregnancy Case Study   | Chapter 4<br>Chapter 5, pp. 151-157                  |
| 5   | Feb 18, 20       | Nutrition during lactation<br>Common breastfeeding conditions, Milk banks<br>Introduce ePortfolio Assignment   | Chapter 6<br>Chapter 7, pp. 198-202, 221-222         |
| 6   | Feb 25, 27       | Infant nutrition<br><b>Feb 27: Pregnancy Case Study due</b>  | Chapter 8  |
| 7   | Mar 3, 5         | Toddler and preschooler nutrition<br>Feeding problems, food allergies<br><b>Mar 5: Exam 1 (Covers weeks 1-5)</b>   | Chapter 10<br>Chapter 11, pp. 306-309, 315           |
| 8   | Mar 10, 12       | Complete toddler and preschooler nutrition<br>Child and preadolescent nutrition<br>Diabetes, nutrition services<br><b>Mar 12: Healthy Eating Project due</b> | Chapter 12<br>Chapter 13, p. 352                     |
| Spring Break: March 16-20   |                  |  |  |
| 9   | Mar 24, 26       | Child and preadolescent nutrition<br>Wellness / school wellness policies<br>Introduce Childhood Case Study   | Schlosser  |
| 10  | Mar 31,<br>Apr 2 | Complementary and Integrative Health<br>Apr 2 – No class, WAND spring conference   | Canvas Postings                                      |
| 11  | Apr 7, 9         | Adolescent nutrition<br><b>Apr 9: Childhood Case Study due</b>   | Chapter 14<br>Chapter 15, pp. 387-391,<br>399-405    |
| 12  | Apr 14, 16       | Adult nutrition<br><b>Apr 16: Exam 2 (Covers weeks 6-9)</b>  | Chapter 16   |
| 13  | Apr 21, 23       | Cancer, CVD, obesity, diabetes   | Chapter 17   |
| 14  | Apr 28, 30       | Older Adult Nutrition<br><b>Apr 30: ePortfolio Assignment due</b>  | Chapter 18   |
| 15  | May 4, 7         | Osteoporosis<br>Wrap up  | Chapter 19, pp. 498-506                              |
| <b>Final Exam: Monday, May 11, 2020 from 12:30 – 2:30 p.m.<br/>(Covers material from weeks 10-15)</b> |                  |  |  |

**REVISED FN 373 Tentative Course Schedule – spring 2020**

| Week  | Dates         | Content  | Text Reference                                       |
|---|---------------|--|--|
| 1   | Jan 21, 23    | Introduction<br>Nutrient needs and dietary standards<br>2015 Dietary Guidelines, My Plate<br>A.N.D. Position & Practice Papers                               | Chapter 1, pp. 2-37<br>Review the following website: |
| 2   | Jan 28, 30    | Nutrition assessment<br><b>Jan 28: My Food Record Assignment due</b><br>Introduce Pre-Case Study Assignment  | Chapter 1, pp. 37-49                                 |
| 3   | Feb 4, 6      | Introduce Healthy Eating Project<br>Preconception nutrition<br>Obesity & fertility<br><b>Feb 6: Pre-Case Study Assignment due</b>                            | Chapters 2<br>Chapter 3, pp. 72-76                   |
| 4   | Feb 11, 13    | Nutrition during pregnancy<br>Multifetal pregnancies<br>Introduce Pregnancy Case Study   | Chapter 4<br>Chapter 5, pp. 151-157                  |
| 5   | Feb 18, 20    | Nutrition during lactation<br>Common breastfeeding conditions, Milk banks<br>Introduce ePortfolio Assignment   | Chapter 6<br>Chapter 7, pp. 198-202, 221-222         |
| 6   | Feb 25, 27    | Infant nutrition<br><b>Feb 27: Pregnancy Case Study due</b>  | Chapter 8  |
| 7   | Mar 3, 5      | Toddler and preschooler nutrition<br>Feeding problems, food allergies<br><b>Mar 5: Exam 1 (Covers weeks 1-5)</b>   | Chapter 10<br>Chapter 11, pp. 306-309, 315           |
| 8   | Mar 10, 12    | Complete toddler and preschooler nutrition<br>Child and preadolescent nutrition<br>Diabetes, nutrition services<br><b>Mar 12: Healthy Eating Project due</b> | Chapter 12<br>Chapter 13, p. 352                     |
| <b>Spring Break from March 16-27</b>  |               |  |  |
| 9   | Mar 31, Apr 2 | Child and preadolescent nutrition<br>Wellness / school wellness policies<br>Introduce Childhood Case Study   | Chapter 13, p. 352                                   |
| 10  | Apr 7, 9      | Chew on This – Discussion<br>Complementary and Integrative Health  | Schlosser<br>Canvas postings                         |
| 11  | Apr 14, 16    | Adolescent nutrition<br><b>Apr 16: Childhood Case Study due</b>  | Chapter 14<br>Chapter 15, pp. 387-391, 399-405       |
| 12  | Apr 21, 23    | Adult nutrition<br><b>Apr 23: Online exam 2 (Covers weeks 6-9)</b>   | Chapter 16   |
| 13  | Apr 28, 30    | Cancer, CVD, obesity, diabetes   | Chapter 17   |
| 14  | May 5, 7      | Older Adult Nutrition<br>Osteoporosis<br><b>May 7: ePortfolio Reflections due</b>  | Chapter 18<br>Chapter 19, pp. 498-506                |
| <b>Online Final Exam: Monday, May 11, 2020 – 12:30 – 2:30 p.m.<br/>(Covers material from weeks 10-14)</b> |               |  |  |