

FN 373 Nutrition Through the Life Span Spring 2021

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

Class Schedule: Lecture recordings will be available in Canvas. I will schedule Q&A sessions as needed based on questions posted on the Q&A forum. Virtual sessions will take place on Thursdays from 11:00 a.m. – 12:00 p.m. Meeting dates and Zoom links are accessed from the left side tab in Canvas. Attendance at these sessions is voluntary and at the student's discretion.

Required Reading:

1. Textbook is available for rent from UW-Stevens Point Text Rental. Refer to the document "Text Rental information for Online Students" posted under the Student Resources section.

Brown, J. *Nutrition Through the Life Cycle*, 5th ed., CT: Cengage, 2014. (ISBN-13:978-1-133-60049-7)

2. Dietary Guidelines for Americans 2020-2025:
<https://www.dietaryguidelines.gov/resources/2020-2025-dietary-guidelines-online-materials>
3. Additional resources will be shared in Canvas.

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

Office: CPS 240B

Email: dtang@uwsp.edu

Virtual Office Hours: I have tentatively set aside Wednesdays from 9:00-11:00 a.m. as office hours. Please email me in advance to schedule your appointment. If this time does not work for you, we can determine another time that is mutually convenient. Information on accessing Zoom is located within our course site under the "Begin Here" module and Online (Virtual) Office hours or on the left side tab under Zoom.

Expected Instructor Response Times:

- I will attempt to respond to student emails within 24 hours between Mondays to Fridays. If you have not received a reply from me within 24 hours, please resend your email.
 - ***If you have a general course question (not confidential or personal in nature), please post it to the Q&A Forum found on the course homepage. I will post answers to all general questions there so everyone can view them. Students are encouraged to answer each other's questions too. I plan to check the forum daily for questions.
- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.

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.

Build Rapport: If you find that you have trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming a professional. Make sure you are proactive in informing your instructor when difficulties arise during the semester so I can help you find a solution.

Class Participation Via Canvas: All course material is accessible in Canvas. Students are expected to access course material in a timely manner and complete assignments by the posted due dates. To pace yourself, you should work on one unit each week. Technology can be a challenge, especially in rural areas. Be sure you have the [minimum computer and internet configurations for Canvas](#) and access to a stable internet connection (do not rely on cellular). If you have any questions about the capabilities of your technology contact [IT Service Desk](#) (715-346-4357; techhelp@uwsp.edu).

Confidentiality: Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Course Technology Requirements:

- Minimum recommended computer and internet configurations for online courses can be found [here](#).
- You will also need access to the following tools to participate in this course.
 - Webcam
 - Microphone
 - Printer
 - a stable internet connection (don't rely on cellular)

Inclusivity Statement: 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 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 using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Late Work Policy: All assignments 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. Assignments are due by Friday 11:59 p.m. on the due date. If you have a compelling reason and need an extension, please let me know well in advance of the due date so we can make appropriate arrangements. The instructor will decide if the reason(s) for late work is valid before granting the extension.

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 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.

Netiquette Guidelines: Please refer to the Online Discussion Guidelines posted in the Begin Here module of the course.

Quizzes: There are 6 quizzes to assess your learning and comprehension. The format of these quizzes are multiple choice or true/false questions. You can take the quiz anytime during that week between Thursday to Saturday from 8:00 a.m. – 11:59 p.m. Quizzes cannot be made up without a serious and compelling reason and prior approval from the instructor. Each quiz is timed, once you begin the quiz, the clock will start. **To avoid being timed out or other technical problems, remain on the quiz page until you are done. Canvas tracks visits to other pages while you are taking the quiz which is visible to the instructor. You will not be able to retake a quiz if you are timed out because of visiting other pages.** Correct answers for the previous week's quiz will be available on the following Tuesday from 4:00 – 11:59 p.m.

Technical Assistance: If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- Visit with a Student Technology Tutor: <https://www.uwsp.edu/tlc/Pages/techTutoring.aspx>
- Seek assistance from the [IT Service Desk](#)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu
<https://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>

Tips for Success: Students are responsible for all information presented in the lecture recordings and assigned readings. There will be group discussions and/or activities each week which contribute to your overall grade. Although the virtual Q&A sessions are not mandatory, students are expected to be proactive in their own learning. If you encounter issues with understanding key concepts, then posting questions to the Q&A forum and attending virtual sessions are advisable.

Viewing Grades in Canvas: Points you receive for graded activities will be posted to Canvas Grade Book. Click on the Grades link to view your points. I will update the online grades each time a grading session has been complete – typically 2 weeks for case studies (3-4 weeks for Healthy Eating Project) following the assignment due date. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

Course Evaluation:

Assignment	Points
My Food Record Assignment	10
Pre-Case Study Assignment - The beginnings of a SOAP note	15
2 Case Studies (25 points each)	50
Healthy Eating Project	100
ePortfolio artifacts and reflections (Dietetics: KRDN 2.1, 2.4, 2.6) (SFN: Nutrition across the Life Cycle) Required for undergraduate students only	25
6 Quizzes	200 tentative
12 Activities (5 points each), tentative	60
8 Discussion Posts (5 points each), tentative	40
Approximate Total:	475 - 500

Grading Scale:

A = 93-100%	C+ = 77-79.99%	F = <60%
A- = 90-92.99%	C = 73-76.99%	
B+= 87-89.99%	C- = 70-72.99%	
B = 83-86.99%	D+ = 67-69.99%	
B- = 80-82.99%	D = 60-66.99%	

Campus Policies:

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.

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 (virtual included) is a unique opportunity for students to share ideas, opinions, discuss class 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 chats, 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>

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; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

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](#).

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.

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.

Incomplete Policy: Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student has maintained regular contact with the course instructor about his/her situation. All incomplete course assignments must be completed by the last day of classes of the following semester.

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.

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. Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

Resources on Campus: Please know that there are resources available to you on campus. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. Office Hours: Monday-Friday: 8:00am to 4:30pm. Telephone: (715) 346-3553. Email: counsel@uwsp.edu.

Health Services offers nutrition counseling appointments with the campus dietitian. These visits are covered by the health fee at no additional cost to the student. Appointments can be made directly by calling 715-346-4646 or a Student Health Service clinician can help coordinate a referral.

Student Recording and Sharing Class Lecture and Materials: Lecture materials and recordings for FN 373, section 1, are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record lectures without my permission unless you are considered by the

university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1](#)

Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Understand When You May Drop This Course: It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to complete assigned tasks, or (2) documented and severe physical/mental illness/injury to the student or student's family.

FN 373 Tentative Course Schedule – spring 2021

Assignments, activities, and original discussion posts are due by 11:59 p.m. on Friday
Quizzes can be taken anytime between Thursday – Saturday from 8:00 a.m. – 11:59 p.m.

Module	Due Dates	Content	Text Chapters & Canvas Resources
1	Jan 29	Introduction, nutrient needs, and dietary standards <i>Activity 1 – My Food Record</i> <i>Discussion post 1</i>	Chapter 1, pp. 2-37
2	Feb 5	Nutrition assessment <i>Activity 2 - Nutritional Assessment Worksheet</i> <i>Read Pre-Case Study Assignment</i>	Chapter 1, pp. 37-49
3	Feb 12	Preconception nutrition <i>Activity 3 – Cyclic Infertility</i> <i>Discussion post 2</i> <i>Pre-Case Study Assignment</i> <i>Read Healthy Eating Project</i>	Chapters 2, Chapter 3, pp. 72-76
4	Feb 19	Nutrition during pregnancy Multifetal pregnancies <i>Activity: Pregnancy calculations</i> <i>Discussion post 3</i> <i>Quiz 1: Weeks 1-2</i> <i>Read Pregnancy Case Study</i>	Chapter 4 Chapter 5, pp. 151-157
5	Feb 26	Nutrition during lactation Common breastfeeding conditions, Milk banks <i>Activity: Lactation calculations</i> <i>Discussion post 4</i> <i>Read ePortfolio Assignment</i>	Chapter 6 Chapter 7, pp. 198-202, 221-222
6	Mar 5	Infant nutrition <i>Activity: Infancy calculations</i> <i>Quiz 2: Weeks 3-4</i>	Chapter 8
7	Mar 12	Toddler and preschooler nutrition Feeding problems, food allergies <i>Activity: Toddler & preschooler calculations</i> <i>Discussion post 5</i> <i>Pregnancy Case Study due</i>	Chapter 10 Chapter 11, pp. 306-309, 315
8	Mar 19	Complete toddler and preschooler nutrition Child and preadolescent nutrition <i>Activity: Childhood calculations</i> <i>Quiz 3: Weeks 5-6</i> <i>Healthy Eating Project due</i>	Chapter 12 Chapter 13, p. 352
Spring Break: March 22-26			
9	Apr 2	Child and preadolescent nutrition <i>Read Childhood Case Study</i>	
10	Apr 9	Complementary and Integrative Health <i>Discussion post 6</i>	Canvas postings
11	Apr 16	Adolescent nutrition <i>Activity: Adolescent scenario</i> <i>Quiz 4: Weeks 7-9</i>	Chapter 14 Chapter 15, pp. 387-391, 399-405
12	Apr 23	Adult nutrition <i>Activity: Adult assessment</i> <i>Discussion post 7</i> <i>April 23: Childhood Case Study due</i>	Chapter 16

13	Apr 30	Cancer, CVD, obesity, diabetes Activity: CVD meal plan Quiz 5: Weeks 10-11	Chapter 17
14	May 7	Older Adult Nutrition Activity: Energy and fluid needs Discussion post 8 May 7: ePortfolio Assignment due	Chapter 18
15	May 14	Osteoporosis Quiz 6: Weeks 12-15	Chapter 19, pp. 498-506