

## **FN 373 Nutrition Through the Life Span Spring 2016**

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

**Class Meetings:** TR 9:35 – 10:50 a.m., CPS 229

**Required Reading:**

From Text rental:

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

Purchased:

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 12:30-2:30 p.m. and by appointment. Please arrange an appointment time in person or via email.

**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.
- Recognize current issues in life span nutrition.
- Demonstrate an analysis of a nutrition related problem, identify solutions and suggest a counseling strategy.

**ACEND- 2012 Standards for Didactic Programs in Nutrition & Dietetics**

**KRD 2.1** The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

**KRD 3.2** The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

**KRD 4.4** The curriculum must include content related to health care systems.

**KRD 5.2** Course content must include nutrition across the lifespan.

## **Tips for Success:**

### **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 comes to a close.

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 Standards & Disciplinary Procedures" at

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

**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. The two extra credit in-class activities serve to offset two class absences so students can make up the missed points.

As a courtesy to the instructor and other students, **the use of cell phones for calls or texting is not permitted during class.** In the event that you have an emergency and need to take a call, please turn your phone to vibrate and leave the classroom to answer the call. Laptops or iPads are permitted only for note taking and reasonable activities related to course content, not for web browsing or completing assignments for other classes.

**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 D2L 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 D2L course dropbox. Late assignments will not be accepted once the dropbox is closed.

**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.

**Desire to Learn (D2L):** Lecture outlines in the form of Power Point slides will be posted prior to that particular class. Students can log onto D2L and preview or print these out in the format of a handout (3, 6, or 9 slides per page). Although it is not required, students may find the slides helpful to have during lecture for note-taking as well as to help focus their studying when preparing for exams.

**Special Accommodations:**

Within the first 2 weeks of class, students requiring special accommodations and/or program access should arrange an appointment with UWSP Disability and Assistive Technology Center located in the Learning Resource Center (LRC 609), telephone (715)346-3365. Please provide eligibility documentation to me in order to request appropriate accommodations

**Course Evaluation:**

Pre-Case Study Assignment	15 points
- The beginnings of a SOAP note	
2 Case Studies (25 points each)	50 points
Healthy Eating Project	100 points
ePortfolio clinical page and reflection	35 points
Three Examinations (100 points each)	300 points
In-class activities	100 points (tentative points allocated)
2 Extra Credit in-class activities	10 points
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	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 2016

Week	Dates	Content	Text Reference
1	Jan 26, 28	Introduction Nutrient needs and dietary standards 2015 Dietary Guidelines, My Plate A.N.D. Position & Practice Papers	Chapter 1, pp. 2-37; D2L postings Review the following website: <a href="http://www.supertracker.usda.gov">www.supertracker.usda.gov</a> <a href="http://health.gov/dietaryguidelines/2015/">http://health.gov/dietaryguidelines/2015/</a>
2	Feb 2, 4	Nutrition assessment <b>Introduce Pre-Case Study Assignment</b>	Chapter 1, pp. 37-49
3	Feb 9, 11	<b>Introduce Healthy Eating Project</b> Preconception nutrition Obesity & fertility <b>Feb 11: Pre-Case Study Assignment due</b>	D2L postings Chapters 2 Chapter 3, pp. 72-76
4	Feb 16, 18	Nutrition during pregnancy Multifetal pregnancies <b>Introduce Pregnancy Case Study</b>	D2L postings Chapter 4 Chapter 5, pp. 151-157
5	Feb 23, 25	Nutrition during lactation Common breastfeeding conditions, Milk banks <b>Introduce ePortfolio Assignment</b>	D2L postings Chapter 6 Chapter 7, pp. 198-202, 221-222
6	Mar 1, 3	Infant nutrition <b>Mar 3: Pregnancy Case Study due</b>	Chapter 8
7	Mar 8, 10	Toddler and preschooler nutrition Feeding problems, food allergies <b>Mar 10: Exam 1 (Covers weeks 1-5)</b>	Chapter 10 Chapter 11, pp. 306-309, 315
8	Mar 15, 17	Complete toddler and preschooler nutrition Child and preadolescent nutrition Diabetes, nutrition services <b>Introduce Childhood Case Study</b> <b>Mar 17: Healthy Eating Project due</b>	D2L postings Chapter 12 Chapter 13, p. 352
<b>Spring Break: March 21 - 25</b>			
9	Mar 29, 31	Child and preadolescent nutrition Wellness / school wellness policies	Schlosser
10	Apr 5, 7	Complementary & Alternative Medicine <b>Apr 7: Childhood Case Study due</b>	Postings on D2L
11	Apr 12, 14	Adolescent nutrition Obesity, disordered eating <b>Apr 14: Exam 2 (Covers weeks 6-9)</b>	Chapter 14 Chapter 15, pp. 387-391, 399-405
12	Apr 19, 21	Adolescent nutrition - continued <b>WAND Conference on April 21<sup>st</sup> – no class</b>	Postings on D2L
13	Apr 26, 28	Adult nutrition	Chapter 16
14	May 3, 5	Cancer, CVD, obesity, diabetes Older Adult Nutrition <b>May 5: ePortfolio Assignment due</b>	D2L Postings, Chapter 17 Chapter 18
15	May 10, 12	Osteoporosis Wrap up	Chapter 19, pp. 498-506
<b>Final Exam: Thursday, May 19<sup>th</sup> – 2:45 – 4:45 p.m. (Covers material from weeks 10-15)</b>			