

HDFN 321

Nutrition in the Lifecycle

Fall 2007

Department of Health and Human Development
Montana State University

www.montana.edu/hhd/syllabi.htm

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Office Hours: Monday, 10:30am-12:30pm

Course Meeting Times and Location:

MW 2:10-3:25pm, 346 L.H. Johnson Hall

Course Credits: 3 Lecture Credits

Course Description

Nutritional needs & health concerns during different stages of life: preconception, pregnancy, lactation, infancy, preschool years, middle childhood, pre-adolescence, adolescence, adulthood & late maturity. Reference to agencies offering nutrition services.

Prerequisite: HDFN 221

Required Texts

Steingraber, S., Having Faith: An Ecologist's Journey to Motherhood. Berkley Publishing Group, 2001.

Brown, JE., Nutrition Through the Life Cycle, Second Edition. Wadsworth Publishing Co., 2005.

**It is possible to purchase this text in portions through www.ichapters.com.

Resources

ADA Position Papers (see attached list) available online: <http://www.eatright.org>

Ellyn Satter Associates: <http://www.ellynsatter.com/>

Grades

The following is a list of activities included in this course and the relative contributions each makes to a students' final grade.

Ideal Food Relationship	10
Self Evaluation	10
Diet Analysis	25
Anthropometrics Lab	25
Prenatal Case Study	25
Nutrition Care Process	25
Service Learning Project	25
Family Food & Change Project	
(or) Annotated Bibliography	50
Group Discussions & Individual Responses	75
<u>Quizzes (5 @ 40 points each)</u>	<u>200</u>
TOTAL POINTS	470

Final grades are assigned as follows:

100-93 =A (4.0) 73-76.9 =C (2.0)
 92.9-90 =A- (3.7) 72.9-70 =C- (1.7)
 89.9-87 =B+(3.3) 69.9-67 =D+(1.3)
 86.9-83 =B (3.0) 66.9-60 =D (1.0)
 82.9-80 =B- (2.7) Below 60=F (0.0)
 79.9-77 =C+(2.3)

Course Activities

Below are brief descriptions of course activities and assignments. For most activities, you will receive more detailed instructions in class and on WEBCT. You should be prepared to discuss your assignments on the day you submit them or during the next class period.

Ideal Food Relationship*: Describe what you would consider to be the ideal relationship with food. How does this compare with your current relationship? What is one thing you would like to change? Please include a photo of yourself on the top of this assignment to help me learn your name. *This assignment is not returned to the student.

Diet Analysis: Use MyPyramid.gov to analyze a one day food record. Design a reasonable plan for nutrition behavior change. Critique the MyPyramid.gov interactive resource, discussing suggested improvements.

Anthropometrics Lab: Practice calculating BMI, plotting data on CDC growth charts, and making an assessment.

Service Learning Project*: Work with a health professional in the field of lifecycle nutrition for a minimum of 10 hours. Submit project documentation including a description of what you did and your reflection on the experience. You cannot earn an "A" in the course without satisfactorily completing this assignment.

Prenatal Case Study: Assess the nutritional needs of a pregnant woman using a health history, 24 hour recall, height, weight, and hemoglobin. This assignment will be completed in class, in small groups followed by class discussion. Students will individually submit a

worksheet.

Nutrition Care Process: Learn about the American Dietetic Association's Nutrition Care Process.

Practice writing a nutrition diagnosis. This assignment will be completed in class, in small groups, followed by class discussion. Students will individually submit a worksheet.

Family Food and Change Project: Interview family members* from three or more generations about their food and cooking experiences. In a 600-1000 word essay, describe the changes over time and the differences you found. Discuss the implications for the nutrition professional in caring for patients in various age categories. *Non-family members are also acceptable.

Annotated Bibliography: Select a nutrition related disease associated with one stage of the life cycle. Read 5-10 peer-reviewed journal articles on the topic, relating the disease to a nutrient or specific nutrition behavior. Provide a summary paragraph for each article, and then an overall summary of conclusions for all articles compiled. Discuss what you have learned from reading the journal articles about the disease and its nutrition implications.

Group Discussions & Individual Responses: Approximately once per week you will have the opportunity to participate in class discussions, individually and in small assigned groups. Come to class prepared (i.e. complete assigned readings ahead of time). Discussions will include short written responses for which you will receive 5 points (for individual responses) or 10 points (for group responses).

Quizzes: There will be five non-cumulative quizzes worth 40 points each. Questions will be a combination of multiple choice, matching, short answer, essay, and case studies. Make-up quizzes must be pre-arranged.

Self Evaluation: Reflect on your experience in lifecycle nutrition. Consider what you have learned, how you applied it in class and how you will use it in the future.

Course Policies

Assignments:

All assignments are due before the start of class on or before the day indicated by the class schedule. Please plan ahead. To turn in an assignment late, bring it to office hours or to the HHD advising office for placement in your professor's mailbox. Late assignments will be marked down 10% per week.

Communicating with your Professor:

When you need help in the course, please contact me. You are welcomed and encouraged to speak with me before or after class. I am also available during office hours, by appointment, by phone 9am-5pm Monday through Friday, and by e-mail 9am-5pm Monday through Friday. (You are free to call or e-mail any time, and I will respond during business hours). For the most rapid response, put HDFN 321 in the subject line of an e-mail. In a voicemail, clearly state your name, question, and return phone number.

Written Assignments:

Assignments should be well-written with correct spelling and grammar. You are encouraged to get help with your writing before handing in an assignment. Poorly written assignments will be returned to the student to be re-written. Writing tutors are available at the MSU Writing Center, 1-108 Wilson Hall, 994-5315, wc@english.montana.edu.

Preparation for Class:

The class schedule indicates when assignments are due and what readings should be completed before each class period. Class discussions will require that you have completed readings, so come to class prepared.

Academic Integrity:

"Montana State University believes that academic honesty and integrity are fundamental to the scholastic

mission of higher education and have established standards to sustain them. Students who violate these standards will be subject to academic and/or disciplinary sanctions."

According to MSU policy, "The integrity of the academic process requires that credit be given where credit is due. Accordingly, it is academic misconduct to present the ideas or works of another as one's own work, or to permit another to present one's work without customary and proper acknowledgment of authorship. Students may collaborate with other students only as expressly permitted by the instructor. Students are responsible for the honest completion and representation of their work, the appropriate citation of sources and the respect and recognition of others' academic endeavors." (Policy 340.00) Other Conduct Guidelines and Grievance Procedures for Students for 2004-2005 are available on the Web: at http://www2.montana.edu/policy/student_conduct/

Students in this course are encouraged to discuss assignments and share ideas, but each must hand in his or her own original work to receive credit. Students must work independently and without aids on quizzes. Cheating or plagiarism will result in course failure.

Attendance:

Your attendance in class is desired. When you are not in class, you miss important information and announcements. In addition you miss the opportunity to earn discussion/individual response points. There are no "make-ups" for what happens in class.

However, there will be circumstances where missing class is necessary. If you find yourself in one of the following situations, it will be your responsibility to communicate with a classmate for missed notes or with your professor to make any necessary arrangements regarding assignments...

- 1) illness
- 2) serious illness or death in student's immediate family
- 3) being away from campus with the sanction of the

- University or for a religious holiday
- 4) participation in legal proceedings or administrative procedures that require a student's presence
 - 5) required participation in military duties
 - 6) mandatory admission interviews for professional or graduate school

Students with Disabilities:

If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact your professor and Disabled Student Services as soon as possible. Their office is located in the Strand Union Building Room 155, phone 994-2824.

Course Objectives

In this course we will address the following objectives, all of which are based on the knowledge and skills required in undergraduate dietetics education.

Communications

Demonstrate the principles of effective written communication skills through class projects, journals and case studies.

Demonstrate the principles of effective verbal skills through participation in group class projects, presentations to the class and communicating with the agency regarding their volunteering time for their Nutrition Service Project.

Demonstrate the ability to collect pertinent information from the client and agency manager using appropriate interviewing techniques during the nutritional assessment project and Nutrition Service Project.

Counsel an adolescent or older adult on nutrition based on their nutritional assessment project.

Demonstrate the ability to use current information technologies in researching & preparing for class and completing assignments.

Work effectively as a team member in planning, discussing, researching, and developing the answers to the critical questions given in class.

Physical & biological Sciences

Demonstrate the ability to collect and evaluate general health used during the nutritional assessment process.

Social Studies

Evaluate health behaviors and educational nutrition needs of the client during the nutritional assessment projects as part of the nutrition care plan.

Working knowledge of how economics affects the availability of food for various age groups through the Nutrition Service Project.

Research

Basic knowledge of research methodologies utilized in lifecycle research.

Basic knowledge of needs assessment as utilized by various agencies in providing nutrition services to the community.

Basic understanding of how outcome based research is utilized in nutrition research.

Demonstrate the ability to conduct, interpret and apply current research in working with various assigned topics (Literature Search, etc)

Food

Observe how clients receive nutrition services or products from specific agencies/ organizations, eligibility requirements, program goals & objectives, limitation of service, funding sources how advertised, fees, and how do they evaluate their effectiveness.

Working knowledge of the role of food in the promotion of a healthy lifestyle for all age groups.

Working knowledge of the concept of pleasurable

eating for all age groups.

Through the nutritional assessment projects the student will demonstrate the ability to evaluate the food available and accessible for the individual or family.

Calculate & interpret nutrition composition of foods using various methodologies (Food Guide Pyramid, Computer Nutrient Analysis)

Nutrition

Demonstrate the ability of utilizing a variety of methods to assess a client's nutritional status.

Demonstrate the knowledge of the nutrition requirements for the various stages of the lifecycle and apply this information to specific class project.

Be familiar with causes, symptoms, and treatment of eating disorders, including dysfunctional eating, anorexia nervosa, bulimia and obesity.

Working knowledge of health promotion and disease prevention theories and guidelines.

Working knowledge of evaluating the influence of socioeconomic, cultural & psychological factors regarding the client's food & nutrition behaviors.

Research the validity of various complementary, alternative nutrition & herbal therapies utilized at various states of life.

Working knowledge of the various dietary supplements that clients use at various stages of the lifecycle.

Demonstrate the ability to collect pertinent information for comprehensive nutritional assessments.

Demonstrate the ability to determine the nutrient requirements across the lifespan.

Demonstrate the ability to measure, calculate and interpret body composition data during the nutritional assessment lab and assigned case studies.

Health Care

Observe on a first hand basis one of the agencies in Montana providing health care and how this program is

delivered in the community.

During the Nutrition Service Project the student will gather reimbursement issues if appropriate from interviewing the manager of the agency.

Demonstrate a working knowledge of the Ethics of Professional practice during their volunteering hours at an agency and while conducting their nutritional assessment of a client. (Confidentiality).

Other Course Materials

ADA Position Papers

These papers are available in Journal of the American Dietetic Association or on the internet at www.eatright.org (select "position papers" in the left hand column of this web site, then select the A-Z listing and find the appropriate article in alphabetical order). We will be discussing the content of these papers in class when indicated on the class schedule.

1. Nutrition and lifestyle for a healthy pregnancy outcome. J. Am Diet Assoc. 2002;10-1470-1490.
2. Promoting and supporting breastfeeding. J. Am. Diet. Assoc. 2005;105-810-818.
3. Nutrition Intervention in the treatment of anorexia nervosa, bulimia nervosa, and other eating disorders. J. Am. Diet. Assoc. 2006; 106:2073-2082.
4. Nutrition across the spectrum of aging. J. Am. Diet. Assoc. 2005; 105:616-633.

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Class Schedule

Fall 2007

DATE	TOPIC	ASSIGNMENT/ READING
Aug 27	Introduction to Course & Nutrition Basics	
Aug 29	Explanation of Syllabus & Assignments Nutrition Basics	Read and Print Syllabus Read & Print Assignments for discussion
Sept 5	Nutrition Basics	Brown, Chapter 1 Due: Ideal Food Relationship
Sept 10	Nutrition Issues for College Students	
Sept 12	Nutrition Issues for College Students	Due: Diet Analysis
Sept 17	Preconception Nutrition	Quiz 1: Nutrition Basics Steingraber, Chapter 1 Brown, Chapters 2 & 3
Sept 19	Nutrition During Pregnancy	Steingraber, Chapters 2 & 3 Brown, Chapter 4 & 5 ADA Position Paper #1
Sept 24	Nutrition During Pregnancy	Steingraber, Chapters 4-6
Sept 26	Nutrition During Pregnancy	Steingraber, Chapters 7-9
Oct 1	ADA FNCE, Philadelphia NO CLASS MEETING	
Oct 3	ADA FNCE, Philadelphia NO CLASS MEETING	
Oct 8	Lactation	Steingraber, Chapters 10-12 Brown, Chapters 6 & 7
Oct 10	Lactation	
Oct 15	Lactation	ADA Position Paper #2

DATE	TOPIC	ASSIGNMENT/ READING
Oct 17	Prenatal Case Study	Quiz 2: Nutrition for Preconception, Pregnancy, & Lactation
Oct 22	Infant Nutrition	Brown, Chapters 8 & 9 Ellyn Satter Associates: Infants
Oct 24	Toddler / Pre-School Nutrition	Due: Prenatal Case Study Brown, Chapters 10 & 11
Oct 29	Toddler/ Pre-School Nutrition	Ellyn Satter Associates: Toddler, Pre-Schooler, Child Overweight, & Solving Feeding Problems
Oct 31	Anthropometrics Lab	Quiz 3: Infant, Toddler, Pre-School Nutrition
Nov 5	Childhood Nutrition	Brown, Chapter 12 & 13 Ellyn Satter Associates: School- Age & Family Meals Due: Anthropometric Lab
Nov 7	Pre-adolescent Nutrition	
Nov 14	Adolescent Nutrition	Brown, Chapters 14 & 15 Ellyn Satter Associates: Adolescent ADA Eating Disorder Case Study
Nov 19	Adolescent Nutrition	ADA Position Paper #3
Nov 26	Adolescent Nutrition	Due: Service Learning Project
Nov 28	Adult Nutrition	Quiz 4: Nutrition for Childhood, Pre-adolescents, and Adolescents Brown, Chapters 16 & 17 Ellyn Satter Associates: Adult
Dec 3	Adult Nutrition	Due: Family Food and Change Project OR Annotated Bibliography
Dec 5	Nutrition for Older Adults	Brown, Chapters 18 & 19 ADA Position Paper #4
Dec 13 8- 9:50am	(FINAL EXAM PERIOD) Nutrition Care Process	Quiz 5: Nutrition for Adults and Older Adults Due: Nutrition Care Process Worksht Due: Self-Evaluation