NUTR 304 - NUTRITION THROUGHOUT THE LIFE SPAN
Fall 2015

Instructor: Linda Copp, MS, RD, CSSD
Office: ENS 304
Office hours: By appointment
E-mail: lcopp@mail.sdsu.edu
Telephone Number: Use email
Class time: Monday/Wednesday; 4:00-5:15
Classroom: PG 153
Prerequisite: NUTR 201

Required Text


Additional articles and information are posted on Blackboard.

Please purchase a calculator and bring to each lecture.

Course Description:

This course will examine the physiological and biochemical factors affecting nutrient needs across various stages of the life cycle from preconception to birth, infancy through adolescence, and adulthood to old age. Normal nutrition as well as clinical nutrition interventions for special health concerns relevant to each life cycle stage will be studied. Various social, economic, cultural, and lifestyle factors that influence food choices and nutritional status across the life span will also be explored.

Course Objectives:

Upon successful completion of this course, the students will be able to:

- Explain the ten principles of human nutrition.
- Describe specific nutritional needs of individuals at each stage of the life cycle.
- Explain the physiological, biochemical, social, economic, cultural and lifestyle factors influencing nutrient requirements and food choices at each stage of the life cycle.
- Identify and describe potential diseases and disorders, and their risk factors affecting nutrient needs at each state of the life cycle.
- Describe interventions and services for risk reduction of diseases and disorders associated with each life cycle stage.
- Evaluate and plan strategies and diets for improving nutritional status of individuals at each stage of the life cycle.
Course Evaluation

Exam I 100 points  
Exam II 100 points  
Exam III 100 points  
Project 100 points  
Online Submission 15 points  
Attendance/participation 100+ points

Total Points 515+ points – tentative. The #s may change.

Attendance/Participation

Attendance is recommended for each and every class session. Attendance will be taken randomly for several class sessions during the semester. Those in attendance will receive 10 points for each session. A sign-up sheet will be distributed during those class sessions. There will be no excused absences. If any extra credit is offered to students, **only those students present in class at the time it was assigned will be allowed to participate and receive credit**. All assignments/case studies and extra credit **must be typed** to receive credit. No handwritten assignments will be accepted.

This syllabus/lecture schedule is tentative. It may be changed at any time during the semester. You will be responsible for all announcements made during class sessions and also for any changes made to the syllabus and announced during class sessions. If you do not attend a class and information has been distributed, you are responsible for retrieving that information from your classmates. I do not bring handouts/information to subsequent classes. Moreover, if you do not attend a class in which exams, term papers, or assignments have been distributed, it is your responsibility to arrange a time with me to collect your work.

Please arrive to class on time – **before** class begins. Please be courteous and respectful of your peers. Please remain for the entire class unless arrangements have been made with the instructor to leave early.

Attendance is mandatory on the days guest speakers are scheduled. If you are not present on one of these days, then a reduction of 25 points will be calculated from your **final** grade for the course.

Grading Scale

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<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>92.5-100</td>
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<tr>
<td>A-</td>
<td>89.5-92.4</td>
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<tr>
<td>B+</td>
<td>87.5-89.4</td>
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<tr>
<td>B</td>
<td>82.5-87.4</td>
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<tr>
<td>B-</td>
<td>79.5-82.4</td>
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<tr>
<td>C+</td>
<td>77.5-79.4</td>
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<tr>
<td>C</td>
<td>72.5-77.4</td>
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<tr>
<td>C-</td>
<td>69.5-72.4</td>
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<tr>
<td>D+</td>
<td>67.5-69.4</td>
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<tr>
<td>D</td>
<td>62.5-67.4</td>
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<tr>
<td>D-</td>
<td>59.5-62.4</td>
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<tr>
<td>F</td>
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• Please bring a scantron for each exam. Make sure your Red ID is written clearly on your scantron and bubbled in correctly or you will receive a 5-point deduction from your total points. Also, please make certain there are no extraneous marks on your scantron and that all answers are clearly filled in. If the scantron machine does not detect your answer it will be counted incorrect.

• No make-up exams are given and no late projects are accepted: If you have extenuating circumstances or an emergency and can provide documentation, consideration will be given. This documentation must be turned in to the instructor upon return to class. No submissions given at a later date will be accepted.

• Attend all classes on time and do not leave before class is completed. If you need to leave class early, please talk to me before class begins.

• Projects: Further detailed instruction is attached. Please make sure your work is original. Turn your project in on time on the date specified in the lecture schedule. Ten points will be deducted from the final points each day the project is late. The online submission is due by 5:00 p.m. to my SDSU email on the assigned day (refer to lecture schedule). Ten points will be deducted each day the online submission is late.

• There is no tolerance for plagiarism or academic dishonesty.

• Respect each other.

School of ENS learning goals and objectives
NUTR304 will provide multiple learning opportunities to support the following goals and objectives of the School of Exercise and Nutritional Sciences:

Learning Goal 1. Demonstrate core critical thinking skills and dispositions to ask and answer questions relevant to exercise and nutritional science

Objective 1.1: Critically evaluate published research in the discipline

Objective 1.2: Evaluate alternative solutions to a discipline-based problem.

Objective 1.3: Present opposing viewpoints and alternative hypotheses on issues in exercise and nutritional science.

Objective 1.4: Critically evaluate current trends and practices using disciplinary knowledge.

Objective 1.5: Actively seek out discipline-based questions as opportunities to apply core critical thinking skills.

Learning Goal 2: Demonstrate effective oral, written, and other interpersonal skills to help communicate knowledge and promote health and wellbeing in diverse communities.

Objective 2.1: Use effective technical writing skills to communicate information about exercise and nutritional science.

Objective 2.2: Use effective oral presentation skills to present information to peers and other professionals.
Learning Goal 3. Demonstrate understanding of scientific concepts, principles, and methods used in the study of exercise and nutritional science

Objective 3.1: Identify and explain the underlying assumptions of different research paradigms used in exercise and nutritional science.
Objective 3.2: Identify the steps in the scientific method of research.
Objective 3.3: Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations.
Objective 3.5: Design a research study and collect, analyze, and evaluate findings in relation to a proposed hypothesis.

Learning Goal 4. Use an array of technologies to support inquiry and professional practice

Objective 4.1: Use the internet and e-mail to communicate with others and find valid information.
Objective 4.2: Use various technology instrumentations to measure phenomena of interest.
Objective 4.3: Use software programs appropriate to discipline to organize, analyze and interpret findings.
Objective 4.4: Use presentation software to report project findings.

Learning Goal 5. Demonstrate ethical decision making, cultural competency, and civic responsibility when applying knowledge of exercise and nutritional science.

Objective 5.1: Identify and explain components of ethical decision making, cultural competency and civic responsibility applied to exercise and nutritional science.
Objective 5.2: Use non-discriminatory/inclusive language when working with peers and clients in on-campus and off-campus settings.
Objective 5.3: Design an exercise/nutrition prescription or lesson plan that considers cultural differences that may influence implementation.

Learning Goal 6. Use biological, behavioral, psychosocial, and ecological theory-based perspectives to design and evaluate behavior change interventions in exercise and nutritional science.

Objective 6.1: Differentiate between biomedical and biopsychosocial explanations of health and wellness.
Objective 6.2: Describe the biological, psychological, social, and environmental correlates and determinants of behavior change relevant to physical activity and diet.
Objective 6.3: Integrate multilevel determinants into behavior change interventions for individuals, communities, and populations.
Objective 6.4: Evaluate the efficacy and effectiveness of behavior change interventions in exercise and nutritional science.

Learning Goal 7. Use the principles of assessment to evaluate a variety of measurement tools in exercise and nutritional science.

Objective 7.1: Explain the various kinds of validity evidence necessary to determine the quality of objective and subjective measures used in exercise and nutritional science.
Objective 7.2: Evaluate the validity and reliability coefficients for a variety of tools to determine their quality.
Objective 7.4: Collect data to examine the reliability or objectivity of common measurement tools in exercise and nutritional science.
Objective 7.5: Evaluate the feasibility of different measurement tools in various settings.
Objective 7.6: Describe ways to implement a measure or test to increase its reliability.

Learning Goal 8. Demonstrate the ability to integrate and apply knowledge and skills through experiential learning opportunities.
Objective 8.1: Implement a physical activity, rehabilitative, or nutritional plan in an applied setting and assess its effectiveness.
Objective 8.2: Administer assessments in a variety of special populations, including children/adolescents, young adults, and older adults.
Objective 8.3: Organize and structure learning and research environments to maximize their quality and safety.

Students with disabilities
If you have a documented disability and anticipate needing accommodations in this course, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. You will receive the appropriate accommodations from the day that you provide me with the necessary documentation. Course accommodations will not be applied retroactively (e.g., after an examination).

Academic Integrity
All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, and paraphrases) must be properly acknowledged and documented. If in doubt, you are encouraged to review guidelines for the proper use of sources (e.g., http://www.hamilton.edu/academics/resource/wc/usingsources.html), as well as the University guidelines (including definition and policy) regarding cheating and plagiarism http://its.sdsu.edu/resources/turnitin/pdf/Plagiarism_AcadSen.pdf

***Please note that this syllabus may be adjusted at any time during the semester and reposted on Blackboard.***