

Instructor: Melanie Tracy Burns, PhD, RD  
Office: Klehm Hall 1433  
Office Hours: MW 10-11, TR 1-2

Phone: 581-6680  
Email: [mdburns@eiu.edu](mailto:mdburns@eiu.edu)

### Course Description

Nutrition as a factor in human growth and development throughout the life cycle. Prerequisites: FCS 4750 or permission of the instructor.

### Course Objectives

Upon completion of this course, students will

1. perform in accordance with the *Code of Ethics* for the profession of dietetics.
2. use current technologies for information and communication activities in researching nutritional needs and issues of nutritional concern of individuals in various life cycle stages.
3. interpret and incorporate new scientific knowledge into nutrition screening and assessment activities.
4. evaluate the appropriateness of food assistive social services available
5. analyze current nutrition issues of concern related to specific age groups.

### Course Policies and Procedures

1. If you have a **documented disability**, please contact the Office of Disability Services (581-6583) ASAP.
2. **Exams** cannot be made up without written documentation of an excused absence. A slip from Health Services does not, necessarily, equate to an excused absence. If you must miss an exam, you must notify the instructor within 24 hours **BEFORE** exam time and follow up with appropriate written documentation. If excused from an exam, the point value of the exam will be added to the next scheduled exam. If unexcused (reason for absence is not excused or the procedures were not followed), no credit will be allowed.
3. Assignments are due at the beginning of class time on the date listed on the tentative schedule. **Late assignments** include any assignment, REGARDLESS OF THE REASON, turned in after class. Ten percent will be deducted per day late, and 5% will be deducted if received on the due date, but after class is over. No assignments will be accepted after one week late.
4. Per University Policy, **attendance** is expected at all class sessions. When an absence does occur, the student is responsible for the material covered during the absence. When possible, the student should notify the instructor in advance of an anticipated absence. Dr. Burns will grant make-up privileges (when possible) to students for properly verified absences due to illness, emergency, or participation in an official University activity; and such absences will not militate against students in classes in which attendance is used directly in determining final grades. Attendance at weddings, funerals, and birth/adoption of a baby/child are all wonderful life experiences; however, they do not automatically constitute an excused absence. It is the student's responsibility to initiate plans for make-up work and to complete it promptly.
5. **Tardiness** is not an acceptable behavior and the instructor reserves the right to enforce a tardy policy, if deemed necessary. If your absence or tardiness causes you to miss any class announcements, you are responsible to find out what announcements were made and how they might affect you.
6. Students are expected to do his/her own work on assignments, unless group work or collaboration with others to complete assignments has specifically been indicated. I assume that students will honor the tradition of **academic honesty**. Per Eastern's Student Conduct Code IA, plagiarism will not be tolerated in this class. Should incidents of suspected classroom cheating or plagiarism occur, the University's policy on student academic misconduct will be implemented.

7. Utilize **APA format** for citations and references for all assignments.
8. **Cell phone usage** (e.g. talking, texting, Internet usage) is not allowed in this course. The cell phone will be turned off (not on vibrate) and not visible (e.g. keep it in your bookbag). If the professor witnesses cell phone usage, then, you will be marked as absent and will be asked to leave class. If there is a special circumstance in which you need to have the phone on, you need to discuss this with the professor prior to the start of class.
9. At the completion of your MS program, you will be required to submit a **graduate portfolio** reflective of the knowledge and skills gained during your graduate program. The portfolio is based on the MS in Dietetics Student Learning Outcomes ([www.eiu.edu/~dietetic](http://www.eiu.edu/~dietetic)). I recommend that you organize yourself NOW for this undertaking, and add artifacts (case studies, article reviews, lesson plans, DVDs, etc) as you complete them. Remember that you can use artifacts from ANY of your graduate courses (FCS and non-FCS) and experiences (attendance of professional conferences, presentations given, and awards earned).

### Course Text

Brown, J. (2011). *Nutrition through the life cycle*, 4<sup>th</sup> ed. CA: Wadsworth/Thomson Learning.

### Course Evaluation

Assignment	Total Points	Your Points
Exams (2 @ 60 pts each)	120	
Nutrition Misinformation in the Media	12	
Life Cycle Nutrition Review Game	60	
Research Article Reviews (2 @ 12 pts each)	24	
Facilitated Discussion Leader	50	
Facilitated Discussion Participation	50	
Charleston Transitional Unit Nutrition Education Session	60	
Focus on Others Assignment	124	
<b>Total Points</b>	<b>500</b>	

### Course Expectations

I expect you to attend class regularly, bring your text, read the chapters before class, not have your cell phone out, and be actively involved during class time. I want you to learn about nutrition, and see the relevance of eating healthy in your own life as well as your future clients' lives.

### Grading Scale

500-450 points A    449-400 points B    399-350 points C    349-300 points D    <299 F

## Course Assignments

### Nutrition Misinformation in the Media

Nutrition information and misinformation surrounds us. As a dietetics professional, you must be aware of the latest, and purported 'greatest,' nutrition scheme, gimmick, and supplement. Individually, identify nutrition misinformation in the media. On your assigned date, come to class prepared to orally share/discuss/evaluate your nutrition misinformation (no formal presentation required), and provide written documentation of misinformation source (referenced in APA format), purported claim(s) of the misinformation, target age group, and a brief evaluation the flaws in its credibility. (12 points total)

### Research Article Reviews

Individually, locate and review two different research articles that focus on the perceived value (nutritional, health, or financial) of a food assistance program, such as WIC, NSLP, SBP, or Older Americans Program. Each research article needs to be on a different program. In your review, you will summarize the results, evaluate the social policy implications (which may or may not be stated in the article), and provide a complete reference in APA format of the article. (24 points total)

### Facilitated Discussion Leader

Individually, you will be assigned a given nutrition topic (see tentative schedule for topics). You will need to locate 5-7 research articles from peer-reviewed journals on your assigned topic. Complete an annotated bibliography of each article. For each reference in the annotated bibliography, you will need to include the reference in APA format and a brief 5-7 sentence summary of the article. Select one article for your classmates to read, and email the class one week before your due date the bibliography with the selected article highlighted. On the day of your discussion, you will facilitate a 20 minute discussion of your topic. The inclusion of an educational activity, such as a quiz, crossword puzzle, video clip, or role play activity, is required. (50 points total)

### Facilitated Discussion Participation

You will earn a maximum of 50 participation points throughout the semester based on your participation in the facilitated discussions. You will be awarded a point for each constructive comment you make in the discussions. In order to discuss the topics, you must at least read the selected article from the annotated bibliography. (50 points total)

### Nutrition Education Session at Charleston Transitional Unit (CTU)

Working in groups of three, you will plan, implement, and evaluate a 20 minute nutrition education session for clients at the CTU. The nutrition education session should reflect a topic related to normal nutrition, not abnormal nutrition (i.e. medical nutrition therapy). Having several hands-on activities is strongly suggested. You will need to complete a Nutrition Education Program Planning Template for this session. (60 points)

*Focus on Others Assignment*

As a class, we are going to develop a DVD of 8 cooking lessons for distribution to food pantry clients. Working with a partner of your choice, you will plan, implement, and evaluate a 10 minute lesson on how to prepare at least one of the food items included in the food pantry's emergency food kit. Your lessons will be videotaped, and later burned onto DVDs. You will need to complete a Nutrition Education Program Planning Template for your lesson. Each pair will adapt the recipe(s) highlighted in the video to be written at the 4<sup>th</sup> grade reading level. All class lessons must 'mesh' with each others, so collaboration and cooperation in planning is essential! (124 points total)

*Lifecycle Nutrition Review Game*

Working in pairs and using a powerpoint game template (<http://teacherworld.com/ppgames>), design a lifecycle nutrition review for your selected chapters. You will need to focus on the nutrition facts (think nutrients, their digestion and metabolism, and interactions and implications) more so than nutrition diseases. You will have approximately 45-50 minutes to play the game in class. This will be the main 'lecture' component of the course. You may visit me during my office hours for sample questions. (60 points)

### Tentative Schedule

<b>Date</b>	<b>Topic/Assignments</b>	<b>Readings</b>
Aug 21	Nutrition Basics	Chapter 1
Aug 28	Guest Speaker: Andrea Rundell with Eastern Illinois Foodbank Preconception Nutrition Review Game	Chapters 2 and 3
Sept 4	Guest Speaker: Sherry George with the Charleston Transitional Unit <i>PKU Facilitated Discussion</i> <i>PCOS Facilitated Discussion</i>	Chapters 4 and 5
Sept 11	Nutrition During Pregnancy Review Game <i>Nutrition for Multiples Facilitated Discussion</i> <i>FASD Facilitated Discussion</i> <b>*Focus on Others Planning Template due</b>	
Sept 18	Preconception and Nutrition During Pregnancy Applications <i>FTT Facilitated Discussion</i>	Chapters 6-9
Sept 25	Nutrition During Lactation and Infancy Review Game <i>Spina Bifida Facilitated Discussion</i>	
Oct 2	Toddler and Preschooler Nutrition Review Game <i>Food Allergens Facilitated Discussion</i>	Chapters 10 and 11
Oct 9	Infant, Toddler, and Preschooler Nutrition Applications <i>Pradi-Willi Syndrome Facilitated Discussion</i>	
Oct 16	<b>Mid-term Examination</b>	<b>Chapters 1-11</b>
Oct 23	Child and Pre-adolescent Nutrition Review Game <i>Insulin Resistance Facilitated Discussion</i> <i>ADHD Facilitated Discussion</i>	Chapters 12 and 13
Oct 30	Adolescent Nutrition Review Game <i>Supplement Use by Adolescents Facilitated Discussion</i> <i>Vegan Nutrition Practices During Childhood/Adolescence Facilitated Discussion</i> <b>*Research Article Review due</b>	Chapters 14 and 15
Nov 6	Child and Adolescent Nutrition Applications <i>Iron deficiency Facilitated Discussion</i> <i>Parenting Behavior and Obesity in Childhood Facilitated Discussion</i>	
Nov 13	Adult Nutrition Review Game Nutrition Misinformation in the Media I <i>Supermarket Nutrition Education Facilitated Discussion</i>	Chapters 16 and 17

---

Nov 27	Nutrition and Older Adults Nutrition Misinformation in the Media II <i>Food Safety and Older Adulthood Facilitated Discussion</i> <b>*Research Article Review due</b>	Chapters 18 and 19
Dec 4	Nutrition and Older Adults Applications Nutrition Misinformation in the Media III <i>End of Life Issues Facilitated Discussion</i>	
<b>Dec 11</b>	<b>Final examination (5:15-7:15)</b>	<b>Chapters 12-19</b>