Course Description
The purpose of this course is to provide graduate students with an understanding of diet and nutrition needs and factors impacting nutritional status during major phases of the lifespan from preconception to infancy, childhood, adolescence and young adulthood, adulthood, and gerontology. Special emphasis will be laid on the biological foundations of nutrition needs in each stage of the lifespan to target optimal growth, disease prevention, and overall health and well-being and identify the consequences of malnutrition. This course also considers the critical evaluation of nutrition information with a particular focus on existing controversies, the role of diet and nutrition in chronic disease development and prevention and how environmental factors and lifestyle choices may influence nutritional needs and requirements across the lifespan.

Credits/Modes of Instruction/ Course Platform
This is a (3) credit (45 hours) online graduate course taught in Canvas that relies heavily on completion of regular activities, assignments, exams, and discussions of weekly topics. Students are expected to log in Canvas and participate in course discussions at least three times per week over the course of the respective week.

Prerequisites
Matriculated status in the Master of Public Health (MPH) in Public Health Nutrition Program in the School of Public Health is required.

Course Directors/Instructor
Hamed Samavat, Ph.D. RD, LD, Assistant Professor
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Program Office
Department of Clinical and Preventive Nutrition Sciences
Kelly Harewood
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Office Hours
Dr. Samavat will host office hours weekly on Thursdays 2-4 pm via Zoom or in person. Email Dr. Samavat at hamed.samavat@rutgers.edu if you would like to schedule an appointment.

Course Goals and Objectives:
Goals
The overall goal of this course is to provide the students with the content to gain knowledge and skills to evaluate nutrition and diet needs of individuals across the lifespan and develop an
understanding of factors affecting diet and nutrition needs during the various life stages.

Objectives:
The objectives of this course will be met via web-based weekly lectures or live sessions, assigned readings, project, weekly discussions, quizzes, and exams. By the completion of this course, the student will be able to:

- Demonstrate the ability to determine diet and nutrient requirements and understand the underlying biological basis for individuals across the lifespan
- Discuss the influence of age, growth and normal development on nutrition status and diet needs
- Identify socio-economic and cultural barriers to meeting diet and nutrient needs in different phases of lifespan
- Describe the physiological changes that occur in humans over the lifespan and identify associated risk factors with poor nutrition in each phase
- Identify, interpret, and select evidence-based guidelines relating to diet and nutrition needs across the lifespan
- Demonstrate the ability to assess scientific literature in relation to nutritional requirements and nutrition-related public health challenges from conception throughout the aging
- Apply acquired knowledge to the development and implementation of interventions to improve food and nutrition-related behaviors

Course Requirements and Grade Determination

Requirement for Completion
Attendance and participation in all Canvas sessions and threaded discussions are required. Each session will be posted on Tuesday by 12:00 pm Eastern time (ET). Students are expected to complete all readings and assignments as due and review lecture content in order to maximize learning and contribute to class discussions. Required resources and readings are based on current literature. You will complete the weekly topic/case study assignments through interactive discussions in groups. All discussion answers are expected to be referenced from the scientific literature. Graded assignments include weekly discussions; course project with a live presentation using Zoom, interview reflection, quizzes, midterm, and final exams.

The quizzes, midterm, and final exams are based on class content and assigned readings. Assignments must be submitted via the course assignment submission feature. Topics for the weekly discussion forum will be determined and posted in Canvas by the instructor on Tuesday by 12:00 pm (ET). Late assignments will be penalized 5 points per day late. Due dates are in the course schedule in this syllabus. Guidelines for assignments are in the Assignments and Guidelines Folder on the course homepage in Canvas.

Special Course Requirements
Readings will be assigned by topic each week and will be available in the course or the Rutgers Virtual Library. All materials in this course are for the use of registered students only and should
not be shared beyond the purposes of this course without permission from the guest speaker or course instructor.

Computer hardware and software are required to accommodate web access, PDF downloads, and PPT presentations. Students must have all of the currently recommended hardware requirements as specified for online learning: https://canvas.rutgers.edu/. Students are required to purchase a headset with built-in microphone and webcam to use with Zoom live sessions, VoiceThread and to record presentations.

Evaluation and Feedback
Evaluation/Assessment Methods / Description of Assignments
Assignment guidelines and grading rubrics are available in Canvas in the Assignments and Guidelines Folder.

Feedback on Progress
Students will receive feedback on each assignment usually within two weeks of submission and at least five times during the semester on their participation on the discussion board to allow improvement as the class continues. Assignment grades and results of the exams will be posted in the grade book within the Canvas course. Students who have below a grade of B- at the midpoint of the course (after the midterm examination) will be emailed their status.

SHP Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Graduate Scale</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0-100</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>90.0-92.9</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>87.0-89.9</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>83.0-86.9</td>
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<tr>
<td>B-</td>
<td>80.0-82.9</td>
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<tr>
<td>C+</td>
<td>77.0-79.9</td>
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<td>C</td>
<td>73.0-76.9</td>
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<tr>
<td>C-</td>
<td>70.0-72.9</td>
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<td>D+</td>
<td>67.0-69.9</td>
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<td>D</td>
<td>63.0-66.9</td>
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<td>&lt;63</td>
<td>0.0</td>
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Minimum Level of Performance
The minimum level of satisfactory performance in this course is a ‘B-’ or better. To receive a ‘B-’ or better, students must complete ALL course requirements specified above. The final letter grade is based on the weighted average of all requirements, as specified in the table above. If the student does not complete this course with a ‘B-’ or better, (≥ 80.0) the student must repeat the course. Failure to achieve a B- average (≥ 80.0) the second time will result in dismissal from the program.

Students are required to complete the following:
### Description of Assignments

**Weekly discussion forums:**
Since the course is entirely web-based, it is vital that students do not miss out on interpersonal interaction and discussion. Each week, students will participate in interactive discussion activities in which they discuss an assigned topic on a stage of the lifespan. You will be asked to work in groups of 3-4 students to complete the weekly threaded discussion questions. It is a good idea to meet with your group early on and organize how the workload will be divided as two members of the group will post at least one response on behalf of the entire group. These two members can rotate weekly. It is up to you as a group to decide and organize how weekly assignment responsibilities should be fairly allocated. To make the discussions more manageable and meaningful, student groups will rotate the role of “Initial Responders” or “Commenters” each week. A delineation of roles and grading is outlined below:

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<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Grading</th>
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<td>Initial Responders</td>
<td>The student should post a high-quality response to the assigned discussion prompt within the timelines established in class. The response should be a single</td>
<td>Discussion Posted On-Time (1 point): Each student’s response should be posted by <strong>Friday at 12:00 pm (ET)</strong> each week.</td>
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<td>Discussion quality (2 points):</td>
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</table>
| Commenters | The student should post a high-quality response to the posting of the initial responder. The post should include additional commentary addressing the discussion prompt, offer additional insight, and present insightful questions to further discussion on the topic. The response should be a single post of no more than 250 words (excluding the reference list). | The postings should be of high-quality and synthesize and assimilate information presented in the course, using scientific literature citations as appropriate. Postings should incorporate scientific literature beyond the literature presented in class.

Inter-Activeness (2 points): In addition to providing comments on the assigned discussion prompt, the student interacts and initiates further discussion on the topic with at least two more postings throughout the course week. |

| Discussion Posted On-Time (1 point): Each student’s response should be posted by Monday at 12:00 pm (ET) each week. |

| Discussion Quality (2 points): The postings should be of high-quality and synthesize and assimilate information presented in the course, using scientific literature citations as appropriate. Posting should incorporate scientific literature beyond the literature presented in class. |

| Inter-Activeness (2 points): In addition to providing comments on the assigned discussion prompt, the student interacts and initiates further discussion on the topic with at least two more postings throughout the course week. |

Each week, the discussion topic/case study is posted in Canvas along with other course materials by **Tuesday at 12:00 pm (ET)**. Students assigned to the “Initial Responder” role should respond to the discussion question(s) by **Friday at 12:00 pm (ET)** so that ample discussion on the topic takes place prior to the next scheduled course lecture. The “Commenter” student should construct his/her comments to the “Initial Responder” no later than **Monday at 12:00 pm (ET)**. Organizing the board
as such will enable a more enriching, quality discussion on the topics and keep the number of postings more manageable.

The rotation of roles has been described in this syllabus in the Course Units/Schedule section (page 9). Each student will have an equal number of grading opportunities within the discussion board. Students will be evaluated based on prompt and thoughtful participation and the quality of their submissions.

**Ground Rules for Discussion Forum:**

1. Only provide quality postings; thank you’s are implied and should not be posted.
2. The discussion forum is a medium to debate the issues; candid comments are welcome, but inflammatory comments are not. Please be respectful and courteous to each other. We can “agree to disagree.”
3. Please recognize that your participation is graded according to the types of interactions you have on the Discussion Forum.
4. Feel free to share articles, information that may be helpful for your classmates and colleagues if they are not copyright protected.
5. Limit your Initial Responder postings to **2 pages or ~ 500 words** for Commenters and be sure to cite and reference appropriately in AMA style, 10th edition. Do not cut and paste abstracts or excerpts of published works on the discussion board without proper referencing; doing so is considered plagiarism.
6. Avoid responding to the discussion question by posting attachments if possible. Try to post directly into the forum and limit the attachments to supplementary materials, if necessary.
7. It is strongly encouraged that students review professional publications and pertinent reputable websites for timely articles, which can be incorporated into weekly discussions.

If you are unable to contribute during a week due to illness or a family/personal crisis, notification must be communicated to the instructor as soon as feasibly possible and an appropriate “make-up” assignment will be assigned. Students who chose to take time away from class (i.e. vacation) are responsible for all assignments and deadlines as assigned.

Each week we will have a question and answer discussion thread for the weekly lecturer. We strongly encourage you to ask relevant questions about the course material or topic to our guest speakers or the course instructor.

**Zoom Live Sessions**

Guest speakers will be presenting through live sessions via SHP’s online web conferencing program, Zoom, scheduled during the semester. Students are required to attend all seven Zoom sessions. If you fail to attend a live session, points will be deducted from your overall participation grade (1% of the total grade per session). In the case of conflicts, please email the course instructor in advance. Students will also do a live PowerPoint presentation via Zoom outlining their article critique. You will need a microphone with a headset in order to use the system and a webcam. The links to the Zoom classrooms are located in the specific week we will be using it. There is a new link for each live session. Please review instructions within Zoom to familiarize yourself with Zoom.
Project:
Journal article critique: Select a current issue related to the nutrition and diet needs of individuals during one stage of the lifespan (infancy, toddlerhood, childhood, adolescence, early and middle adulthood (18-65 years), older adulthood (65 years+), pregnancy, or lactation). Email your topic of interest to Dr. Samavat by February 22 at 12:00 pm (ET) for approval. Search the literature and find one peer-reviewed research article published in the last 3 years describing a primary research study related to your topic. Critically appraise the article in 2 pages utilizing the guidelines outlined and posted in Canvas. Submit your article critique via Canvas by April 4 at 12:00 pm (ET).

Consumer Podcast: Create a 5-minute podcast for adults aged 18 years and older highlighting current findings and any available guidelines on the topic. Submit your recorded podcast via Canvas by April 4 at 12:00 pm (ET). Revise your work using feedback from course faculty and submit the final version of your podcast via Canvas by April 18 at 12:00 pm (ET) (Your podcast will be posted in Canvas and other students have the opportunity to listen to it).

Professional PowerPoint: Create a PowerPoint presentation outlining your journal article critique and be ready to make a live presentation based on your PowerPoint slides using Zoom for 15 minutes on April 28 or May 5 depending on the group that you have already been assigned. PowerPoint slides for all of the students are due by April 28 at 12:00 pm (ET) regardless of the day of presentation. Please see the course page in Canvas for the guidelines and rubric.

Interview Reflection of Specific Age Group: Each student will choose one life phase to complete a lifespan assignment. Students may sign up for the life phase that interests them during the first two weeks of class (Due by February 8 at 12:00 pm (ET)). The goal of this project is to provide students with an opportunity to interview someone in their interested life phase and write a 2-page document to outline what they learned in the interview and then reflect on how this was similar or different than what you learned or thought about this life phase. Further instructions and the rubric are provided in the course Canvas page. Submit your final reflection paper via Canvas by May 2 at 12:00 pm (ET).

Quizzes, midterm, and final exams:
There will be 6 quizzes throughout the semester as outlined in the course schedule. Quizzes will become available by Tuesday at 12:00 pm (ET) on the respective week and will close the following Monday by 12:00 pm (ET). The quizzes are multiple-choice in nature. You will have 15 minutes to complete a 10-question quiz.
Midterm and final exams will be cumulative covering previous material from the course. Similar to the quizzes, both midterm and final exams will be multiple choice in nature and timed. The midterm exam will become available by Tuesday, March 10th at 12:00 pm (ET) and will close on Thursday, March 12th at 12:00 pm (ET). The final exam will become available by Wednesday, May 6th at 12:00 pm (ET) and will close on Friday, May 8th at 11:59 pm (ET). You will have 45 minutes to complete each exam with 30 questions.

General Learning Resources
Required and Supplemental Learning Resources

Required textbook
Other Required Equipment or Learning Resources
Headset with a built-in microphone and webcam (can be built into your computer). You can purchase a headset for ~ $20.00 at an office supply or computer store. A webcam will be used for live presentations.

Recommended or Supplemental Learning Resources


- Canvas Training: Getting Started in Canvas (under student tab) [https://canvas.rutgers.edu/](https://canvas.rutgers.edu/)
- Rutgers Virtual Library for Distance Learning [http://www.libraries.rutgers.edu/health_sciences_distance_learning](http://www.libraries.rutgers.edu/health_sciences_distance_learning)
- Rutgers library tutorials on searching the literature [http://www.libraries.rutgers.edu/health_sciences_distance_learning/tutorials](http://www.libraries.rutgers.edu/health_sciences_distance_learning/tutorials)
- The Purdue University Online Writing Lab (OWL) (writing tutorials) [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)
- Rutgers Writing Center: [http://www.ncas.rutgers.edu/writingcenter](http://www.ncas.rutgers.edu/writingcenter)

Additional learning resources are posted in the course, and students are also expected to locate primary research, systematic reviews and evidence-based guidelines to support learning.

Course Units/Schedule
This schedule is a plan only, subject to change by the instructor as deemed necessary to achieve the course goals. Whenever possible, you will be notified in the course in advance of any changes, especially those affecting course requirements or grading. Review the weekly lessons for lecture materials and updates on journal articles, weblinks, etc. Discussion assignments will be posted weekly in Canvas.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings*</th>
<th>Assignments*/ Live Session</th>
<th>Session Mode</th>
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<tbody>
<tr>
<td>1</td>
<td>1/21 to 1/25</td>
<td>Introduction</td>
<td>Brown, ch 1</td>
<td>Weekly Threaded Discussions Group 1 Initial Respondents</td>
<td>Live Zoom session Tuesday, January 21st, 2020, 7:00-9:00 pm (ET)</td>
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<td>Group 2 Commenters</td>
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<td>2</td>
<td>1/26 to 2/1</td>
<td>Preconception Nutrition</td>
<td>Brown, ch 2, 3</td>
<td>Quiz 1</td>
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<td>3</td>
<td>2/2 to 2/8</td>
<td>Nutrition During Pregnancy</td>
<td>Brown, ch 4,5</td>
<td>Due February 8th by 12:00 pm (ET)- Interview reflection life</td>
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<td>stage group selection</td>
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<td>Weekly Threaded Discussions Group 3 Initial Respondents</td>
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<td>Group 1 Commenters</td>
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<td>4</td>
<td>2/9 to 2/15</td>
<td>Nutrition During Lactation</td>
<td>Brown, ch 6,7</td>
<td>Quiz 2</td>
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<td>5</td>
<td>2/16 to 2/22</td>
<td>Nutrition During Infancy</td>
<td>Brown, ch 8, 9</td>
<td>Due February 22nd by 12:00 pm (ET)- Article critique topic</td>
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<td>Weekly Threaded Discussions Group 2 Initial Respondents</td>
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<td>Group 3 Commenters</td>
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<td>6</td>
<td>2/23 to 2/29</td>
<td>Preschool Nutrition</td>
<td>Brown, ch 10, 11</td>
<td>Quiz 3</td>
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<td>7</td>
<td>3/1 to 3/7</td>
<td>Childhood and Preadolescent Nutrition</td>
<td>Brown, ch 12,13</td>
<td>Pediatric Nutrition (Guest speaker- Dr. Jane Ziegler)</td>
<td>Live Zoom session Wednesday, March 4th, 2020, 7:00-9:00 pm (ET)</td>
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<td>8</td>
<td>3/8 to 3/14</td>
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<td>Midterm exam (Opens on Tuesday, March 10th at 12:00 pm (ET) and closes on Thursday, March</td>
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*Week 8 is out of sequence and should be placed at the end of the table.*
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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Authors, Chapters</th>
<th>Weekly Threaded Discussions</th>
<th>Group 1 Initial Respondents</th>
<th>Group 2 Commenters</th>
<th>Group 1 Commenters</th>
<th>Group 3 Commenters</th>
<th>Due Date</th>
<th>Live Zoom session</th>
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<tbody>
<tr>
<td>9</td>
<td>3/15 to 3/21</td>
<td>Adolescent Nutrition</td>
<td>Brown, ch 14,15</td>
<td>Weekly Threaded Discussions</td>
<td>Group 1 Initial Respondents</td>
<td>Group 2 Commenters</td>
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<td>10</td>
<td>3/22 to 3/28</td>
<td>Eating Disorder</td>
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<td>Quiz 4</td>
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<td>Eating Disorder</td>
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<td>Live Zoom session Tuesday, March 24th, 2020, 7:00-9:00 pm (ET)</td>
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<td>11</td>
<td>3/29 to 4/4</td>
<td>Adult Nutrition 1</td>
<td>Brown, ch 16</td>
<td>Weekly Threaded Discussions</td>
<td>Group 3 Initial Respondents</td>
<td>Group 1 Commenters</td>
<td>Due April 4th by 12:00 pm (ET)- Article critique and first version of podcast</td>
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<td>12</td>
<td>4/5 to 4/11</td>
<td>Adult Nutrition 2</td>
<td>Brown, ch 17</td>
<td>Quiz 5</td>
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<td>Sports Nutrition</td>
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<td>Live Zoom session Tuesday, April 7th, 2020, 7:00-9:00 pm (ET)</td>
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<td>13</td>
<td>4/12 to 4/18</td>
<td>Older Adults Nutrition 1</td>
<td>Brown, ch 18</td>
<td>Weekly Threaded Discussions</td>
<td>Group 2 Initial Respondents</td>
<td>Group 3 Commenters</td>
<td>Due April 18th at 12:00 pm ET- Final version of the podcast</td>
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<td>14</td>
<td>4/19 to 4/25</td>
<td>Older Adults Nutrition 2</td>
<td>Brown, ch 19</td>
<td>Quiz 6</td>
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<td>Geriatric Nutrition</td>
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<td>Live Zoom session Monday, April 20th, 2020, 7:00-9:00 pm (ET)</td>
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<td>Week</td>
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<td>Assignment</td>
<td>Submission Details</td>
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<td>15</td>
<td>4/26 to 5/2</td>
<td>Presentation</td>
<td>Due April 28 by 12:00 pm (ET) - PowerPoint presentation slides</td>
<td>Presentations Live via Zoom, Tuesday, April 28th, 2020, 7:00-9:00 pm (ET) (Group 1)</td>
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<td>Due May 2 by 12:00 pm (ET) Interview reflection paper</td>
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<td><strong>Presentations Live via Zoom, Tuesday, May 5th, 2020, 7:00-9:00 pm (ET) (Group 2)</strong></td>
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<td>16</td>
<td>5/3 to 5/9</td>
<td>Presentation</td>
<td>Final exam (Opens on Wednesday, May 6th at 12:00 pm (ET) and closes on Friday, May 8th at 11:59 pm (ET))</td>
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* Required readings from review and original research articles will be assigned weekly and class podcasts or videos will be posted in Canvas.
Course Evaluations
Students can evaluate the entire course, instructor, and guest speakers upon its completion. Student feedback is very important, as it will be used to improve this course and the educational experience. All responses are kept anonymous and CONFIDENTIAL. The evaluation is conducted as a survey and will be sent to you via Rutgers email later in the semester.

SCHOOL AND PROGRAM POLICIES
Please refer to the SHP Grading Policy, available at: https://apps.shp.rutgers.edu/projects/shrpweb-cf/policies/PDFs/3.0%20GRADING%20SYSTEM%20POLICY.pdf

Faculty/Student Honor Code and Academic Integrity
The Faculty/Student Honor Code is posted on the SHP website within the online SHP Student Handbook. The faculty of RBHS-School of Health Professions believe that students must observe and support high standards of honesty and integrity in all aspects of education, practice, and research. For this reason, all matriculated and non-matriculated students in this course are expected to abide by the School's Faculty/Student Honor Code and accept responsibility to help ensure that these standards are maintained by reporting violations of the Honor Code observed in others. All violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal.

Professional Behavior
Students are expected to conform to established standards and civil, social, and professional behavior. Violations will be considered with the gravest concern and may be punishable with sanctions as severe as suspension or dismissal. Please consult the Code of Student Behavior in the Student Handbook for prohibited actions https://shp.rutgers.edu/wp-content/uploads/Student-Handbook-2019-2020.pdf as well as Zoom Etiquette posted in class.

Attendance
Students are expected to attend all classes whether in-person or web-based. Students are expected to adhere to the stated attendance and participation policies for each course and for the specific program in which they are enrolled. For distance-based learning platforms, students are expected to attend and participate in scheduled online chats and/or discussion boards as well as “live” meetings or in-person sessions, as indicated by the course faculty.

Students are responsible for all material covered in classes. Absent students are responsible for obtaining all material covered in missed sessions. Students should be cognizant of this if absences occur during the semester and should consider planning vacations/time away in-between semesters as course faculty may not release course content early or may not allow late submission of work or retake of exams. When illness or other special circumstances prevent attendance, students should inform their course faculty/director in advance or as early as possible and may be asked to provide appropriate documentation.
TURNITIN
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

You will be required to submit your writing through TURNITIN to check for plagiarism. A TURNITIN link is embedded in the course with instructions for doing so. Plagiarism is considered a serious offense. If you are unsure of what constitutes plagiarism, review the plagiarism tutorial located at http://www.indiana.edu/~istd/. Students who plagiarize may receive a grade of F for the assignment.

Publication or Submission of Coursework for a Grant or Manuscript
If you submit a paper or a grant that was completed as part of a course at Rutgers for publication, you are expected to communicate with the course director and any other faculty reviewers of your paper or grant regarding their interest as serving as a co-author. If the faculty agrees to serve as co-author(s) then it is the student’s responsibility to obtain their review and approval of the paper prior to its submission to the publication. Non-compliance will be considered a professional behavior violation. Regardless, the student is expected to indicate that the manuscript was prepared as part of course requirements while at Rutgers School of Health Professions as part of the degree process. University affiliation for publications/abstracts/posters/presentations should be listed as “School of Health Professions’ Department of Clinical and Preventive Nutrition Sciences at Rutgers University”. Posters/presentations must be completed using the Rutgers template or logo which can be found at: https://communications.rutgers.edu/brand-policies/visual-identity-system.

Suggested Writing Resources
This course relies on the ability to communicate concepts clearly in a written format as well as follow guidelines for proper grammar and sentence structure. It is expected that all written assignments follow appropriate grammatical, spelling, and referencing rules, and are free from plagiarism. Assignments with excessive grammatical and writing errors will receive a lower grade. If you need assistance with writing, we encourage you to get a writing tutor to assist you as writing is a critical skill in graduate education and for professional communication in the nutrition and dietetics profession. The Rutgers Biomedical and Health Sciences (RBHS) Writing Center (https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center/satellite-writing-centers/rbhs-writing-center) offers writing assistance to distance and local students. See the RBHS Writing Center handout posted in class for more details. There are also tutorials available at: http://www.libraries.rutgers.edu/health_sciences_distance_learning/tutorials as well as further resources available in the MSCN DCN Online Student Resource Center.

EndNote
EndNote is a software program that works with Microsoft Word to automatically format in-text citations and end-of-paper reference lists with your chosen style (APA, AMA, etc.). EndNote can also be used as a database to gather and store citation libraries. We highly suggest that you become
familiar with EndNote. Rutgers is licensed to provide download access of EndNote for Rutgers affiliated users. EndNote is a bibliographic software program used to search Internet libraries, organize references and create instant bibliographies. EndNote enables you to collect and download your references from online catalogs and databases for inclusion in presentations and papers. After downloading the program from the Rutgers Virtual Library available at https://www.libraries.rutgers.edu/endnote you will need to install the EndNote program. Read the directions for downloading. There are tutorials on how to use EndNote available at the Rutgers library and at http://www.endnote.com.

Office of Disability Services
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://shp.rutgers.edu/disability-services/. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the Rutgers Office of Disability Services web site at: https://webapps.rutgers.edu/student-ods/forms/registration.