

Course Description

This course aims to provide students with an understanding of diet and nutrition needs and factors impacting nutritional status during significant phases of the lifespan from preconception to infancy, childhood, adolescence and young adulthood, adulthood, and geriatrics. Particular emphasis is placed on the biological foundations of nutritional needs during each stage of the lifespan to target optimal growth, disease prevention, and overall health and well-being and identify malnutrition consequences. 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 three-credit online graduate course taught in Canvas that relies heavily on completing regular activities, assignments, quizzes and examinations. The course is supplemented with virtual face-to-face synchronous sessions using Zoom technology.

Pre-requisites

Students may take this course as a pre-requisite for applying to the Master of Science in Clinical Nutrition for Aspiring Dietitians program or as a matriculated student in the Master of Public Health (MPH) in the Public Health Nutrition Program in the School of Public Health.

Course Directors/Instructor

Rena Zelig, DCN, RDN, CDCES, CSG, Associate Professor

Contact through Canvas email or Rutgers email zeligre@shp.rutgers.edu

Office Hours

Office hours will be on Fridays from 9-10 am EST via zoom (link in course), but appointments for other times can be arranged. Please try and email in advance to make an appointment, but if not feel free to join anyways.

Course Goals and Objectives:

Goals

This course's overall goal is to provide the students with the content to gain the knowledge and skills to evaluate factors affecting individuals' diet and nutrition needs during the various life stages.

Objectives:

This course accomplishes its objectives via web-based weekly lectures, live sessions, assignments, quizzes, and examinations. By the completion of this course, students will be able to:

- Describe the roles of macronutrients and micronutrients in the diet
- Demonstrate the ability to determine diet and nutrient requirements and explain the underlying biological basis for individuals' diet and nutrition needs across the lifespan
- Discuss the influence of age, growth, and normal development on nutritional status and needs
- Identify socio-economic and cultural barriers to meeting diet and nutrient needs in different phases of the lifespan
- Describe the physiological changes that occur in humans over the lifespan and identify associated risk factors with poor nutrition
- Identify, interpret, and select evidence-based guidelines relating to diet and nutrition needs across the lifespan
- Demonstrate the ability to assess scientific literature concerning nutritional requirements and nutrition-related public health challenges from conception through aging
- Apply acquired knowledge to the development and implementation of interventions to improve food and nutrition-related behaviors
- Use national nutrition standards such as the Dietary Guidelines for Americans, SNAP, Dietary Analysis Software, and Healthy People 2030

Course Requirements and Grade Determination

Requirement for Completion

Attendance and participation in all sessions (live and Canvas modules) are required. Each session will be posted on **Tuesday by noon Eastern time (ET)**. Students should review lecture content, and complete assigned readings and assignments to maximize learning. Lectures may be in the form of PowerPoints, podcasts, and/or live virtual sessions using Zoom web-conferencing systems. The quizzes, midterm, and final examinations will be based on class content and assigned resources. Graded assignments are summarized below and complete guidelines and rubrics for assignments are posted in Canvas. See the table in this syllabus for the grade breakdown. Points will be deducted for late or incomplete submissions (*A penalty of 5 points per day late*).

All assignments should be submitted via the course assignment submission dropbox feature.

Due dates are listed in the course schedule in this syllabus as well as in Canvas.

Special Course Requirements

Computer hardware and software are required to accommodate web access, PDF downloads, podcasts, and PPT presentations. Students must have all of the currently recommended hardware requirements as specified for on-line learning: <https://canvas.rutgers.edu/>. Students need a microphone and webcam to use for Zoom live sessions.

All materials in this course are for the use of registered students only. Do not share beyond the purposes of this course without permission from the guest speakers or course instructor.

Evaluation and Feedback

Evaluation/Assessment Methods / Description of Assignments

Assignment guidelines and grading rubrics are available in Canvas in the Assignments and Guidelines section and are summarized below.

Feedback on Progress

Students receive feedback on each assignment, usually within two weeks of submission and periodically during the semester. Assignment and examination grades are posted in the grade book within the Canvas course. It is recommended that students check their grades throughout the semester to be aware of their progress. Faculty will email students with a grade of B- or lower after the midterm examination.

SHP Grading Policy

Letter Grade	Graduate Scale	Quality Points
A	93.0-100	4.0
A-	90.0-92.9	3.7
B+	87.0-89.9	3.3
B	83.0-86.9	3.0
B-	80.0-82.9	2.7
C+	77.0-79.9	2.3
C	73.0-76.9	2.0
C-	70.0-72.9	1.7
D+	67.0-69.9	1.3
D	63.0-66.9	1.0
F	<63	0.0

The SHP grading policy is available at: https://apps.shp.rutgers.edu/projects/shrpweb-cf/policies/policy_view.cfm?view=P&coding=3.0.

Note: there is no rounding per the grading policy.

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 and below. The final letter grade is based on the weighted average of all requirements, as defined in the table below. If the student does not complete this course with a 'B-' or better (≥ 80.0), the MPH students must repeat the course.

Students are required to complete the following:

Requirements	Weight
Participation in Live Zoom Sessions	5%
Quizzes (5 quizzes worth 2% each)	10%
Assignments <ul style="list-style-type: none"> • Diet Analysis • Consumer Podcast • Interview Reflection • Case Study (completed in groups) • Policy Brief • Policy Brief Presentation 	10% 10% 10% 10% 10% 5% Total: 55%
Examinations <ul style="list-style-type: none"> • Midterm • Final 	15% 15% Total: 30%

Total = 100% *

Please note that late assignment submissions will have 5 points per day deducted.

Description of Assignments

Zoom Live Sessions

Guest speakers will be sharing their knowledge and experience with students during live synchronous sessions hosted on the web conferencing platform, Zoom. Students are required to attend all six Zoom sessions. If you fail to attend a live session, points will be deducted from your overall grade (1% of the total grade each for the first 5 sessions (5% total) and 5% for the final oral presentation at the end of the semester). In the case of conflicts, please email the course instructor in advance to make alternative arrangements. You will need a microphone and a webcam for all Zoom sessions. There is a separate Zoom link for each of the live sessions posted in Canvas.

Assignment Instructions:

The 5 major assignments for this course are briefly summarized below. Complete guidelines and rubrics for assignments are posted in Canvas. See the table above for the grade breakdown. Points will be deducted for late or incomplete submissions (A penalty of 5 points per day late).

All assignments should be submitted via the course assignment submission dropbox feature.

Due dates are listed in the course schedule in this syllabus as well as in Canvas.

Diet Assessment Assignment:

The goal of this assignment is to assess the nutritional status of individuals in communities.

Each student will use various dietary assessment methods to assess their individual intake. Afterwards, they will write a reflection/report assessing how their diet meets nutrient recommendations and guidelines, and reflect on what they are doing well and where they may wish to make changes. **Due: February 12, 2023.**

Case Study Group Assignment:

The goal of this assignment is to demonstrate the use of evidence-based research in practice to study the relationships between diet, nutrition, and health outcomes across the life span.

Students will select from a provided list of case studies (affecting various stages of the lifecycle selected from chapters 2-13 representing preconception, pregnancy, lactation, infancy, toddler/preschooler, child/preadolescent) and work in assigned groups of 2-3 (depending on class size) to write a brief proposal to address the case study scenario (collating nutrition assessment information to prioritize the nutrition problem, and then proposing appropriate evidence-based nutrition interventions). Students will also complete peer-reviews of their group members and post cases in Canvas, so all students have the opportunity to learn from them. **Due: March 26, 2023.**

Consumer Podcast:

The goal of this assignment is to communicate nutrition information to those at a given life stage.

Students will choose a “hot topic” that affects diet and nutrition needs during one stage of the lifespan. Research the topic, incorporating current research findings and any available guidelines on the topic. Create a 3-5-minute podcast that could be shared with the public. (You will post your podcast in Canvas, so all students have the opportunity to listen to it). Students can choose to work individually or in partners of your choice for this assignment. **Due: April 9th, 2023.**

Interview Reflection of Specific Age Group:

The goal of this assignment is to provide students with an opportunity to interview someone in their life stage of interest and apply what they have been learning to the real world. Each student will interview one person at a selected life stage (adolescence (under 18), early and middle adulthood (18-64 years), older adulthood (65 years+), pregnancy, or lactation). Students will write a 2-page report outlining what they learned in the interview and then reflect on how this was similar or different than what was learned in class or previously thought about this life phase. **Due: April 16, 2023.**

Policy Brief Assignment:

The goal of this assignment is to identify a nutrition and health disparity and apply/interpret research, and integrate findings and principles into evidence-based public health nutrition practice or policy. For this assignment, students will work individually and select a nutrition topic of interest to New Jersey policymakers, affecting one or more stages of the life span and write a policy brief on the topic. This assignment will have a written component (~ 2 pages) as well as an oral presentation.

The goal of the presentation is to enhance oral presentation skills. Students will create a PowerPoint presentation outlining their policy brief and then present a live ~ 5-minute presentation based on the PowerPoint slides using Zoom on **April 25th**. Written assignment and PPT slides **Due: April 24, 2023.**

Quizzes, Midterm, and Final Examinations:

Quizzes: There will be five quizzes throughout the semester, as outlined in the course schedule. Quizzes will be available by Tuesday at noon (ET) on the respective week and close the following Monday by noon (ET). The quizzes are multiple-choice/true-false/matching. You will have 20 minutes to complete a 10-question quiz. Please do not share the content of quizzes or exams with others.

Examinations: Midterm and final examinations will cover material from the first or second half of the course, respectively. Both exams are partially multiple choice, and are timed. The midterm exam will become available by **Tuesday, March 7th, at noon (ET)**, and will close on **Thursday, March 9th, at noon (ET)**. The final exam will become available by **Tuesday, May 2nd, at noon (ET)**, and will close on **Thursday, May 4th, at noon (ET)**. You will have 60 minutes to complete each 30-question exam.

Turnitin and Plagiarism: Students are required to submit assignment drafts to Turnitin to check for plagiarism, review feedback and edit as necessary prior to submission to the faculty for review. Use the Turnitin links within the Canvas course. Any evidence of plagiarism may result in a grade of zero on the assignment as well as failure of the course and disciplinary action according to SHP procedures. Instructions and tutorials are available at turnitin.com. It is your responsibility to learn how to use the Turnitin program. If you are unsure of what constitutes plagiarism, review the resources located in the Canvas course, the plagiarism tutorial located at <https://plagiarism.iu.edu>, and review the SHP academic integrity resources <https://shp.rutgers.edu/new-students-services-and-information/>. For further information you can also consult the School of Health Professions' policy on disciplinary procedures at <https://shp.rutgers.edu/disciplinary-process/> as well as the SHP Faculty and Student Honor Code: https://apps.shp.rutgers.edu/projects/shrpweb-cf/policies/policy_view.cfm?view=P&coding=6.5

General Learning Resources

Required textbook

Brown, Judith E. *Nutrition through the Life Cycle*, 7th ed. Cengage Learning, 2019. ISBN-13: 9781337919333 (either E-book or physical textbook).

Other Required Equipment and Learning Resources

- Computer with microphone, and webcam for participation during live Zoom sessions.
- Canvas Training: Getting Started in Canvas (under student tab) <https://canvas.rutgers.edu/>
- Rutgers Virtual Library for Distance Learning
http://www.libraries.rutgers.edu/health_sciences_distance_learning
- The Purdue University Online Writing Lab (OWL) (writing tutorials)
<http://owl.english.purdue.edu/>
- Grammarly – Grammarly is free online writing aid that can be embedded into Microsoft products. Use it as you write your drafts to pick up issues with spelling, grammar, and sentence structure. <https://www.grammarly.com/>

Course Units/Schedule

This schedule is a plan only and is subject to change by the instructor as deemed necessary to achieve the course goals. Whenever possible, the instructor will notify you in advance of any changes, especially those changes that affect course requirements or grading.

Week	Dates	Topic	Readings	Assignments	Session Mode - web-based, asynchronous, unless live zoom session specified
1	1/17 – 1/23	Introduction: Nutrition Basics, Dietary Guidelines for Americans (DGA), MyPlate, and Dietary Assessment & Analysis	Brown, Ch 1 Dietary Guidelines for Americans, 2020-2025. 9th Edition. December 2020.	—	Live Zoom session Thursday, January 19th, 6:00-7:00 pm (ET)
2	1/24 – 1/30	Energy Balance, Macronutrients and Water	Brown, Ch 1	Quiz 1	----
3	1/31 – 2/6	Micronutrients: Vitamins	Brown, Ch 1	Quiz 2	----
4	2/7 – 2/13	Micronutrients: Minerals END PART 1 of the course (Introduction to Basic Nutrition)	Brown, Ch 1	Due February 12th: Diet Analysis Assignment AND Select/sign up for your choice of life stage group for the interview and podcast assignments, topic for policy brief and case for case study (using assigned discussion forums in Canvas)	----

5	2/14 – 2/20	Preconception and Pregnancy	Brown, Ch 2, 3, 4 and 5	Quiz 3	----
6	2/21 – 2/27	Lactation and Infancy	Brown, Ch 6, 7, 8 and 9 Guest Lecturer: Lyssa Lamport, MS, RDN	(If unable to attend the live session, a short quiz or assignment will be assigned)	Live Zoom session Tuesday, February 21st, 7:00-8:30 pm (ET)
7	2/28 – 3/6	Children 2 to 5 years (preschool) and Childhood / preadolescent	Brown, Ch 10, 11, 12 and 13 Guest Lecturer: Rachael Patusco, DCN, RDN	Quiz 4	----
8	3/7 – 3/13	----	----	Midterm exam (Opens Tuesday, March 7 th at noon (ET) and closes Thursday, March 9 th at noon (ET))	----
9	3/14 – 3/20	----	----	Spring Break	----
10	3/21 – 3/27	Adolescent Nutrition and Eating Disorders	Brown, Ch 14 and 15 Guest Lecturer: Donna Gallagher, MS, RDN	(If unable to attend the live session, a short quiz or assignment will be assigned) Due March 26th Case Study Assignment	Live Zoom session Thursday, March 23rd, 7:00-8:30 pm (ET)

11	3/28 – 4/3	Adult Nutrition, Part 1	Brown, Ch 16 Guest Lecturer: Kristen Hamilton, DCN, RDN	(If unable to attend the live session, a short quiz or assignment will be assigned)	Live Zoom session Monday, March 27th, 7:00-8:30 pm (ET)
12	4/4 – 4/10	Adult Nutrition, Part 2	Brown, Ch 17	Quiz 5 Due April 9th Podcast Assignment	
13	4/11 – 4/17	Diet, Nutrition and Aging (Older Adults) Part 1	Brown, Ch 18	Due April 16th Interview Assignment	Live Zoom session Monday, April 10th, 7:00-8:30 pm (ET)
14	4/18 – 4/24	Diet, Nutrition and Aging (Older Adults) Part 2	Brown, Ch 19	(If unable to attend the live session, a short quiz or assignment will be assigned)	
15	4/25 – 5/1	Policy Brief Presentations	----	Due April 24th Policy Brief Assignment and PowerPoint Slides	Presentations Live via Zoom, Tuesday, April 25th, 7:00-9:00 pm (ET)
16	5/2 – 5/8	Final Exam	----	Final exam Opens Monday, May 1st at noon (ET) and closes on Wednesday, May 3rd at noon (ET)	----

Course Evaluations

Students can evaluate the entire course, instructor, and guest speakers upon its completion. Student feedback is essential, as it allows us 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 available through Canvas later in the semester.

SCHOOL AND PROGRAM POLICIES

Please refer to the SHP Student Handbook at <https://shp.rutgers.edu/wp-content/uploads/Student-Handbook-2022-2023-6.16.22.pdf>

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.

The complete SHP Academic Standing – Probation, and Dismissal Policy can be found at: https://apps.shp.rutgers.edu/projects/shrpweb-cf/policies/policy_view.cfm?view=P&coding=3.1

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 Student Handbook for prohibited actions <https://shp.rutgers.edu/wp-content/uploads/Student-Handbook-2022-2023-6.16.22.pdf> as well as Zoom Etiquette posted in class.

Attendance

Students should adhere to the stated attendance and participation policies for each course and for the specific program they are enrolled. For distance-based learning platforms, students are expected to attend and participate in scheduled on-line chats and 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 unusual 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.

Use of Plagiarism Detection Program (Turnitin)

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](https://www.turnitin.com) (directly or via learning management system Canvas) 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 *Turnitin.com* service is subject to the Usage Policy posted on [Turnitin.com](https://www.turnitin.com). Students who do not agree should contact the course instructor immediately.

You will be required to evaluate your assignments through TURNITIN for plagiarism before submitting them for grading. 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 in the [Canvas under Plagiarism Training](#). Students who plagiarize may receive a zero on the assignment.

Publication or Submission of Coursework for a Grant or Manuscript

If you submit a paper or a grant completed as part of a course at Rutgers for publication, communicate with the course director and any faculty reviewers regarding their interest in being 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 before 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 use 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 SHP Enrollment Management Academic Success Center offers one-on-one tutoring sessions. Students can request a tutoring session at https://rutgers.ca1.qualtrics.com/jfe/form/SV_5gM5yvirwmRoEIZ.

There are also tutorials available through the Rutgers Libraries at http://www.libraries.rutgers.edu/health_sciences_distance_learning/tutorials as well as further writing resources available in the Online Student Resource Center in Canvas.

Program Online Examination Policy

Students taking the Online Courses are solely responsible for having a working computer and internet connection. Computer crashes and internet connection problems are not valid excuses for failing to complete any required course work within the course time limits; this applies to finishing a quiz or examination within the allotted time as well as submitting assignments before the deadline. It is highly recommended that students make arrangements to have access to a second computer to complete their course work in case of an emergency; either at their own residence, a friend's residence, a local library or in one of the computer labs on campus.

Program Notification of Extenuating Circumstances: Student Responsibilities

Occasionally circumstances arise which are beyond the students control and which may affect the student's ability to perform on a particular examination, clinical experience, assignment, or other grading encounter. SHP programs are supportive of and invested in their students, and will help them simultaneously navigate the required program exercises and deal with the exigent circumstances to the best of their ability. However, as stated in SHP Academic Policy 3.1.1 Academic Decision and Grade Review, it is the responsibility of the student to notify the program or faculty member of the exigent circumstance **by email, and before** the examination or graded exercise begins. Notification by the student after the examination or graded exercise disallows that particular circumstance from being considered as a factor in the student's performance, or in the determination of the student's grade. For a circumstance to be considered by a program, it must have been notified of that circumstance by the student before the graded exercise begins, and the notification must be by email. In that way, there is no question regarding what the student claimed and when that claim was made.

Information for Students with Disabilities

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>