

FDNS 4510/6510
NUTRITION RELATED TO THE HUMAN LIFE CYCLE
FALL 2009

Instructor: Dr. Richard D. Lewis
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Office: 279 Dawson Hall
Office Hours: M, W 1:30 to 3:30
Phone: 542-4901
Class Location: Room 116
Class Time: T, R 9:30-10:45 AM
Teaching Assistant: Claire Maust (E-mail: cmaust@uga.edu), Room 279

If you have not added this class, late adds to this class will not be approved unless there is an exceptional circumstance. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. In addition, all academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link for more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Course Objectives:

- 1) To increase your understanding and knowledge of the stages and physiological changes in the human lifecycle.
- 2) To increase your understanding and knowledge of the nutritional needs associated with each stage of the lifecycle and what makes each stage unique.
- 3) To be able to employ the nutrition care process with clients from different age groups.
- 4) To be able to apply this knowledge through the use of applicable case studies.
- 5) To become familiar with the scientific literature related to nutritional needs during the human life cycle.
- 6) To increase the use of electronic media as a resource tool to enhance the understanding of lifecycle nutrition.
- 7) To increase your ability to evaluate peer review literature and popular press on nutrition issues and claims.
- 8) To increase opportunities and experience for working in group settings.

Text:

- Brown, J.E. **Nutrition Through the Lifecycle**, 3rd Edition, Thompson-Wadsworth Publishing, 2007.

Required Reading:

The following readings are available on eLearning Commons or can be accessed on campus using search engines such as PubMed (<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?DB=pubmed>) or Google Scholar (<http://scholar.google.com>). You should become proficient in searching for and obtaining scholarly articles by the end of this class. Case studies will require that you research sources other than the textbook.

1. Johnson K, Posner SF, Biermann J, et al. Recommendations to improve preconception health and health care--United States. A report of the CDC/ATSDR Preconception Care Work Group and the Select Panel on Preconception Care. *MMWR Recomm Rep*. Apr 21 2006;55(RR-6):1-23.
2. Stein K. Polycystic ovarian syndrome: what it is and why registered dietitians need to know. *J Am Diet Assoc*. Nov 2006;106(11):1738-1741.

3. Nattiv et. al., The Female Athlete Triad: Position Stand of the American College of Sports Medicine. *Med Sci. Sports & Exer.* 39(10):1867-1882, October 2007.
4. Kaiser L, Allen LH. Position of the American Dietetic Association: Nutrition and Lifestyle for a Healthy Pregnancy Outcome. *J Am Diet Assoc.* 2008;108:553-561.
5. Siega-Riz AM and King J. Position of the American Dietetic Association and The American Society for Nutrition: Obesity, Reproduction and Pregnancy Outcomes. *J Am Diet Assoc.* 2009;109:918-927.
6. James DC, Dobson B. Position of the American Dietetic Association: Promoting and supporting breastfeeding. *J Am Diet Assoc.* May 2005;105(5):810-818.
7. Nicklas T, Hayes D. Position of the American Dietetic Association: Nutrition guidance for healthy children ages 2 to 11 years. *J Am Diet Assoc.* June 2008;108:1038-1047.
8. Lewis RD, Meyer MC, Lehman SC, et al. Prevalence and degree of childhood and adolescent overweight in rural, urban, and suburban Georgia. *J Sch Health.* Apr 2006;76(4):126-132.
9. Kuczmarski MF, Weddle DO. Position paper of the American Dietetic Association: nutrition across the spectrum of aging. *J Am Diet Assoc.* Apr 2005;105(4):616-633.

Evaluation:

Student performance will be measured on the basis of exams and quizzes and assignments listed below and the percentage of the final grade for each assignment will differ based on the status of the student (4510 vs 6510). The exams and quizzes will include material from the text, outside readings, class lectures and case studies.

<u>Assignments</u>	<u>Percent of Grade</u>	
	<u>4510</u>	<u>6510</u>
Two Tests	50	30
Final Exam	25	20
Lecture		15
Summary Paper	-	10
Quizzes	10	10
Case Studies	15	15
	100	100

Grading:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	63-69
F	59 and below

Note: Undergraduate students (FDN 4510) grades are based on the tests, case studies, final exam, and quizzes only.

Assignments:

All Students

Case Studies: Each student will be responsible for completing the assigned case studies which are real-life situations addressing each stage of the lifecycle. The case studies will require you to assess the nutritional status of the individual and make the appropriate nutrition recommendation. Quizzes will include material related to each case study. You will work in groups of 4. Each member must work together as a group and contribute to the case study, and case studies will be due one week after the assigned date indicated on the syllabus.

Graduate Students

Summary Paper- Students should succinctly review the literature on a topic related to nutrition and the human lifecycle and write a summary paper supported by the scientific literature (15-20 references, dated no earlier than 1985). The summary paper should be single-spaced (not including references) and no longer than two-three pages in length. Papers should cover the following: Introduction to topic; Background information, identifying why the topic is controversial or important (1/2 - 3/4 page); Summary and synthesis of pertinent literature (1 1/2 - 1 3/4 pages); Conclusion (1/4 - 1/2 page) and; References (not included in page limit)

Hand in two copies of your summary paper; one of which I will keep for my files and the other I will return to you graded. The information from the summary paper will provide the basis for the class lecture.

Lecture: A 30-minute lecture related to the above-selected topic will be given to the class. I highly encourage you to use some interactive strategies in your presentation. The class will have the opportunity to ask questions. Two or three short answer questions related to the presentation should be submitted to the instructor, since information from your lecture will be covered on the final exam.

Class Policies

In the past several students have complained about interruptions during class. In order to minimize disruptions the following policies needed to be adhered to:

- If you are late to class, wait until the break (~10:10 am) to walk into the classroom.
- Turn off cell phones; no games and text messaging during class.
- You can use your laptop during class for taking notes; however, it is not to be used for other tasks like email and surfing the Internet, facebook, instant messaging etc.
- There will be no make-up exams except for documented illnesses.
- Attendance is expected, will be monitored and may impact your final grade. When the final grades are calculated someone with very good attendance (0 or 1 absence) may have their numerical grade rounded up when close to the next letter grade. Those with poor attendance (≥ 3 absences) will not receive that consideration.

TENTATIVE LECTURE SCHEDULE

			Reading Assignment: <u>Chapter</u>
August			<i>Nutrition in Pregnancy & Lactation</i>
Tues.	18	Introduction to class; eLearning Commons; preconception care	2
Thurs.	20	Preconception care; nutrition, fertility and family planning	2, 3
Tues.	25	Quiz 1; Infant mortality; physiology of pregnancy; Case study 1	4
Thurs.	27	Physiology of pregnancy; pregnancy weight gain	4
September			
Tues.	1	Nutritional needs during pregnancy; case study 1 review	4
Thurs.	3	Quiz 2; Nutritional needs during pregnancy; lifestyle issues	4
Tues.	8	Dr. Emma Laing; Lifestyle issues; nutritional assessment	4
Thurs.	10	Conditions and interventions	5
Tues.	15	Exam I	
Thurs.	17	Conditions and interventions; pregnant adolescent	5
Tues.	22	Anatomy and physiology of lactation; Case Study 2	6
Thurs.	24	Benefits of breastfeeding; promotion and support of breastfeeding	6
Tues.	29	Quiz 3; Factors influencing breastfeeding	6
October			
Thurs.	1	Conditions and interventions of breastfeeding	7
			<i>Nutrition in Infancy & Childhood</i>
Tues.	6	Infant nutrition; growth and development	8
Thurs.	8	Nutrition needs of infants and children; assessment of food intake	8
Tues.	13	Quiz 4; Infant feeding; infants at risk	8,9
Thurs.	15	Nutrition for toddlers and preschool-age children; food patterns in young children	10, 11
Tues.	20	Nutrition for toddlers and preschool-age children	10, 11
Thurs.	22	Exam 2	
Tues.	27	Nutrition for school-age children; children and adolescents; Case study 3	12, 13, 14, 15
Thurs.	29	Nutrition for school-age children; children and adolescents	12, 13, 14, 15
November			
Tues.	3	Nutrition for school-age children; children and adolescents; obesity	12, 13, 14, 15
			<i>Nutrition in Aging</i>
Thurs.	5	Quiz 5; Aging; Population trends, theories of aging	18
Tues.	10	Longitudinal studies of aging	18
Thurs.	12	Physiological changes with aging	18
Tues.	17	Nutrition needs; vitamins and minerals in aging; Case study 4	18
Thurs.	19	Quiz 6; Nutritional needs cont.	18
Tues.	24	Thanksgiving Holidays	
Thurs.	26	Thanksgiving Holidays	
December			
Tues.	1	Food selection patterns; nutritional status	18, 19
Thurs.	3	Nutrition assessment; conditions and interventions with aging	18, 19
Tues.	8	No class; Friday schedule	
Tues.	15	FINAL EXAM (8:00 – 11:00 AM)	