



Spring 2020

Meeting days: Tues/Thurs	Instructor title and name: Prof Cindy Swann, MS, RD, CDE
Meeting times: 2:30-3:45 pm	Phone: 619-849-2351
Meeting location: Evans, 121	E-mail: cindyswann@pointloma.edu
Final Exam: Thurs, 5/07, 4:30-7 pm	Office location and hours: Evans 134 Mon/ Wed 1:30-2:20; Tues/Thurs 2:00-2:25 pm or by appt.

PLNU Mission:

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

GOALS AND OUTCOMES:

COURSE DESCRIPTION:

The course will study the effect of nutrition on the development of the child from infancy through adolescence. Attention will be given to the influence affecting diet, portions, federal/state meal standards and dietary planning during infancy, toddler, childhood, and adolescence. Three (3) units.

DEPARTMENT STUDENT LEARNING OUTCOMES:

1. Students will demonstrate an understanding of the multiple factors that influence the development and quality of life of individuals, families, and communities throughout the lifespan.
2. Students will identify appropriate resources to use in application for problem solving.
3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.

COURSE STUDENT LEARNING OUTCOMES:

1. Identify factors that influence the eating patterns of children and adolescents in various cultures.
2. Identify the nutrient needs during infancy, childhood, and adolescence.
3. Identify nutrient deficiency diseases common during childhood throughout the world.
4. Examine feeding problems throughout childhood and adolescence.
5. Plan, prepare and evaluate a nutritious meal for a young child.
6. Evaluate community nutrition resources for children in nutritional need.

COURSE CREDIT HOUR INFORMATION . In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 17 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

ESSENTIAL INFORMATION:

REQUIRED TEXT:

1. Sorte J, Daeschel I, and Amador C. **Nutrition, Health, and Safety for Young Children, 3rd ed.** Pearson Education, NJ, 2017.
2. Adolescent Readings accessed at http://www.epi.umn.edu/let/pubs/adol_book.shtm

OPTIONAL TEXT:

1. Brown J. **Nutrition Through the Life Cycle, 7th ed.** Wadsworth/Thomson Learning, CA, 2020.
2. Nitzke S, Riley D, Ramminger A and Jacobs, G. **Rethinking Nutrition.** Redleaf Press, St. Paul, MN, 2010.
3. **You will need to use a diet analysis program for two projects in this course. There are some free ones online but be sure they provide a full nutrient printout. Other options are MyFitnessPal or see below for instructions to sign up one through a textbook:**

- Use the following website to create your student account and purchase the MyDiet Analysis Tool. The cost is \$16 for a 1-year subscription.

[My Diet Analysis Registration via Pearson](#)

LECTURE NOTES:

Available on Canvas. Please print out and bring to lecture class, or follow along on class computers.

CANVAS LEARNING MANAGEMENT SYSTEM

Please use **Chrome** as your browser.

1. Go to canvas.pointloma.edu.
2. Create a shortcut or bookmark to this site.
3. Log in with your PLNU username and password.
4. All lecture notes, chapter quizzes and assignments are located here.

COURSE REQUIREMENTS AND STANDARDS:

<u>Grading:</u>	<u>Possible Points</u>
Chapter Quizzes (check Canvas for due dates)	200
Discussions on Canvas (check Canvas for due dates)	40
Wiki page on Nutrients (individual project)	50
Food Patterns of World Cultures Presentation (individual project)	30
Toddler Case Study (individual project)	50
Preschooler Meal Presentation (individual project)	20
Preschooler Nutrition Observation (individual project)	30
Preschooler Nutrition Lesson to ECLC Children (group project)	50
Adolescent Diet Analysis (individual project)	30
Cycle Menu and Analysis (individual project)	100
Reflection Paper (individual project)	20
Participation Points for in-class work	30
Exams (Two Exams; One Final Exam)	<u>300</u>
TOTAL POSSIBLE POINTS	950

Grade Distribution:

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

REPORT/PROJECT GUIDELINES:

Wiki Page on Nutrients: (individual project) Course Student Learning Outcome #2,3

1. For this assignment you will work independently.
2. **You will build one Wiki page.**
3. You can choose either a macro-nutrient (protein, carbohydrates or lipids) or one set of micro-nutrients (vitamins, minerals, or water).
4. You should use at least 2 sources for this assignment.
5. Please make sure you cover the following information about your nutrient: Major functions, Good food sources, Deficiency/toxicity symptoms, RDA levels for adults vs those required for a pre-school child. Provide any other interesting information about your nutrient(s).
6. See Canvas for more instructions.

Food Patterns of World Cultures Presentation: (individual project) Course Student Learning Outcome #1

1. Prepare a one page review of food and eating patterns for a particular world culture.
2. Paper must be typed and *clearly* include the following topics:
 - Geographical and agricultural considerations
 - Foods common to the geographic regions
 - Eating Patterns
 - Typical daily meal plan
 - Nutritional Status
 - Food and meal traditions during festivals, holidays, and celebrations
3. A ten minute PowerPoint presentation will be given in class and should include illustrations of foods.
4. Exam questions from information sheets will be included on Exam 2.
5. The handout will be presented to the instructor and students at the beginning of the oral presentation (consider making the handout interactive).

Toddler Case Study: (individual project) Course Student Learning Outcome # 2,4,5

1. Using the case study assignment available in Canvas, read the scenario and answer the questions.
2. Case study also requires a 5 day menu.

Preschooler Meal Presentation: (individual project) Course Student Learning Outcomes #1 and #2

1. You will plan and prepare a breakfast, lunch, **or** dinner for a preschooler.
2. A typed written menu and nutritional analysis (using nutritional computer program) must be turned into the instructor on the meal presentation day.
3. Each student will shop, prepare, and present the meal. The meal must be ready for evaluation at the beginning of class time.
4. Special attention must not only be paid to the nutritional aspects of the menu, but also to the flavors, colors, textures, and general appearance of the total meal and table presentation.

5. Hand in: a picture of your meal; the foods and portions entered into the diet analysis program; the computer nutrient print-out.

Preschooler Nutrition Observation: (individual project) Course Student Learning Outcome #1

1. One personal observation of a 3 to 5 year old child eating during mealtime.
2. Use the form on Canvas to record observations and to evaluate the child's nutrition and eating experience.

Preschool Nutrition Lesson: (group project) Course Student Learning Outcomes #1, #2

1. Students, working in small groups of 2, will present a simple, concise **nutritional** concept to a small group of preschool children at the PLNU Early Childhood Learning Center. First draft of lesson plan is due **Tuesday, March 31 to Professor Susan Rogers and Prof Swann.**
2. See Elizabeth in the FCS office to schedule a time to present the lesson. The date and time must be placed on Prof Roger's calendar (Prof Swann's calendar is optional).
3. Presentation to preschoolers must be completed by **Tuesday, April 21.** A typed description of the presentation must include: nutrition concept, lesson plan, activity instructions, worksheets or recipes, and student evaluation. (Prof Rogers will give me the teacher evaluation.)
3. Turn in: lesson plan, all worksheets/recipes, etc. that were used, and student evaluation to Prof Swann by **Tuesday, April 28.**

Adolescent Dietary Analysis: (individual project) Course Student Learning Outcome #1

1. Record everything an adolescent eats and drinks for a 24-hour period.
2. Analyze the total number of kilocalories, grams, and milligrams of protein, carbohydrates, fiber, fat, cholesterol, iron, calcium, sodium, vitamin A and C, thiamin, niacin, and riboflavin for each day using an online nutrient analysis program or MyFitnessPal. Include ***all*** computer nutrition analysis provided by computer program, including the foods entered into the analysis program.
3. Complete the written assignment with the form posted on Canvas. If your teen's nutrient totals were deficient, state what foods you could include to improve the nutritional quality of the child's diet.
4. Discuss the eating behaviors your teen exhibited which were typical and atypical for that age group.
5. Turn in all foods entered into the computer analysis program, nutrient totals for the day, and the written evaluation.

Cycle Menu and Analysis: (individual project)

1. This project involves critiquing a cycle **one month (4 weeks)** menu for a preschool. Using the menus (Week 1-4) given, analyze the meals being offered and make sure they provide the necessary meal components.
2. You will color code (Grains=Brown; Blue=Dairy; Red=Fruits; Green=Vegetables; Purple=Protein) each menu item by changing the font color. In addition, menus could have missing portion sizes, missing meal components, or inappropriate foods. It is your job to include portion sizes, add appropriate meal components or switch a food item to an approved option.
4. You must show proper substitutions for allergies to dairy (milk, cheese, yogurt, etc.) as well.
5. Write a one-page evaluation of the process. Did the process go smoothly or was it a struggle to comply with CACFP guidelines? Do you feel like the menus offer a good variety? CACFP also requires the menus limit sugar requirements for specific foods (flavored milk, yogurt and cereal). Do you feel like your menus will meet this requirement?

Reflection Paper:

1. One reflection paper will be due during the semester. This can be on a speaker, field trip or a film/video shown during class. This paper is to not be a summary, but your thoughts and opinions on the topic.

TENTATIVE SCHEDULE

Week 1: 1/14 & 1/16	Intro to Course / Nutrition Review	Sorte Chp 1,2,3
Week 2: 1/21 & 1/23	Nutrition Review / Food Sanitation & Safety (Quizzes 1,2,3 due 1/21; Quiz 4 due 1/23)	Sorte Chp 7
Week 3: 1/28 & 1/30	Food Safety / Infant Nutrition Wiki Pages due (1/28) ; (Quiz 5 due 1/30)	Sorte Chp 4
Week 4: 2/04 & 2/06	Infant Nutrition / Case Studies Wiki page discussion due 2/04	Sorte Chp 4
Week 5: 2/11 & 2/13	Infant Day Care / Exam 1	
Week 6: 2/18 & 2/20	Cultural Reports	
Week 7: 2/25 & 2/27	Toddler Nutrition / Case Studies (Quiz 6 due 2/25)	Sorte Chp 5
Week 8: 3/03 & 3/05	Toddler Day Care / Speaker: Head Start Nutrition Toddler Case Study due (3/03)	
Week 9: 3/10 & 3/12	Spring Break	
Week 10: 3/17 & 3/19	Lesson Plans / Menu Writing (Quiz 7 due 3/19) Ellyn Satter's webpage discussion due 3/17	Sorte Chp 6
Week 11: 3/24 & 3/26	Preschooler Meal Presentation due / EXAM 2	
Week 12: 3/31 & 4/02	School age Nutrition / Case Studies 1st draft of lesson plan due (3/31) Preschool Observation Report Due (4/02)	Sorte Chp 5
Week 13: 4/07 & 4/09	Children with Special Needs (Quiz 8 due) / Easter Break	Sorte Chp 11
Week 14: 4/14 & 4/16	Adolescence Nutrition (Quiz 9 due 4/14) Adolescent Diet Analysis due (4/16)	Adol website
Week 15: 4/21 & 4/23	Eating Disorders (Quiz 10 due)/ Catch-up (Quiz 11 due) Preschooler Lesson Plan must be taught by 4/21	Adol website
Week 16: 4/28 & 4/30	Film (Quiz 12 due) / Field Trip? Lesson plan paperwork due 4/28 Cycle Menu & Analysis due 4/30	
Week 17: Thurs, 5/07	FINAL EXAM 4:30-7:00 Reflection paper due (5/07)	

POLICIES AND PROCEDURES:

Note: Failure to abide by the rules will negatively affect your grade.

1. **CLASS ATTENDANCE:** Class will begin promptly. Attendance will be taken in each class. *Class attendance is essential for success in this class.* Students are expected to work efficiently and respectfully.
2. **ELECTRONICS IN CLASSROOM:** NO TEXTING, NO PHONING. They are inappropriate in the classroom. Using them in class may result in having them moved to the front of the classroom and made available for pickup only after the class meeting concludes. Repeat offenders will lose points. Electronic devices for note-taking are fine.
3. **EMAIL:** Check PLNU email regularly for any new postings or communications from the instructor. **READ THEM!**
4. **LATE POLICY: Due dates are enforced rigorously. 25% deducted for each day late.**
5. **EXAMS:** No makeup exams or quizzes given. Emergencies will be processed on an individual basis.
6. **EMERGENCIES:** Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.

Attention FCS Students: You are required to turn in a portfolio project as a senior. Keep any and all graded work you want to showcase.

COURSE OUTLINE:

- I. Nutrition Review
- II. Food Safety & Sanitation
 - A. Bacteria
 1. foodborne infections
 2. foodborne intoxication and intoxicification
 3. conditions present for bacterial growth
 4. principles of freezing, refrigeration, defrosting
 - B. Mold and Yeasts
 - C. Parasites
 - D. Viruses
 - E. Toxic chemicals
 - F. Irradiation
 - G. Sanitation techniques for safe food preparation
- III. Infant Nutrition
 - A. Assessing Newborn Health
 - B. Infant Development
 - C. Energy and Nutrient Needs
 - D. Early Infancy Feeding
 - E. Development of Infant Feeding Skill
 - F. Common Nutritional Problems and Concerns
 - G. Infant Day Care
 - i. Feeding schedule
 - ii. Meal pattern
 - iii. CACFP
- IV. Toddler and Preschooler Nutrition
 - A. Growth and Development
 - B. Physiological and Cognitive Development
 - C. Energy and Nutrient Needs
 - D. Common Nutritional Problems
 - E. Preventing Nutrition-related Disorders
 - F. Diet and Activity Recommendations
 - G. Day Care

- i. Feeding schedule
- ii. Meal pattern
- iii. CACFP

VII. Child Nutrition

- A. Growth and Development
- B. Physiological and Cognitive Development
- C. Energy and Nutrient Needs
- D. Common Nutritional Problems
- E. Preventing Nutrition-related Disorders
- F. Dietary and Exercise Recommendations

VIII. Children with Special Needs

- A. Obesity
- B. Failure to Thrive
- C. Diabetes
- D. Food Allergies
- E. ADHD
- F. Vegetarian

IX. Adolescent Nutrition

- A. Growth and Development
- B. Psychosocial Development
- C. Health and Eating-related Behaviors
- D. Energy and Nutrient Requirements
- E. Promoting Healthy Behaviors
- F. Conditions and Interventions
 - i. Overweight and Obesity
 - ii. Supplement Use
 - iii. Adolescent Athletes
 - iv. Disordered Eating

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Tutorial Center is closed from 9:30-10:30 am, Monday, Wednesday and Friday, and 5:00-6:00 pm every evening. Tutoring is available by appointment only, and appointments must be made at least one day in advance. Appointments may be arranged in person at the Tutorial Center, over the phone at (619) 849-2593, or via email at TutorialServices@pointloma.edu.

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