



The University of Vermont  
Nutrition and Food Sciences

Fall 2019  
MWF 1:10-2:00 pm  
LaFayette Hall L108

Course Professor:  
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NFS 143: Nutrition in the Life Cycle

## Overview & Goals

*Students preparing for careers in nutrition and dietetics are expected to gain competency for professional practice in a wide range of disciplines and be able to translate nutrition sciences effectively into simple terms for people across their full life span, change their eating behaviors, lifestyle, and energy expenditure to improve their health.*

This course will increase and refine the student's pre-professional experience in helping people throughout the life cycle improving their health and reducing the risk of chronic diseases.

## Materials

Edelstein, S. 2015. *Life Cycle Nutrition: An evidence-based approach*. 2<sup>nd</sup> Edition. Jones & Bartlett Learning; Burlington. ISBN: 978-1-284-03667-1 \* You do not need an access code. Different editions are fine but YOU are responsible for any missing content or differences in page/chapter layout.

Portable Laptop or Tablet with connection to Blackboard – the device should come to each lecture.

Recommended:

iClicker Plus Student Remote (Blue Box)

## Learning Objectives

By the end of this course, students will be able to:

1. List, define and explain nutritional recommendations from pre-pregnancy through end-of-life in the normal growth and development of humans.
2. Recognize and tailor nutritional recommendations from pre-pregnancy through end-of-life in populations that have diseases and/or disabilities outside of normal growth and development.
3. Improve their capacity to review and apply evidence-based practice for a variety of clients across the lifespan.
4. Develop their professional, technical writing skills including lifestyle wikis in the area of life-cycle nutrition.
5. Increase their professional, cultural competency to serve the diverse client and population groups better.
6. Further, develop their understanding of nutrition programs and policy impacting multiple populations across the life span.

# ACEND-Required Core Knowledge (KRDN)

**KRDN 2.5:** Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.

## Evaluation

The course grade is based on 5 weighted categories; Lecture Engagement, Assessments, Team Writing, Team Wiki Final, and Final Exam. All components of a category are weighted equally.

Assignment	Weighted Categories	Weighted Grades
Case Studies & In-Class Activities	Lecture Engagement	25%
Modular Quiz	Assessments	25%
Mid-term Wiki	Team Writing	15%
Final Wiki	Team Wiki Final	25%
Final Exam	Final Exam	10%
<b>Total</b>		<b>100%</b>

## Attendance incentive:

Attendance, although strongly encouraged, is optional in the course; please note in-class activity & peer-review policy outlined above. You will have an opportunity to earn up to a 3% increase in your overall grade if you participate in iClickers. You earn these points by actively using your registered iClicker. Dr. Farryl will ask iClicker questions during some lectures, these iClicker questions will count towards Attendance. It is your responsibility to use your iClicker, ensure the iClicker is working every lecture, check your battery regularly, and remain engaged and present during class; **DO NOT ASK FOR ADDITIONAL OR MISSING POINTS.** You may NOT use an iClicker registered to another student; if we see you using two iClickers, we will take them and require out-of-class follow-up. The first week of class will provide the student with an opportunity to practice using their iClicker; attendance data will be collected starting week 2.

### Breakdown of Attendance Incentive:

Participate in 90% or more of the collected iClicker data throughout the semester= 3% increase in final grade

Participate in 80% to 89.9% of the collected iClicker data throughout the semester= 2% increase in final grade

Participate in 70% to 79.9% of the collected iClicker data throughout the semester= 1% increase in final grade

Participate in 69.9% or less of the collected iClicker data throughout the semester= 0% increase in final grade

## Grades

The grade cut-offs are as follows; please note, I do not round up at the end of the course as it may be influenced by bias:

A+: > 98.0%	A: 93.0-97.9%	A-: 92.9-90.0%
B+: 89.9-88.0%	B: 87.9-83.0%	B-: 82.9-80.0%
C+: 79.9-78.0%	C: 77.9-73.0%	C-: 72.9-70.0%
D+: 69.9-68.0%	D: 67.9-63.0%	D-: 62.9-60.0%
F: < 60.0%		

## No Late Assignments

Please refer to the Class Schedule below for assignment deadlines. No make-ups for attendance or lecture engagement assignments. No excuses please, no late assignments except when:

## Life Happens

Dr. Farryl will drop your lowest Case Study/Activity grade and Module Quiz grade. Again, students do not need to provide excuses; this will automatically occur at the end of the semester when Dr. Farryl calculates your final weighted grade.

## Dire Emergencies

These emergencies must be documented and are subject to Dr. Farryl's approval and, in some cases, the CALS Dean's office. In such emergencies, the student should contact Dr. Farryl via email within twenty-four hours of the scheduled assessment/due date, unless it is physically impossible for her or him to do so, in which case the student should be prepared to document that impossibility. If you cannot provide documentation and/or you miss more than one major assignment due to dire emergencies, I would strongly encourage you to withdraw from the class.

## Course Expectations

We expect you to come to class on time, stay for the whole class, refrain from side conversations, and be courteous to Dr. Farryl, the TAs and your fellow students.

Silence your phones or any other form of technology before class.

Texting, using Facebook and surfing the Internet during class is not conducive to learning. If this type of behavior becomes disruptive, please refer to the consequences listed below. You may think you can multitask during class; you can't. If you know you will be tempted to engage in these distracting activities during class; we suggest keeping your computer closed and using a notebook and pen or pencil to take notes.

Take care of your basic needs before class; students who walk in and out of lecture distract peers. You are welcome to stand on the side of the lecture hall or in the back during lecture.

Consequences for disruptive behavior (distracting media use, walking in and out of class, side conversations, etc.) will result in the following:

1. Verbal warning from Dr. Farryl or the TA.
2. Dr. Farryl will email you and your academic advisor.
3. Dr. Farryl will issue an Academic Alert to the Dean's office accompanied by a 5% drop in your overall final grade.

An outline of class lectures is posted on the course website at the beginning of class. The notes will help you follow along in class, but they are FAR FROM complete. You must be in class to get the full material.

If you miss lectures, you are responsible for finding out what you missed from a fellow student. The TA and Dr. Farryl do not provide class notes.

## **Tips for Success in NFS 143:**

Students should consistently read the appropriate chapter in the text. It is also useful to review the section after the lecture and record details in your notes which were confusing or need more explanation. Leaving space in your notes for this purpose is helpful. You should always review your lecture notes as soon as possible after attending the lecture.

## **Other Important Information**

### **Contacting Dr. Farryl and the TA**

Our preferred mode of communication outside of class is a face-to-face meeting or email. If you would like to sit down with us, please arrange an appointment. You may reach the course TA by emailing Prince Awhaitey at [Prince.Awhaitey@uvm.edu](mailto:Prince.Awhaitey@uvm.edu). Supporting your success is our priority; do not hesitate to schedule a meeting through email. We harvest our messages daily but depending on the ebb and flow of the semester; it could take up to 48 hours.

<http://college.usatoday.com/2012/03/15/five-things-to-remember-when-e-mailing-a-professor/>

### **Office Hours**

We are happy to meet with you and Dr. Farryl is available multiple times a week.

Please schedule an appointment with Dr. Farryl by completing this form: <https://calendly.com/drifarryl>

You can schedule an appointment with your assigned by TA via email.

### **Student Learning Accommodations**

In keeping with University policy, any student with a documented disability interested in accommodations should contact Student Accessibility Services, the Office of Disability Services on campus. Student Accessibility Services works with students to create reasonable and appropriate accommodations via an accommodation letter to their professors as early as possible each semester.

Contact Student Accessibility Services: A170 Living/Learning Center; 802-656-7753; [access@uvm.edu](mailto:access@uvm.edu); [www.uvm.edu/access](http://www.uvm.edu/access)

UVM's policy on disability certification and student support: [www.uvm.edu/~uvmppg/ppg/student/disability.pdf](http://www.uvm.edu/~uvmppg/ppg/student/disability.pdf)

## **Athletic-Academic Conflicts**

Students participating in intercollegiate athletics should plan their schedules with special care, recognizing the primary importance of all of their University academic responsibilities. Each semester, members of UVM varsity and junior varsity teams are responsible for documenting in writing any conflicts between their planned athletic schedule and the class schedule to their instructors by the end of the second full week of classes. Students and instructors should then discuss potential conflicts between course requirements and intercollegiate competitions. When an unavoidable conflict exists, the student and instructor should seek a resolution that permits the student to address the course requirement and participate in the athletic competition. The instructor has final authority on this matter.

## **Religious Holidays**

Students have the right to practice the religion of their choice. Each semester students should submit, in writing to their instructors, by the end of the second full week of class, their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

## **Course Material**

The course content is protected by Copyright and is the property of the professor. While students are encouraged to take notes for their own use, and to study with others in the course, selling the notes either privately or through a “service” is prohibited and is in fact a violation of Copyright law. The best way to get something out of the class, to learn the most, and to get your money’s worth is to show up and participate. Relying on notes taken by other people and “sold” may be extremely risky business if the notes do not actually reflect the content of the class.

## **Academic Integrity**

The policy addresses plagiarism, fabrication, collusion, and cheating.

[www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf](http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf)

## **Grade Appeals**

If you would like to contest a grade, please follow the procedures outlined in this policy:

[www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf](http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf)

## **University Grading Policy**

For information on grading and GPA calculation, go to [www.uvm.edu/academics/catalogue](http://www.uvm.edu/academics/catalogue) and click on Policies for an A-Z listing.

## **Code of Student Rights and Responsibilities**

[www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf](http://www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf)

## **FERPA Rights Disclosure**

The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the

Family Educational Rights and Privacy Act (FERPA) of 1974.

<http://www.uvm.edu/~uvmppg/ppg/student/ferpa.pdf>

## **UVM Writing Center**

The University offers a Writing Center in 105 Bailey/Howe Library. The center can help make writing less stressful by providing students with a tutor and writing resources.

Make an appointment: <http://www.uvm.edu/wid/writingcenter/>

## **Classroom Safety**

The following provides resources for classroom/campus safety: <http://www.uvm.edu/~police/>

Dr. Farryl strongly recommends that you register for CatAlert: <http://www.uvm.edu/~emergency/?Page=catalert.html>

We live, learn and work in an incredible community, the following is an additional resource; one we all hope will be completely unnecessary: <https://www.youtube.com/watch?v=5VcSwejU2Do>

## **Discrimination, Harassment, Sexual Harassment or Sexual Misconduct**

If a crime or other emergency is in progress, always call 9-1-1.

Dr. Farryl and the TA *are not* a confidential resource; we will, however, help you identify confidential resources including the Victim's Advocate (<https://www.uvm.edu/~women/?Page=support.html&SM=capmenu.html>), CAPS (<http://www.uvm.edu/~chwb/psych/>), and other health care providers ( <http://www.uvm.edu/~chwb/health/> ) and licensed counselors who *are* confidential resources.

## **Final Exam Policy**

The University final exam policy outlines expectations during final exams and explains timing and process of the examination period. <http://catalogue.uvm.edu/undergraduate/academicinfo/examsandgrading/>

## Class Schedule:

Module:	Topic	Readings	Assignments
1 - Aug. 26- Sep 20	<i>Introduction to NFS 143 and Nutrition Requirement During Pregnancy</i>	Chapter 1	Case Studies & Journals
	<i>Normal Infant Nutrition</i>	Chapter 2	Case Studies & Journals
	<i>Normal Nutrition for Toddler Through School-Aged Children and the Role of Parents in Promoting Healthy Nutrition in Early Childhood</i>	Chapter 3	Case Studies & Journals
	<i>Genetics and Inborn Errors of Metabolism and Failure to Thrive</i>	Chapter 5	Case Studies & Journals Module 1 Quiz - Due Sep 27 by 11:59 pm ET
2 - Sep 23- Oct 11	<i>Normal Adolescent Nutrition</i>	Chapter 4	Case Studies & Journals
	<i>Vitamins and Minerals in Childhood and Children with Disabilities</i>	Chapter 6	Case Studies & Journals
	<i>Pediatric Vegetarianism, Childhood Obesity, and Food Allergies</i>	Chapter 7	Case Studies & Journals
	<i>*Pediatric Diabetes</i>	Part of Chapter 8	Case Studies & Journals Module 2 Quiz - Due October 18th by 11:59 pm ET Mid-Term Wiki - Due October 25th by 11:59 pm ET
3 - Oct 14- Nov 15	<i>Chronic Disease Nutritional Assessment</i>	Chapter 9	Case Studies & Journals
	<i>Nutrition and Public Health</i>	Chapter 10	Case Studies & Journals
	<i>Physical Activity and Weight Management</i>	Chapter 11	Case Studies & Journals
	<i>Diet, Lifestyle, Disease, and Pharmacologic Considerations</i>	Chapter 12	Case Studies & Journals Module 3 Quiz - Due Nov 22th by 11:59 pm ET
4 - Nov 18- Dec 6	<i>Unique Nutrition Issues in the Older Adult</i>	Chapter 13	Case Studies & Journals
	<i>Roles and Responsibilities of the Registered Dietitian in Long-Term Care</i>	Chapter 14	Case Studies & Journals
	<i>Feeding and Ethical Issues at the End of Life</i>	Chapter 15	Case Studies & Journals Module 4 Quiz - Due December 6 by 11:59 pm ET Final Team Wiki - Due December 6 by 11:59 pm ET
Final Exam Dec 12	<b>Final Exam is on Dec 12 from 10:30 am - 1:15 pm in LAFAYE L108</b>		