

GEORGE MASON UNIVERSITY
College of Health and Human Services
Syllabus
GCH 422 Nutrition Throughout the Lifecycle

Course Instructor:	Constance Gewa, PhD, MPH
Office Hours:	By appointment
Telephone:	(703) 993-2173
Email:	cgew@gmu.edu
Class Schedule:	Tuesdays and Thursdays 3:45 pm – 6:50 pm Saturdays (May 24 th , 31 st , June 7 th and 14 th): 12:15 pm – 3:20 pm All classes will be held in Innovation Hall 135
Placement:	Any; Requirement for Nutrition Certificate program
Prerequisites:	GCH 295 or permission of instructor
Credits:	3 credits
Required Text:	Mary K Mitchell, <i>Life Cycle Nutrition An evidence-based approach, 2nd edition</i> . WB Saunders Company. ISBN-13: 978-0-7216-9292-0

DESCRIPTION

This course will focus on the nutrient needs and food habits throughout the life cycle. Emphasized are the nutrient needs prior, during, and after pregnancy, and the nutritional requirements of infants, children, adolescents, adults, and the elderly.

OBJECTIVES:

At the completion of this course, the students will be able to:

- Discuss how nutritional needs vary at each stage of the lifecycle.
- Examine the roles that nutrition plays regarding health promotion and disease prevention at various stages of the lifecycle.
- Recognize changes in food habits throughout the lifecycle.
- Conduct general nutritional assessments which correspond to each stage of the lifecycle.

TOPICAL OUTLINE:

- Review of Nutritional Concepts
- Assessment of Nutrient Needs
- Pregnancy and Nutrition
- Lactation
- Nutrition in Infancy
- Nutrition in Childhood
- Adolescent Nutrition
- Middle Adult Years
- Nutrition and the Aging Adult

ATTENDANCE:

Attendance (including lateness) will be taken to evaluate class participation and to assist students that may have difficulty with content areas they may have missed. Although you are not given a grade for attendance, it does factor into those grades that are borderline. For example, a grade 2 points away from an A may be raised to an A if class was regularly attended.

CELL PHONES AND PAGERS:

Cell phones and pagers MUST be turned off during lecture. You will be provided breaks during each class so that you can check your messages and make calls.

CHEATING AND PLAGIARISM:

Cheating and plagiarism are not tolerated. Any act of cheating or plagiarism will result in the grade of zero (F) being assigned to the work. Plagiarism is not always willful. Sometimes the inexperienced writer forgets to attribute his paraphrasing efforts. Plagiarism is defined as using someone else's words or art without attribution and passing it off as original.

EVALUATION METHODS:

- Television Assignment
- Nutritional Assessment
- Research paper presentation and write-up
- Quizzes
- Class presentations

COURSE POINT DISTRIBUTION:

You can earn a total of 230 points in this class. (Please note that these points do not include the possible extra credit points.). Final course grade will be based on the GMU collegial grading scale (percent):

A+: 98-100

A: 94-97

A-: 90-93

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D: 60-69

F: 0-59

ASSIGNMENTS:

Readings:

You are expected to keep up with the assigned text reading. The chapters required for each lecture are listed in the class schedule.

Television Assignment (20 points):

Due May 26th

For this assignment, you will be required to watch 3 hours of commercial television (No PBS). Try to pick 3 different shows that target 3 different kinds of audiences (for example one hour of daytime programming, one hour of children's programming, one hour of primetime, etc.) While viewing, think of the target audience in terms of age, sex, economic status, health, etc.) Note the program, the time, the subject matter, the date watched, and any ratings if provided. Then watch each commercial . . . YES, every commercial. Take note as to how many commercials are presented and which ones relate to food, diet, or nutrition.

1. How many commercials did you watch?
2. How many commercials related to food, diet or nutrition?
3. What products related to food were advertised?
4. Is there a correlation between what you expected the target audience to be and the types of commercials aired?
5. Did the information in the commercials related to food, diet or nutrition seem sound and true?
6. Did the commercials encourage you to go out and buy the products or services?

Nutrition Assessment (50 points):

Part A: Due June 4th

For this assignment, you will conduct nutritional assessments from 2 individuals who fall into 2 of the following categories:

- Pregnancy
- Lactation
- Pre-school (2-4 years)
- Pre-adolescence (5-12 years)
- Adolescence (12-18 years)
- Older adulthood (over 50 to 70)
- Elderly (over 70)

The goal of the assignment is to compare and contrast how individuals from different lifecycle stages might differ concerning their response to a 24-hour dietary recall.

First, ask permission from the individual if you can use them for your assignment. If you are interviewing a child, please ask the parent's consent as well. Let them know that their names will not be used, and the only reason for collecting this information is to fulfill your nutrition assignment.

You will be conducting a 24-hour dietary recall. You will need to ask the person's sex, age, height, weight, and activity level. Then ask the person what they consumed for a 24 hour period the day prior to your interview. Use prompting questions, and be sure to have the person include

snacks and beverages. Have them describe the food in as much detail as possible – such as how the food was prepared, where it was consumed, etc. Be sure to obtain amounts of each food in as specific quantities as possible.

For each of the two interviews you will turn in the 24-hour recall record response, as well as typed responses to the following questions:

1. Describe you participants as best you can. How do they differ overall, how are they similar?
2. Describe your experiences in interviewing these two individuals. Was it more difficult to gather information from one over the other? Why or why not?
3. Did you feel that the information gathered was accurate? Why or why not?
4. What might you do to improve and gather more accurate nutritional information if you were to repeat this assignment?
5. Would any other method of nutritional assessment be more useful? Why or why not?
6. Based on your assessment did the participants meet the recommended dietary intake (food groups and nutrients: energy, fats, proteins, calcium, Iron, Zinc, Vitamin A) and physical activity levels? How about body size?

Quizzes (60 points):

Three short quizzes will be used your comprehension of the course material. 3 quizzes will be given over the semester. The quizzes will be comprised of a combination of multiple choice, short answer and fill in the blanks.

Make-up quizzes:

Exam make-ups will be given only for a ***valid, written, reason.*** The format of any make-up quiz is at the discretion of the instructor.

Research Paper (80 points)

You will work on this in pairs/groups, or individually. For this assignment you will choose a topic related to lifecycle nutrition and create a PowerPoint presentation on the last regular day of class. You can choose to present recent research about a specific lifecycle group.

Examples might include:

- Why are more and more children becoming obese?
- Do large for gestational age infants have a higher risk of become obese adults?
- Do American women consume enough folate?
- Are calcium supplements effective against osteoporosis in the elderly?

Draft due May 28th,

For the draft you will identify your topic, target group/population and justify why you have chosen this topic. Be sure to cite your justification – ie: text, lecture, other source.

Final Presentation on June 13th

You need to make sure that you include your research question or hypothesis on the presentation, why it is important, your research findings and have a section that provides applications for this information in an “evidence-based” practice mode. Finally submit a 1-3 page paper summarizing your research work, findings and application.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED