FSHN 370: Nutrition Throughout the Lifespan in Spain and U.S.  
Applying for an “O” Oral Communication designation Spring 2016

Spring 2016  3 credits

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Phone:

Office Hours:  Come to my office and sign up on the calendar posted outside the door or make appointment via phone or e-mail.

Prerequisites:  FSHN 185 (B or better grade), Chem 161/L (C or better grade), ZOOL 142, ZOOL 142L (or concurrent), or consent.


Articles:  Important!  Articles on Spain and U.S. nutrition are listed on the last page of the syllabus.  Most topics will be associated with assigned article(s) to read, available on Laulima at the appropriate time throughout the semester.

Course Description:  Comparative study between Spain and the U.S.- nutritional requirements and food needs during:

Pregnancy and infancy (Module 1);
Early Childhood and adolescence (Module 2); and
Adulthood and aging (Module 3).

Module 1:  Pregnancy and infancy.  Foundation of nutritional requirements, education, assessment and counseling nutritional needs during pregnancy, lactation and early infancy for optimal growth, development and maintenance.  In-class activities will include use of growth charts in monitoring nutritional status, examination of different types of infant formulas, debate of the pros and cons of breastfeeding and parent-child interactions common to Spain and the U.S.

Module 2:  Early childhood and adolescence.  Introduction to food and feeding techniques for children, feeding picky children, requirements for periods of rapid growth and particular nutrition-related concerns during adolescence, such as disordered eating, physical fitness and teenage pregnancy will all be discussed.  Also covered will be the topic of obesity and its impact on health.  In-class activities will include planning healthy meals for children (that they will actually eat), troubleshooting problem eating behaviors and assessment of disordered eating.  An analysis of commercial weight loss diets and fast foods common in Spain and the U.S. will also be done.

Module 3:  Adulthood and aging.  Nutritional needs during adulthood and aging; focusing on prevention of chronic diseases and maintenance of optimal health and fitness.  In-class activities will focus on sharing information acquired from current scientific articles and an assignment on the nutrition assessment of a senior citizen living in Spain.

Course Goal:  To identify nutrient requirements, utilization and influences related to the human life stage in Spain and the U.S.
Core Knowledge Requirements for the Registered Dietitian
KRD 5.2 The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include nutrition across the lifespan.

Course Objectives:
1. To identify nutrient requirements during pregnancy, infancy, childhood, adolescence and aging- comparing Spain and the US
2. To understand how basic physiologic and metabolic changes affect nutritional needs across the lifespan.
3. To identify important social and cultural factors influencing nutritional status throughout the lifespan- comparing Spain and the US

Course Grading:
Text overview presentation 40 points
Research articles overview 40 points
Exams
   Module 1 40 points
   Module 2 40 points
   Module 3 40 points
Assignments
   Assignment #1 15 points
   Assignment #2 15 points
   Assignment #3 20 points
Total points 250 points

Your attendance in class is desired. When you are not in class, you miss important information and announcements and an opportunity to earn discussion/individual participation points. There are no "make-ups" for what happens in class. There will be NO comprehensive final exam covering all three modules. Grades will not be curved. Therefore 90 percent and above is an A, 80 percent and above is a B, 70 percent and above is a C, etc. All assignments are due on the day of class. Late assignments are not accepted.

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Class 23  Adult Nutrition
Intro to Non-Communicable Diseases in Spain Compared to U.S.  Chapter 16

Class 24  CHD, Hypertension
Comparative Study Spain vs U.S.  Chapter 17

Date  Topic  Readings
Class 25  Diabetes
Comparative Study Spain vs U.S.
Class 26  Cancer, HIV
Comparative Study Spain vs U.S.
Class 27  Nutrition & Older Adults
Food Preferences of Spanish Elderly compared to U.S. Children  Chapter 18
Class 28  Nut & Older Adults Con/Int, Osteoporosis
Comparative Study Spain vs U.S.  Chapter 19
Class 29  Assignment 3 Presentations  Assignment #3 due
Class 30  Final exam

Oral Communication Instructions for “O” Focus

**Text Chapter Overview**: Each student will give an oral overview via PP presentation to the class. The material will be assigned and will come from the class texts listed in the syllabus.

**PP presentation should be about 30 minutes in length and cover:**
- **Title**: Title of book/chapter and author(s)
- **Introduction**: Outline of presentation.
- **Body**: Explain highlights of reading material
- **Conclusions**: What are the practical implications to the individual and to society? Your opinion?
- **Give 2 discussion points and/or class activity.**

**PP Presentation Grading**: 40 points

PP presentation - preparedness, covers above points in a logical manner, professionally given
Visuals are appropriate – not too many words, easily seen and understood
Content - essential information, critical concepts are accurately and clearly presented
Discussion/Activity - facilitates active participation from the students

**Important: Check PP with professor at least 2 days prior to giving class presentation.**
Research Article Overview- at each class a student will be randomly chosen to each give about a 5-10 minute oral overview of a specific research article assigned for that day and available on Laulima. Students will not know in advance if they will be picked. If not prepared, the student earns no points. Most articles will come from recent peer reviewed journals with emphasis on Spain. To prepare for the overview, address the issues below. **The research article overview will be turned in at class time as a hardcopy.**

Overview should be no more than 2 pages max and include:
- Title, author, journal, date
- Rationale: What is the problem considered?
- What is the goal/objective of the study?
- What is the study design? (Clinical trial, retrospective, cross sectional, longitudinal)
  - Is it a literature review?
- What is the sample selection? How was the sample selected/recruited?
- Any potential bias?
- What was the data collected? Were the test/instruments appropriate?
- What are the statistical tests conducted? (t-test, mean, median, frequency, chi square, correlation)
- What were the main findings/ conclusions?
- Other relationships that should have been seen? (Blog might be appropriate here).
- Your opinion of the research article.
- Give a discussion point and/or class activity.

**Research Article Overview Grading:** 40 points total
- Preparedness, covers above points in a clear and logical manner
- Content - essential information and critical concepts accurately and clearly presented
- Discussion/Activity - facilitates active participation from the students
- Includes appropriate blog
**Assigned Articles to Supplement Text**

**Spain**


United States

#1 The role of food in history. Clairmont, M.A. Todays Dietitian, Aug. 2001, p. 30-31

#2 CDC Growth Charts: United States. As of 2016: www.cdc.gov/growthcharts


#6 Nutritional Imbalance Endorsed by Televised Food Ads, JADA, Jan. 2010, Vol. 110, p.904-910


#8 Fat and sugar levels are high in snacks purchased from student stores in middle schools. Wildey et al. JADA, March 2000, Vol. 100, #3, p. 319-322

#9 Parents' restrictive feeding practices are associated with young girls' negative self-evaluation of eating. Fisher, J.O. and Birch, L.L. JADA, Nov. 2000, Vol. 100, #11, p. 1341-1346


#17 Dietary Patterns and Survival of Older Adults, Anderson, A. et al, JADA August 2011, Vol. 111 p.84-91