

1. General Information

1a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

Date Submitted: 9/23/2016

1b. Department/Division: Dietetics and Human Nutrition

1c. Contact Person

Name: Tammy Stephenson

Email: Tammy.Stephenson@uky.edu

Phone: 859-257-2353

Responsible Faculty ID (if different from Contact)

Name: Tammy Stephenson

Email: Tammy.Stephenson@uky.edu

Phone: 859-257-2353

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: DHN 313

2c. Full Title: Life Cycle and Community Nutrition II

2d. Transcript Title: Life Cycle and Community Nutrition II

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: A study of the physiological changes occurring in the life cycle with associated nutrient needs. The course focuses on assessment and determination of nutrition issues and nutrition education for individuals from childhood to old age. Nutrition education programs on a community level will be addressed at each stage of the life cycle. Program planning, evaluation and grant writing will also be covered and applied in this course.

- 2k. Prerequisites, if any: Prerequisites: DHN 312; limited to Dietetics and Human Nutrition majors only.
- 2l. Supplementary Teaching Component: Service Learning
3. Will this course taught off campus? No
If YES, enter the off campus address:
4. Frequency of Course Offering: Spring,
Will the course be offered every year?: Yes
If No, explain:
5. Are facilities and personnel necessary for the proposed new course available?: Yes
If No, explain:
6. What enrollment (per section per semester) may reasonably be expected?: 100
7. Anticipated Student Demand
Will this course serve students primarily within the degree program?: Yes
Will it be of interest to a significant number of students outside the degree pgm?: No
If Yes, explain:
8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,
If No, explain:
9. Course Relationship to Program(s).
a. Is this course part of a proposed new program?: No
If YES, name the proposed new program:
b. Will this course be a new requirement for ANY program?: Yes
If YES, list affected programs: B.S. in Dietetics (Option A and Option B) and B.S. in Human Nutrition
10. Information to be Placed on Syllabus.
a. Is the course 400G or 500?: No
b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

DHN 313 Life Cycle and Community Nutrition II
TR 2:00 – 3:15 pm
Chemistry-Physics Building Room 320

Instructor: Liz Combs, MS, RD, LD
Office: 209 B Funkhouser Building
Phone: (859) 257-9209
Email: elmars2@uky.edu (preferred method of contact)
Office Hours: Tuesdays 12:30 pm – 1:30 pm, Wednesdays 8:30 – 9:30 am, or by appointment

TA: Teresa Lee, RD, LD
Office: 212 Funkhouser Building
Office Hours: Mondays & Wednesdays 11:00 am – 12:00 pm, Thursdays 1:45 – 3:30 pm
E-mail: teresalee@uky.edu

Course Description:

A study of the physiological changes occurring in the life cycle with associated nutrient needs. The course focuses on assessment and determination of nutrition issues and nutrition education for individuals from childhood to old age. Nutrition education programs on a community level will be addressed at each stage of the life cycle. Program planning, evaluation and grant writing will also be covered and applied in this course. Prerequisites: DHN 312; limited to Dietetics and Human Nutrition majors only.

Required Materials:

1. Nutrition Through the Lifecycle: 5th edition by Judith E. Brown
Edition: 5th
ISBN-10: 1133600492 | ISBN-13: 978-113360049
Publisher(s): Cengage Learning [Wadsworth](http://www.wadsworth.com)

Student Learning Outcomes:

After completing this course, successful students will be able to:

1. Analyze real-life case studies by calculating nutrition needs and identifying important factors to address in specific populations.
2. Conduct a needs assessment prior to the development of a specified nutrition intervention.
3. Write SMART objectives for a specified nutrition intervention.
4. Evaluate the process and impact of a specified nutrition intervention.
5. Prepare a grant proposal requesting funds for a community nutrition intervention.
6. Use current information technologies to locate and apply evidence-based guidelines and protocols; for example, the ADA Evidence Analysis Library, Cochran Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Websites.

Accreditation Council for Education in Nutrition and Dietetics Core Knowledge and Competencies:

- KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.
- KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.
- KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.
- KRD 3.3: The curriculum must include education and behavior change theories and techniques.
- KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

KRD 4.4: The curriculum must include content related to health care systems.

KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.

KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology

Course Policies:

Policies relating to excused absences, cheating/plagiarism, withdrawal, incompletes and final exams can be found in *Student Rights and Responsibilities*, under the University of Kentucky website:

<http://www.uky.edu/StudentAffairs/code>. As a student of the University, you are responsible for reading, understanding and adhering to these policies.

Class Attendance: Attending class is strongly encouraged. Attendance will be taken randomly throughout the semester. If you are present when attendance is taken you will receive bonus points for completing in-class assignments. Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Please email elmars2@uky.edu if illness or unforeseen circumstances cause you to miss a lecture, exam or other required assignment within 48 hours of the absence. A Tier 2 or Tier 3 document provided to the student by UHS is appropriate verification for an excused absence for illness.

Class Assignments: All class assignment deadlines are to be met on the days stated in the syllabus. Assignments will be collected at the beginning of class on that date unless you have an excused absence. Assignments turned in after the beginning of class are considered late.

Case studies and assignments must be turned in as a hard copy. Alternate forms of the assignment will NOT be accepted. There will be a 10% decrease in the assignment grade for each calendar day late, and assignments will not be accepted beyond 5 calendar days after the due date. In-class activities cannot be made up if missed due to an unexcused absence.

All case studies and out of class assignments must be typed, except calculations may be handwritten.

Instructional Strategies: This course will consist of lecture sessions of approximately 1 hour and 15 minutes each Tuesday and Thursday. The course content will be delivered by PowerPoint, videos, and discussions. Class participation, discussion, and questions are encouraged. Students will need to use Canvas to monitor grades and announcements, submit assignments as instructed, and access full descriptions of assignments, grading rubrics and lecture materials. Please check Canvas at least three (3) times per week for any announcements and grades that may have been posted.

Academic Integrity:

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When a student submits work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and

phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Instructor's Policy on Use of Laptops and Other Electronic Devices

The classroom use of laptop computers, netbooks, tablets, smartphones, and other electronic devices can distract the user and nearby students and otherwise negatively impact class discussions and individual student performance. **Therefore, students may only use laptops or tablets if they sit in the back 2 rows on the right side of the classroom. The use of smart phones for anything other than class purposes is not allowed.** Use of cell phones will not be tolerated and the student will be asked to leave the classroom if they violate this policy and they will not be able to submit any work that was due that day.

Instructional Accommodations: Students with documented disabilities that require academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Suite 407 of the Multidisciplinary Science Building, 725 Rose Street, 0082, 257-2754, email address: drc@uky.edu for coordination of campus disability services available to students with disabilities. The website is: <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Course Activities and Assignments:

Complete assignment descriptions will be available on Canvas.

1. **Class Readings:** This course will be taught primarily as a lecture course using the required text as a guide. Therefore, reading text assignments prior to class will be important to your comprehension and application of information presented during lecture. Additionally, active reading sheets have been provided to help guide the comprehension of the reading and to highlight important issues that are not able to be covered in class but could be on exams.
2. **Exam Policy:** All exams are to be completed on the designated date and at the designated time. All personal belonging will be placed at the front of the room. Each exam will be worth 100 points and could consist of multiple choice questions, matching, true/false, and short answer questions. You will have 1 hour and 15 minutes to complete exams 1 and 2. **Make-up exams will be given in cases of excused absences only.** The form and time of all make-up exams will ultimately be determined by the instructor. The final exam will be conducted as stated in the University schedule book. Please email elmars2@uky.edu if illness or unforeseen circumstances cause you to miss an exam.
3. **Independent Case Studies:** Each student will be responsible for completing independent case studies for certain life stage groups. A number of these case studies will require the use of the www.choosemyplate.gov website and this will be specifically listed in the assignment description. Assignment descriptions for each case study will be available on Canvas and each case study will be described during class (yet another benefit to attending class!). You are to complete these case studies individually.
4. **Group Case Studies/Activities:** There will be four group case studies/activities completed in class throughout the semester. These are not listed on the syllabus. Students will be assigned to groups for this work. Each group will submit one written assignment. Assignments will be hand-written and turned in at the end of class. All members of the group who participate in the assignment will receive the same grade. Group members who fail to participate in the group assignment will automatically receive a 0. These assignments are in-class and, therefore, class attendance is

mandatory to submit these assignments. Students will not be able to make up these assignments unless they have an excused absence for the day the assignment was completed.

5. **Group Program Plan:** Students will plan a health promotion project throughout the course of the semester. Students will submit their version of each step according to the dates identified in the course outline. Points will be awarded for the first draft submitted at each step (see points for each step below). Points will also be awarded for the final version of each step submitted as part of the final project. The final project should be placed in a binder and all previous drafts should be included. The Program Plan includes:
 - a. Selection of population and setting (5 pts): Based on students' expertise and interest, students will select a population and setting in which the program will take place. Write a brief description of these.
 - b. Problem statement and rationale (15 pts): Students will write the problem statement (one-two sentences). Students will provide the program rationale – why this issue is important.
 - c. Needs assessment (60 pts): Students will conduct a needs assessment for the program based on current literature and data related to the health issue the program will address. This should include information to support the need for the proposed program: incorporate data related to health status, health-risk behaviors, and lack of programs/resources. A primary needs assessment will also be conducted when possible by interviewing with key stakeholders, administering surveys, or hosting focus groups. Students will use this information to prioritize and determine the direction of the program.
 - d. Mission statement, goals and objectives for program (15 pts): Students will submit the mission statement, goals and objectives for their program.
 - e. Theoretical basis and application of selected model to health issue (15 pts): Students will describe theoretical constructs that will be applied to their health issue/program and why these constructs are an appropriate choice.
 - f. Program activities/learner strategies (50 pts): Students will create and submit detailed plans describing the activities to be used to accomplish the objectives of the program. Specific step-by-step procedures should be described along with examples of worksheets, visual aids, etc. In addition, students will submit a logic model which ties the objectives, strategies selected, and potential outcomes together.
 - g. Marketing strategy/ Communication Plan (10 pts): Students will describe the marketing strategy and techniques to be used for the program.
 - h. Timeline, Resource Requirements, Budget (10 pts): Students will provide a timeline that describes in detail the entire program planning activities. Students will identify resources that will help them accomplish the goal and objectives of their program. Each group will turn in a detailed description of all budgetary needs and resources. These needs may include human (i.e., personnel) and material (i.e., equipment, space, supplies) resources.
 - i. Evaluation plan (20 pts): Students will describe the manner in which the program will be evaluated. Both impact, process and outcome evaluations should be addressed. Students will also discuss means of data gathering, data analysis, and reporting plan description.
6. **Presentation of Program Plan:** Each group will make a 5 minute video that is a presentation about the proposed program. Additional audience members who might have interest in the potential programs may also be invited to view the video.

Course Assignments and Grading:

		Total Points
Assignments		
4 In-Class Assignments	15 points each	60
3 Individual Case Studies	45 points each	135
Selection of Population and Setting	5 points	5
Problem Statement and Rationale	15 points	15
Needs Assessment	60 points	60
Mission Statement, Goals, Objectives	15 points	15
Theoretical Basis	15 points	15
Program Activities	50 points	50
Marketing Strategy	10 points	10
Timeline, Resources, Budget	10 points	10
Evaluation Plan	20 points	20
Final Video Presentation	50 points	50
Exams		
Exam 1	100 points	100
Exam 2	100 points	100
Total		645

Class Attendance Bonus Points: TBD

Grading Scale:

- A = \geq 90%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69
- E = \leq 59%

“I” and “W” grades: Please see policy in UK Catalog, UK Schedule of Classes, and the Student Rights and Responsibilities (Part II, Section 1.3.4). Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

DHN 313 TENTATIVE COURSE SCHEDULE

Date	TOPIC	Required Reading	Assignment Due
1/12	Course Overview Program Planning		
1/17	Theories, Stages, and Appropriate Intervention Strategies; Innovation Decision Process		
1/19	Theories, Stages, and Appropriate Intervention Strategies; Innovation Decision Process		Selection of Population and Setting
1/24	Community Nutrition Needs Assessment		
1/26	Goals, Objective and Logic Models		Problem Statement and Rationale
1/31	Child and Preadolescent Nutrition	Chapter 12	
2/02	Child and Preadolescent Nutrition		Needs Assessment
2/07	Child and Preadolescent Nutrition – Conditions Guest Speaker	Chapter 13	
2/09	Child and Preadolescent Nutrition- Interventions Public Policy		Mission Statement, Goals, and Objectives
2/14	Public Policy		
2/16	Public Policy		Theoretical Basis
2/21	Adolescent Nutrition	Chapter 14	
2/23	Adolescent Nutrition		
2/28	Adolescent Nutrition – Conditions	Chapter 15	Adolescent Case Study
3/02	Adolescent Nutrition- Interventions Interventions Design/Components		
3/07	EXAM 1		
3/09	Adult Nutrition	Chapter 16	
3/21	Adult Nutrition		
3/23	Adult Nutrition- Conditions	Chapter 17	
3/28	Adult Nutrition- Conditions		Adult Case Study Due
3/30	Adult Nutrition- Interventions Interventions Development		
4/04	Interventions Development		Program Activities
4/06	Older Adult Nutrition	Chapter 18	Marketing Strategies & Timeline, Resource, Budget

4/11	Older Adult Nutrition		
4/13	Older Adult Nutrition-Conditions	Chapter 19	Older Adult Case Study
4/18	Older Adult Nutrition- Interventions		
4/20	EXAM 2		
4/25	Interventions Evaluation		
4/27	Interventions Wrap Up		
	Finals Week- Final Project is Due		Evaluation Plan and Video