

NUTRITION 611: Nutrition Across the Life Cycle

Fall 2016: Tu / Th, 2:00-3:15 pm

Rosenau 228

3 Credits

Instructors

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Course Description

This course is concerned with nutrition during major phases of the life cycle. It will include units on (1) women's health during the preconception period, pregnancy, and lactation, as well as infant nutrition, (2) childhood and adolescence, (3) adulthood, and (4) older adults (65+).

Class sessions are meant to be engaging and include lectures, class debates, discussion questions, and presentations by students.

Course Objectives

The student will:

1. Understand the biological basis of energy and nutrient requirements during pregnancy and lactation, infancy, childhood, adolescence, and the older adults (65+).
2. Understand the consequences of energy and nutrient inadequacies and excesses, and identify major public health problems related to each phase of the life cycle.
3. Be able to identify socioeconomic, cultural and environmental barriers to meeting nutrient needs, and be aware of and value these critical determinants of health in informing the development of nutrition programs and policies targeted to different phases of the life cycle.
4. Analyze and evaluate scientific evidence related to nutritional needs, requirements and health issues of women of reproductive age, infants, children, adolescents, adults, and older adults.
5. Integrate information from a variety of sources to develop a comprehensive understanding of nutrition as it relates to the different phases of the life cycle.

Student Learning Outcomes covered in this course:

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

Readings

Class readings will be from review articles, original research articles, government reports and chapters in textbooks. All of the readings except those from the Brown textbook will be available on Sakai. Class podcasts, videos and interactive content links will also be posted on Sakai and on the course syllabus.

Required Textbook

Judith E. Brown. Nutrition through the life cycle. 5th Ed. Cengage Learning, 2014. (5th Edition only please) This book is available at the campus bookstore and on reserve at the HSL. You can purchase the ebook or rent the text for a reduced price at < <http://www.cengagebrain.com/shop/search/9781133600497>> or on Amazon.

Course Requirements and Grades

Final grades will be based upon the completion of the following assignments and exams:

Task	Value	Date
Case Studies (4 Total - 1 per Life Stage)	800	See Table Below or Syllabus
Lifecycle Project Reflection	100	December 6 th , 2016 (or Before)
Final Exam	200	Saturday., December 10 th , 2016 at Noon
Total	1100	

Letter grades are assigned according to the following scale:

H (1100-1034); P (1033-769); L (768-715); F (<715)

A (1100-1033); A- (1032-990); B+ (989-957); B (956-913); B- (912-881); C+ (880-848); C (847-804); C- (803-772); D+ (771-739) D (738-695); D- (694-651); F (<651)

Note: Students who have a documented disability from the UNC Office of Accessibility will be provided alternative testing arrangements. Late projects and papers will not be accepted. Students are required to take final examinations as scheduled. The only exceptions are for illness as documented by being on infirmary list at Campus Health Services or for other medically-documented or family or personal emergency situations. A student must meet with an academic dean to request permission for an examination excuse and documentation will be required.

Honor System

As part of the UNC Honor Code, Carolina students pledge to maintain ideals of academic honesty, personal integrity, and responsible citizenship. These ideals are embodied in the Honor Code set forth in the Instrument, with the support of students, faculty, and staff. When a student applies to Carolina, he undertakes a commitment to the principles embodied in the Honor Code. The University endeavors to instill in each student a love of learning, a commitment to fair and honorable conduct, and respect for the safety and welfare of others. It also strives to protect the community from those who, for whatever reason, do not embody these values in their conduct, and to protect the integrity of the University and its property for the benefit of all.

Online Course Evaluation

UNC uses an online evaluation system to assess the quality of instruction and learning of the courses offered. During the last few weeks of the course, an e-mail will notify you that the system is open with a link to access the form. This evaluation system is anonymous. The instructors will only see the aggregate data with any comments at the end of the course after grades are turned in. It is your responsibility as a student to complete the evaluations. You will be sent multiple e-mails until it is completed.

Laptop Policy

We are pleased to have students take notes via laptops. However, we expect that students who bring their laptops to class will use them for academic purposes and not for surfing the internet or other extracurricular activities not related to the class discussion. Please remember that engaging in such activities during class time is disruptive to fellow students who can see your screen. It is also unacceptable for any of our esteemed visiting guest lecturers to see such non-academic activities during class time.

Course Components

1. Case Studies

Case Studies will be assigned approximately one week before the end of each section. Please take notes during lecture and ask questions to help you complete your case study. Case studies are mostly short answer and will assist you with applying the knowledge you've learned in class to a mock client's case.

Case Studies are due at 2:00pm. You must bring a printed copy to class AND place them electronically on the Sakai Assignment tab.

Case	Release Date	Due Date
Pregnancy, Lactation and Infancy	September 13	September 22
Childhood and Adolescence	October 18	October 27
Adulthood	November 1	November 8
Older Adult	November 29	December 8

2. Lifecycle Project

Please choose one life phase to complete a lifecycle project. Students may sign up for the life phase that interests them during the first day of class. The goal of this project is to provide students with an opportunity to interview someone in their interested life phase and write a 2-pager to outline what you learned in the interview and then reflect on how this was similar or different than what you learned or thought about this life phase. Please see Sakai for further instructions and the rubric.

3. Final Exam

The final exam will be a multiple-choice exam administered through Sakai. The exam will be timed and closed book. The intent of the exam is to be sure you have obtained knowledge throughout the course that is required for you to be successful in working with people across the life spectrum.

Schedule of Class Sessions

Aug 23

Introduction (Holliday, Wasser and Samuel-Hodge)

Homework:

- Complete required readings for Aug 25 class.
- Complete Chapter 4 review questions via Socrative and be prepared to discuss in class.

Aug 25

UNIT 1 Pregnancy (Wasser)

Section 1: Physiology and Nutrient Needs During Pregnancy

Required Readings:

- Brown Text: Ch 4: pp. 87-137

Watch in Class: Khan Academy

- Meet the placenta! <https://www.khanacademy.org/science/health-and-medicine/circulatory-system/fetal-circulation/v/meet-the-placenta>
- Maternal Changes in Pregnancy (7:26) <https://www.khanacademy.org/science/health-and-medicine/human-anatomy-and-physiology/reproductive-system-introduction/v/maternal-changes-in-pregnancy>

Class Participation:

- Review chapter questions for understanding.
- In pairs, students complete worksheets, “Difficulty Gaining Weight During Pregnancy” and “Nutritional Requirements During Pregnancy.”

Homework:

- Complete required readings for Aug 30 class.
- *Recommend working ahead on homework for Sep 1 class*

Aug 30

Section 2: Counseling for a Healthy Pregnancy

Required Readings:

- Position of the Academy of Nutrition and Dietetics: Nutrition and Lifestyle for a Healthy Pregnancy Outcome. J Acad Nutr Diet. 2014;114:1099-1103.
- Widen E and Siega-Riz AM. A practical guide for busy clinicians to assess and counsel women on diet. The Journal of Midwifery & Women’s Health 2010;55(6):540-549.

Class Participation:

- In pairs, students conduct 24-hour recalls using Choose MyPlate SuperTracker: <https://www.choosemyplate.gov/tools-supertracker> and complete the questions via Socrative.

Homework:

- Complete required readings for Sep 1 class.
- Complete chapter 5 review questions via Socrative and be prepared to discuss in class.
- In pairs, prepare a brief presentation outlining your assigned condition and answers to your case study: “Preeclampsia” 5.1 (p.144), “Gestational diabetes” 5.2 (p.148), or “Twin pregnancy” 5.3 (p.156). Post your presentation to the Sakai site at least one hour before class and be prepared to present.

Sep 1

Section 3: Pregnancy Conditions and Interventions

Required Readings:

Brown Text: Ch 5: pp. 138-163

Class Participation:

- Review chapter questions for understanding.
- Students will be randomly selected to present their case study.

Homework:

- Complete required readings for Sep 6 class.
- Complete chapter 6 and 7 review questions via Socrative and be prepared to discuss in class.

Sep 6

UNIT 2 Lactation and Infancy (0 – 12 Months) (Wasser)

Section 1: Lactation Physiology and Breastfeeding Recommendations

Required readings:

- Brown Text: Ch 6: pp. 164-196 and Ch 7: pp. 197-225

Watch in Class: Khan Academy

- Breastfeeding Anatomy and Lactation:
<https://www.khanacademy.org/science/health-and-medicine/human-anatomy-and-physiology/reproductive-system-introduction/v/breast-anatomy-and-lactation>

Class Participation:

- Review chapter questions for understanding.
- In pairs, students complete worksheet, “The Nutrition of Colostrum and Human Milk.”

Homework:

- Complete required readings for Sep 8 class.
- Prepare a brief presentation describing your assigned setting: hospitals/birthing centers, WIC, workplace, child care, human milk banks, or media/marketing. Include: (1) the rationale for targeting this setting in breastfeeding promotion efforts, (2) an illustration of a recent policy or programmatic change to promote breastfeeding in this setting, and (3) useful resources/links. Be prepared to present in class.

Sep 8

Section 2: Protection, Promotion and Support for Breastfeeding

Required Readings:

- U.S. Department of Health and Human Services. *The Surgeon General’s Call to Action to Support Breastfeeding*. Washington, DC: U.S. Department of Health and Human Services, Office of the Surgeon General; 2011.
- Centers for Disease Control and Prevention. *Breastfeeding Report Card: United States/2014*. Atlanta: U.S. Department of Health and Human Services; 2014.

Class Participation:

- Students will be randomly selected to present on their setting.

Homework:

- Complete the required reading for Sep 13 class.
- Complete *Formula Feeding* review questions via Socrative and be prepared to discuss in class.
- Complete the Centers for Disease Control and Prevention, Growth Chart Training: <http://www.cdc.gov/nccdphp/dnpao/growthcharts/who/index.htm>. Do not complete case studies. We will do these together in class.

Sep 13**Section 3: Infant Formula and Growth Assessment*****Pregnancy/Lactation and Infancy Case Study Released*****Required Readings:**

- American Academy of Pediatrics, Pediatric Nutrition Handbook, Chp 3., Formula Feeding of Term Infants

Watch in Class:

- NHANES III Anthropometric Procedure Videos for weight and height: http://www.cdc.gov/nchs/nhanes/nhanes3/anthropometric_videos.htm

Class Participation:

- Review chapter questions for understanding.
- In pairs, students will complete the CDC case examples for “Low Weight-for-Length,” “Inadequate Growth or Just Small,” “Excess Weight Gain,” “Transitioning from the WHO to CDC,” and “Early Lactation Difficulties.”

Homework:

- Complete required readings for Sep 15 class.
- Complete Chapter 8 review questions via Socrative and be prepared to discuss in class.
- Pretend that you are a new mother or father and want to find out how best to feed your infant after 6 months. Write down at least three questions that you might have about feeding your infant and find the best answers at that site. How does the information at the web site compare to information in the text? Be prepared to discuss in class.

Sep 15**Section 4: Complementary Feeding****Required Readings:**

- Brown Text: Ch 8: pp. 226-251
- Butte N, Cobb K, Dwyer J, Graney L, Heird W, Rickard K; American Dietetic Association; Gerber Products Company. The Start Healthy Feeding Guidelines for Infants and Toddlers. *J Am Diet Assoc.* 2004 Mar;104(3):442-54. PubMed PMID: 14993870.
- World Health Organization. (2003). Guiding Principles for complementary feeding of the breastfed child: http://www.who.int/maternal_child_adolescent/documents/a85622/en/
- World Health Organization. (2005). Guiding Principles for feeding non-breastfed children 6-24 months of age: http://www.who.int/maternal_child_adolescent/documents/9241593431/en/

Class Participation:

- Review chapter questions for understanding.
- Students will be randomly selected to discuss their findings on infant feeding advice for new parents.

Homework:

- Complete required readings for Sep 20 class.
- Complete Chapter 9 review questions via Socrative and be prepared to discuss in class.
- Complete case studies 9.1, "Premature birth in an at-risk family" (p.265) and 9.2, "Noah's Cardiac and Genetic Condition" (p.268) and be prepared to discuss in class.

Sep 20**Section 5: Infant Nutrition – Conditions and Intervention****Required Readings:**

- Brown Text: Ch 9: pp. 252-271

Class Participation:

- Review chapter questions for understanding.
- Students will be randomly selected to provide answers to the case studies.

Homework:

- Complete required readings for Sep 22 class.

Sep 22**Unit 3 Childhood Nutrition (Samuel-Hodge)****Section 1: Child Growth and Development**

- Normal growth and development
- Energy and nutrient needs
- Screening tools used to assess growth in young children

Pregnancy/Lactation and Infancy Case Study Due**Required Readings:**

- Brown Text: Ch 10: pp. 272-283
- Ogden CL, Carroll MD, Kit BK, Flegal KM. Prevalence of childhood and adult obesity in the United States, 2011-2012. *JAMA*. 2014;311(8):806-814. doi: 10.1001/jama.2014.732. PubMed PMID: 24570244
- Bailey-Davis L, Horst M, Hillemeier MM, Lauter A. Obesity disparities among elementary-aged children: Data from school-based BMI surveillance. *Pediatrics*. 2012;130(6):1102-1109. doi: 10.1542/peds.2012-0192. PubMed PMID:23147975
- CDC. Use and Interpretation of the CDC Growth Charts – An Instructional Guide. <http://www.cdc.gov/nccdphp/dnpa/growthcharts/resources/growthchart.pdf>

Additional Resources:

- <http://www.cdc.gov/nccdphp/dnpao/growthcharts/resources/index.htm>

Class Participation:

- Complete the activity posted on Sakai; be prepared to discuss in class.

Homework:

- Complete required readings for Sep 27 class.

Sep 27**Section 2: Psychosocial Factors in Child Feeding**

- Development of feeding skills and feeding behaviors
- Factors that influence food choices
- Caregiver concerns

Required Readings:

- Bergmeier H, Skouteris H, Hetherington M. Systematic research review of observational approaches used to evaluate mother-child mealtime interactions during preschool years. *Am J Clin Nutr*, 2015;101(1):7-15.
- Frankel LA, Hughes SO, O'Connor TM, Power TG, Fisher JO, Hazen NL. Parental Influences on Children's Self-Regulation of Energy Intake: Insights from Developmental Literature on Emotion Regulation. *J Obes*. 2012;2012:327259. doi:10.1155/2012/327259. PubMed PMID: 22545206;
- DiSantis KI, Birch LL, Davey A, Serrano EL, Zhang J, Bruton Y, Fisher JO. Plate size and children's appetite: effects of larger dishware on self-served portions and intake. *Pediatrics*. 2013 May;131(5):e1451-8. doi: 10.1542/peds.2012-2330. PubMed PMID: 23569096.

Additional Resources:

- See Sakai

Homework:

- Complete required readings for Sep 29 class.

Sep 29**Section 3: Dietary Pattern and Nutrient Needs**

- Dietary and physical activity recommendations
- Common nutrition problems

Required Reading:

- Brown Text: Ch 10, pp 283-300 and Ch 12, pp 318-334
- Kit BK, Fakhouri TH, Park S, Nielsen SJ, Ogden CL. Trends in sugar-sweetened beverage consumption among youth and adults in the united states: 1999-2010. *Am J Clin Nutr*. 2013;98(1):180-188. doi: 10.3945/ajcn.112.057943. PubMed PMID: 23676424
- Mendez MA, Sotres-Alvarez D, Miles DR, Slining MM, Popkin BM. Shifts in the recent distribution of energy intake among U.S. children aged 2-18 years reflect potential abatement of earlier declining trends. *J Nutr*. 2014. doi: jn.114.190447. PubMed PMID: 24919689
- Ogata BN, Hayes D. Position of the Academy of Nutrition and Dietetics: Nutrition guidance for healthy children ages 2 to 11 years. *J Acad Nutr Diet*. 2014; Aug;114(8):1257-76. doi: 10.1016/j.jand.2014.06.001.

Homework:

- Complete required readings for Oct 4 class.

Oct 4**Section 4: Public Food and Nutrition Programs for Children**

- Early childcare and school-based programs
- Supplemental food programs
- Addressing child hunger and food insecurity

Required Readings:

- USDA Child Nutrition Programs
<http://www.fns.usda.gov/school-meals/child-nutrition-programs>
- Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
<http://www.fns.usda.gov/wic/women-infants-and-children-wic>
- Hunger in America: 2015 United States Hunger and Poverty Facts
http://www.worldhunger.org/articles/Learn/us_hunger_facts.htm
<http://www.theatlantic.com/business/archive/2016/07/the-return-of-american-hunger/492062/>
- Child Hunger Fact Sheets

<http://www.feedingamerica.org/hunger-in-america/impact-of-hunger/child-hunger/child-hunger-fact-sheet.html>

https://www.nokidhungry.org/pdfs/Fact_Sheet-2016.pdf

- Food Research & Action Council (FRAC) – More than 1 in 7 Americans in Food Insecure Households in 2014

<http://frac.org/more-than-1-in-7-americans-in-food-insecure-households-in-2014/>

- FRAC Brief - Food Insecurity and Obesity: Understanding the Connections, 2011

Additional Resources:

- USDA
 - Household Food Security in US 2014, September 2015
 - Food Security In-Depth Interview Study - Summary, 2013
- FRAC - SNAP and Public Health, 2013
- Metallinos-Katsaras E et al., A longitudinal study of food insecurity on obesity in preschool children, 2012

Homework:

- Complete required readings for Oct 6 class.

Oct 6

Section 5: Childhood Overweight and Obesity – Prevention and Treatment

- Prevention approaches
- Treatment approaches

Required Readings:

- Brown Text: Ch 10, pp 288-291 and Ch 12, pp 326-330
- Spear BA et al., Recommendations for treatment of child and adolescent overweight and obesity. *Pediatrics* 2007
- Hoelscher DM et al., Position of the Academy of Nutrition and Dietetics: Intervention for the prevention and treatment of pediatric overweight and obesity. *J Acad Nutr Diet.* 2013
- US Preventive Services Task Force Recommendation Statement: Screening for obesity in children and adolescence. *Pediatrics*, 2010

Additional Resources:

- See Ogden reference in Section 1 for childhood obesity rates in the US.
- Robinson LE¹, Webster EK, Whitt-Glover MC, Ceaser TG, Alhassan S. Effectiveness of pre-school- and school-based interventions to impact weight-related behaviours in African American children and youth: a literature review. *Obes Rev.* 2014 Oct;15 Suppl 4:5-25. doi: 10.1111/obr.12208.
- RWJF Issue Brief: Declining childhood obesity rates – where are we seeing signs of progress? 2013
- Society for Behavioral Medicine (SBM) Position Statement: SBM supports retaining healthy school lunch policies

Homework:

- Complete required readings for Oct 11 class.

Oct 11

UNIT 4 Adolescent Nutrition (Samuel-Hodge)

Section 1: Growth and Nutrition During Adolescence

- Growth patterns
- Psychosocial development
- Nutrient needs and dietary recommendations

Required Readings:

- Brown Text: Ch 14: pp. 361-385
- Harris JL¹, Munsell CR. Energy drinks and adolescents: what's the harm? *Nutr Rev.* 2015 Apr;73(4):247-57. doi: 10.1093/nutrit/nuu061.
- Herman-Giddens ME. The enigmatic pursuit of puberty in girls. *Pediatrics.* 2013;132(6):1125-1126. doi: 10.1542/peds.2013-3058. PubMed PMID: 24190683

Additional Resources:

- Nutrition.gov link: <http://www.nutrition.gov/life-stages/adolescents/parents-caregivers-and-teachers>

Homework:

- Complete required readings for Oct 13 class.

Oct 13

Section 2: Promoting Healthy Eating and Physical Activity Behaviors

- Social and cultural factors
- Policy and environmental change approaches
- Focus on overweight and obesity (chronic disease prevention)

Required Readings:

- Brown Text: Ch 13, pp 349-352; Ch 14, pp 375-381
- Dick B, Ferguson BJ. Health for the world's adolescents: a second chance in the second decade. *J Adolesc Health.* 2015 Jan;56(1):3-6. doi: 10.1016/j.jadohealth.2014.10.260.
- Kumanyika S, Taylor WC, Grier SA, Lassiter V, Lancaster KJ, Morssink CB, Renzaho AM. Community energy balance: a framework for contextualizing cultural influences on high risk of obesity in ethnic minority populations. *Prev Med.* 2012 Nov;55(5):371-81. doi: 10.1016/j.ypmed.2012.07.002. PubMed PMID: 22800683.
- Wansink B, Hanks AS. Slim by design: Serving healthy foods first in buffet lines improves overall meal selection. *PLoS One.* 2013;8(10):e77055. doi: 10.1371/journal.pone.0077055. PubMed PMID: 24194859

Recommended Reading:

- Xanthopoulos MS, Borradaile KE, Hayes S, Sherman S, Vander Veur S, Grundy KM, Nachmani J, Foster GD. The impact of weight, sex, and race/ethnicity on body dissatisfaction among urban children. *Body Image.* 2011 Sep;8(4):385-9. doi: 10.1016/j.bodyim.2011.04.011. PubMed PMID: 21664202.
- Nicholson L, Turner L, Schneider L, Chriqui J, Chaloupka F. State farm-to-school laws influence the availability of fruits and vegetables in school lunches at US public elementary schools. *J Sch Health.* 2014;84(5):310-316. doi: 10.1111/josh.12151. PubMed PMID: 24707925

Additional Resources:

- See Sakai.

Homework:

- Complete required readings for Oct 18 class.

Oct 18

Section 3: Eating Disorders and Disordered Eating (Guest Speaker - TBD)

- Eating disorders – general overview and treatment approaches
- Role of nutrition in treatment

Childhood and Adolescence Case Study Released

Required Reading:

- Brown Text: Ch 15, pp 399-406
- Walsh BT. The enigmatic persistence of anorexia nervosa. *Am J Psychiatry*. 2013 May 1;170(5):477-84. doi: 10.1176/appi.ajp.2012.12081074. PubMed PMID: 23429750.
- Schag K, Schönleber J, Teufel M, Zipfel S, Giel KE. Food-related impulsivity in obesity and binge eating disorder--a systematic review. *Obes Rev*. 2013 Jun;14(6):477-95. doi: 10.1111/obr.12017. PubMed PMID: 23331770.

Recommended Reading:

- Field AE, Sonneville KR, Crosby RD, et al. Prospective associations of concerns about physique and the development of obesity, binge drinking, and drug use among adolescent boys and young adult men. *JAMA Pediatr*. 2014;168(1):34-39. doi: 10.1001/jamapediatrics.2013.2915. PubMed PMID: 24190655

Homework:

- Complete required readings for Oct 25 class.

Oct 20**FALL BREAK****Oct 25****Section 4: Sports Nutrition (Guest Speaker - TBD)**

- Dietary recommendation for the child athlete
- Optimal body weight for young athletes
- Nutrition and dietary supplements, performance enhancing substances, and use of sports drinks

Required Readings:

- Brown Text: Ch 14, pp 381-384; Ch 15, pp 392-394
- Rowland T. Fluid replacement requirements for child athletes. *Sports Med*. 2011 Apr 1;41(4):279-88. doi: 10.2165/11584320-000000000-00000. PubMed PMID:21425887.
- Committee on Nutrition and the Council on Sports Medicine and Fitness. Sports drinks and energy drinks for children and adolescents: are they appropriate? *Pediatrics*. 2011 Jun;127(6):1182-9. doi: 10.1542/peds.2011-0965. PubMed PMID: 21624882.
- Murray R, Ramstetter C; Council on School Health; American Academy of Pediatrics. The crucial role of recess in school. *Pediatrics*. 2013 Jan;131(1):183-8. doi: 10.1542/peds.2012-2993. PubMed PMID: 23277311.

Recommended Reading:

- <http://www.teamusa.org/about-the-usoc/athlete-development/sport-performance/nutrition/resources-and-fact-sheets>
- Falk B, Dotan R. Temperature regulation and elite young athletes. *Med SportSci*. 2011;56:126-49. doi: 10.1159/000320645. Review. PubMed PMID: 21178371.
- Galas JM. Sports participation during teenage years. *Pediatr Clin North Am*. 2014;61(1):91-109. doi: 10.1016/j.pcl.2013.09.020. PubMed PMID: 24267460.

Homework:

- Complete required readings for Oct 27 class and case study 16.1

Oct 27**UNIT 5 Adult Nutrition****Section 1: Adult Nutrition - Overview (Wasser)**

Childhood and Adolescence Case Study Due

Required Readings:

- Brown Text: Ch 16: pp. 408-427

Class Participation:

- In pairs, students will conduct 24-hour recalls, use SuperTracker and assess the shortfalls and excesses of their nutritional intake as compared to the DRIs and Healthy People 2020

Homework:

- Complete required readings for Nov 1 class.

Nov 1

Section 2: Adult Nutrition - Conditions and Interventions (Holliday)

Adulthood Case Study Released

Required Readings:

- Brown Text: Ch 17: pp. 428-453

Homework:

- Students will research their assigned non-profit or governmental agency and create a brief presentation (max 10 slides) outlining (1) the mission/focus, (2) scope of work/projects/advocacy, and (3) resources useful for dietitians

Nov 3

Section 3: Adult Nutrition – Key Resources (Wasser)

Required Readings:

- None

Class Participation:

- Students will be randomly selected to present on their non-profit or governmental agency. All students will be expected to participate in discussion.
 - American Heart Association (<http://www.heart.org/HEARTORG/>)
 - American Diabetes Association (<http://www.diabetes.org/?referrer=https://www.google.com/>)
 - American Cancer Society (<http://www.cancer.org/>)
 - National Osteoporosis Foundation (<https://www.nof.org/>)
 - Center for Nutrition Policy and Promotion (<http://www.cnpp.usda.gov/>)
 - Cooperative Extension System (<https://nifa.usda.gov/extension>)

Homework:

- Complete required readings for Nov 8 class.

Nov 8

UNIT 6 Older Adults (Holliday)

Section 1: Understanding Global Aging and Physiological Changes During Aging

Adulthood Case Study Due

Required Readings:

- Brown Text: Ch 18, pp 454-460
- [Normal Changes of Aging](#)
- [PBS video: Aging](#) (12:36)
- [PBS: The Impact of Aging Populations](#)

- [Administration on Aging: A Profile of Older Americans: 2015](#)
- [Global Age-friendly Cities: A Guide](#) (enjoy looking through)
- [The 90+ Study](#)

Homework:

- Complete required readings for Nov 10 class.

Nov 10

Section 2: Physiological Changes During Aging Continued

Required Readings:

- Brown Text: Ch 18, pp 461-465
- [Frontline Living Old](#) (watch the full program/6 Chapters, 60 mins)
- [NY Times Article and Video: Experiencing Life, Briefly, Inside A Nursing Home- A Personal Lesson in Geriatric Care](#) (5:22)
- [Area Agency on Aging. What is normal aging?](#)

Homework:

- Complete required readings for Nov 15 class.

Nov 15

Section 3: Older Adult Nutrition Screening, Assessment and Nutrient Recommendations

Required Readings:

- Brown Text: Ch 18, pp 465-485
- Chernoff, Ronni. Normal Aging, Nutrition Assessment, and Clinical Practice, Nutr Clin Pract 2003; 18; 12.
- Kenney, L and Chiu, P. Influence of age on thirst and fluid intake. Medicine&Science in Sports & Exercise 33: 1524-1532, 2001.
- [Administering the MNA on an older patient](#) (12:32)
- [Nutritional Care for Older People](#) (22:14)

Homework:

- Complete required readings for Nov 17 class.

Nov 17

Section 4: Food Selection, Taste, Smell and Oral Health in Older Adults

Required Readings:

- Brown Text: Ch 19, pp 486-517
- [Swallow: A Documentary – Dysphagia](#) (15:00)
- Huang, H, et al. An Integrated Model to Measure Service Management and Physical Constraints' Effect on Food Consumption in Assisted-Living Facilities. JADA 2008; 108: 785-792.
- [Swallowing disorders - interpretation of radiographic studies](#)
- [Hormel Health Labs](#) Take some time to learn about all the products available to individuals with dysphagia.

Homework:

- Complete required readings for Nov 22 class.

Nov 22

Section 5: Older Adult Nutrition Condition Management

Required Readings:

- [ABC News: Virtual Dementia Tour](#) (8:04)
- [Inside the Brain: An Interactive Tour](#)
- **Diabetes in Older Adults: A Consensus Report (ADA and AGS, 2012)**
- Video: [Mini Mental State Examination](#) (9:17), [Actual Exam](#)

- Feart, C. Samieri, C., Rondeau, V. et al. Adherence to a Mediterranean diet, cognitive decline and risk of dementia. JAMA 2009; 302 (6) 638-648.
- ["Letting Go" by Atul Gawande. The New Yorker, August 2, 2010.](#)
- Stopping artificial nutrition and hydration;
<http://www.uptodate.com/contents/stopping-artificial-nutrition-and-hydration-at-the-end-of-life>

Homework:

- Complete required readings for Nov 29 class.

Nov 24

THANKSGIVING

Nov 29

Section 6: Older Adult Condition Management Continued

Older Adult Case Study Released

Required Readings:

- Academy Position Statement: Food and Nutrition for Older Adults: Promoting Health and Wellness
- Academy Position Statement: Food and Nutrition Programs for Community-Residing Older Adults
- Castellanos, V, et al. Nutrition Issues in the Home, Community, and Long-Term Care Setting. Nutr Clin Pract 2003; 18; 21.
- [Elder Nutrition Programs: Overview](#)

Dec 1

Section 7: Older Adult Condition Management Continued

Class Participation:

- Self-assessment

Dec 6

Section 8: End of Life Care and Nutrition

Reflections Due

Dec 8

Older Adult Case Study Due

Dec 10

Final Exam 12:00 - 3:00 pm location TBD