

Nutrition 615: Nutrition and the Elderly
Spring 2009

I. Course Description:

Students will develop a basic understanding of nutritional concerns of older persons, be introduced to some of the biological changes of the body during the aging process, recognize dietary practices and nutritional needs specific to older individuals, and practice skills needed to develop and lead interventions with older adults. This one credit course is designed to introduce students to the knowledge and skills needed by dietitians and health practitioners to promote successful aging and minimize disease impact in the second half of life.

- II. Instructor:** Amanda Holliday, MS, RD, LDN
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III. Textbook

Required Texts/Resources:

- Course pack for Nutrition 615
- For articles from the Journal of the American Dietetic Association that were published after January 1993 and are not included in the course pack, go to www.eatright.org/Public/
On the left, link to ADA Journal; on the left link to Search the Journal; then at the bottom of the page, Search by Citation. Print them out if you want them.
- Position Papers are on line at www.eatright.org/Member/PolicyInitiatives/index_21012.cfm

Resource Texts:

- Nutrition Care of the Older Adult, 2nd Edition, American Dietetic Association, 2004

IV. Course Goals

Foundation Knowledge and Skills incorporated into this course

- Basic understanding of nutritional concerns of older adults
- Be introduced to the biological changes of the body during the aging process
- Recognize dietary practices and nutritional needs specific to older adults
- Practice skills needed to develop and lead interventions with older adults
- Learn how to promote successful aging and minimize disease impact in the second half of life

V. Attendance Policy

This is an upper level undergraduate and graduate student course. Students are expected to attend class regularly. Students are responsible for all material and assignments made or discussed in class whether they are in attendance or not. Students are expected to be in class on time with cell phones turned off. It is distracting to your fellow students and to the presenter when you come in late. It is also very distracting when you carry on your own conversations while the presenter is speaking.

VI. Learning Experiences

<u>Assignment</u>	<u>Due:</u>	<u>% Grade:</u>	<u>Points</u>
Assignment 1 Recipe	1/28/09	10	60
Assignment 2 Tell Me Your Story	4/8/2009	50	300
Assignment 3 Case study	5/4/2009	20	120
Participation/attendance	Always	20	120

A. Class lectures/discussions

Material will be presented and discussed that will allow the student to develop a better understanding and respect/appreciation for aging and older adults. Participation in class discussions is expected and counts towards 20% of your grade.

B. Assignments

Written assignments will be made during the semester. They will vary in nature from practice in interpreting nutritional status to the evaluation of videotapes. Optional portions of these assignments will be identified and completion of these portions is voluntary depending on the grade desired by the student. A listing of the assignments and due dates is contained in this packet. **All pages of assignments must be stapled or clipped together for your protection to prevent them from getting separated.**

C. Assignment #1: Recipe

In 2005, the Administration on Aging had a national Kickoff named: **You Can!** <http://www.aoa.gov/youcan/youcan.asp> an (AoA) national campaign to encourage older adults that it is never too late to adopt healthier lifestyle practices. At senior events across the nation, older adults were encouraged to write 200 word essays about healthy aging practices. Your assignment is to write a **200** word essay describing your "recipe" for a healthy lifestyle using the following "ingredients": *eating habits, physical activity, spiritual/mental health*, from your perspective as **70** year old.

D. Assignment #2: "Tell Me Your Story" Interview

Each student will identify an individual (≥ 70 years old) to complete a nutritional oral history interview. This individual may or may not be a family member. During the interview explore your interviewee's eating habits, weight changes and theories of "Good Nutrition" during their lifetime. What do they remember about food, grocery shopping, meal preparation and food storage during their childhood? During the Depression? During their young adult years? How did this change when they got married? Retired? After the passing of a spouse? Summarize your interview and findings into a multi-media PowerPoint presentation using art, video clips, and newspaper articles. Submit the finished PowerPoint slides electronically.

E. Assignment #3: Case Study (take home)

F. Communication between students and the instructor is essential throughout the semester to communicate course concerns and to assist the instructor in developing effective teaching and learning strategies. All students are encouraged to ask questions of or talk with the instructor during or outside class. Questions and issues raised in email communications may be shared with the class if appropriate.

VII. Evaluation Criteria

Evaluation of student performance in this course will be based on a total of accumulated points according to the breakdown below:

Grade: A+ (≥ 97)	579-600	H (≥ 93)	555-600
A (93-96)	555-578	P (75-92)	477-554
A- (90-92)	537-554	L (70-74)	417-446
B+ (87-89)	519-536	F (≤ 69)	≤ 416
B (83-86)	495-518		
B- (80-82)	477-494		
C+ (77-79)	459-476		
C (73-76)	435-458		
C- (70-72)	417-434		
D (60-69)	357-416		
F (≤ 59)	≤ 356		

Exam and Grade Policies

- If the assigned day date for an assignment is not good for the class in general, I will consider changing it. However, dates have been selected to allow for timely return of materials so that errors made and/or suggestions given can be incorporated into the next assignment or exam.
- Grading guidelines have been provided with assignments so you know what is expected of you. Assignments will be collected in class but are due no later than the end of the due day. Five points will be deducted from assignments for each day of unexcused lateness.
- Opportunities are provided during the semester for optional extra credit points. No one will be permitted to do additional work or outside assignments for extra credit after the semester.
- The **Honor Code** is in effect in this class and all others at the University. I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at <http://instrument.unc.edu>. If you have questions, it is your responsibility to ask me about the Code's application. All written work and other projects must be submitted with a statement that you have complied with the requirements of the Honor Code in all aspects of the submitted work.

VIII. Course Outline

1. W 1/14 Intentions and format of the course
Who are the Aging?
Blackboard:
Internet Video: Frontline: Living Old (watch the full program/6 Chapters, 60 mins)
<http://www.pbs.org/wgbh/pages/frontline/livingold/view/>
Be prepared to discuss in class on 1/26
Becky Dorner and Associates. Moving Toward Person Centered Care, Dec. 2008
2. W 1/21 How do we age? Can we stop Aging? Nutrition and Aging?
Guest Speaker: Tips for Success on Your Project; Librarian: Mellanye Lackey, MSI (mjlackey@email.unc.edu)
Treen, J. Living Longer: Science. AARP: The Magazine. Sept/Oct 2006
Fontana, L. and Klein, S. Aging, Adiposity, and Calorie Restriction. JAMA. 2007; 297(9): 986-994.
3. W 1/28 Nutrient Requirements: Macronutrients
Kucxmarski, MF. American Dietetic Association Position Statement: Nutrition Across the Spectrum of Aging, JADA 105: 616, 2005.
Neidert KC, American Dietetic Association Position Statement: Liberalization of the diet prescription improves quality of life for older adults in long-term care. JADA 105: 1955; 2005.
Assignment #1 Due: Recipe
4. W 2/4 Nutrient Requirements: Micronutrients
Wood, R; Suter, P; Russel, R. Mineral requirements of elderly people. Am J Clin Nutr 1995; 62: 493-505.
Ledikwe, J et al. Penn State Nutrition and Extension Partnership Project (Background Reading). Nutrition and Aging: Vitamins and Minerals. July 2001

5. W 2/11 Nutritional Status of Older Adults: Malnutrition and Obesity
Dahl, A, et al. Overweight and Obesity in Old Age are not Associated with Greater Dementia Risk. JAGS 56: 2261-2266, 2008.
6. W 2/18 It's Just Lunch...or is it?: A review of Food Selection, Oral Health and Dysphagia
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.
Sheiham, A. The Relationship among Dental Status, Nutrient Intake, and Nutritional Status in Older People. J Dent Res 80(2): 408-413, 2001.
7. W 2/25 The Aging Gut
Firth, M and Prather, C. Gastrointestinal Motility Problems in the Elderly Patient. Gastroenterology 122: 1688-1700, 2002.
8. W 3/4 Sarcopenia: What is it?
Kamel, Hosam. Sarcopenia and Aging. Nutrition Review. May 2003, p157-167.
9. W 3/11 **Spring Break**
10. W 3/18 Them Bones, Them Bones, Those Aging Bones: Nutrition and Bone Health
Healthy Aging DPG (ADA) Newsletter: Bone Health: Physiology, Assessment and Prevention of Fractures. Summer 2008, pg 1, and 4-6.
11. W 3/25 Drugs and Nutritional Considerations
Bikowski, R, et al. Physician-Patient Congruence Regarding Medication Regimes. JAGS 49: 1353-1357, 2001.
12. W 4/1 Geriatric Exercise: Nutrition Implications
Layne, J, et al. Successful Dissemination of a Community-Based Strength Training Program for Older Adults by Peer and Professional Leaders: The People Exercising Program. JAGS 56: 2323-2329, 2008.
13. W 4/8 Nutritional Screening and Assessment
Chernoff, Ronni. Normal Aging, Nutrition Assessment, and Clinical Practice, Nutr Clin Pract 2003; 18; 12.
Assignment #2 Due: "Tell Me Your Story" Interview
14. W 4/15 Nutritional Support for the Elderly & Cognition and Eating: Strategies for Success!!
15. W 4/22 Nutrition and the Continuum of Care for Older Adults (Part I): Know your Agencies, Health Care Settings, and End of Life Decisions
Castellanors, V, et al. Nutrition Issues in the Home, Community, and Long-Term Care Setting. Nutr Clin Pract 2003; 18; 21.
News and Observer: Sorting out separate rating systems for elderly care, 1/2/2009.
<http://www.newsobserver.com/news/story/1352361.html>
16. M 5/4 **Assignment #3:** Case Study Due @ 12:00pm (Noon) via Email