



Oregon State University
Ecampus

Course Name: Application in Human Nutrition

Course Number: NUTR 241

Credits: 1

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Course Description

Application of nutrition theory from NUTR 240 using a dietary project and hands-on recitation activities. A key focus of the course will be on applying nutrition theory

2-Week condensed version (12/24/18-1/6/19)

Prerequisites: [NUTR 240](#) with C- or better grade (may be taken concurrently)

Canvas: This course will be delivered via Canvas, your online learning community, where you will interact with your classmates and the instructor. Within the course Canvas site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; and participate in online activities. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, Canvas and otherwise, see <http://ecampus.oregonstate.edu/services/technical-help.htm>.

STUDENT LEARNING OUTCOMES

After successful completion of this course, students will be able to:

- Apply your understanding of research skills using OSU library databases to your investigation of a lifestyle related chronic disease.
- Apply an understanding of research methodology, basic nutrition concepts and critical thinking to the location of peer-reviewed and evidence based information, and to the evaluation of consumer level nutrition information and recommendations.
- Recall the steps in the Nutrition Care Process
- Recognize the advantages, disadvantages, and correct use of common diet assessment and diet planning tools
- Apply knowledge of the three groups and 28 competencies for cultural competence and cultural sensitivity important in nutrition education and nutrition counseling within diverse populations.
- Apply an understanding of common consumer level nutrition education tools (Food Label Nutrition Fact Panel information, Dietary Guidelines for Americans to various diet assessment and diet planning scenarios.
- Apply knowledge of the Diabetic Exchange System to diet assessment, diet planning and the interpretation of a foods nutrition fact panel information
- Assess the quality of an individual's diet and activity patterns using diet analysis software (My Diet Analysis +) or the Internet platform, My Fitness Pal, the Diabetic Exchange System, and other standards for dietary guidance including the Dietary Guidelines for Americans.

- Recall and differentiate the Scope of Practice for nutrition interventions between the Registered Dietitian, Nutritionist (RDN) and non-RDN's.
- Apply basic nutrition knowledge, cultural competence and cultural sensitivity to the selection and/or planning of an adequate whole foods diet

ACEND Accreditation Standards for Nutrition and Dietetics Didactic Programs (DPD) 2017.

As a part of our role as an ACEND-accredited Didactic Program in Dietetics, this course is designed to meet the ACEND Accreditation Standards for Nutrition and Dietetics Didactic Programs (DPD) (2017). In order to do this, the course curriculum in NUTR 241 has content that addresses components of the Foundation Knowledge Requirements and Learning (in bold). Knowledge requirements beginning with Standard 5: Curriculum and Learning Activities (The Core Knowledge must be the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program) that are addressed by this course are listed below.

Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.

Upon completion of the program, graduates are able to:

- KRDN 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols.
- KRDN 1.3 Apply critical thinking skills.

Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

Upon completion of the program, graduates are able to:

- KRDN 2.6 Demonstrate an understanding of cultural competence/sensitivity.

5.3 The program's curriculum must provide learning activities to attain the breadth and depth of the required curriculum components and core knowledge. Course syllabi must include these learning activities with the associated KRDN and must have clearly defined course objectives.

List each learning activity here followed by the knowledge requirement addressed

- Diet, Activity and Disease Project. KRDN 1.2 and 1.3
- Research Skills Assignment. KRDN 1.2 and 1.3
- What Influences Eating Behaviors & Why Do We Eat What We Eat? KRDN 2.6
- Cultural Competence, Nutrition Education and Nutrition Counseling Assignment. KRDN 2.6
- Create your own "My Plate Plan" (www.choosmyplate.gov). KRDN 1.3
- Using the Diabetic Exchange System as a Tool for Diet Assessment. KRDN 1.3
- Identifying an Evidence-Based Dietary Intervention for Your DADP Focus. KRDN 1.2 and 1.3
- Using the Diabetic Exchange System as a Tool for Diet Assessment, Diet Planning and Food Label Interpretation. KRDN 1.2 and 1.3
- Assignment: Planning a culturally sensitive whole foods diet that reflects the current Dietary Guidelines for Americans. KRDN 1.2 and 2.6

This course is intended to supplement course material covered in Human Nutrition (NUTR 240). Nutrition concepts will be discussed in the context of generally healthy adult's daily lifestyles. This course is a stand-alone lab, and therefore does not follow the course syllabi or calendar for Human Nutrition (NUTR 240).

REQUIRED COURSE MATERIALS

1. There is NO textbook purchase required for this course
2. Assigned readings, project instructions and assignment handouts available through the Canvas course site.
3. Diabetic Exchange System Learning Resource.
4. A My Fitness Pal account
5. A basic or scientific calculator
6. A small digital food scale that measures in ounces and pounds. (See Amazon.com)
7. Computer, camera, and or phone with ability to take pictures and record short videos
8. Optional: for your reference: The Science of Nutrition 3rd Ed by Janice Thompson, Melinda Manore, and Linda Vaughan (Publisher, Pearson, 2012). This textbook is on reserve in the library and can be purchased as an e-text, rental or via online textbook purchase.

EVALUATION OF STUDENT PERFORMANCE

Term grades will be based on:

	<u>Points Possible</u>
• Class Self-Introduction	10 pts.
• 3-Part Diet, Activity and Disease Project (DADP)	120 pts.
• 3 Discussion Boards	60 pts.
• 2 quizzes	50 pts. (may vary)
• 9 Assignments	165 pts. (may vary)
• Course Total Points Possible	405 pts.

Assessments (quizzes) will be multiple choice and true/false format.

GRADING SCALE

A 93-100 %	A- 90-92 %	
B+ 87-89 %	B 83-86 %	B- 80-82 %
C+ 77-79 %	C 73-76 %	C- 70-72 %
D+ 67-69 %	D 63-66 %	D- 60-62 %
F 59 > %		

COURSE POLICIES

With an online class, it is imperative that students are self-motivated to learn on their own through assigned readings, assignments, and assessments. For this 2-week condensed version, 14-15 hours of work are required each week.

Class expectations are as follows:

1. Assignments and assessments are only accessible until the date and times posted and are due by the date specified.
2. All assignments must be submitted via our course site assignment and or quiz component. Only the following file types may be uploaded via Canvas: .doc, .docx, .pdf
3. Students will be held responsible for all reading assignments, lecture materials, and classroom discussions.

4. All emails must be sent to your instructor via the Canvas email system.
5. Due to the condensed nature of this course, no late work will be accepted
6. Assignments and assessments will NOT be available after the scheduled date except for reasons of illness or emergency beyond the student's control.
7. Should an emergency prevent you from completing a required activity on time, it is your responsibility to contact the instructor as soon as possible or in advance to determine an alternative plan.
8. Students missing assignments or assessments for reasons of their own negligence or convenience will not have an opportunity to make up missed work but will receive a zero grade.
9. Students must have access to all required learning resources including a dependable computer and Internet access prior to the start date of this course.
10. Please show respect for the instructor and fellow students. Netiquette guidelines may be found below under Communications.

COMMUNICATIONS

Ground rules for online communication and participation:

- Email your instructor ONLY via the course Canvas site.
- Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- Online Instructor Response Policy: I will log in and check email at least once each day. As a policy, I will not respond to emails sent after 9 PM until the following day. If you email me on a Friday, I may not get back to you until Monday.
- Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references:
 - o netiquette: <http://www.albion.com/netiquette/corerules.html>.
- Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (i.e. how do I submit assignment 3?). If you don't see your answer in the written syllabus or on our Canvas course site, please contact your instructor

GUIDELINES FOR A PRODUCTIVE AND EFFECTIVE ONLINE CLASSROOM:

- The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague's statements. It is expected that each student will participate in a mature and respectful fashion.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.

- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, or victim-blaming comments.
- Be open to be challenged or confronted on your ideas or prejudices.

STUDENT ASSISTANCE

Contacting the instructor: E-mail your instructor via our course Canvas only. I will log in and check email at least once each day. As a policy, I will not respond to emails sent after 9 PM until the next day. Please make sure you at least attempt all assignments before 9 PM the day before they are due so that you can ask questions if needed. If you email me on a Friday, I may not get back to you until Monday.

TECHNICAL ASSISTANCE

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [IS Service Desk](#) online.

COURSE EVALUATION

OSU Student Evaluation of Teaching: Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and Ecampus will send you instructions. You will login to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

Ongoing Discussion Board: There is also a forum on the discussion board for you to ask me any questions you may have related to course content or requirements. We have a lot of material to cover in this course, which will require us to stay on topic. However, should you have any burning nutrition questions which are not specifically covered; I will do my best to answer. Due to the class size, the complexity of individualized nutrition assessment and planning I am not able to provide personalized dietary advice. The OSU Student Health Center has a full time Registered Dietitian that students can utilize.

CLASS ACTIVITIES

This online class will involve various activities to help you learn about nutrition. Each week will include many of the following activities:

1. Class Introduction Post (10 pts.)

This is an introduction of you to your instructor and fellow classmates. Under Discussion Boards or via the Week 1 folder, post a welcome note under the heading—INTRODUCE YOURSELF (See below for instructions on how to post to the Discussion Board.) Please share only what you feel comfortable with having other students read and know about you such as your focus of study (major, such as nursing, etc.). You will find a Welcome to NUTR 241e Message in the START HERE tab, providing information about me. You do not need to be as detailed with your own introduction.

2. Assigned Readings

Though no textbook is required for this course, there are assigned readings provided via our course Canvas site. Assigned readings are included to help you complete your course required assignments and projects.

3. Discussions

There are 3 graded Discussions, each worth 20 points. Discussion topics will be posted according to the Course Outline and accessed via the Canvas Discussion area or the weekly module.

- You are expected to respond to the topic and ALL questions posted by the instructor.
- Discussions will be open for 3 days. First responses must be posted within 24-h of the opening of the discussion topic. See Canvas syllabus
- To earn full points for each discussion activity you must:
 - Initial post is added within the required first post timeline
 - Initial post includes a response that addresses the discussion topic and all discussion questions.
 - Respond to 2 your classmates during each discussion period
 - Posts and responses show thought and consideration of the topic and classmate responses
- If your first post is within 24-hours of the end of the discussion, points possible reduces to 10 per discussion.
- So that everyone will have an opportunity to respond to other student's comments, do not wait until the last minute to post your initial response.
- Discussion responses must display individual consideration and thought, not simply "I agree/disagree".
- Each response should be at least 3-4 sentences.

Students are the drivers of this class activity. I will read your posts, but try to remain in the background so student to student conversations are the focus. Class discussion is encouraged (and required) since we are limited in conversation due to the online format of this course. Use this as an opportunity to apply critical thinking skills in nutrition, ask questions, and discuss with your peers! Please be respectful of differing points of view. There will also a Q & A discussion area for you to ask and answer general questions posted by fellow students.

4. The Diet, Activity and Disease Project (DADP)

This 3-Part project provides an opportunity for students to look first at your own dietary intake and activity patterns, and apply analysis results to self-assessments for a lifestyle related chronic diseases.

Part 1: Investigate one of 4 lifestyle related diseases

- Use course covered research and critical analysis of consumer information skills.
- Identify modifiable risk factors related to diet, physical activity and lifestyle that could increase or reduce your investigated disease related risk factors.

Part 2: Track 3-days of your diet and physical activity behaviors

- Using tools and skills learned in this course, track and then analyze 3-days of dietary intake and 3-days of physical activity behaviors using MyFitnessPal, the Dietary Guidelines for Americans and the Physical Activity Guidelines.

Part 3: Diet Planning for Prevention

- Compare your self-analysis to the risk factors for promotion or prevention of the disease you investigated. You'll then identify a couple of behaviors to either modify or continue that will lower your risk for the lifestyle-related disease you investigated.

5. Assignments

There are 10 assignments required for this course (equivalent to 1 a week for a 10-week term). Assignments are considered your "lab" activities and will require varying amounts to time. For the Serving Size and Food Labels assignment, you will need a small food scale (See the required course materials section of this syllabus).

Assignments are designed to be an application of material we are covering in class and concepts covered in NUTR 240: Human Nutrition. If you are currently in NUTR 240, you will still be able to complete these assignments.

6. Quizzes, Midterm and Final Exams

There are two quizzes

There are no exams associated with this course.

2-Week Course Outline

Day	Topic	Assigned Learning Resources	Discussion	Assignments, Quiz and DADP (Diet, Activity and Disease Project)
1	Nutrition Review and Course Overview DADP: Reviewing the document: Overview of the Diet,	Executive Summary: Dietary Guidelines for Americans 2015-2020	Self-Introduction Discussion #1: History of the Dietary Guidelines	Print and review all DADP instructions. Print 3-day Diet and physical activity log worksheets. Quiz 1: Nutrition Review Day 1 of DADP: diet and physical activity behavior tracking
2	Cultural Competency and Cultural Sensitivity in Nutrition Education and Counseling.	Building a Multicultural Team, Today's Dietitian, 2012		Assignment : What Influences Eating Behaviors Assignment: Cultural Competence, Nutrition Education and Nutrition Counseling. Day 2 of DADP: diet and physical activity behavior tracking

3 & 4	Research Skills and Critical Evaluation of Consumer level nutrition information resources	OSU Library Research Skills Video OSU Library Research Skills assigned readings Article: Paleo Diet		Assignment: Investigating your DADP lifestyle related disease using research skills and peer reviewed resources. Assignment: Fact vs. Fiction: Using research skills to evaluate Paleo Diet Day 3 of DADP: diet and physical activity behavior tracking
5	Levels of Health Care, Scope of Practice, and an Introduction to the Nutrition Care Process,	Diagram: NCP Model		Submit Part 1 of your DADP
6	Nutrition Assessment & Diet Assessment	None	Discussion #2: Scope of Practice Case Scenario	Assignment: Serving Size Lab (2-parts) Assignment: Practice using the Food Frequency Questionnaire DADP: Submit Part 2 of your DADP: Track, Analyze and Summarize Quiz: Completing Quiz #2: Diet and Physical Activity Assessment
7	The Diabetic Exchange System and Diet Assessment	Review and print the two required Diabetic Exchange		Assignment: The Diabetic Exchange System as a Tool for Diet Assessment
8	Nutrition Assessment: Diet Intervention via Diet Planning			Assignment: Create your own My Plan Plan. (www.myplateplan.gov)
9	The Diabetic Exchange System use in Diet Planning and Food Label Interpretation DADP: Submit Part 3 of your DADP: Diet	Complete and submit DADP 3	Discussion #3: Class reflection	Assignment: The Diabetic Exchange System as a Tool for Diet Planning and Food Label Interpretation.

	Planning for Prevention			
10	Wrap Up – No new course content.	None		Assignment: Planning a culturally sensitive whole foods diet that reflects the Dietary Guidelines for Americans 2015-2020

STATEMENT REGARDING STUDENTS WITH DISABILITIES:

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

EXPECTATIONS FOR STUDENT CONDUCT

Student conduct is governed by the university’s policies, as explained in the [Student Conduct Code](#). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

ACADEMIC INTEGRITY

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
- b) It includes:
 - i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
 - ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
 - iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic

device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

- iv) TAMPERING - altering or interfering with evaluation instruments or documents.
 - v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

TUTORING AND WRITING ASSISTANCE

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

The Oregon State [Online Writing Lab \(OWL\)](#) is also available for students enrolled in Ecampus courses.

STUDENT EVALUATION OF COURSES

The online Student Evaluation of Teaching system opens to students during the week before finals and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous (unless a student chooses to "sign" their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.