

**GEORGE MASON UNIVERSITY**  
**College of Health and Human Services**  
**Syllabus**  
**GCH 422 Nutrition Throughout the Lifecycle**

<b>Course Instructor:</b>	<b>Constance Gewa, PhD, MPH</b>
<b>Office Hours:</b>	By appointment
<b>Telephone:</b>	(703) 993-2173
<b>Email:</b>	cgew@gmu.edu
<b>Class Schedule:</b>	Tuesdays and Thursdays 3:45 pm – 6:50 pm Saturdays (May 24 <sup>th</sup> , 31 <sup>st</sup> June 7 <sup>th</sup> and 14 <sup>th</sup> ): 12:15 pm – 3:20 pm All classes will be held in Enterprise Hall 174
<b>Placement:</b>	Any; Requirement for Nutrition Certificate program
<b>Prerequisites:</b>	GCH 295 or permission of instructor
<b>Credits:</b>	3 credits
<b>Required Text:</b>	Mary K Mitchell, <i>Nutrition Across the Lifespan, 2<sup>nd</sup> edition</i> . WB Saunders Company. ISBN-13: 978-0-7216-9292-0

**DESCRIPTION**

This course will focus on the nutrient needs and food habits throughout the life cycle. Emphasized are the nutrient needs prior, during, and after pregnancy, and the nutritional requirements of infants, children, adolescents, adults, and the elderly.

**OBJECTIVES:**

At the completion of this course, the students will be able to:

- Discuss how nutritional needs vary at each stage of the lifecycle.
- Examine the roles that nutrition plays regarding health promotion and disease prevention at various stages of the lifecycle.
- Recognize changes in food habits throughout the lifecycle.
- Conduct general nutritional assessments which correspond to each stage of the lifecycle.

**TOPICAL OUTLINE:**

- Review of Nutritional Concepts
- Assessment of Nutrient Needs
- Pregnancy and Nutrition
- Lactation
- Nutrition in Infancy
- Nutrition in Childhood
- Adolescent Nutrition
- Middle Adult Years
- Nutrition and the Aging Adult

**EVALUATION METHODS:**

- Internet Assignment
- Television Assignment
- Nutritional Assessment
- Poster presentation
- Final Exam

**COURSE POINT DISTRIBUTION:**

There are 300 total points in this class. (Please note that these points do not include the possible extra credit points.)

>288	A+	260-268	B+	227-238	C+	<180	F
278-288	A	248-259	B	209-266	C		
269-277	A-	239-247	B-	180-209	D		

**ATTENDANCE:**

Attendance (including lateness) will be taken to evaluate class participation and to assist students that may have difficulty with content areas they may have missed. Although you are not given a grade for attendance, it does factor into those grades that are borderline. For example, a grade 2 points away from an A may be raised to an A if class was regularly attended.

**CELL PHONES AND PAGERS:**

Cell phones and pagers MUST be turned off during lecture. You will be provided breaks during each class so that you can check your messages and make calls.

**CHEATING AND PLAGIARISM:**

Cheating and plagiarism are not tolerated. Any act of cheating or plagiarism will result in the grade of zero (F) being assigned to the work. Plagiarism is not always willful. Sometimes the inexperienced writer forgets to attribute his paraphrasing efforts. Plagiarism is defined as using someone else's words or art without attribution and passing it off as original.

## **ASSIGNMENTS:**

### ***Readings:***

You are expected to keep up with the assigned text reading. The chapters required for each lecture are listed in the class schedule.

### ***Internet Project (25 points):***

#### ***Due May 24<sup>th</sup>***

For this assignment, you will first choose a target audience (one of the stages of the lifecycle, ie: children, adults, elderly, etc.). Then conduct a search regarding nutrition information for that specific target audience. Use a very general search, so use keywords like “adolescents and nutrition.” From the sites that appear, choose 2 of the sites to critique and answer the following questions:

1. How many sites did your original search find?
2. What are the 2 sites you chose? (give addresses)
3. What search engine did you use?
4. Why did you choose those sites in particular?
5. What kind of nutritional information is found on these sites?
6. Who provides the nutritional information? (a university, an individual, a company, etc.)
7. Does the site advertise anything?
8. Are you encouraged to buy any information?
9. Do you believe the information is credible?
10. Does the site provide any research information?
11. What did you learn from the site
12. Do you believe this site is targeted for professionals, laypeople, or both?

Answers must be typed, either in question format or paragraph format, and turned in with print-outs of the main pages of the websites you chose.

### ***Television Assignment (25 points):***

#### ***Due May 31<sup>st</sup>***

For this assignment, you will be required to watch 3 hours of commercial television (No PBS). Try to pick 3 different shows that target 3 different kinds of audiences (for example one hour of daytime programming, one hour of children’s programming, one hour of primetime, etc.) While viewing, think of the target audience in terms of age, sex, economic status, health, etc.) Note the program, the time, the subject matter, the date watched, and any ratings if provided. Then watch each commercial . . . YES, every commercial. Take note as to how many commercials are presented and which ones relate to food, diet, or nutrition.

1. How many commercials did you watch?
2. How many commercials related to food, diet or nutrition?
3. What products related to food were advertised?
4. Is there a correlation between what you expected the target audience to be and the types of commercials aired?
5. Did the information in the commercials related to food, diet or nutrition seem sound and true?
6. Did the commercials encourage you to go out and buy the products or services?

***Nutrition Assessment (100 points):***

***Part A: Due June 7<sup>th</sup>***

For this assignment, you will conduct nutritional assessments form 2 individuals who fall into 2 of the following categories:

- Pregnancy
- Lactation
- Pre-school (2-4 years)
- Pre-adolescence (5-12 years)
- Adolescence (12-18 years)
- Older adulthood (over 50 to 70)
- Elderly (over 70)

The goal of the assignment is to compare and contrast how individuals from different lifecycle stages might differ concerning their response to a 24-hour dietary recall.

First, ask permission form the individual if you can use them for your assignment. If you are interviewing a child, please ask the parent's consent as well. Let them know that their names will not be used, and the only reason for collecting this information is to fulfill your nutrition assignment.

You will be conducting a 24-hour dietary recall. You will need to ask the person's sex, age, height, weight, and activity level. Then ask the person what they consumed for a 24 hour period the day prior to your interview. Use prompting questions, and be sure to have the person include snacks and beverages. Have them describe the food in as much detail as possible – such as how the food was prepared, where it was consumed, etc. Be sure to obtain amounts of each food in as specific quantities as possible.

For each of the two interviews you will turn in the 24-hour recall record response, as well as typed responses to the following questions:

1. Describe you participants as best you can. How do they differ overall, how are they similar?
2. Describe your experiences in interviewing these two individuals. Was it more difficult to gather information from one over the other? Why or why not?
3. Did you feel that the information gathered was accurate? Why or why not?
4. What might you do to improve and gather more accurate nutritional information if you were to repeat this assignment?
5. Would any other method of nutritional assessment be more useful? Why or why not?
6. Based on your assessment did the participants meet the recommended dietary intake (food groups and nutrients: energy, fats, proteins, calcium, Iron, Zinc, Vitamin A) and physical activity levels? How about body size?

***Examination (50 points):***

***June 19<sup>th</sup>.***

This exam will be comprised of a combination of multiple choice, short answer, fill in the blanks, and essay questions. The exam will cover all material presented in class as well as material in the text regardless of whether it was discussed in class or not.

***Make-up Exams:***

Exam make-ups will be given only for a **valid, written, reason**. The format of any make-up exam is at the discretion of the instructor.

**Poster presentation (100 points):**

**Rough draft due May 29<sup>th</sup>, Final Poster Due June 17<sup>th</sup>**

As a whole class decision, you will have the option to either work on this in pairs/groups, or individually. For this assignment you will choose a topic related to lifecycle nutrition and create a poster for presentation on the last regular day of class. You will choose one of the following options:

1. You can choose to teach a specific target group (a lifecycle group) about some aspect of nutrition that is important among that group.

Examples might include:

- Teaching about osteoporosis to the elderly
- Teaching about soda consumption to children
- Teaching about weight loss to college students
- Teaching about the benefits of breast feeding to young mothers

For this choice you need to include a separate one-page paper that describes your target audience and justifies why you chose the topic you did. For example, the reason it is important to teach the elderly about osteoporosis is because elderly individuals have a greater risk of developing osteoporosis. For this statement page, be sure to cite your justification – ie: text, lecture, other source.

2. You can choose to present recent research about a specific lifecycle group.

Examples might include:

- Why are more and more children becoming obese?
- Do LGA infants have a higher risk of become obese adults?
- Do American women consume enough folate?
- Are calcium supplements effective against osteoporosis in the elderly?

For this choice you need to make sure that you include your research question or hypothesis on the poster and have a section that provides applications for this information in an “evidence-based” practice mode.

It is best to read pages 36-41 in your text for information on the research process before starting this project.

**NOTES:**

Your poster topic **must** be approved by me no later than May 29<sup>th</sup>

**BOTH CHOICES MUST INCLUDE A WORKS CITED OR REFERENCE PAGE  
LATE ASSIGNMENTS WILL NOT BE ACCEPTED**