

**NUIP 5100: ADVANCED PEDIATRIC AND ADOLESCENT NUTRITION
SPRING 2019 – ONLINE FORMAT**

Instructor	Kristine Jordan PhD, MPH, RD Office: HPR N 213 Phone: 585-3218 Email: kristine.jordan@hsc.utah.edu or Canvas message Office hours: Wednesday 10AM – 12PM or by appointment
Teaching Assistant	Allison Depaolo Office: Nutrition Clinic, HPR W108 Email: allison.depaulo@utah.edu or Canvas message Office hours: Wednesday 2PM – 3PM
Prerequisite	NUTR 1020: Scientific Foundations of Human Nutrition and Health
Credits	3
Required Text	<u>Pediatric Nutrition</u> , 4th Edition, Samour and King, Jones and Bartlett Publishers, 2010.
Additional Resources	Articles, activities, videos, and web links accessible through Canvas.

Course Description

Meets with NUIP 6100. This class will examine nutrition needs of healthy infants, children, and adolescents as well as medical nutrition therapy for select pediatric diseases and chronic illnesses. Special emphasis will be placed on growth and development, pediatric nutrition assessment, and the effect of the environment on the nutritional intake of children and adolescents.

Student Learning Outcomes

By the end of this course, you will be able to:

- Demonstrate knowledge of age, growth and normal development on nutritional requirements
- Discuss techniques for conducting pediatric nutritional assessments
- Describe health behaviors and educational needs of diverse populations
- Create a PowerPoint presentation for a pediatric disease or condition

Teaching and Learning Methods

This is an online course accessible through Canvas format. Student evaluation methods include: asynchronous group discussion, case studies, activities/projects, and midterm exams.

The course content is organized by modules in Canvas. The first module presents the nutrition needs of healthy infants, children, and adolescents (1/7/19-2/17/19). The second module covers the medical nutrition therapy for select pediatric diseases (2/18/19-4/23/19). Each module contains weekly folders. The weekly folders contain all instructions, PowerPoint presentations,

readings/videos, assignments, and quizzes that will be due that week. The deadline for submission of quizzes and assignments will be 11:59 PM on Sunday. The only exceptions to this deadline are for the following: 1) discussion posts and 2) week 16 assignments (see course schedule). The discussion forums follow a different format with an initial posting due by Thursday night at 11:59 PM and peer responses due by Sunday night at 11:59 PM. Students are encouraged to work ahead and work can be submitted as soon as it is completed. Anything submitted later than the posted deadline will be subject to a late penalty (see late policy below). Work must be submitted through Canvas. Emailed assignments or postings will not be accepted. Also, students must set up their email in Canvas so messages are forwarded to an email address of choice.

Learning Assessments

Assignment	Possible points
Quizzes - 14 @ 5 points each	70
Activities - 5 @ 5 points each	25
Projects:	
Eating observation	25
PowerPoint presentation	50
Discussion forums – 4 @ 10 points each	40
Midterm Exam I	50
Midterm Exam II	50
NUIP 5100 Total Points:	310

The schedule at the end of the syllabus lists the weeks for which assignments and quizzes are due.

Quizzes: Quizzes are used to assess understanding of the weekly course material. For each quiz, an unlimited number of attempts are available to earn full credit before the deadline. The quizzes are open book. However, by not using textbooks and other resources students may assess their level of preparation for the exams.

Activities: Activities are designed so that students can summarize, make connections to other material, or apply the learning to their own lives.

Projects:

- Eating observation assignment – each student conducts three eating observations: one infant/toddler, one child, one adolescent. The eating observations require that you observe a child eating in their everyday environment and record observations. A sheet is provided that outlines tools for formal observation.
- PowerPoint presentation – each student creates a PowerPoint presentation for an assigned disease or condition. Students provide peer evaluations of the presentations.

Discussion forums: The online discussions are planned to encourage interaction among students on pediatric nutrition topics. For each discussion, complete the assigned reading prior to participation in the forum. The discussion assignment consists of both an initial posting (due Thursday at 11:59 PM) and reply to two other students by Sunday night (11:59 PM). Credit for discussion participation is as follows:

- Full credit (10 points): Follows directions; well-written; meets deadline; thoughtful analysis of topic; adequate depth of post; respectful of other students' views (300-400 words)
- Partial credit (5 points): Does not meet full credit guidelines; posting or reply past due dates
- No credit (0 points): No post

Exams I/II: There are two exams covering the material presented in the textbook, readings, and videos. It is highly recommended that students take notes throughout the semester as they go through the class material to refer to later for studying. Exams are scheduled on Canvas. Click on the link Schedule Exams on the course homepage.

Grade Criteria

The following grading standards will be used in this class:

Grade	Range
A	100 % to 92.5%
A-	< 92.5 % to 89.5%
B+	< 89.5 % to 87.5%
B	< 87.5 % to 82.5%
B-	< 82.5 % to 79.5%
C+	< 79.5 % to 77.5%
C	< 77.5 % to 72.5%
C-	< 72.5 % to 69.5%
D+	< 69.5 % to 67.5%
D	< 67.5 % to 62.5%
D-	< 62.5 % to 59.5%
F	< 59.5 % to 0.0%

Course Policies & Responsibilities

Online courses require significant self-motivation. Online courses are different than on-campus courses and online learning is not ideal for everyone. Some lessons take a considerable amount of time to complete. Please note that not all modules are created equal. Some may take a bit more time than others. Some people believe this to be a much easier way to study this subject than in the on-campus frame work. Others may feel very intimidated at first. Be patient as you work your way through the modules. If you are serious about the material, you will learn as much as, if not more than, most on-

campus students about this subject and develop reading and communication skills that are vital to the workforce of the 21st century.

- **Electronic or equipment failure**: It is your responsibility to maintain your computer and related equipment in order to participate in the online nature of the course.
- **Document archiving**: You are responsible for making sure your assignments, including attachments, are received before the deadline. Students are also responsible for ensuring that the documents submitted are the correct document to be graded.
- **Naming conventions and software type**: You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment. See assignment instructions for acceptable formats.
- **Classroom equivalency**: Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the University of Utah Student Code. Specifically:
 - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
 - Off-color language and photos are never appropriate.
 - Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
 - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- **Classroom Communication**: The instructor aims to respond to student emails within 24 hours.
 - Students are encouraged to check the Canvas class website regularly for announcements. In addition, a discussion forum link for questions on course content and online technical issues is posted on the course homepage.
 - Feel free to meet with the instructor during office hours or by appointment scheduled via email.

Frequently Asked Questions

- **What's the best way to go about managing my time for this class?**

Successful students (those that get A's and B's) use their time wisely. The standard formula for college coursework is that for every 1 hour of credit a student will spend 3 to 6 hours (and sometimes more) of studying and completing homework. Thus, a 4 credit course will require an average of 12 to 24 hours of homework (reading, research, studying) per week. As a result, successful students plan their time so that they keep up with assignments by maintaining a pace that fits the course schedule. They also communicate with the instructor often so that they can receive feedback on their work. Please note the class is cumulative in nature. A good understanding of the material in the first part of the semester is necessary in order to proceed successfully throughout the remainder of the semester.

- **How can I find out how I did on exams and assignments?**

All assignments will be returned via electronic uploads to Canvas or returned in person. I encourage you to review graded assignments and to contact me with any questions.

- **I missed an assignment due date, now what?**

Late assignments (defined as assignments submitted between 1 minute and 3 days after the due date) will be accepted for ½ credit. Assignments will not be accepted beyond this point for credit. If you experience technical difficulties with submitting assignments, contact U-online for technical assistance immediately at 801-585-5959 or call me at (801-585-3218).

Students can receive an extension on deadlines for legitimate work/life reasons. Students must communicate with the instructor **before the posted deadline** and the work must be submitted by a date approved by the instructor. Also, please see the Life card document posted with the syllabus.

- **What happens if I miss a quiz?**

Quizzes on Canvas may not be submitted late for credit at any point.

- **What if I miss an exam?**

There will be no make-up exams without prearranged permission from the instructor. If the incident resulting in a missed exam occurs on the due date, you will have 24 hours to contact your instructor. Physician's verification is required for illnesses or other documentation (e.g., doctor's note, accident report, death certificate) for medical or emergency circumstances beyond your control. Late exams must be completed within one week. To contact your instructor, messages can be left on their e-mail or voice mail prior to the scheduled exam time or within 24 hours after the incident. Missed exams without permission or acceptable medical or emergency excuse will be assigned a grade of zero.

If you know in advance that you need to take the exam at a different time than scheduled, your instructor will work with you to make arrangements. These *arrangements must be scheduled* at least 1 week in *advance* of the exam for a time before the originally planned test date.

Institutional Policies & Procedures

Faculty and Student Responsibilities

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

“Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” PPM 8-10, II. A.

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness; www.wellness.utah.edu; 801-581-7776.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined in the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.

- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. It is the policy of the University of Utah to maintain an academic and work environment free of sexual harassment for students, faculty, staff and participants. A claim under this policy may be brought by any faculty, staff member, student or participant based on the conduct of any University employee or student that is related to or in the course of University business. A claim may also be brought by an administrator acting on behalf of the University. The Office of Equal Opportunity and Affirmative Action (OEO/AA) will handle all alleged sexual harassment matters pursuant to the Procedures set forth in Policy 5-210.

Any student, staff, faculty member, or participant in university services or activities who believes that there is or has been sexual harassment should contact any of the following:

1. the cognizant academic chair of the department or the dean of the college within which the conduct occurred;
2. the immediate supervisor or director of the operational unit within which the conduct occurred;
3. the Human Resources Division (Address: 420 Wakara Way, Suite 105, Salt Lake City, Utah 84108; Phone: 801-581-2169; TDD: 801-585-9070);
4. directors or deans of Student Affairs and Services (Associate Dean- SW 108; Phone: 801-581-8828);
5. or the Office of Equal Opportunity and Affirmative Action (201 South Presidents Circle, John Park Building, Room 135, Salt Lake City, Utah 84112; Phone/TDD: 801-581-8365).

Once informed, the supervisor, chair or dean shall consult with OEO/AA. Similarly, OEO/AA shall advise as appropriate the cognizant dean, staff director or administrator of any complaints of sexual harassment OEO/AA receives concerning a member of the faculty, staff or student body.

Withdrawal Policy and "I" Grade Policy

Failure to withdraw from school results in a E or EU grade being recorded in all classes.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade of "W" is not used in calculating the student's GPA.

For more information concerning the withdrawal policy, click on the registrar link:
<https://registrar.utah.edu/handbook/withdrawal.php>

An Incomplete grade can be given for work not completed due to circumstances beyond your control. You must be passing the course and have completed at least 80% of the required

coursework. Arrangements must be made between you and the instructor concerning the completion of the work. You may not retake a course without paying tuition. If you attend class during a subsequent term, in an effort to complete the coursework, you must register for the course. Once the work has been completed, the instructor submits the grade to the Registrar's Office. The I grade will change to an E if a new grade is not reported within one year. A written agreement between you and the instructor may specify the grade to be given if the work is not completed within one year. Copies of the agreement are kept by the instructor and the academic department.

Students with Disabilities

The University of Utah does not discriminate on the basis of race, color, religion, national origin, sex, age, status as a disabled individual, sexual orientation, gender identity/expression, genetic information or protected veteran's status, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

Additionally, the University endeavors to provide reasonable accommodations and to ensure equal access to qualified persons with disabilities. Inquiries concerning perceived discrimination or requests for disability accommodations may be referred to the University's Title IX/ADA/Section 504 Coordinator:

Director, Office of Equal Opportunity and Affirmative Action
201 South Presidents Circle, Rm.135
Salt Lake City, UT, 84112
801-581-8365 (voice/tdd)
801-585-5746 (fax)
www.oeo.utah.edu

Canvas Information

Canvas is where course content, grades, and communication will reside for this course.

- Access Canvas through utah.instructure.com or through CIS
 - For Canvas, Passwords, or any other computer-related technical support contact the Campus Help Desk
 - 801-581-4000
 - [http://it.utah.edu/help_](http://it.utah.edu/help_helpdesk@utah.edu)
 - helpdesk@utah.edu
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
 - 801-581-6112 ext 2
 - classhelp@utah.edu

Course Schedule

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

Week	Date	Topic(s)	Reading/Video	Assignment/Quiz
Module I				
1	1/7/19- 1/13/19	Getting to know you Physical growth and maturation	Syllabus Modules	Survey: Getting to know you Activity: Introductions
2	1/14/19- 1/20/19	Growth charts Nutritional assessment	Ch. 2, 3 and Provided readings Video	Quiz: Ch. 2 & 3 Activity: Growth charts
3	1/21/19- 1/27/19	Prenatal Nutrition Premature Infants	Ch. 1, 4 Videos	Quiz: Ch. 1 & 4 Activity: Nutrition quest
4	1/28/19- 2/3/19	Lactation Term Infant Nutrition	Ch. 5, 6 and Provided readings Videos	Quiz: Ch. 5 Discussion forum
5	2/4/19- 2/10/19	Nutrition in the toddler years Nutrition in the pre-school years	Ch. 6 (pp.103- 109 only) and Provided readings Video: Feeding toddlers	Quiz: Ch. 6 Project: Eating observation assignment
6	2/11/19- 2/17/19	Nutrition in the school-age years Nutrition in the teen years	Ch. 6 (pp.109- 121 only) and Provided readings Video: Beverage basics	Quiz: Ch. 6 Discussion forum
Module II				
7	2/18/19- 2/24/19	Enteral & Parenteral Nutrition	Ch. 19, 20 and Provided readings	Quiz: Ch. 19, 20
8	2/25/19- 3/3/19	Food Hypersensitivities	Ch. 7 Video	Quiz: Ch. 7 Exam I

9	3/4/19- 3/10/19	Eating Disorders	Ch. 8 (pp. 162-174 only) and Provided readings	Quiz: Ch. 8 Discussion forum
10	3/11/19- 3/17/19	Spring Break		
11	3/18/19- 3/24/19	Developmental Disabilities & Cystic Fibrosis	Ch. 10, 11 and Provided readings Video: Cystic Fibrosis	Quiz: Ch. 10, 11 Discussion forum
12	3/25/19- 3/31/19	Pediatric Oncology	Ch. 17 and Provided readings	Quiz: Ch. 17
13	4/1/19- 4/7/19	Cardiology & Traumatic Brain Injury	Ch. 14 and Provided readings	Quiz: Ch.14 Project: PowerPoint presentation
14	4/8/19- 4/14/19	Genetic Screening & Nutrition Management	Ch. 9 and Provided readings Video: Glycogen storage disease	Quiz: Ch. 9 Activity: Peer review of PowerPoint presentations
15	4/15/19- 4/21/19	Weight Management	Ch. 8 (pp. 147-162 only) and Provided readings	Quiz: Ch. 8 Exam II
16	4/22/19- 4/23/19	Pediatric Diabetes	Ch. 15 Video: Pediatric Diabetes	Quiz Ch. 15 Activity: Course reflection and wrap-up