



DEPAUL

School of Continuing and Professional Studies

Course #: CCS 267 - 4 credit hours, SW 267 - 2 to 4 credit hours

NUTRITION FOR A LIFETIME

SUMMER, 2021

COURSE INSTRUCTOR

Patricia Stifter DDS

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Course dates: Begins 6/14/2021 and ends on 8/22/2021

Course location: asynchronous online

COURSE DESCRIPTION

Are you what you eat? Today's consumers want and need to be educated ways of taking charge of their own health as it relates to diet. With the current fast-paced world that has spilled over into our eating habits, food choices have become unlimited. Choosing a healthful approach to eating requires basic information about our body's nutritional needs. The greater our understanding of our basic bodily needs, the better able we are to make choices concerning our health. This course will offer an overview of the basic science of nutrition, with an emphasis on the relationship between disease and nutrition, and current research findings.

LEARNING OUTCOMES

After completing this course, you will be able to:

- Formulate a personal philosophy on the relationship of nutrition and health management.
- Develop critical thinking skills as they apply to health care information related to food.
- Explain the processes involved in the assimilation of nutrients from food.
- Describe and explain how nutrients impact the cell and its functions.
- Describe the ways the body uses energy from food nutrients.
- Explain the relationship between physical activity and energy expenditure.
- Understand the relationship between physical activity and health.
- Explain the relationships of fluids to homeostasis.
- Describe the types of carbohydrates.

- Understand the relationship between carbohydrates and disease.
- Describe the various dietary lipids.
- Explain the relationship between dietary lipids to health and disease.
- Explain how various technologies, inventions, and processes influence food and nutrients
- Understand the relationship between manufacturing and manipulation of food and nutrients to health.
- Revisit your personal philosophy with respect to nutrition and health management.
- Reflect on the factors that influence the relationship between nutrition and health management.
- Evaluate the relationship between various nutrition topics and health management.

LEARNING STRATEGIES AND RESOURCES

This course will use a variety of learning resources, including a required text as well as web based resources.

To buy your books, go to <http://depaul-loop.bnccollege.com>.

Brown, J. (2017). Nutrition Now. (8th ed.). Belmont, CA: Wadsworth, Cengage Learning.
ISBN- 13: 978-1305656611

COURSE DELIVERABLES

- Discussions
- Written Assignments
- Quizzes
- Mini Presentation
- Final Exam

Due dates are indicated in the course calendar. All course work is to be completed no later than the last date listed in the course calendar. **The due date of the last assignment in the course calendar signifies the last day course work will be accepted.** Any exceptions to this must be discussed and negotiated in advance of that deadline with the instructor.

Note for competency based students:

This course is offered by DePaul University's School of Continuing and Professional Studies. It can also be taken by current competency based students. However, *all pre SCPS (competence based) students* must choose two competencies from those listed below to develop and they must correlate those competencies with the criteria of the chosen

assignment. The mini oral presentation and the final exam require you to declare and develop those competency statements specifically and separately.

Course Competencies (for competency based students)

Competence	Competence Statement and Criteria
S3B	<p>Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.</p> <ol style="list-style-type: none">1. Formulates personal health philosophy as it relates to diet and nutrition.2. Develops a list of biological and social factors that can influence health and nutrition related principles.3. Explains how nutrition influences health at the biological level.4. Describe and explain nutrition related health care practices and assess their validity.
S2X	<p>Can describe, categorize, and explain development or change within the human biological system.</p> <ol style="list-style-type: none">1. Describe how nutrients impact various human biological systems at the cellular level.2. Can describe the time frame over which development or evolution within the human body has occurred as a result of nutrient intake.3. Can describe variations between individuals with respect to changes related to nutrition.
S4	<p>Can describe and explain connections among diverse aspects of nature.</p> <ol style="list-style-type: none">1. Describes the human biological systems.2. Can describe how nutrient intake affects the human biological systems.3. Can describe how other aspects of nature impact the relationship between human biological systems and nutrition.
S2D	<p>Can describe, categorize, and analyze the interactions and exchanges between living organisms and their physical environments</p> <ol style="list-style-type: none">1. Develop a list of various environments that affect nutrition/food intake.2. Explain how the environment affects nutrition and health.

Competence

Competence Statement and Criteria

3. Demonstrates the interrelationship between human nutrition and its environment

ASSESSMENT

Assignments are graded using specific rubrics. They are found in the Course Information area of the course.

Difficulties with submitting all written assignments and quizzes by the published due date must be brought to the instructor's attention immediately. Late work will only be accepted with prior advance discussion with and notification of the instructor before the posted due date. Late work will be assessed on a pass/fail basis only, with the highest possible grade a late score can achieve is a C. No late work will be accepted after the new negotiated due date. Discussions are in "real" time. Postings should be completed within the designated weekly time frame. Postings after the end of the module discussion period are not included in the grade assessment.

DISCUSSION CRITERIA/RUBRIC (applicable to all Online Discussions)

Criteria	Excellent	Strong	Satisfactory	Weak
Substantive/Creative	10 points	8.5 points	7 points	6 points
Integration of Content	Initial post (new thread) draws particularly interesting or creative connections between the readings/films/activities and something else, be it an earlier reading/discussion, a personal experience, current events, etc. Excellent posts include relevant examples from the	Initial post (new thread) draws clear connections between the readings/films/activities and something else, be it an earlier reading/discussion, a personal experience, current events, etc. Strong posts include relevant examples from the course materials and demonstrate	Initial post (new thread) draws some connections between the readings/films/activities and something else, be it an earlier reading/discussion, a personal experience, current events, etc. Satisfactory posts include examples from the course materials and/or demonstrate	Initial post (new thread) fails to draw connections between the readings/films/activities and something else. Weak posts do not include examples from the course materials and/or demonstrate critical thinking about the topic. Replies/Responses are less than one or two sentences and make no

Criteria	Excellent	Strong	Satisfactory	Weak
	course materials and demonstrate critical thinking about the topic.	critical thinking about the topic.	critical thinking about the topic.	reference to the initial post; insubstantial.
	Replies/Responses are more than one or two sentences and thoughtfully consider the initial post; related, meaningful, substantial, analytical, reflective	Replies/Responses are more than one or two sentences and for the most part thoughtfully consider the initial post; related, meaningful, substantial, analytical, reflective.	Replies/Responses are more than one or two sentences and occasionally post off topic offering no further insight into the topic. 45 points Responds to the assignment/competence demonstrating solid conceptual understanding.	
Interactive/Contributions to Learning Community	8 points Student demonstrates excellent engagement with the rest of the class:	7 points Student demonstrates strong engagement with the rest of the class:	6 points Student demonstrates satisfactory engagement with the rest of the class:	5 points Student demonstrates weak engagement with the rest of the class:
	<ul style="list-style-type: none"> Student replies to more than two other student's threads by identifying and expanding on an interesting point or raising 	<ul style="list-style-type: none"> Student replies to two other student's threads by identifying and expanding on an interesting point or raising awareness about 	<ul style="list-style-type: none"> Student replies to two other student's threads with general response. Student does not demonstrate critical 	<ul style="list-style-type: none"> Student replies to fewer than two student's threads. Student does not monitor his/her own initial post and replies to responses from

Criteria	Excellent	Strong	Satisfactory	Weak
	awareness about alternative perspectives, motivating group discussion and new learning.	alternative perspectives, motivating group discussion and new learning. Student monitors his/her own initial post and replies to most questions from your classmates and instructor in the various threads.	thinking in the replies. Student does not monitor his/her own initial post and replies to responses from classmates and instructor.	classmates and instructor.
Timely	4 points	3.5 points	3 points	2.5 points
	Student makes initial post by the middle of the week.	Student makes initial post by the middle of the week.	Student makes initial post by the middle of the week.	Student does not make initial post by the middle of the week.
	Student posts responses and replies to comments or questions from the instructor and your classmates within a 48 hour period, allowing others time to read and respond; well- distributed through the discussion week by engaging with others on 3	Student posts responses and replies to most questions from the instructor and your classmates within a 48 hour period, allowing others time to read and respond; somewhat distributed through the discussion week by engaging with	Student posts responses and replies several days after initial discussion post; poor distribution throughout discussion week.	

Criteria	Excellent	Strong	Satisfactory	Weak
	separate days during the module.	others on 2 separate days during the module.		
Relevance / Well-Supported and Grammatically Correct	3 points	2.5 points	2 points	1.5 points
	Student uses multiple, strong examples from the course materials and/or from outside sources to support the statements made in the initial post and replies. The connection between the examples and the topic is clear; evidence based. All outside sources are credible sources. Any facts/figures, quotations, or images are cited (the website URL is fine).	Student uses examples from the course materials and/or from outside sources to support the statements made in the initial post; evidence based. Any facts/figures, quotations, or images are cited (the website URL is fine). Posts are virtually free of spelling, punctuation and grammatical errors.	Student uses one example from the course materials that may not be relevant. Posts have some spelling, punctuation and grammatical errors that do not obscure the writer's meaning.	Student uses no examples and/or does not refer to course materials in the posting. Posts have many spelling, punctuation and grammatical errors that can obscure the writer's meaning.
	Posts are free of spelling, punctuation and grammatical errors.			

GRADING SUMMARY

Grading Category % of Final Grade

Discussions 40%

Written Assignments 15%

Quizzes 15%

Mini Presentation 15%

Final Exam 15%

Grading Scale

A = 95 to 100 A- = 91 to 94 B+ = 88 to 90

B = 85 to 87 B- = 81 to 84 C+ = 77 to 80

C = 73 to 76 C- = 69 to 72 D+ = 65 to 68

D = 61 to 64 F = 60 or below INC

Grades below C- in SCPS courses do not satisfy competence and are not counted toward graduation.

Please note: Request for Pass/Fail grading option must be done no later than the due date as published in the DePaul University calendar.

PASS/FAIL GRADE POLICY

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalog.

MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB

and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements

INCOMPLETE (IN) GRADE This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work. * The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).

* The instructor has discretion to approve or not approve the student's request for an IN grade.

* The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).

* The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.

* The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress

COURSE SCHEDULE

This course consists of 10 modules. The time to complete each module is one week starting on Monday and finishing on the following Sunday night. Schedule subject to change with advance notification of those changes in the News area of the course in D2L and via email.

To see specific course due dates, click on the Calendar on the course home page.

Video conferencing schedule:

DePaul Zoom video meetings (optional) on alternative Thursday evenings from 8 – 9 pm. Take this opportunity to gather with our learning community, ask questions, and get to know and learn from each other in real time!

Dates: June 24, July 8, July 22, August 5, August 19. Instructions for joining the sessions will be communicated via D2L.

The following table outlines the course:

Module	Readings	Assignments
<i>Module 1: Introduction</i>	Read <i>Nutrition Now</i> , Units 1-4; 6	Course Expectations Quiz - MUST BE COMPLETED TO UNLOCK COURSE CONTENT! 100% MUST BE ACHIEVED
	Web Reading: The Impact of Chronic Diseases on Healthcare	
	Chronic Diseases: The Leading Causes of Death and Disability in the United States http://www.cdc.gov/chronicdisease/overview/index.htm	
	Prevention: The Answer To Curbing Chronically High Health Care Costs	
	Optional: Dietary Guidelines for Americans, 2010	
	Read <i>Nutrition Now</i> , Units 26; 5-7	
<i>Module 2: You are What You Eat / Digestion</i>	Web Reading: National Geographic: Digestive System	1.1 Introductions Discussion
	Jin, Kunlin (2010). Modern biological theories of aging.	1.2 Daily Food Choices Can Be Complex
	Nutrition and the Epigenome (University of Utah Health Sciences)	1.3 Food Diary
	Articles: Schardt, D. (2013). Epigenetics: it's what turns you on...and off. Nutrition Action Health Letter, 40(6), 9-11.	2.1: Food Labels Discussion
	Videos: • The Journey of the Digestive System	2.2 Topic Proposal for Mini Oral Presentation
		2.3 Oral Presentation Topic Sign-up
	2.4 Digestive System Quiz	

Module	Readings	Assignments
	<ul style="list-style-type: none"> • The Epigenome at a Glance • Epigenetics and the influence of our genes 	
	Read <i>Nutrition Now</i> , Units 8; 27	
	Web Reading:	
	The Truth About Exercise and Your Weight	
	Metabolism and Weight Loss: How You Burn Calories	
	Building Up Bones, With a Little Bashing	
	Articles:	
	Think THIRTY! (2007). <i>PT: Magazine of Physical Therapy</i> , 12.	
	Bassuk, S. S., Church, T. S., & Manson, J. E. (2013). Why exercise works magic. <i>Scientific American</i> , 309(2), 74-79.	
Module 3; Energy: Where Does it Come From? Where Does it Go?	Church, T. (2012). It's Your Move: no more excuses (Cover story). <i>Nutrition Action Health Letter</i> , 39(10), 3-4.	3.1 Energy In/Energy Out
	Best medicine: The science of exercise shows benefits beyond weight loss. (2013). <i>Harvard Heart Letter</i> , 23(11), 6.	3.2 Energy Quiz
	What's moderate activity?. (2003). <i>Harvard Women's Health Watch</i> , 10(10), 6-7.	
	E-Reserves:	
	Rubin, C., & Sklar, H. (2013). Secrets of a Superburner. <i>Health (Time Inc.)</i> , 27(9), 41.	
	Video:	
	ATP & Respiration	
	Podcast:	
	Naked Scientists (2011). Boosting Your Bones	

Module	Readings	Assignments
<i>Module 4; Fluids</i>	Read <i>Nutrition Now</i> , Unit 25	
	Web Reading:	
	UN Water Cooperation 2013	4.1 Choose Your Fluids
	Articles:	4.2 Bottled vs Tap Reflection
	Popkin, B., D'Anci, K., & Rosenberg, I. (2010). Water, hydration, and health. <i>Nutrition Reviews</i> , 68(8), 439-458.	
	Bottled Water's Rising Tide	
	Read <i>Nutrition Now</i> , Units 12-13	
	Web Reading:	
	The Covert Plague	
	CDC webpage Overweight and Obesity for Professionals	
Adult Obesity in the United States		
Killer Fat		
<i>Module 5; How Sweet it is! Carbohydrates</i>	Preventing Diabetes: Small Changes Have Big Payoff	5.1 Know Your Fiber
	Take the Harvard School of Public Health Diabetes Health Assessment	5.2 Carbohydrates Quiz
	A Beginners Guide to Carb Counting	
	Article:	
	Stehno-Bittel, L. (2008). Intricacies of Fat. <i>Physical Therapy</i> , 88(11), 1265-1278.	
Interactive Presentation:		
Carbohydrate Digestion		
Videos:		

Module	Readings	Assignments
<i>Module 6; Lipids</i>	Diabetes Effect: Kidney Failure	
	Physical Activity and Diabetes	
	About Diabetes and Nutrition	
	Diet Differences for Type I and II Diabetes	
	The Science of Sweetness	
	Read <i>Nutrition Now</i> , Units 18-19	
	Web Reading:	
	Heart-healthy diet: 8 steps to prevent heart disease	
	Exercise and Cardiovascular Health	
	The Truth About Exercise and Your Weight	
	Dietary Fat and Cholesterol	
	Fats and Cholesterol: Out with the Bad, In with the Good	
	High Cholesterol Risk Factors	6.1 Convenience and Eating Out
	Articles:	
	Libby, P. (2002). Atherosclerosis: The new view. <i>Scientific American</i> , 286(5), 46.	6.2 Lipids Quiz
Hambrecht, R., & Gielen, S. (2005). Essay: Hunter-gatherer to sedentary lifestyle. <i>Lancet</i> , 366, S60-S61.		
Jefferson, A. (2008). Nutritional management of coronary heart disease. <i>Journal Of Community Nursing</i> , 22(5), 28.		
Fatness vs. Fitness-a Weighty Debate. (2004). Tufts University Health & Nutrition Letter, 22(9), 6.		
Video:		
Atherosclerosis: An animation (The New York Times)		

Module	Readings	Assignments
<i>Module 7; Micronutrients</i>	Read <i>Nutrition Now</i> , Units 15, 16, 20, 21, 23, 24	7.1 Debate: How Should You Get Your Vitamins & Minerals?
	Web Reading:	
	Protein Digestion and Absorption Process	7.2 The Importance of Food Labels
	Articles:	
	McCormick, D. (2010). Vitamin/mineral supplements: of questionable benefit for the general population. <i>Nutrition Reviews</i> , 68(4), 207-213.	
	Schardt, D., & Scarmo, S. (2013). Multi Dilemma. <i>Nutrition Action Health Letter</i> , 40(9), 1-5.	
	Video:	
	Vitamins & Minerals an Overview	
	Read <i>Nutrition Now</i> , Units 32-33	
	Web Reading:	
	Avoiding Processed Foods? Surprise! This is Processed Too!	
<i>Module 8; Processed Foods</i>	Genetically Modified Foods	8.1 Debate: Genetically Modified Food
	World Health Organization: General information about biotechnology (GM foods)	
	Articles:	8.2 Processing Food Reflection
	Kim, E. (2013). The Amazing Multimillion-year History of Processed Food. <i>Scientific American</i> , 309(3), 50-55.	
	Ludwig, D. S. (2011). Technology, Diet and the Burden of Chronic Disease. <i>JAMA: Journal Of The American Medical Association</i> , 305(13), 1352-1353.	
<i>Week 9, Module 9; Current Issues</i>		9.1 Mini Oral Presentations
		9.2 View the Presentations & Discussion

Module	Readings	Assignments
<i>Week 10, Module 10; Conclusions / Wrap-up</i>		10.1 Personal Philosophy Discussion
	<i>Week 11: Final exam</i>	10.2 Final Exam

LEARNING OUTCOMES

Our learning community is made up of each one of you! There are weekly opportunities for sharing of your ideas, thoughts, reflections and learning in the discussions within each module. Consider the ways in which you can help maximize the learning experience of the group by your active participation. Read with an open mind. But be critical! Do you believe everything you read? How does what you have read compare to your personal experience? How is what you have learned relevant? Have you developed any new perspectives from what you have learned from the discussion? Take each discussion as an opportunity to demonstrate what you know and have learned. Articulate your thoughts clearly, offer summaries, find opportunities to lead the discussion. Let's make our learning environment a welcome and respectful place! Your presence is important!

TIME MANAGEMENT AND ATTENDANCE

SCPS's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course in SCPS involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

COURSE NETIQUETTE

Online discussions are an important part of your course experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants' views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive online community by offering assistance and support to other participants.
- Use correct grammar and syntax

PLAGIARISM

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.

- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.
- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

COURSE POLICIES

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Discussions are in “real” time. Postings should be completed within the designated weekly time frame. Postings after the end of the module discussion period are not included in the grade assessment.

COLLEGE AND UNIVERSITY POLICIES

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#) (UGRAD)

[Academic Integrity Policy](#) (GRAD)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

[APA citation format](#) (GRAD)

Additional Course Resources

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.

INSTRUCTOR BIO

Patricia Stifter is a graduate of the University of Illinois College of Dentistry and a practicing dentist in the southwest suburbs. She has taught biological health science at DePaul University for over thirty years. In addition, she was an adjunct professor of clinical dental hygiene at Prairie State College for over twenty two years, offering course work in clinical instruction as well as nutrition, histology, pharmacology and pathology. She is a lifelong learner.

Credits

This course was designed and produced by Patricia Stifter and staff at SCPS, School of Continuing and Professional Studies of DePaul University.

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