



**Spring 2024**

<b>Meeting days:</b> Tues/Thurs	<b>Instructor title and name:</b> Prof Cindy Swann, MS, RD, CDCES
<b>Meeting times:</b> 1:30 – 2:45 pm	<b>Phone:</b> 619-849-2351
<b>Meeting location:</b> Evans 122	<b>E-mail:</b> cindyswann@pointloma.edu
<b>Final Exam:</b> Tues, 4/30 1:30-4:00 pm	<b>Office location and hours:</b> Mon/ Wed 1:30-2:30 pm; Tues/Thurs 9:00-9:45 am or by appt.

**PLNU Mission:**

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**GOALS AND OUTCOMES:**

**COURSE DESCRIPTION:**

The course will study the effect of nutrition on the development of the child from infancy through adolescence. Attention will be given to the influence affecting diet, portions, federal/state meal standards and dietary planning during infancy, toddler, childhood, and adolescence. Three (3) units.

**DEPARTMENT STUDENT LEARNING OUTCOMES:**

1. Students will demonstrate an understanding of the multiple factors that influence the development and quality of life of individuals, families, and communities throughout the lifespan.
2. Students will identify appropriate resources to use in application for problem solving.
3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.

**COURSE STUDENT LEARNING OUTCOMES:**

1. Identify factors that influence the eating patterns of children and adolescents in various cultures.
2. Identify the nutrient needs during infancy, childhood, and adolescence.
3. Identify nutrient deficiency diseases common during childhood throughout the world.
4. Examine feeding problems throughout childhood and adolescence.

5. Plan, prepare and evaluate a nutritious meal for a young child.
6. Evaluate community nutrition resources for children in nutritional need.

COURSE CREDIT HOUR INFORMATION . In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 17 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## ESSENTIAL INFORMATION:

### REQUIRED TEXT:

1. Sorte J, Daeschel I, and Amador C. **Nutrition, Health, and Safety for Young Children, 4<sup>th</sup> ed.** Pearson Education, NJ, 2021.
2. Adolescent Nutrition chapter online: <https://www.brightfutures.org/nutrition/pdf/ad.pdf>

### OPTIONAL TEXT:

1. Brown J. **Nutrition Though the Life Cycle, 7<sup>th</sup> ed.** Cengage, 2020.
2. Nitzke S, Riley D, Ramminger A and Jacobs, G. **Rethinking Nutrition.** Redleaf Press, St. Paul, MN, 2010.

### LECTURE NOTES:

Available on Canvas. Please print out and bring to lecture class, or follow along on class computers.

### **CANVAS LEARNING MANAGEMENT SYSTEM**

Please use **Chrome** as your browser.

1. Go to [canvas.pointloma.edu](https://canvas.pointloma.edu).
2. Create a shortcut or bookmark to this site.
3. Log in with your PLNU username and password.
4. All lecture notes, chapter quizzes and assignments are located here.

## COURSE REQUIREMENTS AND STANDARDS:

<u>Grading:</u>	<u>Possible Points</u>
Chapter Quizzes (check Canvas for due dates)	200
Discussions on Canvas (check Canvas for due dates)	40
Wiki page on Nutrients (individual project)	50
Food Patterns of World Cultures Presentation (individual project)	30
Toddler Case Study (individual project)	50
Preschooler Meal Presentation (individual project)	20
Preschooler Nutrition Observation (individual project)	30
Preschooler Nutrition Lesson to ECLC Children (individual or pair project)	50
Adolescent Diet Analysis (individual project)	30
Cycle Menu and Analysis (individual project)	100
Participation Points for in-class work	30
Exams (Two Exams; One Final Exam)	<u>300</u>
<b>TOTAL POSSIBLE POINTS</b>	<b>930</b>

Grade Distribution:

GRADE	PERCENTAGE RANGE	GRADE	PERCENTAGE RANGE
A	≥ 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%

B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

**REPORT/PROJECT GUIDELINES:**

**Wiki Page on Nutrients:** (individual project) Course Student Learning Outcome #2,3

1. For this assignment you will work independently.
2. **You will build one Wiki page.**
3. You can choose either a macro-nutrient (protein, carbohydrates or lipids) or one set of micro-nutrients (vitamins, minerals, or water).
4. You should use at least 2 sources for this assignment.
5. Please make sure you cover the following information about your nutrient: Major functions, Good food sources, Deficiency/toxicity symptoms, RDA levels for adults vs those required for a pre-school child. Provide any other interesting information about your nutrient(s).
6. See Canvas for more instructions.

**Food Patterns of World Cultures Presentation:** (individual project) Department Student Learning Outcome #1

1. Prepare a one-page handout/review of food and eating patterns for a particular world culture.
2. Paper must be typed and *clearly* include the following topics:
  - Geographical and agricultural considerations
  - Foods common to the geographic regions
  - Eating Patterns
  - Typical daily meal plan
  - Nutritional Status
  - Food and meal traditions during festivals, holidays, and celebrations
3. A ten-minute PowerPoint presentation will be given in class and should include illustrations of foods.
4. Exam questions from information sheets will be included on Exam 2.
5. The handout will be presented to the instructor and students at the beginning of the oral presentation.

**Toddler Case Study:** (individual project) Course Student Learning Outcome # 2,4,5

1. Using the case study assignment available in Canvas, read the scenario and answer the questions.
2. Case study also requires a 5-day menu.

**Preschooler Meal Presentation:** (individual project) Course Student Learning Outcomes #1 and #2

1. You will plan and prepare a breakfast, lunch, **or** dinner for a preschooler.
2. A typed written menu and nutritional analysis (using nutritional computer program mypyramid.gov) must be turned into the instructor on the meal presentation day.
3. Each student will shop, prepare, and present the meal. The meal must be ready for evaluation at the beginning of class time.
4. Special attention must not only be paid to the nutritional aspects of the menu, but also to the flavors, colors, textures, and general appearance of the total meal and table presentation.
6. Hand in: a picture of your meal; the foods and portions entered into the diet analysis program; the computer nutrient print-out.

**Preschooler Nutrition Observation:** (individual project) Course Student Learning Outcome #1

1. One personal observation of a 3 to 5 year old child eating during mealtime.
2. Use the form on Canvas to record observations and to evaluate the child's nutrition and eating experience.

**Preschool Nutrition Lesson:** (individual or pair project) Course Student Learning Outcomes #1, #2

1. Students, independently or working in groups of 2, will present a simple, concise **nutritional** concept to a small group of preschool children at the PLNU Early Childhood Learning Center. First draft of lesson plan is due **Tuesday, April 2 to Professor Susan Rogers and Prof Swann.**
2. See Elizabeth in the SSWS office to schedule a time to present the lesson. The date and time must be placed on Prof Roger's calendar (Prof Swann's calendar is optional).
3. Presentation to preschoolers must be completed by **Tuesday, April 23.** A typed description of the presentation must include: nutrition concept, lesson plan, activity instructions, worksheets or recipes, student evaluation, and Early Childhood Center teacher evaluation.
3. Turn in: lesson plan, all worksheets/recipes, etc. that were used, student evaluation, and teacher evaluation to Prof. Swann by **Thursday, April 25.**

**Adolescent Dietary Analysis:** (individual project) Course Student Learning Outcome #1

1. Record everything an adolescent eats and drinks for a 24-hour period.
2. Analyze the total number of kilocalories, grams, and milligrams of protein, carbohydrates, fiber, fat, cholesterol, iron, calcium, sodium, vitamin A and C, thiamin, niacin, and riboflavin for each day using **Happy Forks** (instructions are on Canvas). Include **all** computer nutrition analysis provided by computer program, including the foods entered into the analysis program.
3. Complete the written assignment with the form posted on Canvas. If your teen's nutrient totals were deficient, state what foods you could include to improve the nutritional quality of the child's diet.
4. Discuss the eating behaviors your teen exhibited which were typical and atypical for that age group.
5. Turn in all foods entered into the computer analysis program, nutrient totals for the day, and the written evaluation.

**Cycle Menu and Analysis:** (individual project)

1. This project involves critiquing a **one month (4 weeks)** cycle menu for a preschool. Using the menus (Week 1-4) Given (on Canvas), analyze the meals being offered and make sure they provide the necessary meal components.
2. You will color code (Grains=Brown; Blue=Dairy; Red=Fruits; Green=Vegetables; Purple=Protein) each menu item by changing the font color. In addition, menus could have missing portion sizes, missing meal components, or inappropriate foods. It is your job to include portion sizes, add appropriate meal components or switch a food item to an approved option.
3. You must show proper substitutions for allergies to dairy (milk, cheese, yogurt, etc.) as well.
5. Write a one-page evaluation of the process. Did the process go smoothly or was it a struggle to comply with the CACFP guidelines? Do you feel like the menus offer a good variety? CACFP also requires the menus limit sugar requirements for specific foods (flavored milk, yogurt and cereal). Do you feel like your menus will meet the requirement? Did your menus require a lot of changes?

**TENTATIVE SCHEDULE**

Week 1: 1/09 & 1/11	Intro and Nutrition Review	Sorte Chp 1,2,3
Week 2: 1/16 & 1/18	Nutrition Review / Food Safety (Quizzes 1,2,3 due 1/18)	Sorte Chp 7
Week 3: 1/23 & <b>1/25</b>	Food Safety and Sanitation / Infant Nutrition Quiz 4 due 1/23 <b>Wiki Pages due (1/25)</b>	Sorte Chp 4
Week 4: 1/30 & <b>2/01</b>	Infant Nutrition / Case Studies (Quiz 5 due 1/30) <b>Wiki page discussion due 2/01</b>	Sorte Chp 4
Week 5: 2/06 & <b>2/08</b>	Infant Day Care / <b>Exam 1</b>	

Week 6: 2/13 & 2/15	Toddler Nutrition (Quiz 6 due 2/13)	Sorte Chp 5
Week 7: 2/20 & 2/22	<b>Cultural Reports</b>	
Week 8: 2/27 & 2/29	Case Studies / Toddler Day Care <b>Toddler Case Study due (2/29)</b>	
Week 9: 3/05 & 3/07	<b>Spring Break</b>	
Week 10: 3/12 & 3/14	Menu Writing / Lesson Plans (Quiz 7 due 3/12) <b>Ellyn Satter's webpage discussion due 3/14</b>	Sorte Chp 6
Week 11: 3/19 & 3/21	<b>Preschooler Meal Presentation due (3/19) / Exam 2 (3/21)</b>	
Week 12: 3/26 & 3/28	School age Nutrition / <b>Easter Break</b> <b>Preschool Observation Report Due (3/26)</b>	Sorte Chp 5
Week 13: 4/02 & 4/04	Case Studies / Children with Special Needs (Quiz 8 due 4/4) <b>1st draft of lesson plan due (4/02)</b>	Sorte Chp 11
Week 14: 4/09 & 4/11	Adolescence Nutrition (Quiz 9 due 4/11) Adol website	
Week 15: 4/16 & 4/18	Eating Disorders (Quiz 10 due 4/16) / Time to work on Cycle Menu  <b>Adolescent Diet Analysis due (4/18)</b>	
Week 16: 4/23 & 4/25	Film (Quiz 11 due 4/23) / Catch-up (Quiz 12 due 4/25) <b>Preschooler Lesson Plan must be taught by 4/23</b> <b>Lesson plan paperwork due 4/25</b> <b>Cycle Menu &amp; Analysis due 4/25</b>	
Week 15: Tues, 4/30	<b>EXAM 3 1:30-4:00 pm</b>	

## POLICIES AND PROCEDURES:

*Note: Failure to abide by the rules will negatively affect your grade.*

- CLASS ATTENDANCE:** Class will begin promptly. Attendance will be taken in each class. *Class attendance is essential for success in this class.* Students are expected to work efficiently and respectfully.
- ELECTRONICS IN CLASSROOM:** NO TEXTING, NO PHONING. They are inappropriate in the classroom. Using them in class may result in having them moved to the front of the classroom and made available for pickup only after the class meeting concludes. Repeat offenders will lose points. Electronic devices for note-taking are fine.
- EMAIL:** Check PLNU email regularly for any new postings or communications from the instructor. **READ THEM!**
- LATE POLICY: Due dates are enforced rigorously. 25% deducted for each day late.**
- EXAMS:** No makeup exams or quizzes given. Emergencies will be processed on an individual basis.
- EMERGENCIES:** Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.

**Attention SWFS Students: You are required to turn in a portfolio project as a senior. Keep any and all graded work you want to showcase.**

## **COURSE OUTLINE:**

- I. Nutrition Review
- II. Food Safety & Sanitation
  - A. Bacteria
    - 1. foodborne infections
    - 2. foodborne intoxication and intoxicification
    - 3. conditions present for bacterial growth
    - 4. principles of freezing, refrigeration, defrosting
  - B. Mold and Yeasts
  - C. Parasites
  - D. Viruses
  - E. Toxic chemicals
  - F. Irradiation
  - G. Sanitation techniques for safe food preparation
- III. Infant Nutrition
  - A. Assessing Newborn Health
  - B. Infant Development
  - C. Energy and Nutrient Needs
  - D. Early Infancy Feeding
  - E. Development of Infant Feeding Skill
  - F. Common Nutritional Problems and Concerns
  - G. Infant Day Care
    - i. Feeding schedule
    - ii. Meal pattern
    - iii. CACFP
- IV. Toddler and Preschooler Nutrition
  - A. Growth and Development
  - B. Physiological and Cognitive Development
  - C. Energy and Nutrient Needs
  - D. Common Nutritional Problems
  - E. Preventing Nutrition-related Disorders
  - F. Diet and Activity Recommendations
  - G. Day Care
    - i. Feeding schedule
    - ii. Meal pattern
    - iii. CACFP
- VII. Child Nutrition
  - A. Growth and Development
  - B. Physiological and Cognitive Development
  - C. Energy and Nutrient Needs
  - D. Common Nutritional Problems
  - E. Preventing Nutrition-related Disorders
  - F. Dietary and Exercise Recommendations
- VIII. Children with Special Needs
  - A. Obesity
  - B. Failure to Thrive
  - C. Diabetes
  - D. Food Allergies
  - E. ADHD
  - F. Vegetarian
- IX. Adolescent Nutrition

- A. Growth and Development
- B. Psychosocial Development
- C. Health and Eating-related Behaviors
- D. Energy and Nutrient Requirements
- E. Promoting Healthy Behaviors
- F. Conditions and Interventions
  - i. Overweight and Obesity
  - ii. Supplement Use
  - iii. Adolescent Athletes
  - iv. Disordered Eating

## **Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## **Spiritual Care**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

## **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).



## **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.