

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

SPHE340

Course Summary

Course : SPHE340 **Title :** Nutrition Throughout the Lifecycle

Length of Course : 8 **Faculty :**

Prerequisites : SPHE295 **Credit Hours :** 3

Description

Course Description:

This course examines nutrition and dietary needs throughout the lifespan, emphasizing nutrition/dietary factors to improve one's health span. The course will focus on dietary guidelines, special nutritional needs at each life stage, nutritional health concerns at each life stage, and wellness coaching techniques to enact behavior change. (Prerequisite: SPHE295)

Course Scope:

Welcome to SPHE340, Nutrition Through the Lifecycle. This course is an undergraduate class specifically designed to educate and expose students to the scientific principles of nutrition-related to our lifespan.

Objectives

At the completion of this course, the student will have satisfied the following learning objectives:

1. Describe three major nutritional concerns at each stage of the human lifecycle
 2. Explain three appropriate nutrition guidance for individuals at different stages throughout their life
 3. Illustrate at least one common disorder and/or disease caused by poor nutrition at each of life's stages
 4. Evaluate scientific evidence related to nutritional needs, requirements, and health issues across the life cycle.
 5. Use lifestyle/wellness coaching skills to implement a lifestyle change
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Outline

Week 1: Nutrition Review - Nutrition at the beginning of life

Learning Outcomes

L.O.1. Describe three major nutritional concerns at each stage of the human lifecycle

L.O.2. Explain three appropriate nutrition guidance for individuals at different stages throughout their life

L.O.4. Evaluate scientific evidence related to nutritional needs, requirements, and health issues across the life cycle.

Required Readings

Text Readings: Chapters 1 & 2

In Course Materials: Lesson 1

Assignments

1. Discussion Post #1 – Initial Post
2. Quiz # 1: Over assigned readings

Week 2: Nutrition for pregnancy and lactation

Learning Outcomes

L.O.1. Describe three major nutritional concerns at each stage of the human lifecycle

L.O.2. Explain three appropriate nutrition guidance for individuals at different stages throughout their life

L.O.4. Evaluate scientific evidence related to nutritional needs, requirements, and health issues across the life cycle.

Required Readings

Text Readings: Chapters 3 & 4

In Course Materials: Lesson 2

Assignments

1. Discussion Post #1 – Follow-up posts
2. Assignment 1
3. Quiz #2: over assigned readings

Week 3: Nutrition problems during pregnancy and lactation Nutrition for infants

Learning Outcomes

L.O.1. Describe three major nutritional concerns at each stage of the human lifecycle

L.O.2. Explain three appropriate nutrition guidance for individuals at different stages throughout their life

L.O.3. Illustrate at least one common disorder and/or disease caused by poor nutrition at each of life's stages

L.O.4. Evaluate scientific evidence related to nutritional needs, requirements, and health issues across the life cycle.

L.O.5. Use lifestyle/wellness coaching skills to implement a lifestyle change

Required Readings

Text Readings: Chapters 5 & 6

In Course Materials: Lesson 3

Assignments

1. Discussion Post #2 – Initial Post
2. Quiz #3: over assigned readings

Week 4: Nutrition during early childhood - Nutrition problems during infancy and early childhood

Learning Outcomes

- L.O.1. Describe three major nutritional concerns at each stage of the human lifecycle
- L.O.2. Explain three appropriate nutrition guidance for individuals at different stages throughout their life
- L.O.4. Evaluate scientific evidence related to nutritional needs, requirements, and health issues across the life cycle.

Required Readings

Text Readings: Chapters 7 & 8

In Course Materials: Lesson 4

Assignments

1. Discussion Post 2 – Follow-up posts
2. Assignment 2
3. Quiz #4: over assigned readings

Week 5: Nutrition during childhood, preadolescence, and adolescence

Learning Outcomes

- L.O.1. Describe three major nutritional concerns at each stage of the human lifecycle
- L.O.2. Explain three appropriate nutrition guidance for individuals at different stages throughout their life
- L.O.4. Evaluate scientific evidence related to nutritional needs, requirements, and health issues across the life cycle.

Required Readings

Text Readings: Chapter 9 & 10

In Course Materials: Lesson 5

Assignments

1. Discussion Post #3 – Initial Post
2. Quiz #5: over assigned readings

Week 6: Nutrition problems during childhood and adolescence - Nutrition for adults

Learning Outcomes

- L.O.1. Describe three major nutritional concerns at each stage of the human lifecycle
- L.O.2. Explain three appropriate nutrition guidance for individuals at different stages throughout their life
- L.O.3. Illustrate at least one common disorder and/or disease caused by poor nutrition at each of life's stages

L.O.4. Evaluate scientific evidence related to nutritional needs, requirements, and health issues across the life cycle.

L.O.5. Use lifestyle/wellness coaching skills to implement a lifestyle change

Required Readings

Text Readings: Chapters 11 & 12

In Course Materials: Lesson 6

Assignments

1. Discussion Post #3 – Follow-up posts
2. Assignment 3
3. Quiz #6: over assigned readings

Week 7:

Learning Outcomes

L.O.1. Describe three major nutritional concerns at each stage of the human lifecycle

L.O.2. Explain three appropriate nutrition guidance for individuals at different stages throughout their life

L.O.4. Evaluate scientific evidence related to nutritional needs, requirements, and health issues across the life cycle.

Required Readings

Text Readings: Chapters 13 & 14

In Course Materials: Lesson 7

Assignments

1. Discussion Post #4 – Initial post
2. Quiz #7 over assigned readings

Week 8: Nutrition for geriatrics - Nutrition problems encountered by older adults and geriatrics

Learning Outcomes

L.O.1. Describe three major nutritional concerns at each stage of the human lifecycle

L.O.2. Explain three appropriate nutrition guidance for individuals at different stages throughout their life

L.O.3. Illustrate at least one common disorder and/or disease caused by poor nutrition at each of life's stages

L.O.4. Evaluate scientific evidence related to nutritional needs, requirements, and health issues across the life cycle.

L.O.5. Use lifestyle/wellness coaching skills to implement a lifestyle change

Required Readings

Text Readings: Chapters 15 & 16

In Course Materials: Lesson 8

Assignments

1. Discussion Post #4 – Follow-up posts
 2. Assignment 4
 3. Quiz #8 over assigned readings
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Evaluation

The nature of an online course requires a significant amount of independent work. The student will be provided with structure, resources, guidance, and instructor experience for learning the course material. The student, however, is responsible for managing time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This class is an 8-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of the student.

To help you in your scholarly efforts, the University also maintains and is continually upgrading its online library. This resource is available for both faculty and students and represents state of the art and very comprehensive knowledge base. Please make sure you take advantage of this valuable tool; it is a great place to start any research effort and is available from within the electronic campus.

It is essential for the student to check their messages in the classroom and posted Professor's summary for each week's work. Additional readings, internet-work, and assignments will be posted online at the beginning of each week of the course. Assignment due dates will be posted with assignment directions. All assignments will have due dates of one week. The student is expected to complete all work on time. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

For this course, a "week" is defined as the period from Monday to Sunday. The first week begins on a Monday, 12:01 am EST. Note: The last day of this course will end on a Sunday, 11:59 pm EST. Again, the start and stop time are for Eastern Standard Time.

Please use email to contact me. I will check my messages daily and, in most instances, will respond within 24 hours. There may be times it may take me as long as 48 hours.

Due to the busy schedules of the students, all discussion work is asynchronous, meaning you are not required to be online at a specific time with the Professor or other students.

Assessment/Grading

Required & Supplemental Readings: Besides the course textbook, there are some required additional readings. These are listed in that week's lesson plan. You are expected to know this material, and it will be covered in the quizzes.

Discussion Assignments: There are four two-week discussions. All require a response. Discussions are designed to initiate a dialog between students. Feel free to debate, praise, and share thoughts about the topic with fellow classmates. In order to respond to a discussion topic, post your response in the discussion section of the classroom. Apart from the initial discussion post in the introduction post, you are also required to respond to the posts of at least two classmates for each Discussion. Both the initial post and 2 follow-up posts will be graded. Each Discussion has a grading rubric that you can find in the resources section of the classroom. You will be graded based on the provided rubric. These account for 25% of your grade.

Assignments: There are four assignments that must be completed and uploaded in the Assignment area

of the classroom. The grading rubric is provided in the assignment's description. You will be graded based on that rubric. The four assignments are 50% of your grade.

Quizzes: There are eight timed quizzes you will complete in this class. They are multiple-choice and true/false. These account for 25% of your grade.

Your final grade is based on the percentage value of each activity. Points are used to assess that percentage only. Discussions = 25%, Assignments = 50%, and Quizzes = 25% for 100% total.

Grading:

Name	Grade %
Discussions	25.00 %
Discussion 1 wk 1&2	6.25 %
Discussion 2 wk 3&4	6.25 %
Discussion 3 wk 5&6	6.25 %
Discussion 4 wk 7&8	6.25 %
Assignments	50.00 %
Assignment #1	12.50 %
Assignment #2	12.50 %
Assignment #3	12.50 %
Assignment #4	12.50 %
Quizzes	25.00 %
Quiz #1	3.13 %
Quiz #2	3.13 %
Quiz #3	3.13 %
Quiz #4	3.13 %
Quiz #5	3.13 %
Quiz #6	3.13 %
Quiz #7	3.13 %
Quiz #8	3.13 %

Materials

Book Title: Nutrition Across Life Stages - eBook available in the APUS Online Library

Author: Bernstein & McMahon

Publication Info: Jones & Bartlett Lib

ISBN: 9781284102161

Book Title: *Nutrition Across Life Stages* located in the APUS Library & the Open Web are used. Please visit eReserve to locate the course.*

Author: Melissa Bernstein and Kimberley McMahon

Publication Info: Jones & Bartlett Learning, LLC Burlington, MA

ISBN: ERESERVE NOTE

Additional Resources:

In the Resource folder there are additional course articles. The lesson may contain additional resources.

Web Sites:

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note: web site addresses are subject to change.

Site Name Web Site URL/Address

The OWL at Purdue <http://owl.english.purdue.edu/>

APA Style Homepage <http://www.apastyle.org/index.aspx>

Purdue University Online Writing Lab <http://owl.english.purdue.edu/owl/>

Course Guidelines

Academic Honesty & Personal Integrity

The University System supports and promotes academic honesty and personal integrity. Any form of academic dishonesty has no place in higher education. The University System does not tolerate dishonest efforts by its students. Students who are guilty of academic dishonesty can expect to be penalized. Any student who knowingly assists another student in dishonest behavior is equally responsible. An additional violation of the standards of academic honesty within a course may result in dismissal from the University System. [Click here for the full APUS policy.](#)

In addition to the [university's plagiarism policy](#), students who are found to have submitted materials plagiarized from any online source, such as Course Hero, etc., will be reported to both the [Plagiarism Office](#) and the [Student Conduct Office](#) with the possibility of [failing the course](#) and/or [expulsion](#) from APUS. Use of said materials is [academic dishonesty](#) and will not be tolerated.

Using Turn-It-In for Discussions

*Some instructors **may** require students to submit their initial **Discussion** posts to Turnitin via the "Assignments" tool in our Brightspace classroom--please check the Discussion Guidelines (Course Overview & Introduction Content area) and/or an Announcement from your faculty to determine if this step is required for this course.*

If this is a requirement in your class, before posting your initial Discussion, you must submit it in the assignment area in a Word file, so its originality can be checked by turnitin.com. Your similarity score will appear in the same place you submit your file. It can take up to 24 hours for a score to return, but usually, it is less than 30 minutes. So, plan ahead. Please see the Course Overview & Introduction module in the Content area of the classroom, as well as in the Discussion area for additional information on how to use Turnitin.

Writing Expectations

Students please review forum and assignment rubrics prior to completing each course requirement. As you work with student athletes, other athletic/fitness related personnel, clinical and other situations, you will frequently encounter challenging learning and behavioral situations. The solutions you find to these challenges will often determine success at a personal and program level. Your experiences have led you to certain beliefs; however, these beliefs may not lead to the correct solution in any given circumstance. In simple terms, theory is what generates the practical application you apply to your job. It is theory that helps us analyze our opponent and make determinations on what they are going to do in the future, and it is theory that has been turned into technology that helps us increase quality of life, performance, and competitiveness. Understanding what experts recommend is one very important strategy for you to use. The commitment to apply key theory to your ideas enhances the likelihood that sound judgment drives solutions, not just feelings and beliefs. The application of theory can also help protect you in cases of liability questions.

All written submissions should be submitted in a font and page set-up that is compatible with APA Style (7th Ed.) formatting. It is recommended that students adhere to this consistent format and follow all rules of APA formatting here are some basics:

- Typewritten in double-spaced format with a readable style (Arial or Times New Roman fonts are best) and submitted inside the electronic classroom as instructed by the assignment details (unless classroom access is not possible and other arrangements have been approved by the professor).
- Best font sizes: Arial or Times New Roman 12-point font.
- 1 margins all around (no additional indenting except 1st line of each paragraph)
- Double-spaced throughout paper
- Appropriate APA-style formatted in-text citations and reference list
- Paper should be written in 3rd person this means no personal opinions, no sentences with I my or other 1st person text. These are academic/scientific papers.

Citation and Reference Style

Attention Please: Students will follow the APA (7th Ed.). Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignment Policy

All dates and times posted are for U.S. Eastern Standard time. It is your responsibility to know how that translates to your time zone and to submit/complete Assignments, Discussions and tests per these posted deadlines. All assignment due dates are posted on the Assignments page.

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time. The University Late Policy can be found in the [Student Handbook here](#).

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and flaming. Such activity and the loss of good manners are not acceptable in a university

setting basic academic rules of good behavior and proper Netiquette must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note:

Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add emoticons to help alert your readers: ;-), :))

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)

- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.