

**VANDERBILT UNIVERSITY**  
**MHS 1600 INTRODUCTION TO NUTRITION AND HEALTH FOR A CHANGING WORLD**  
**COURSE SYLLABUS**  
**FALL 2020**

**I. GENERAL INFORMATION**

**A. Course Number and Title: MHS 1600 Introduction to Nutrition and Health for a Changing World**

**B. Academic Program: Medicine, Health and Society (MHS) VU Arts and Sciences (undergraduate)**

**C. Course Pre-requisites and Co-requisites: None**

**D. Course Description:**

This course is designed to assist the student in building a foundation of knowledge which may be used to evaluate nutrition information from varied sources and apply that knowledge to personal lifestyle and dietary choice. In addition, the course is designed to provide future health professionals an appreciation of the evolving and complex nature of nutrition and the unique needs of individuals. Nutrition science and research will be integrated with the role of specific nutrients and dietary practices in health promotion and chronic disease prevention. Topics of interest to be addressed will include the role of the macro- and micronutrients in health and disease; dietary supplements; regulation of body weight and energy balance; disordered eating; nutrition and physical fitness; and fundamentals of a healthful, varied diet through the lifespan. Students will explore contemporary nutrition controversies in the media on the basis of scientific evidence. A background in basic sciences is helpful in this course, but not essential.

**E. Total Credit Hours: 3**

**F. Class day and time: Tuesday and Thursday 11:00am – 12:15pm**  
**Course will be offered online - primarily in asynchronous format**

First Day of Class	Last Day of Class	Date of Last Exam
August 25, 2020	December 3, 2020	Online week of November 30 – December 6

**G. Course Faculty:**

**Course Coordinator:**

Jamie Pope, MS, RDN, LDN, FAND

Assistant Professor of Practice in Medicine, Health and Society  
 Vanderbilt University College of Arts and Sciences

Office hours: "Live" Zoom office hours will be offered once per week during regularly scheduled class times throughout semester or email Professor Pope to schedule a meeting via Zoom or by phone

Email: [jamie.pope@vanderbilt.edu](mailto:jamie.pope@vanderbilt.edu)

Mobile phone: 615-500-2554 (if urgent)

**Teaching Associates:**

Noah Ogata

[noah.e.ogata@vanderbilt.edu](mailto:noah.e.ogata@vanderbilt.edu)

Lana Schwartz

[lane.r.schwartz@vanderbilt.edu](mailto:lane.r.schwartz@vanderbilt.edu)

**II. COURSE GOALS:** At the end of the course, the student will be able to:

1. Appreciate the scope and complexity of the evolving science of nutrition.
2. Discuss the role of each of the six classes of nutrients in the maintenance of health.
3. Describe how dietary recommendations for Americans are established, evaluated, implemented and applied to meet individual dietary needs, promote health, and prevent chronic disease – and how they compare to food based guidelines from around the globe.
4. Describe the fundamental role of nutrition and food choice in prevention and treatment of select diet-related chronic diseases.
5. Discuss factors that affect nutrition and health status of individuals across the lifespan with corresponding intervention strategies.
6. Analyze controversies or claims surrounding one or more contemporary nutrition issues on the basis of scientific evidence and nutrition theory.
7. Identify ways individuals can assess, evaluate, and implement strategies that promote a healthy and safe diet.
8. Discuss how all foods can fit within an overall healthful diet. A goal of this course is to lessen and lighten food related "rules" and dogmatic thinking surrounding dietary practices and approaches through a better understanding of nutrition principles and application.

**III. COURSE REQUIREMENTS:****A. Learning Experiences:**

1. Learning experiences include recorded lectures, required readings in textbook, online assignments and quizzes, open-resource examinations, review of nutrition-related websites, online small group discussions, multimedia, and projects designed to reinforce and apply course concepts and objectives.
2. The course will be organized in to weekly modules in the Content area of Brightspace with each week's learning activities. These weekly learning activities include assigned readings in textbook; recorded lecture videos; Brightspace lecture quizzes; Launchpad Learning Curve adaptive quizzes; short participation/application activities, assignments, or quizzes; link for any scheduled "live" office hours/small groups on Zoom and links to semester projects or exams that may be due that week. Students will be directed to complete each week's learning activities sequentially by clicking on the link associated with each activity or assignment within that module. The instructor will also post weekly announcements with an overview of the week's learning activities and expectations. Students are encouraged to set their notifications in Brightspace to receive announcements as an email to their Vanderbilt account.

**B. Learning Resources:**

**Required text package with online media (LaunchPad):** Pope, J., Nizielski, S. (2019): Scientific American and Macmillan Education ***Nutrition for a Changing World*** (Second edition) bundled with **LaunchPad\***

available at Vanderbilt Barnes and Noble bookstore *or* through Macmillan Learning Student Store <https://store.macmillanlearning.com/us/product/Scientific-American-Nutrition-for-a-Changing-World/p/1319148670> You have several options through the Macmillan Learning Student Store:

Under “Format” on Macmillan Learning Student Store

- LaunchPad (ISBN: 9781319370909) - *includes eBook* (6 month subscription)
- LaunchPad (ISBN: 9781319213329) – *includes eBook* (12 month subscription)

Under “Packages” on Macmillan Learning Student Store

- Paperback textbook + 6 month LaunchPad (ISBN: 9781319386887)
- *Recommended:* Loose-Leaf + LaunchPad (ISBN: 9781319387242) – will own loose-leaf of text and have access to Launchpad for 6 months

*\*You will need Launchpad to complete semester projects and assignments as part of your course grade.*

*Note: Launchpad includes access to the eBook of the required textbook.*

### **Important for LaunchPad Grades to Report to Brightspace:**

- Click on **any LaunchPad Activity Link in Brightspace** to connect your Brightspace and LaunchPad Accounts.
- You will be asked for an access code (provided in the bundles from the bookstore). If you have purchased through the Macmillan Student Store and granted instant access, refer to **Launchpad Registration and Integration under Content on Brightspace** for information to link your Launchpad and Brightspace courses (necessary for LaunchPad activity grades to report to Brightspace gradebook).

***TopHat Student Response System*** We will be using TopHat student response system periodically throughout the semester for polling during some Zoom meetings and for engagement. See <https://www.vanderbilt.edu/tophat/student-resources/> or Brightspace MHS 1600 course page for registration and utilization information. There is no purchase required to use TopHat through Vanderbilt and it utilizes your phone or laptop to respond. The JOIN CODE for *MHS 1600 Nutrition and Health Fall 2020* is **907041**.

On-line medical and nutrition journal articles and abstracts as assigned in class.

### **C. Rules and Regulations:**

1. Policy on late work

Due dates for the projects are included in the attached Class Lecture Schedule and on the course page in Brightspace. Projects must be submitted online per guidelines on or before the due date. 10% of total project points will be deducted for each 24 hour period projects are submitted late beginning at 12:00am of date following due date unless *prior* arrangements have been made with the instructor(s) or a teaching associate.

Assigned online quizzes and assignments are also due by 11:59pm for the due date designated on Brightspace (or in some cases the date that the quiz or assignment closes). Make-up of online quizzes and activities must be arranged in advance whenever possible for *approved* “absences” (athletic travel, documented illness, or with Dean’s notice).

### **2. Vanderbilt University Honor Code:**

All work in this course is based on the Honor Code of Vanderbilt University. Each student has the responsibility to read and understand the Honor Code and consequences of violation.

**3. Complaint/Grievance Process:** Faculty members welcome the opportunity to work closely with students to facilitate learning and assist in meeting course goals and learning objectives. The student should first discuss any concerns regarding an instructor or a course with the instructor involved. If further discussion is needed, the student should refer to the student handbook for procedural guidelines.

#### **4. Disability Information:**

Students with a need for accommodation based on the impact of a disability should contact the course coordinator or go directly to EAD to arrange an appointment as soon as possible. At the appointment you will discuss the course format, anticipate your needs, and explore potential accommodations. The Equal Opportunity, Affirmative Action, and Disability Services Department (EAD) located at Baker Building 110 21st Avenue South, will need to verify the need for accommodations and develop accommodation strategies. If you have not previously contacted the EAD, please call (615) 322-4705 or visit <http://www.vanderbilt.edu/ead/>

**5. Course and Faculty Evaluation:** The faculty strongly encourages students to complete course evaluations. Student feedback is vital to our ability to continually improve courses and teaching methods. You will receive a link to course and instructor evaluation at the end of the semester from VU Course and Instructor Evaluations.

#### **IV. STUDENT EVALUATION**

The course grade will be based on student performance on:

Examinations (4 – 40% of course grade) – see course schedule for chapter and topic distribution for examinations. Exams will include multiple choice questions for course topics across four content areas:

1. Nutrition fundamentals, digestion, and macronutrients (Chapters 1, 3, 4, 5, 6)
2. Micronutrients (vitamins, minerals) and water; dietary supplements (Chapters 7, 8, 9, 10 Spotlight D)
3. Diet in health promotion and diet-related chronic disease prevention (Chapters 2, 11 Spotlights A, B, C, H)
4. Nutrition and fitness plus nutrition across the lifecycle (Chapters 12, 13 Spotlights E, F)

Projects (3 – 30% of course grade) – Projects are designed to reinforce and apply course concepts and learning objectives. Projects due dates as per course schedule with specific guidelines provided by instructor announcements and posted on Brightspace course page.

1. Dietary monitoring and analysis project
  - a. For the Analyze My Diet (AMD) project, students will keep a three-day food intake record that tracks food and beverage intake as well as other factors that play a role in eating behavior and food choice. The first part of the project will utilize an online nutrient and dietary analysis program to analyze dietary composition of key nutrients and compare to established recommended standards. After completing a short tutorial and using reports generated from the analysis, students will then complete online activities through Launchpad online media. Activity due dates align with coverage of topics addressed. Students will be graded on the assignment completion and

correctness not the adequacy of their individual intake. **Note: *closely monitoring personal food intake may not be appropriate for some students; please contact Professor Pope to discuss confidential, alternative arrangements.***

2. Evaluation of popular dietary supplements project
  - a. For the Evaluation of Popular Dietary Supplements project students will choose a dietary supplement and complete a worksheet that guides them in examining claims, safety, efficacy, and recommendations by exploring credible on-line resources and scientific/medical literature through PubMed.
  
3. Nutrition in the News project
  - a. For the Nutrition in the News project, students will research a current nutrition related “hot” topic and complete a worksheet that guides them in researching/evaluating the topic and drafting a brief consensus statement through review of credible resources and peer-reviewed/evidence-based scientific/medical literature.

Lecture specific assessments/quizzes and participation activities\* (30% of course grade)

1. Brightspace lecture quizzes (20 at 5 points each or 100 points) – 10% course grade
2. Participation/application activities (20 at 5 points each or 100 points) – 10% course grade
3. Launchpad Learning Curve Adaptive Quizzes (20 at 5 points each or 100 points) – 10% course grade

Course grade based upon:

Examinations	(4 – 100 points or 10% each)	40% of course grade
Projects	(3 – 100 points or 10% each)	30% of course grade
Assessments, quizzes and participation activities*		<u>30% of course grade</u>
TOTAL		100% of course grade

Grading Scale:

A+	97-100%	C	74-76%
A	94-96%	C-	70-73%
A-	90-93%	D+	67-69%
B+	87-89%	D	64-66%
B	84-86%	D-	60-63%
B-	80-83%	F	59% and below
C+	77-79%		

NOTE: All final course grades of X.5 or higher will be rounded to the next highest whole number (example: 89.5 would become 90, A-). A grade of X.49 would not round up (89.49 would remain a B+).

Incomplete Grades

Incomplete grades are given at the discretion of the instructor. An incomplete grade must be negotiated before the last day of classes in writing with the student’s advisor/college dean and signed by the student and the instructor.

**V. Class modules with topics and schedule (see Brightspace course page for weekly learning activities):**

<u>Module</u>	<u>Topic</u>	<u>Assigned Readings from Text</u>
<b>MODULE 1</b> Aug 25-30	Course Orientation and Overview The Science and Scope of Nutrition	Chapter 1
<b>MODULE 2</b> Aug 31-Sept 6	Digestion and Absorption Overview Carbohydrates <i>Launchpad AnalyzeMyDiet (AMD) Project Part 1 due</i>	Chapter 3 Chapter 4
<b>MODULE 3</b> Sept 7 - 13	Lipids (Fats and cholesterol) Protein	Chapter 5 Chapter 6
<b>MODULE 4</b> Sept 14 - 20	EXAM 1 – Nutrition fundamentals, digestion, and macronutrients <i>Launchpad Learning Curve quizzes for chapters 1,3,4,5,6 due</i> <i>Launchpad AnalyzeMyDiet (AMD) Project Part 2 due</i>	
<b>MODULE 5</b> Sept 21 - 27	Fat-Soluble Vitamins Water-Soluble Vitamins	Chapter 7 Chapter 8
<b>MODULE 6</b> Sept 28 – Oct 4	Dietary Supplements Major Minerals and Water	Spotlight D Chapter 9
<b>MODULE 7</b> Oct 5 - 11	Trace Minerals <i>PROJECT Evaluating Dietary Supplements due</i> <i>Launchpad AnalyzeMyDiet (AMD) Project Part 3 due</i> EXAM 2 – Micronutrients, Water and Dietary Supplements <i>Launchpad Learning Curve quizzes for chapters 7,8,D,9,10 due</i>	Chapter 10
<b>MODULE 8</b> Oct 12 - 18	Characteristics of Healthy Diets/Food Labeling Food Safety – select content (worksheet) Plant-based Diets (Cancer)	Chapter 2 Spotlight H Spotlight C
<b>MODULE 9</b> Oct 19 - 25	Diabetes Heart Disease	Spotlight A Spotlight B
<b>MODULE 10</b> Oct 26 – Nov 1	Energy Balance Obesity	Chapter 11 Chapter 11
<b>MODULE 11</b> Nov 2 - 8	EXAM 3 – Diet in Health Promotion and Disease Prevention <i>Launchpad Learning Curve quizzes for Chapters 2, 11, Spotlights A, B, C, H due</i> Nutrition and Fitness <i>Launchpad AMD Project Part 4 (Physical Activity) due</i>	Chapter 12
<b>MODULE 12</b> Nov 9 - 15	Nutrition for Pregnancy, Breastfeeding and Infancy Childhood Nutrition (Food Allergies and Intolerances)	Spotlight E Spotlight F

	(Highlights Nutrition and Aging – not on exam)	(Spotlight G)
<b>MODULE 13</b>		
Nov 16 – 22	Nutrition During College Years Disordered Eating	Chapter 13 Chapter 13
Nov 23 – 29	THANKSGIVING BREAK	
<b>MODULE 14</b>		
Nov 30 – Dec 6	<i>PROJECT Nutrition in the News due</i> EXAM 4 – Nutrition and Fitness plus Nutrition During the Lifecycle <i>Launchpad Learning Curve quizzes 12, 13, Spotlights E, F due</i>	
August 2020/JP		