

Department of Family Relations and Applied Nutrition
University of Guelph



NUTR* 4900 (Section 02): Selected Topics in Human Nutrition
Winter 2015 Course Syllabus

Instructor: Dr. Jess Haines, PhD, MHSc, RD
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Office hours: Tuesdays 11:30-12:30pm

Class times and location: Tuesday and Thursday, 10:00 am – 11:20 am, MCKN 237

Course website: Announcements, updated schedules, grades, and other information will be posted on Courselink.

Course description:

This course involves readings and discussion on selected topics in **Obesity among children and adolescents: Determinants, prevention, and treatment**, as well as article critiques, discussions, seminars, and a term paper.

Nutr*4900 is restricted to students majoring in Applied Human Nutrition. Prerequisites are FRHD* 3070 (research methods), NUTR* 3040 (clinical nutrition I), and NUTR* 4010 (nutritional assessment).

Course objectives:

To learn to think critically about and discuss research related to obesity determinants, prevention, and treatment.

Addressing Applied Human Nutrition Outcomes:

This course addresses the following AHN Learning Outcomes:

1. Supporting Knowledge: Research Methods
2. Critical Thinking and Research Skills
3. Communication Skills: written, oral, and visual
4. Professional Skills: teamwork, organization, time management

Course evaluation:

Method	% of final grade	Due date
Oral		
Article critique (with a partner)	15	January 22– February 12
Discussant for an article critique (with same partner as above)	5	January 22– February 12
Individual student seminar	20	February 24 – March 24
Participation in class discussions	20	Throughout
Written		
Individual critique of assigned research article	10	February 12 (to Dropbox)
Individual term paper	30	April 2 (to Dropbox)

Policies**1. E-mail Communication**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

2. Drop Date

The last date to drop one-semester courses, without academic penalty, is March 6, 2015. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

3. Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

4. Missed Work

If you are not able to meet an in-course requirement due to illness or compassionate reasons, please advise me in writing (email is acceptable). Where possible, this should be done in advance of the missed work or event. If this is not possible, this should be done as soon as possible after the due date, and **certainly no later than one week**. If appropriate, documentation of your inability to meet the course requirement is necessary. See the undergraduate calendar for information on regulations and procedures for Academic Consideration: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

5. Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

6. Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact SAS (formerly CSD) at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <http://www.uoguelph.ca/csd/>

7. Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

8. Turnitin

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2014/15 Undergraduate Calendar states: "Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it" (p. 31).

In this course, both the students and instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you will be required to screen your own written assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment. For the individual critique of assigned research article and term paper, you will be required to submit a copy of the last Turnitin report together with your written assignments. A document describing how to use Turnitin is posted on the Courselink course page under Content.

9. Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs:

<http://www.uoguelph.ca/registrar/calendars/index.cfm?index>

Course component descriptions and instructions:

1. Article Critiques

1a. Oral presentation of article critique (15%):

You and a classmate (choose your own partner) will present an oral critique of an assigned article. In preparing the presentation, seek out background information necessary to understand the article, and be able to explain the research methods and results to the class, as well as provide a critique of the article. Be prepared to answer questions concerning the article. Each presentation will be followed by general class discussion led by two discussants.

Each presentation should be 20 minutes, followed by 10 minutes of discussion. **Post your PowerPoint presentation to the Courselink Dropbox by 10:00AM the day before your presentation. If the presentation is posted after 10:00AM the day before your presentation, it will be considered late and you will incur a 10% penalty. Your posted presentation will be considered the final version - revised presentations will not be accepted.**

1b. Discussant for an Article Critique (5%):

You and your same partner as above will be discussants for a separate assigned article presented by a pair of students. As a discussant, your role is to:

- Thank the presenter
- Lead a 10 minute discussion, facilitating class involvement.
 - Identify two (2) issues/findings in the areas of sampling, study design, and/or measurement
 - Ask two (2) pertinent questions to class to encourage discussion
 - Presenter can clarify points and participate in discussion
 - Summarize discussion at the end, giving final interpretation and overview
- You will **not** use PowerPoint as the discussants.

Separate lotteries will be held to determine who will (a) provide a presentation on and (b) facilitate discussion of each research article.

2. Individual written critique of assigned research article (10%), due Feb 12 by 10am posted to Dropbox

You are to independently complete a critique of an assigned article (all students will receive the same article). **The name and reference for the critique article will be posted to Courselink on January 29th.**

The purpose of the brief written critique is to get you to think independently and to practice your critical thinking skills (and to receive feedback) prior to submitting your term paper. Provide a brief summary (a few sentences) of the research study including the methods used, describe the key strengths and limitations of the study (as you see it, not just as the authors describe them),

and provide 3 recommendations you would implement to improve the study if you were to lead it.

The critique has a **maximum of 4 pages** (8.5" x 11" paper; double-spaced; 2.5 cm. margins; 12-point font size; Times New Roman). Please also submit the Turnitin report. The page limit does not include the number of separate pages for the title page, the reference section (use single space), or the Turnitin report. If more than 4 pages are submitted, only the first 4 pages will be graded. Use the style in the American Psychological Association's (2010) publication manual of the American Psychological Association (APA) (6th ed.) when referencing. You should paraphrase rather than use quotations extensively. Use headings and sub-headings to organize your report and include page numbers. You are to post the critique to Courselink by February 12th at 10am.

Late critiques will be accepted up to 10a on February 17, 2012 , with 10% (out of 100) per day penalty (including weekend days), unless accompanied by a medical note. Summary reports will NOT be accepted after February 17th.

[NOTE: if you are presenting your oral critique, or are a discussant for a presentation, on Th Feb 12, you have a one day extension - therefore your written critique would be due Fri Feb 13 at 10am.]

3. Individual seminars and term paper

3a. Seminar (20%):

You will present a 20 minute seminar on a topic of your choice related to obesity among children and adolescents. After browsing some of the literature to identify possible topics, **please set up an appointment/come to my office hours to discuss and obtain approval.** Please bring with you 3-4 abstracts for original articles on the possible topic. **Your seminar/term paper topic should be approved by Tues Feb 10.**

For the seminar, choose 3 primary (i.e. original) research articles to discuss. Integrate the research findings from the articles – don't do a critical appraisal of each article separately. Because research articles are highly focused, you'll need to seek out background information to understand your topic when preparing for the seminar. Review articles can be used to provide an overview of the topic, but should not be included as one of the original research articles in your presentation. **The seminar presentation can include tables, but the term paper should not include tables.** The University of Guelph may not have all the articles that you require for your term paper. Therefore you may need to obtain articles that are central to your selected topic through inter-library loan. Allow adequate time for ordering articles.

You are expected to be able to answer questions concerning the selected topic during the seminar.

There will be 3 seminars per class. Each seminar should be 20 minutes (including discussion). There are no discussants for seminars, therefore you'll be leading your own discussion on topics such as sampling, research design, measurement, etc.

A lottery system will be used to determine the date of your seminar.

Post your PowerPoint presentation to Dropbox by 10:00AM the day before your seminar. If the presentation is posted after 10:00AM the day before your presentation, it will be considered late and you will incur a 10% penalty. Your posted presentation will be considered the final version - revised presentations will not be accepted.

3b. Term Paper (30%) – due April 2 by 10am, posted to Dropbox

As a comprehensive literature review, the term paper (on the same topic as your seminar) should thoroughly describe the body of knowledge about your research topic. Approximately 10-20 journal articles should be included in your review.

The term paper should include an introduction (including objectives of the term paper), a summary of the main findings of the articles you reviewed, strengths and limitations of the research, implications of the results, conclusions, and your suggestions for future research. You should integrate the research findings from the journal articles and not simply do a critical appraisal of each article separately. Paraphrase rather than use quotations extensively. Use headings and sub-headings to organize your report. **The term paper should not include tables. Be sure to include abstracts for all the articles you critique in your term paper.**

The term paper should be a **maximum of 12 pages** (8.5" x 11" paper; double-spaced; 2.5 cm margins; 12-point font size; Times New Roman; number the pages). The page limit does not include the title page, the reference section (use single space for the reference section), or the appendices. If more than 12 pages of review are submitted, only the first 12 pages will be graded.

Checklist for the term paper:

- Maximum of 12 pages, 8.5" x 11" paper; double-spaced; 2.5 cm margins; 12-point Times New Roman font. If more than 12 pages are submitted, only the first 12 pages will be graded. The page limit does not include the title page, the list of references or the appendices.
- Title page
- References cited using the APA citations style - see the American Psychological Association's (2010) publication manual of the American Psychological Association (APA) (6th ed.). The APA reference style is described in the following document:
<http://www.lib.uoguelph.ca/get-assistance/writing/citations/apa-american-psychological-association-style>

I encourage you to consider using citation software to keep track of all the references that you cite in your paper. Software such as RefWorks makes it easy to create bibliographies

using the required style (e.g. APA) and correctly format the references in the body of the paper. You can learn more about RefWorks through the Learning Commons at the library. <http://www.lib.uoguelph.ca/get-assistance/writing/citations>

- Appendix A that includes a copy of the abstract for each “primary research” journal article reviewed in your term paper.
- Appendix B that includes a copy of the *Turnitin* report – All students are required to submit a copy of the Turnitin originality report based on the final version of their submitted paper.

Late papers will be accepted up to 10am on April 7, 2012 , with 10% (out of 100) per day penalty (including weekend days), unless accompanied by a medical note. Summary reports will NOT be accepted after April 7.

4. Participation, complete and submit self reflection of participation (see page 19) to Dropbox by April 2

As one fifth of your final grade, participation in class discussions is an essential component of the course. Therefore, it is expected that you attend and participate fully in all sessions. As the instructor, I share with you the responsibility of creating an environment that facilitates relevant and appropriate class discussions. You are expected to come to class prepared to ask discussion questions and to comment on questions raised by the discussants. Your preparation and participation in the discussions will contribute to our learning experience and will be appreciated by all.

The readings for a particular class should be done before coming to class so that you are prepared to participate in class discussion. You should bring the readings to class.

You will also be asked to complete a self-learning assessment before the second class and towards the end of the semester. Completion of these two assessments will be considered as part of your class participation mark.

The participation grade for this course will be based on two components: a) the first component is based on attendance and the frequency and quality of your oral participation in class, and b) the second component is based on your self-evaluation of your participation (see Self-Reflection on page 19, due on **April 2 to Dropbox**). You will reflect on your participation and assign yourself a grade out of 10 and I will take this grade into consideration when determining your grade for participation.

Schedule and required readings:

Note: I reserve the right to revise the schedule of classes as needed, as long as you are given adequate notice. If class is cancelled (e.g., bad weather), all remaining presentations will be shifted one class forward. The cancelled presentation will be the next presentation.

Presentation date	Reading	Presenter	Discussion
Course introduction/ overview of obesity, review of research methods in obesity research:			
Jan. 6		Jess Haines	---
Jan. 8	Kain, J., Uauy, R., Albala, Vio, F., Cerda, R., Leyton, B. (2004) School-based obesity prevention in Chilean primary school children: methodology and evaluation of a controlled study. <i>International Journal of Obesity</i> , 28; 483-493. Please come prepared to critique this article together in class.	Jess Haines	---
Building capacity to evaluate research and write a literature review			
Jan. 13	Tutorial on Academic Integrity and Citation Style (joint class with Section 3)	Kim Garwood , Manager Writing Services	---
Jan. 15	Tutorial on Literature Search Methods (joint class with Section 3)	Peggy Pritchard , Learning and Curriculum Support Librarian	---
Jan. 20	Tutorial on Statistics (joint class with Sections 1 & 3) **Room: UC 103**	Lucia Costanzo , Data Resource Centre Analyst	---
Articles for Critique			
Jan. 22	Liese, A. D., Hirsch, T., von Mutius, E., Keil, U., Leupold, W., Weiland, S. K. (2001). Inverse association of overweight and breast feeding in 9 to 10-y-old children in Germany. <i>International Journal of Obesity & Related Metabolic Disorders</i> , 25(11), 1644-1651. Nelson, M.C., Gordon-Larsen, P., Adair, L.S. (2005). Are adolescents who were breast-fed		

	less likely to be overweight?: Analyses of sibling pairs to reduce confounding. <i>Epidemiology</i> , 16 (2), 247-253.		
Jan. 27	<p>Brion, M.A., Lawlor, D.A., Matijasevich, A., et al., (2011) What are the causal effects of breastfeeding on IQ, obesity and blood pressure? Evidence from comparing high-income with middle-income cohorts <i>Int. J. Epidemiol</i>, 40 (3): 670-680.</p> <p>Kramer, M.S., Matush, L., Vanilovich, I., et al. (2009) A Randomized Breast-feeding Promotion Intervention Did Not Reduce Child Obesity in Belarus. <i>J. Nutr</i>, 139(2); 417S-421S.</p>		
Jan. 29	<p>Spence, J.C., Cutumisu, N., Edwards, J., Evans, J. (2008) Influence of neighbourhood design and access to facilities on overweight among preschool children. <i>International Journal of Pediatric Obesity</i>, 3(2),109-116.</p> <p>Stevens, R.B., Brown, B.B. (2011) Walkable new urban LEED Neighbourhood Development (LEED-ND) community design and child physical activity: selection, environment or catalyst effects? <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 8, 139.</p>		
Feb. 3	<p>Tremblay, M.S., Willms, J.D. (2003) Is the Canadian childhood obesity epidemic related to physical inactivity? <i>International Journal of Obesity and Related Metabolic Disorders</i>, 27,1100-1105.</p> <p>Ozturk, A., Mazicioglu, M., Poyrazoglu, S., Cicek, B., Gunay, O. and Kurtoglu, S. (2009), The relationship between sleep duration and obesity in Turkish children and adolescents. <i>Acta Paediatrica</i>, 98: 699-702.</p>		
Feb. 5	Altenburg, T.M., Singh, A.S., van Mechelen, W., Brug, J., Chinapaw, M.J. (2012). Direction of the association between body fatness and self-reported screen time in Dutch adolescents. <i>International Journal of</i>		

	<p><i>Behavioral Nutrition and Physical Activity</i>, 9:4</p> <p>Harrison, M., Burns, C., McGuinness, M., Heslin, J., Murphy, N. (2006) Influence of a health education intervention on physical activity and screen time in primary school children: 'Switch Off – Get Active.' <i>Journal of Science and Medicine in Sport</i>, 9(5), 388–394.</p>		
Feb. 10	<p>Harvey-Berino, J., Rourke, J. (2003) Obesity prevention in preschool Native-American children: A pilot study using home visiting. <i>Obesity Research</i>, 11(5), 606–611.</p> <p>Epstein, L.H., Gordy, C.C., Raynorm, H.A., Beddome, M., Kilanowski, C.R., Paluch, R. (2001). Increasing fruit and vegetable intake and decreasing fat and sugar intake in families at risk for childhood obesity. <i>Obesity Research</i>, 9(3), 171–178.</p>		
Feb. 12	<p>Farris, J.W., Taylor, L., Williamson, M., Robinson, C. (2011). A 12-week interdisciplinary intervention program for children who are obese. <i>Cardiopulmonary Physical Therapy Journal</i>, 22(4), 12-20.</p> <p>Written article critique due to Dropbox by 10a (today's presenters will have a 1 day extension)</p>		
Feb. 17, 19	Winter break (no classes)		
Feb. 24	Individual student seminars	1.	
		2.	
		3.	
Feb. 26	Individual student seminars	1.	
		2.	
		3.	
March 3	Individual student seminars	1.	
		2.	

		3.
March 5	Individual student seminars	1. 2. 3.
March 10	Individual student seminars	1. 2. 3.
March 12	Individual student seminars	1. 2. 3.
March 17	Individual student seminars	1. 2. 3.
March 19	Individual student seminars	1. 2. 3.
March 24	Individual student seminars	1. 2. 3.
March 26	TBA	
March 31	TBA	
April 2	TBA Term paper due at 10 a.m. to Dropbox	

Appendix A: Evaluation Rubrics

EVALUATION OF DISCUSSANTS

Discussants: _____ Date: _____

1. Issues/findings

10	9	8	7	6	5	4	3	2	1
Identifies two issues in the areas of sampling, measurement or evaluation/interpretation. Provides background for the audience.							Focuses on only one issue or covers too many for the audience to grasp. No background.		

2. Questions for audience

10	9	8	7	6	5	4	3	2	1
Posed two relevant questions for the audience to encourage discussion of critical issues. Able to keep the discussion going.							No questions, or trivial questions which do not help the audience to understand critical points. Discussion falls flat.		

3. Delivery

10	9	8	7	6	5	4	3	2	1
Relaxed, enthusiastic. Is concise and clear. Professional. Easily heard.							Tense, appears bored. Rambles and/or confuses audience with explanations. Unprofessional. Too quiet or too loud.		

Comments:

Total	/30
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EVALUATION OF ARTICLE CRITIQUE PRESENTATION/SEMINAR

(Page 1 of 2)

Presenters: _____ Date: _____

CONTENT

1. Introduction

10	9	8	7	6	5	4	3	2	1
Gives appropriate introduction. Sets the stage for what is to follow.						Dull opening. Partial or no introduction. No rationale given.			

2. Content

25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Treated in some depth. Critical thinking demonstrated. Evidence of synthesis/integration. Important points stressed. Interesting. Logical flow. Organized.												Superficial. Lack of critical thinking. Poor synthesis/integration. Important points lacking. Uninteresting. Poor flow. Disorganized.												

3. Understanding

25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Understanding of topic and article(s) is clear. Makes accurate statements. Answers questions well.												Unclear, confused. Some inaccuracies. Difficulty answering questions.												

4. Summary/Conclusion

10	9	8	7	6	5	4	3	2	1
Repeats key ideas. Places content in larger context. Gives a final interpretation and overview.						Concludes abruptly without summarizing main points. Does not repeat key ideas. Does not place what was presented into context.			

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DELIVERY

5. Visual Aids

5	4	3	2	1
Are effective in enhancing talk and help understanding. Slides are easy to read, and not crowded with information.			Do not add much to presentation. Poor choice of fonts/graphics. Shown too quickly. Slides cluttered. Not well explained.	

6. Audience Contact

5	4	3	2	1
Maintains interest. Establishes eye contact. Minimal reading from slides/notes. Enthusiastic.			Audience bored, and not involved. Does not look at audience. Reads slides/notes. Lacks enthusiasm.	

7. Voice, Language and Mannerisms

5	4	3	2	1
Voice can be heard easily. Tone of voice varied. Good diction. Does not raise voice at end of sentences. Relaxed posture, no distracting mannerisms.			Hard to hear. Monotonous voice. Poor pronunciation. Raises voice at end of sentences. Interjects "um" and/or "OK". Tense, stiff, and/or displays mannerisms which detract.	

8. Timing

5	4	3	2	1
Pace is good throughout. Number of slides and content suited to time available. Right amount of time to explain each slide.			Rushed at end, or too slow. Attempted too many ideas/slides for time available. Not enough/too much time spent on slides.	

9. Overall Style and Level of Presentation

10	9	8	7	6	5	4	3	2	1
Appropriate for audience (professional, "pitched" at suitable level). Relaxed. Confident.						Unprofessional. Too informal. Presented at a level too high/too low for this audience.			

Comments:

TOTAL	/100
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EVALUATION OF WRITTEN CRITIQUE

1. Brief summary of study (10)
2. Demonstrated comprehension of research design and procedures used (20)
3. Identification of key strengths and limitations of the research study (35)
4. Recommendations for improvement (20)
5. Your writing style, organisation, grammar (15)

Comments:

TOTAL	/100
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EVALUATION OF TERM PAPERS

Name: _____

1. The objective (or purpose) of this paper is stated in specific terms. It is clear which aspects of the problem will be considered. It is sufficiently restricted to permit analysis in some depth. The meanings of terms or concepts which are central to this paper have been clearly explained; definitions given. (5)

2. The review of literature provides a synthesis of relevant material, ideas are well understood; and information has been used accurately. Discussion of the studies is integrated. It has been structured to be consistent with the scope of the topic; shows some breadth of coverage of topic, as well as depth. (20)

3. The sources of information were most appropriate for problem chosen. Maximum use was made of primary sources. Sources were sufficient for this project. (10)

4. Critical appraisal of the literature is well done with a thorough discussion of the strengths and limitations of the studies. (25)

5. Recommendations for future research are appropriate. (5)

6. Organization, presentation and composition. Skillful, pleasant and easy to read. Paragraphs develop logically. Meanings are clear. Sentence structure is concise, grammatically correct, cohesive. Minimum use of extraneous or repetitious material. Systematic using subheadings. Ample margins allowed. References, graphs and tables are easy for the reader to find and follow. No spelling or punctuation errors. References are cited correctly, following the APA style. (30)

7. Recommendations for health professionals are clear and based on the review. (5)

Comments:

TOTAL	/100
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Self Reflection on Participation

NAME: _____

DATE: _____

1. Within the classroom, I contributed to the class in the following ways:

2. My level of participation was
- High
 - Average
 - Low

Provide justification for your rating.

3. To prepare for class, I:

4. Outside of the classroom, I contributed to the class in the following ways (e.g., discussed content with classmates/others, extra readings, provided feedback to other groups)

My self-assessment grade for my participation _____ / 20