

NUTR*4900 (Section 03): Selected Topics in Human Nutrition Prevention of Obesity - What's the Evidence?

Winter 2016 Course Syllabus

**Department of Family Relations and Applied Nutrition
University of Guelph**

Instructor: Dr. Paula Brauer, PhD, RD, FDC
Office: Macdonald Institute Building, room 235
Telephone: 519-824-4120, ext. 54831
Email: pbrauer@uoguelph.ca

Office hours: by appointment

Course Description

This course requires reading and discussion on selected areas in human nutrition and its application; formal class reports and term papers. The topic focus will be recent studies in obesity prevention and management in infancy and early childhood. Primarily for Applied Human Nutrition majors.

Class times: Tuesday and Thursday, 11:30 – 12:50 pm, MCKN 313

Course website:

Announcements, updated schedules, grades, and other information will be posted on CourseLink, a website for on-campus courses:
<https://courselink.uoguelph.ca/shared/login/login.html>.

Prerequisite(s): FRHD*3070 (Research Methods: Family Studies)
NUTR*4010 (Nutritional Assessment)
NUTR*3090 (Clinical Nutrition I)

Learning Outcomes:

1. To develop competency in the description and critical appraisal of journal articles in selected applied nutrition topic areas.
2. Effectively communicate – in writing and orally – critical appraisals of research and research articles.
3. To gain proficiency in facilitating and participating in informed discussion about research.
4. To develop peer review skills on oral and written work appraising the research literature.

Evaluation:

Method	% of final grade	Date
Oral:		
A1. Critique of assigned reading (each person)	15	Feb 2 – Feb 25th
A2. Facilitate discussion of critique of assigned reading	5	Feb 2 – Feb 25th
B2. Presentation on term topic	15	Mar 8 – Mar 22
C. Meaningful participation in class discussions	15	Ongoing
Written:		
A3. Critique of one reading from section 1 group of assigned readings plus background	10	Mar 1
B1. Paragraph on proposal topic – 250 words plus 3-4 abstracts	Approval	Feb 4th
B3. Peer review of term paper	10	Mar 24-Mar 31
B4. Comprehensive literature review on term topic	30	Apr 7

Managing Evidence

Citation Manager

It is recommended you learn to use a citation manager to manage references for your term paper. It allows you to collect references from a wide variety of electronic resources (e.g., PubMed) to create your own personal reference database. If you use Microsoft Word, your collected references can be seamlessly integrated into your term paper following any known standard format for the text of the paper and the reference list.

<http://www.lib.uoguelph.ca.subzero.lib.uoguelph.ca/get-assistance/writing/citations>

Statistics Help

First see me, then we may need to consult another person. Contact the Data Resource Centre in McLaughlin library. http://www.lib.uoguelph.ca/resources/data_resource_centre/

Communicating

- a. **Paraphrasing others' ideas and work** Knowing how summarize or adapt others' work for different purposes is a key skill needed in applied nutrition. Take the Learning Commons' online tutorial on correct ways to cite work, at: <http://www.academicintegrity.uoguelph.ca/index.cfm>.
- b. **Referencing Style** Nutrition journals use many different styles for referencing – for this course pick either APA (name, year) OR CS (citation-sequence) and use it correctly. <http://www.lib.uoguelph.ca.subzero.lib.uoguelph.ca/get-assistance/writing/citations/cse-citation-name>

Policies (Others may be added as need arises)

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. 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.

3. Late Work and 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>

Late work is penalized 10% of the grade for each day late.

4. Audio-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. I generally encourage recording if needed.

5. 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 Student Accessibility Services 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: <https://www.uoguelph.ca/csd/>

6. 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>

7. Turnitin (pilot year)

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. 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 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".

In this course, both the students and instructor can use Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying. You are encouraged but not 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.

COURSE COMPONENT DESCRIPTIONS AND INSTRUCTIONS

A1. Oral presentation of article critique (10%)

You and a classmate (choose your own partner) will work together to be the discussants for each other's papers. Each student will present the 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 one discussant.

Each presentation should be 15 minutes, followed by 10 minutes of discussion. Post your PowerPoint presentation to the Courselink Dropbox by 10:00 AM the day of your presentation. If the presentation is posted after 10:00 AM the day of 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.

A2. Discussant for an Article Critique (5%):

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 discussant.**

A3. Individual critique of one article (10%)

You are to independently complete a critique of one article from section 1, that you did not review for the oral presentation or were a discussant for.

Provide some background and context for the topic before discussing the research study. Provide a summary of the research study including the methods used, key results and describe the key strengths and limitations of the study, including risk of bias or other quality assessment review (as you see it, not just as the authors describe them), and provide three (3) recommendations you would implement to improve the study if you were to lead it. Discuss any implications for practice or further research.

The critique has a maximum of 8000 characters including spaces or about 4 pages (8.5" x 11" paper; double-spaced; 2.5 cm margins; 12-point font size. The page limit does include any tables or graphs, but does not include separate pages for the title page and the reference section (use single space). You should paraphrase rather than use quotations extensively.

B1. Abstract of Proposed Topic (no grade)

Prepare a 250 word abstract/outline of your topic and attach 3-4 abstracts for approval. I will return to you, indicating “approved” or “requires revision”. Students who need to revise should meet me to refine the topic. Each student will choose an “obesity” prevention or treatment topic and will critique about 10 primary (meaning new research) studies on your chosen topic. (You will need to review more articles for background). You are encouraged to make an appointment to discuss and narrow your topic with me prior to submission. It is important to “frame or limit your topic” so that you can do a meaningful review with about 10 studies.

B2. Presentation on Term Topic

You will present a 15-20 minute talk on your topic and lead the discussion period after. Choose three primary (i.e. original) research articles to discuss. 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. Allow adequate time for ordering any articles not available locally through inter-library loan.

There will be three seminars per class. A lottery system will be used to determine the date of your seminar.

Post your PowerPoint presentation to Dropbox by 10:00 a.m. the day of your seminar. If the presentation is posted after 10:00 a.m. the day of 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.

B3. Draft term paper and peer review (10% for peer review)

Your completed draft term paper will be peer-reviewed by another student. **A substantially incomplete draft will not be peer-reviewed, as determined by the instructor.** Students doing peer reviews will be marked on the quality of their peer-review. Each student will submit a draft of their paper to Courselink **March 24th**. The paper will then be sent to an anonymous reviewer who will complete the peer review form and will make comments and suggestions for change using Track Changes. They will submit their reviews to Dropbox **March 31st**. I will send the review back to each author by email. Peer reviewers are anonymous, but authors are not because of the oral presentations.

B4. Submission of Final Paper (30%)

You will have until **April 7th** to complete the paper and address the suggestions from the peer reviewer that you feel improve the paper. The final paper will be submitted to Courselink as a Word document or pdf.

Guidelines for Term Paper

The term paper should be 25,000 characters (with spaces) or less or about 12 pages long and include an introduction (including your research question), a summary of the main findings, strengths and limitations of the research, implications of the results, conclusions, and your

suggestions for future research/implications for practice. Use headings and sub-headings to organize your report and include page numbers. At least **10 recently-published, "primary" journal articles should be critiqued to address your research question.** If you decide to use tables to summarize the studies, the paragraph text must complement and integrate findings in the tables.

Checklist for the term paper:

- Maximum of 25,000 characters or about 12 pages**
- Should have a title page, reference section (use single space for the reference section), and **appendix that shows the abstracts for each "primary" journal article reviewed in the paper**
- Your name and page numbers are in the header or footer of the document
- Put your home mailing address on the title page so I can return the term paper at the end of the semester
- Double-spaced
- 2.5 cm. margins
- 11-12-point font size

The character and page limit does not include the number of separate pages for the title page, the reference section, and the appendix.

C. Participation (15%)

Participation in class discussions is an essential component of the course. Therefore, it is expected that you attend and participate fully in all sessions. 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 required readings for the first half of the semester are conveniently posted to CourseLink.

The participation grade for this course will be based on two components: a) the first component is based on attendance (attendance list) and the frequency and quality of your oral participation in class (Instructor grade).

NUTR*4900 PARTICIPATION (15%, INSTRUCTOR TO COMPLETE)

Name: _____ **Date:** _____

	Number of times
Present	
Notified absence	
Not notified absence	

General Participation in classes: Almost none /Low active / Moderately active / High active


Comments:

TOTAL /15

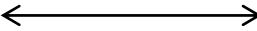
Evaluation of Facilitating Discussion of Assigned Reading

Discussants: _____ **Date:** _____

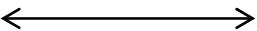
1. Issues/findings

10	9	8	7	6	5	4	3	2	1	
Identifies two issues in the areas of sampling, research design, measurement, etc. 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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Written Evaluation

- Written Section 1 article**
- Term Topic Literature Review Paper**

Student: _____

Component	%
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
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
The sources of information were most appropriate for problem chosen. Maximum use was made of primary sources. Sources were sufficient for this project.	/ 10
Critical appraisal of the literature is well done with a thorough discussion of the strengths and limitations of the studies.	/ 25
Recommendations for future research are appropriate.	/ 5
Organization, presentation, and composition. Skillful, pleasant, and easy to read. Paragraphs develop logically. Meanings are clear. Sentence structure is concise, grammatically correct, and cohesive. Minimum use of extraneous or repetitious material. Systematically using subheadings. Ample margins allowed. References are easy for the reader to find and follow. No spelling or punctuation errors. References are cited correctly, following the APA or biomedical style.	/ 30
Recommendations for health professionals are clear and based on the review.	/ 5
Total	/ 100%

Comments:

Peer Review Form for Term Paper
adapted from Guidelines for a *Canadian Journal*

Title:

Word Count:

After reading the manuscript, please answer the questions by circling your response. If you respond “No”, “Uncertain” or “Improvement required”, a detailed explanation should be provided to assist the author of the paper.

Introduction

1. Is the research question or hypothesis clearly stated?
 Yes Improvement required No
2. Is the stated research question **relevant**?
 Yes Uncertain No
3. Is the relevant background literature analyzed and referenced in a thorough yet concise fashion?
 Yes Improvement required No

Results

4. Are the literature review results clearly presented?
 Yes Improvement required No
5. Are the results relevant to the research subject?
 Yes Improvement required No
6. Are the tables and figures (if any) appropriate and clear?
 Yes Improvement required No
7. Are the results credible (i.e., do they seem probable)?
 Yes Improvement required No

Discussion

8. Do the discussion and conclusions follow from the results?
 Yes Improvement required No
9. Are other interpretations examined and discussed?
 Yes Improvement required No
10. Are the limits of the review and of the results described?
 Yes Improvement required No

References

11. Are the references appropriate?
 Yes Improvement required No

Please provide your detailed comments on the above answers or on other aspects of the review which, in your opinion, will assist the author of the paper. Use Comments and Track Changes to assist the author to make revisions.