



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

NUTR*4900 Selected Topics in Human Nutrition

Section 03 Pediatric Nutrition

COURSE OUTLINE – WINTER 2023

1. CALENDAR DESCRIPTION

This course requires reading and discussion on selected areas in human nutrition and its application; formal class reports and term papers. Primarily for Applied Human Nutrition majors.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	FRHD*3070, NUTR*3090, NUTR*4010
Co-Requisites(s):	N/A
Restriction(s):	Registration in BAsC AHN major

2. COURSE DESCRIPTION

This course requires reading, critical appraisal and discussion of research in human nutrition. In section 3 we will examine the scientific literature related to key areas of feeding, nutrition and growth in infants and young children. Papers have been carefully chosen to cover topics related human milk and formula feeding, introduction of solids, eating behaviours, nutrition assessment and a review of common pediatric feeding challenges.

3. TIMETABLE

Lecture:	Tuesdays and Thursdays, 11:30 am – 12:50 pm
Location:	ALEX 309
Final Exam:	None 😊

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Kathryn Walton, PhD, RD (she/her)
Email:	kwalton@uoguelph.ca
Telephone:	519-824-4120 ext. 52210
Office:	MacDonald Stewart Hall (MACS) 328
Office Hours:	By Appointment. Please reach out if you have questions or concerns and I will happily meet either in-person or virtually a time that works for both our schedules.

5. LEARNING RESOURCES

Required Resource(s):

Class readings will be posted on Courselink. See course schedule for listings of weekly readings.

Recommended Resource(s):

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.

<https://guides.lib.uoguelph.ca/c.php?g=137782&p=900773>

Statistics Help

- You can consult a statistician to help with interpretation of data analysis
- The Data Resource Centre in McLaughlin library can help. Here's how:
 - Go to the UG Library website
 - Click Book Online Appointments, select Working with Data
 - State in the message you are enrolled in NUTR*4900
 - Once the form is submitted, the DRC staff will forward the message accordingly. Within 24 hours, you can expect a response regarding setting up a consultation.

Communicating

- a. **Paraphrasing others' ideas and work** Knowing how to summarize or adapt others' work for different purposes is a key skill needed in applied nutrition. Visit the Library's Writing Resources page for help with citing and paraphrasing: <https://www.lib.uoguelph.ca/writing-studying/writing-resources-workshops/academic-writing-resources-templates>
- 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. <https://www.lib.uoguelph.ca/writing-studying/writing-resources-workshops/citation-bibliography-resources-style-guides>

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

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.

7. TEACHING AND LEARNING ACTIVITIES

Week	Date	Topics	Assigned Readings	Notes & Due Dates
1	Jan 10 th	Course Overview		
	Jan 12 th	Review of research methods	There are several readings, but they will set you up for success this semester! 1. Handout “Critiquing a Journal Article” 2. Siemieniuk & Guyatt. What is GRADE? BMJ Best Practice.	DUE today in class: Tell me who your article critique partner is
2	Jan 17 th	Interpreting statistical results (aka stats bootcamp!)		
	Jan 19 th	Critiquing a journal article – Part 1	Du Toit G, Roberts G, Sayre PH, Bahnson HT, Radulovic S, Santos AF et al. Randomized Trial of Peanut Consumption in Infants at Risk for Peanut Allergy. <i>N Engl J Med.</i> 2015; 372 (9): 803-813. doi: 10.1056/NEJMoa1414850	
3	Jan 24 th	Critiquing a journal article—Part 2	Yakaboski E, Robinson LB, Arroyo A, Espinola JA, Geller RJ, Sullivan AF, Rudders SA, Camargo CA. Early Introduction of Food Allergens and Risk of Developing Food Allergy. <i>Nutrients.</i> 2021; 13(7):2318. https://doi.org/10.3390/nu13072318	
	Jan 26 th	Article critique: Student presentations Today’s theme: Human Milk Feeding	Belfort MB, Knight E, Chandarana S, Ikem E, Gould JF & Collins CT et al., Associations of Maternal Milk Feeding with Neurodevelopmental Outcomes at 7 Years of Age in Former Preterm Infants. <i>JAMA Open.</i> 2022; 5 (7): e2221608. Doi:10.1001/jamanetworkopen.2022.21608. Sanefuji M, Senju A, Shimono M, Ogawa M, Sonoda Y, Torio M et al. Breast feeding and infant development in a cohort with sibling pair analysis: the Japan Environment and Children's Study. <i>BMJ Open.</i> 2021; 11(8):e043202. doi: 10.1136/bmjopen-2020-043202.	
4	Jan 31 st	How to search the literature	Guest Lecture from Library—Nancy Birch	

Week	Date	Topics	Assigned Readings	Notes & Due Dates
	Feb 2 nd	Article critique: Student presentations Today's theme: Introduction to Solids	Taylor RW, Williams SM, Fangoupo LJ, Wheeler BJ, Taylor BJ, Daniels L, et al. Effect of a Baby-Led Approach to Complementary Feeding on Infant Growth and Overweight: A Randomized Clinical Trial. <i>JAMA Pediatr.</i> 2017; 171 (9): 838-846. doi:10.1001/jamapediatrics.2017.1284 Gringras V, Aris IM, Rifas-Shiman SL, Switkowski KM, Oken E & Hivert MF. Timing of Complementary Feeding Introduction and Adiposity Throughout Childhood. <i>Pediatr.</i> 2019; 144(6): e20191320. doi: 10.1542/peds.2019-1320.	
5	Feb 7 th	Article critique: Student presentations Today's theme: Neurodevelopmental diagnoses	Sharp WG, Postorino V, MacCracken CE, Berry RC, Criado KK, Burrell, TL, et al., Dietary Intake, Nutrient Status, and Growth Parameters in Children with Autism Spectrum Disorder and Severe Food Selectivity: An Electronic Medical Record Review. <i>J Acad Nutr Diet.</i> 2018 (118): 1943-1950. Darand M, Hassanizadeh S, Martami F, Shareghfarid E, Hossienpour-Niazi & Hosseinzadeh M. A plant-based dietary score and attention deficit/hyperactivity disorder in Iranian children: A case-control study. <i>J Affect Disord.</i> 2022 (313): 27-31.	DUE: Term paper topic approval. Submit to Dropbox by 11:59pm
	Feb 9 th	Article critique: Student presentations Today's theme: Food Parenting + Q & A about written critical appraisal	Rollins BY, Loken E, Savage JS & Birch LL. Effects of restriction on children's intake differ by child temperament, food reinforcement, and parent's chronic use of restriction. <i>Appetite.</i> 2014; 37: 31-39. Doi:10.1016/j.appet.2013.10.005. Mou Y, Jansen PW, Raat H, Hgyen AN & Voortman T. Associations of family feeding and mealtime practices with children's overall diet quality: Results from a prospective population-based cohort. <i>Appetite.</i> 2021; 160: 105083. doi. 10.1016/j.appet.2020.105083.	I will have your topic approval back to you by class time today.
6	Feb 14 th	Writing a Literature Review	Guest Speaker from U of G Library Writing Services— Sarah Gibbons and colleagues Synchronous Zoom presentation (zoom link will be provided in CourseLink)	

Week	Date	Topics	Assigned Readings	Notes & Due Dates
	Feb 16 th	Article critique: Student presentations Today's theme: Food Environments	Thompson D, Callender C, Velazquez D, Adera M, Dave JM & Olvera N et al. Perspectives of Black/African American and Hispanic Parents and Children Living in Under-Resourced Communities Regarding Factors that Influence Food Choices and Decisions: A Qualitative Investigation. <i>Children</i> . 2021; 8 (236). doi:10.3390/children8030236 Downs SM, Arnold A, Marshall D, McCargar LJ, Raine KD & Willows ND. Associations among the food environment, diet quality and weight status in Cree children in Quebec. <i>Pub Health Nutr</i> . 2009; 12 (9): 1504-1511. doi:10.1017/S1368980008004515.	
7	Feb 21 st	READING WEEK- No Class 😊		
	Feb 23 rd			
8	Feb 28 th	Student seminars + Q & A about written critical appraisal	1. 2.	
	Mar 2 nd	Student seminars	1. 2.	DUE: Individual Critical Appraisal. Submit to Dropbox by 11:59pm
9	Mar 7 th	Student seminars	1. 2.	
	Mar 9 th	Student seminars	1. 2. 3.	
10	Mar 14 th	Student seminars	1. 2. 3.	
	Mar 16 th	Student seminars	1. 2.	
11	Mar 21 st	Student seminars	1. 2.	
	Mar 23 rd	Student seminars + Q & A re: term paper	1. 2.	
12	Mar 28 th	Student seminars + Q & A re: term paper	1. 2.	
	Mar 30 th	No Class – Time to work on term paper		

Week	Date	Topics	Assigned Readings	Notes & Due Dates
13	Apr 4 th	TBD- Keep this class open in case we need to reschedule due to illness, weather, etc.		
	Apr 6 th	TBD- Keep this class open in case we need to reschedule due to illness, weather, etc.		DUE: Term paper & self-reflection on engagement. Both due to Dropbox by April 10th at 11:59pm

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Oral Assignments			
Article critique (as a pair/group)	1, 2	Jan 24-Feb 16 th (date by lottery)	15%
Discussant for an article critique (with same partner(s) as above)	3	Jan 24-Feb 16 th (date by lottery)	5%
Individual student seminar	1, 2	Feb 28 th - March 30 th (date by lottery)	20%
Written Assignments			
Term paper topic approval	1, 2	Feb 7 th *	5%
Individual critical appraisal	1, 2	March 2 nd *	15%
Individual term paper	1, 2	April 10 th *	25%
Engagement			
Participation in class discussions and self-reflection on engagement	3	Throughout; Self-reflection due Apr 10*	15%
TOTAL:			100%

*All submissions are due to CourseLink Dropbox by 11:59 EST, either as a Word document or PDF.

Please see Appendix to course outline for assignment details and rubrics.

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen

our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Your Role in this Course:

I believe that “you get what you put in” to this course. The success of this class and your understanding of course material is largely dependent on your active involvement in each class and assignment. Be sure to complete all readings before each class. Completing readings in advance will not only support your fellow classmates as they present but will also allow our class discussions to be much more interesting and conducted at a considerably higher level. Class attendance is critical to getting all that you can out of this course. Developing strong critical thinking skills as well as written and oral communication skills are essential to being able to evaluate and share research findings—key aspects of practicing evidence-based nutrition, wherever your career takes you!

If you are having difficulties in understanding the material or the assignments, please be proactive in letting me know. It is very likely that your classmates share your questions. In addition to the formal evaluation conducted by the department, I encourage you to e-mail me at any point during the course with your feedback, thoughts, and ideas.

My Role in this Course:

- Facilitate a welcoming and inclusive classroom that supports your learning
- Support your success in this course
- Keep each class interesting and challenging
- Respond to emails and questions posted on the CourseLink discussion board. Please note I do my best to respond promptly Monday-Friday but expect up to 48 hours for me to respond.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

All assignment deadlines will have a 48-hour grace period. This means that no marks will be docked if you submit before the extra 48 hours period expires. **Do not treat the grace period as the deadline, because it is not.** The due date is a hard deadline. The grace period is there to accommodate potential difficulties/life events that may come up. You do not need to email Dr. Walton requesting permission to submit during the grace period: just submit during the grace period. If you do, CourseLink will tell you the assignment is late but if the submission occurs within the 48-hour grace period, it will not be considered late.

Late assignments will be accepted up to 5 days following the grace period and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Please reach out to discuss supports if you feel you are not able to meet deadlines for compassionate reasons. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact me inform me when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own 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.

10. UNIVERSITY STATEMENTS**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.

When you cannot meet a course requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

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.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

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.

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.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.