I. Course Description and Justification:
This course provides an in-depth study of the metabolic processes and nutrition therapy as it relates to integrative and functional nutrition. Analysis and interpretation of research studies will be emphasized. Nutrient supplementation, elimination diets and dietary modifications as part of the therapeutic management of gastrointestinal conditions, weight management, cardiovascular disease and other nutrition-related conditions will be covered.

Contact Hours: Students in this course receive extensive course content information both in-class and via online content modules equivalent to a minimum of 2370 minutes. Students in the course will engage in a variety of assignments that can include, but are not limited to, significant course readings, course content exams, in-class or online discussions, case study applications, and academic research papers. For every hour a student spends engaging with the course content, they spend at least 2 hours completing associated activities and assessments. This course includes instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice.

There are no critical assessments related to accountability and accreditation in this course.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

<table>
<thead>
<tr>
<th>COE Mission</th>
<th>Relation to learning experiences in NUTR 5335</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.</strong></td>
<td>This course will promote competence and intellectual development through the use of current research and the Academy of Nutrition and Dietetics Evidence Analysis Process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COE Core Values</th>
<th>Critical thinking will be developed when reviewing current research and recommendations for the prevention and treatment of disease states that can be modified by appropriate dietary intervention.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic excellence through critical, reflective and creative thinking and a desire for lifelong learning</strong></td>
<td>Students will participate in online discussions related to course content.</td>
</tr>
<tr>
<td><strong>Collaboration and shared decision making</strong></td>
<td>Effective dietetic interventions depend on, and change based on, current research. Students will learn to be innovative in their approach to dietetic treatment based on current research.</td>
</tr>
<tr>
<td><strong>Openness to new ideas, culturally diverse people and to innovation and change</strong></td>
<td></td>
</tr>
</tbody>
</table>
Integrity, responsibility, diligence and ethical behavior

Students will be required to conduct themselves in compliance with the Code of Ethics for the Profession of Dietetics and other discipline specific code of ethics.

Service that enriches the community

Advanced knowledge will enhance the potential of students to provide appropriate dietetic services to the community.

Program Learning Outcomes

Based on the Accreditation Council for Education in Nutrition and Dietetics (ACEND) Competencies/Learning Outcomes for Dietetic Internship Programs (2022 Standards)

CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice

Recommendations for dietetic interventions will be evaluated against evidence-based guidelines and current scientific literature for multiple conditions.

CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data

Students will determine appropriate supplements and dietary interventions used for a condition based on evidence gathered from research articles.

CRDN 1.5 Incorporate critical-thinking skills in overall practice

Students will practice critical thinking skills while applying evidence-based research to clinical practice.

CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings

Students will participate in class discussions related to course content.

After successful completion of this course, the student will be able to:

1. Discuss the factors that impact the microbiome and apply concepts on how to support a healthy microbiome.
2. Explain supplement regulation and safety and distinguish between high and low-quality supplements.
3. Make recommendations for nutrition interventions that focus on integrative and functional nutrition and have been evaluated against evidence-based guidelines and current scientific literature.
4. Produce scientific papers discussing research studies related to nutrient supplementation, elimination diets and dietary modifications as part of the therapeutic management of gastrointestinal conditions, weight management, cardiovascular disease, and other nutrition-related conditions.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

The instructional design for this course is considered a hybrid format. You will complete quizzes and assignments by completing fully developed content modules that are online. Our face-to-face sessions will be for bi-directional learning, where all attendees learn from each other’s experiences and interpretation of the content and research. We will meet face-to-face/livestream Zoom on Mondays from 11:00 to approximately 12:30 p.m. in Human Sciences North room 102. Inclass and out-of-class requirements are as follows:

- In-class time (1-1.5 hours weekly): We’ll have one 60-90-minute class each week in which we will review content and engage in class discussion over research used in the assignments.
- In-class replacement time (1-1.5 hours weekly): Instead of listening to a lecture for an extra 60-90 minutes each week, you’ll read, watch, and/or listen to content in Brightspace/D2L on your own time in preparation for our time together.
- Out-of-class time (~6-10 hours weekly): Outside of class, expect to complete additional readings, viewings, writing assignments, and assessments.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Assignments/Quizzes will be due weekly. Assignments/quizzes are due every Sunday at 11:59 p.m. Failure to turn in an assignment in Dropbox or to complete a quiz by the due date may result in a grade of 0. Quizzes will be timed, one question available at a time, with no revisiting questions. This is to simulate the RD exam environment. The professor should be notified of extenuating circumstances that may prevent you from completing the assignments/quizzes on time PRIOR to the due date. Only valid excuses will be accepted. Assessment instruments can be found in D2L Dropbox.

Quizzes will cover the content posted in Brightspace/D2L, including research articles, websites and other learning materials within the content. Quizzes will be timed (60-90 seconds/question) and are to encourage you to read the material. Please take notes while you are going through the module. You are welcome to use your notes while taking the quiz.

Assignments are heavily focused on applying the content and utilizing peer-reviewed research to develop interventions related to specific conditions covered in the course. Expect to read, interpret and abstract in your own words 2-6 research studies for each assignment. APA formatting is required for in-text citations and references. Turnitin will be utilized for all assignments. Expect to spend at least 6 hours per week reading the modules and completing the assignments.

Student Participation will be required throughout the course. This course is a flipped course. Meaning that the content is all online and class time is used for student discussion. You will individually be researching and synthesizing new ideas related to the content in the course. You will be expected to share the research that you have submitted for the assignments and complete the assignments before the class period. The classroom discussions are there for everyone to learn from what you have found in your research. Oppositional ideas should not be avoided but be presented in a respectful manner to help others see multiple sides of an issue. Some new content will be presented after the classroom discussion is completed.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Tests (6 @ 15 points each) Students will complete multiple choice quizzes over the content covered in the course. CRDN 1.5</td>
<td>90 (22% of grade)</td>
</tr>
<tr>
<td>Module Assignments in Dropbox* (8 @ 40 points each) Students will use current scientific literature to evaluate conditions covered in the modules and apply nutrition/supplement interventions when appropriate. CRDN 1.2, 1.3, 1.5, 2.3</td>
<td>320 (78% of grade)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>410</td>
</tr>
</tbody>
</table>

*Assessment scoring guides are linked to each Dropbox assignment in Brightspace/D2L

Grades will be based on the total number of points earned.

- A 369-410
- B 328-368
- C 287-327
- D 246-286
- F Less than 246 points

V. Tentative Course Outline/Calendar: Schedule subject to change with written notification

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Sundays</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11:59 p.m.</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Assignment</td>
<td>Due Date</td>
<td>Points</td>
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<tr>
<td>1</td>
<td>8/28-9/3</td>
<td>Course Introduction, Review of Functional Medicine, Microbiome,</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Research Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/4-9/10</td>
<td>Microbiome/Probiotics</td>
<td>Probiotic Assignment</td>
<td>9/10</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>9/11-9/17</td>
<td>Overview of supplements, ethical considerations, what makes a quality supplement</td>
<td>Quality Supplement Assignment</td>
<td>9/17</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>9/18-9/24</td>
<td>Discussion of MVI</td>
<td>Quiz Supplements (over MVI, probiotics, quality)</td>
<td>9/24</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>9/25-10/1</td>
<td>Discussion of MVI</td>
<td>MVI Supplement Assignment</td>
<td>10/1</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>10/2-10/8</td>
<td>Elimination Diets/Food Allergies/Sensitivities</td>
<td>Elimination Diet/Allergy Quiz</td>
<td>10/8</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>10/9-10/15</td>
<td>Elimination Diets/Food Allergies/Sensitivities</td>
<td>Elimination Diet/Allergy Assignment</td>
<td>10/15</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>10/16-10/22</td>
<td>Gastrointestinal Nutrition</td>
<td>GI Quiz</td>
<td>10/22</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>10/23-10/29</td>
<td>Gastrointestinal Nutrition</td>
<td>GI Assignment</td>
<td>10/29</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>10/30-11/5</td>
<td>Weight Management</td>
<td>Weight Management Quiz</td>
<td>11/5</td>
<td>40</td>
</tr>
<tr>
<td>11</td>
<td>11/6-11/12</td>
<td>Weight Management</td>
<td>Weight Management assignment</td>
<td>11/11</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>11/13-11/19</td>
<td>Advanced cardiovascular disease (CVD)</td>
<td>CVD quiz</td>
<td>11/19</td>
<td>40</td>
</tr>
<tr>
<td>13</td>
<td>11/20-11/26</td>
<td>Thanksgiving Break</td>
<td></td>
<td>11/26</td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td>11/27-12/3</td>
<td>Advanced cardiovascular disease (CVD)</td>
<td>CVD Assignment</td>
<td>12/3</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>12/4-10</td>
<td>Insulin Resistance and Diabetes</td>
<td>Diabetes Quiz</td>
<td>12/10</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>12/11-12/15</td>
<td>Insulin Resistance and Diabetes</td>
<td>Diabetes Assignment</td>
<td>12/15 (Friday)</td>
<td>40</td>
</tr>
</tbody>
</table>

All final examinations or course activities must be scheduled to conclude by midnight on the last day of the final exam schedule. Exceptions may be made by the appropriate academic dean.

VI. **Readings (Required and recommended—including texts, websites, articles, etc.):**

No textbook is required. See D2L for assigned readings

Selected nutrition-related research articles from professional journals may be accessed online or through hard copies of journals housed in Steen Library.

VII. **Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous and summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7 Due to the interactive nature of this course, attendance is expected but not required. If you are unable to attend, please let me know in advance and I can Zoom record the class and post it in the learning platform.

Academic Accommodation for Students with Disabilities: Policy 6.1 To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Please see Policy 6.6 Appeal procedure relating to the provision of accommodations for students with disabilities.

Academic Integrity: Policy 4.1 The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
Course Grades including Withheld Grades: **Policy 5.5**: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/coursegrades-5.5.pdf](https://www.sfasu.edu/policies/coursegrades-5.5.pdf). Please see **policy 6.3** Final Course Grade Appeals by Students for the grade appeal process.

Student Code of Conduct: **Policy 10.4**: Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at [https://www.sfasu.edu/policies/studentcode-of-conduct-10.4.pdf](https://www.sfasu.edu/policies/studentcode-of-conduct-10.4.pdf)

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby), [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents), 936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202, [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching

Alcohol and Other Drug Education [www.sfasu.edu/tehub](http://www.sfasu.edu/tehub)
936.468.4008 thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741

**IX. Other Relevant Course Information:**

**Other policies:** All other policies as printed in the handbook for students and other official publications of the University shall be followed in this class.