Instructor: Darla O’Dwyer, PhD, RDN, LD  
Office: HMS 101 E  
Office Phone: (936) 468-2439  
Email: dodwyer@sfasu.edu or through D2L

Non-Course Prerequisite: 3 hours Intro Nutrition, Anatomy & Physiology

Communication Expectations: Emails and phone calls will be responded to within 24-48 hours, Monday-Friday. The preferred method of communication is through the SFA email. Please notify me via email if you would like to meet during my Zoom office hours. Meetings can be scheduled outside of office hours when needed.

I. Course Description:
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. The integration of nutrigenomics and dietary modifications as part of the therapeutic management of autoimmune and neurological conditions, cancer, and other conditions will be covered.

Contact Hours: Students in this course receive extensive course content information either in-class or 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 engages 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.

Course Delivery Modality: This is a hybrid course. The course content and assessments are online. The class will meet via Zoom livestream 4 times this semester. Please see the calendar for specific dates.

There are critical assignments 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 HMS 535</th>
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<tbody>
<tr>
<td>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.</td>
<td>This course will promote competence and intellectual development through reading and interpreting current research and applying research to health and nutrition.</td>
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<table>
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<tr>
<th>COE Core Values</th>
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<tbody>
<tr>
<td>Academic excellence through critical, reflective and creative thinking</td>
<td>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.</td>
</tr>
<tr>
<td>Lifelong Learning</td>
<td>Students will understand the necessity of lifelong learning to continuously enhance knowledge due to changing clinical practices based on new and emerging research.</td>
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<tr>
<td>Collaboration and shared decision making</td>
<td>Students will participate in classroom discussions to present their research findings and ideas.</td>
</tr>
<tr>
<td>Openness to new ideas, culturally diverse people and to innovation and change</td>
<td>Effective nutrition interventions depend on and change based on current research. Students will learn to be</td>
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</table>
innovative in their approach to dietetic treatments based on current research.

**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 codes of ethics.

**Service that enriches the community**
Advanced knowledge will enhance the potential of students to provide appropriate nutrition 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 (2017 Standards)

### Student Learning Outcomes

| 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. Make recommendations for dietetic interventions that have been evaluated against evidence-based guidelines and current scientific literature.
2. Determine appropriate supplements and dietary interventions used for a particular condition based on evidence gathered from research articles.
3. Apply current research and scientific literature through unit tests and module assignments.
4. Produce scientific papers discussing research studies related to nutrition/lifestyle interventions and cancer, liver detoxification, mitochondrial dysfunction, HPA axis dysfunction, autoimmune disease, nutrigenomics, and neurological disorders.

### 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 case study application and for bi-directional learning, where all attendees learn from each other’s experiences and interpretation of the content and research. We will meet via Zoom Livestream on Mondays from 1:00 to approximately 2:30 p.m. In-class and out-of-class requirements are as follows:

- **In-class time (1.5 hours x 4):** We’ll have 4-90-minute classes during the semester where we will review case study application and pertinent content. Time will also be spent on class discussion over research/case studies applicable to the assignments.
- **Out-of-class time (~6-10 hours weekly):** Outside of class, expect to complete additional readings, viewings, writing assignments, and assessments.
Assignments/Quizzes will be due weekly. Assignments/quizzes are due every Sunday at 11:59 p.m. unless otherwise noted on the schedule. Failure to turn in an assignment in Dropbox or to complete a quiz by the due date may result in a grade of 0. 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 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 1-4 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 (CRDN 2.3)** will be available throughout the course on specified days. This course is a flipped course. 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. One purpose of class time is for everyone to learn from what you have found in your research. Oppositional ideas should not be avoided but be presented respectfully to help others see multiple sides of an issue.

**Attendance:** 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 send it to you.

**Zoom Etiquette:** During Zoom Livestream, your camera should be on. You are permitted to turn it off if you need to leave your desk, but please turn it back on when you return. I encourage active participation and questions can be asked/comments given at any time during class. Please use the raise hand feature so that students can speak one at a time without fear of interrupting someone else.

**IV. Evaluation and Assessments (Grading):**

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Module Tests (7 @ 15 points each) Students will complete multiple choice quizzes over the content covered in the course. CRDN 1.5</td>
<td>105 (27% of grade)</td>
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<tr>
<td>Module Assignments in Dropbox* (7 @ 40 points each) Students will use current scientific literature to evaluate particular conditions covered in the modules and apply nutrition/supplement interventions when appropriate. CRDN 1.2, 1.3, 1.5 (*autoimmune assignment will be used for assessment)</td>
<td>280 (73% of grade)</td>
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<tr>
<td>TOTAL</td>
<td>385</td>
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Assessment scoring guides are linked to each Dropbox assignment

* This course contains CRDN assessments. If MS/DI students receive less than a satisfactory (80%) on the CRDN assessment (autoimmune assignment), you will be required to complete remediation (re-do the assessment to receive 80% or greater). This will not change your initial grade on the assignment, but the remediation is required to be documented to receive a verification statement of completion upon graduation.

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

- A: 347-385 points
- B: 308-346 points
- C: 270-307 points
- D: 231-269 points
- F: Less than 269 points
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date/Monday only</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Sundays 11:59 p.m. Before New Week</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>M 1/22</td>
<td><strong>Class Meeting</strong>&lt;br&gt;Course Introduction/Review of Functional Medicine, Intro to Nutrigenomics</td>
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<tr>
<td>Week 2</td>
<td>1/29-2/4</td>
<td>Nutrigenomics</td>
<td>Nutrigenomics Quiz</td>
<td>2/4</td>
<td>15</td>
</tr>
<tr>
<td>Week 3</td>
<td>2/5-2/11</td>
<td>Nutrigenomics</td>
<td>Nutrigenomics Assignment</td>
<td>2/11</td>
<td>40</td>
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<tr>
<td>Week 4</td>
<td>2/12-2/18</td>
<td>Integrative Nutrition &amp; Autoimmune Disease</td>
<td>Autoimmune Quiz</td>
<td>2/18</td>
<td>15</td>
</tr>
<tr>
<td>Week 5</td>
<td>2/19-2/25</td>
<td>Integrative Nutrition &amp; Autoimmune Disease</td>
<td>Autoimmune Assignment (CRDN Assessment)</td>
<td>2/25</td>
<td>40</td>
</tr>
<tr>
<td>Week 6</td>
<td>2/26-3/3</td>
<td><strong>Class Meeting</strong>&lt;br&gt;Hypothalamic Pituitary Axis (HPA) Dysfunction, Stress Response, Sleep Hygiene</td>
<td>HPA Quiz</td>
<td>3/3</td>
<td>15</td>
</tr>
<tr>
<td>Week 7</td>
<td>3/4-3/10</td>
<td>Hypothalamic Pituitary Axis (HPA) Dysfunction, Stress Response, Sleep Hygiene</td>
<td>HPA Assignment</td>
<td>3/10</td>
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<tr>
<td>Week 8</td>
<td>3/9-3/17</td>
<td>Spring Break</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Week 9</td>
<td>3/18-3/24</td>
<td>Liver Detoxification and Support</td>
<td>Mitochondrial Quiz</td>
<td>3/24</td>
<td>15</td>
</tr>
<tr>
<td>Week 10</td>
<td>3/25-3/31</td>
<td>Liver Detoxification and Support</td>
<td>Mitochondrial Assignment</td>
<td>3/31</td>
<td>40</td>
</tr>
<tr>
<td>Week 11</td>
<td>4/1-4/7</td>
<td><strong>Class Meeting</strong>&lt;br&gt;Mitochondrial Dysfunction and Support</td>
<td>Liver Support Quiz</td>
<td>4/7</td>
<td>15</td>
</tr>
<tr>
<td>Week 12</td>
<td>4/8-4/14</td>
<td>Mitochondrial Dysfunction and Support</td>
<td>Liver Support Assignment</td>
<td>4/14</td>
<td>40</td>
</tr>
<tr>
<td>Week 13</td>
<td>4/15-4/21</td>
<td>Integrative Nutrition &amp; Neurological Disorders</td>
<td>Neurological Quiz</td>
<td>4/21</td>
<td>15</td>
</tr>
<tr>
<td>Week 14</td>
<td>4/22-4/28</td>
<td>Integrative Nutrition &amp; Neurological Disorders</td>
<td>Neurological Assignment</td>
<td>4/28</td>
<td>40</td>
</tr>
<tr>
<td>Week 15</td>
<td>4/29-5/5</td>
<td><strong>Class Meeting</strong>&lt;br&gt;Integrative Nutrition &amp; Cancer</td>
<td>Integrative Nutrition Cancer Quiz</td>
<td>5/5</td>
<td>15</td>
</tr>
<tr>
<td>Week 16</td>
<td>5/6-5/10</td>
<td>Integrative Nutrition &amp; Cancer</td>
<td>Integrative Nutrition &amp; Cancer Assignment</td>
<td>5/10 (Friday)</td>
<td>40</td>
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*Schedule subject to change with verbal and/or email notification. 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.):
A textbook is not required. See Brightspace/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:

**Institutional Absences**

**Institutional Absences (HOP 04-110)** An may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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.

*Utilization of AI (Artificial Intelligence) is not allowed on assignment submissions unless directed by the instructor. Students could face Academic Integrity (4.1) policy issues resulting in a 0 on the assignment and/or additional penalties set forth by university guidelines.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**
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/course-grades-5.5.pdf. Please see policy 6.3 Final Course Grade Appeals by Students for the grade appeal process.

**Students with Disabilities**
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/.

**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.

**Other important course-related policies:**
Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

**IX. Resources:**

**On-campus Resources**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby), 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
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/thehub  
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 MS/DI handbook, handbook for students and other official publications of the University shall be followed in this class.