

DTN 130: Social and Behavioral Applications of Human Nutrition (3 Credit Hours)

INSTRUCTOR:

Various Dietetics Instructors

Office: Professional Building, Room 400

Office Hours: As listed

E-mail: bms@missouristate.edu

Course web site: <http://blackboard.missouristate.edu>

Course Code: DTN 130

COURSE DESCRIPTION :

DTN 130: Social and Behavioral Applications of Human Nutrition

This course investigates basic concepts and methods from the social sciences to examine food, eating, and human nutrition. Culture, policy, and social influences related to health behaviors and food consumption at different stages of the life span will be explored.

COURSE OBJECTIVES:

DTN 130 will explore the Knowledge of Human Cultures, Social and Behavioral Sciences as part of the General Education program at Missouri State University. Social and Behavioral Sciences General Goal (8) states that: *Students will be able to understand various institutions (e.g., cultural, political, economic, religious, and educational), and their historical backgrounds, as well as principles of human behavior and social interaction.*

While DTN 130 is not part of the Public Affairs area of the General Education program at Missouri State University it still contributes to students' understanding of public affairs as: *Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society (GG 12), and Students will be able to recognize and consider multiple perspectives and cultures. (GG 13)*

The course objectives that specifically align with the general education goals and specific learning objectives (SLO) are listed below. *At the end of this course, students will be able to:*

- Understand the history of nutrient standards, food policies, and food practices in the United States including but not limited to the development of the USDA Food Guides, Recommended Daily Allowances, Recommended Dietary Intake, and The Nutrition Labeling Act of 1994. (SLO 8.2)
- Understand and apply social science methods used to explain or predict individual and collective human behavior and decision-making in the intake of foods by Americans using the Dietary Guidelines for Americans, Choose MyPlate, Survey of Food Consumption of Households, and the National Health and Nutrition Examination Survey. (SLO 8.3)
- Articulate interdependence of people and places around the globe with the use of food and beverages by learning how to incorporate ethnic foods into a healthy and varied diet while learning about other cultures around the world. (SLO 8.3, 13.2)
- Understand and differentiate biological, cognitive, and social environmental factors that influence human behavior including nutritional needs and food choices of humans throughout the life cycle. (SLO 8.5)
- Understand and apply behavioral science principles to personal, social, and organizational issues that influence personal food choices, consumption, and health, including those that support, encourage, and promote personal change in diet and lifestyle leading to a better health. (SLO 8.6, 12.4)
- Explain how the needs of the community are addressed by nutrition programs such as the Supplemental Nutrition Assistance Program (SNAP), Women, Infants, and Children (WIC), Farmers Market Promotion Programs, and those through the Older Americans Act. (SLO 12.4, 13.3)
- Recognize the needs of the communities to which they belong and understand how to address those needs through volunteer opportunities for food relief agencies in their community. (SLO 12.4)

REQUIRED TEXT:

Boyle MA. *Personal Nutrition, 10th Ed.* 2019. Cengage Publishers. Available in digital format or print. MindTap Learning Platform through Cengage (StreamlinED)

Other resources will be available on Blackboard.

COURSE REQUIREMENTS:

4 lecture exams @ 100 points each	400
Final Exam (1 exam may be dropped)	
Food & Nutrition Reflection Project	100
Community Engagement Project	100
Weekly MindTap/Course Assignments	150
Weekly Discussion Boards	<u>150</u>
	900

The instructor reserves the right to revise this as necessary!

STATEMENT OF GRADING POLICY:

Grading: This instructor uses the standard grading scale for final course grades.

The grading scale is as follows:

89.5-100%	= A
79.5-89%	= B
69.5-79%	= C
59.5-69%	= D
0 - 59.4%	= F

Questions about your grade can and should be discussed with the instructor at any point during the semester. Concerns about a “low” grade should not be dealt with in the final days of a semester. This instructor provides many opportunities for points and it is the students’ responsibility to obtain the necessary points for the desired grade.

The plus minus system is not used in this class. The University’s plus/minus grading system can be found at <http://www.missouristate.edu/registrar/grades.html>.

TESTING:

Tests will be multiple choice, matching, true/false, and occasionally fill in the blank or short answer. They will cover the chapters for the weeks that the test covers and will include questions over the videos, readings, PowerPoints, discussion boards, and other assignments. Tests are to be proctored through the Testing Center and must be scheduled in advance. See the Online Syllabus Addendum for further information and the “Testing and Proctoring Information” link on Blackboard.

MAKEUP POLICY:

If a test is missed, that will be the dropped test. All work is due Sunday end of day each week. Late work, except Discussion Boards which are not accepted late, is accepted through end of day Monday with 10% deduction for being late. Extenuating circumstances may always be discussed with the instructor. Documentation may be required.

ASSIGNMENTS:

The Personal Food & Nutrition Reflection Project and the Community Engagement Project will be used to assess the SLOs of the general education curriculum and to aid in increasing student’s understanding of course topics while providing an opportunity for application. Included here is a short description of the course assignments, more detailed instructions will be provided on Blackboard as the course progresses.

Food & Nutrition Reflection Project:

The purpose of this project is for individuals to reflect on their food consumption choices and how those are influenced by culture, history, food policy, and social environments. Students will track their food and beverage consumption over the course of 3 days and use this inventory to complete activities from the weekly topics addressed in class that guide students through a reflection of what influences their personal food choices. This project will be used to assess SLO 8.3, 8.5, 8.6.

Community Engagement Project:

Students will complete 4 volunteer hours at a community organization of their choice that works towards food assistance for local or international communities. Students will create a presentation that describes the organization they volunteered for, an overview of the relief efforts they provided and connect the organization's mission to concepts presented in this course. After completing the required hours, students will write a reflection about their experience and submit this at the time of their presentation. Students may choose to share their experiences in their presentation but are not required to do so. This project will be used to assess SLO 8.6, 12.4, 13.3.

Discussion Boards:

Discussion board postings are an integral part of the course. You must post your initial post each week to the discussion board and you must read and respond to at least two other classmate postings. Initial posts may be made **Monday through Thursday** and **responses MUST be made Thursday through Sunday**. Initial posts or responses made outside that time will be counted as zero. Responses should be substantive and should reference reading assignments, web references, lecture notes or outside resources. Initial posts should be a minimum of 350 words and responses a minimum of 150 words unless otherwise noted. The salutation, signature, quoted material, and the references cited including the website address may NOT count in the 350 word or 150 word posts.

Various topics will be presented via Discussion Boards and student response will be used to measure all SLOs associated with the course.

Communication Expectations: Emails sent during the week - Monday – Friday (before 5 pm), will be responded to within 24 hours. Emails received after Friday 5 pm or over the weekend or during breaks/holidays will be receive a response when classes resume. Requests for phone or Zoom communication will be scheduled the day received (M-F) or the following day.

For class related questions, there is a forum on the Discussion Board available titled "Class Cafe". This is checked on a daily basis and will answer questions as needed. It is highly encouraged for students to read and respond to postings from their classmates. Part of the nature of this class is for students to help each other troubleshoot problems and develop critical-thinking skills and working through questions on the forum is an excellent method to develop proficiency in these areas.

Student Expectations:

Students in this online class are expected to attend and fully participate weekly in the discussion boards, complete assignments as applicable in a timely manner, complete seated/proctored exams and any other seated/proctored exams the instructor deems necessary and demonstrate proper "netiquette" during the course. This includes the use of appropriate language in all discussion boards. Any obscene or offensive language will be graded as zero for the assignment. This is a full semester, 3-hour course and it is anticipated it will involve approximately 3 hours weekly for the online work (just like attending class) and 6 - 9 hours weekly for studying and/or working on homework, depending on your previous coursework, as would be expected in any three-hour course. As this is an online course, you are expected to have access to reliable internet and computers. Failure to have access to this requirement will NOT be taken into account for any missed or late work, etc. As there are 24-hour computer labs at Missouri State, this should not be considered an issue. Your instructor is NOT a source for computer issues.

Additionally, students in this course are expected to demonstrate the following: computer skills and application of Blackboard and other necessary applications for an online course, application of knowledge, written communication skills, critical thinking, interpersonal skills, organizational ability, initiative, adaptability, motivation, dependability, maturity, respect, professionalism, the ability to work independently and the ability to exercise good judgment.

Course Schedule:

In this class our class “weeks” will be from Sunday end of day (11:59) to Sunday end of day (11:59 pm). Review the Course Schedule for an overview of our weekly schedule and the dates of each week. New assignments and discussion board questions will become available no later than noon on Monday, most likely between midnight and 8 am. If information is NOT available by noon on Monday, check course announcements and if nothing indicates an issue, please email the instructor as the course should be available at that time. Specific due dates for assignments are listed in the schedule and can also be found in the course calendar.

Online Participation/Attendance Policy:

Because of the nature of an online course, participation will be measured by your active involvement in the activities on Blackboard (weekly discussions and completions of assignments, quizzes, etc.). Simply logging into the course site does not count as participation.

You will be counted as “present” for a class week if you participate in that week’s Discussion Board question. If you do not post your **initial posts** (NOT RESPONSES) to the proper discussion board forum during the class week during the assigned time frame you will not be counted as attending class that week. These initial posts must be made between Monday and Friday end of day. Because online classes are often given for people who are ill, hospitalized, or otherwise unable to attend a seated class, doctor’s notes are not needed for absences as there is no need to attend class, only to go through the material and quizzes online. This instructor is always willing to discuss extenuating medical circumstances, but it would be expected that you are able to complete a week’s work online in almost all situations.

STUDENT SUCCESS:

At Missouri State University we are committed to student success. A key element to your success as a student is to engage in all course activities and to communicate with your instructor. If you anticipate or experience academic barriers during the course, contact your instructor right away so you can discuss options.

Technology:

The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer’s capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website.

It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local “hotspots” might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing HelpDesk@MissouriState.edu. You can also visit the [Help Desk website](#) for a live chat option.

Blackboard Ally:

To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Next to your course files, you’ll find an icon for a dropdown menu. Simply click the icon and select “Alternative Formats.” You’ll see a list of options from which to choose. Download speed will depend on the size file.

Depending on the type of document, you may find some or all of the options below available:

- An OCRred PDF which is used to improve the text of scanned documents
- A Tagged PDF with improved navigation, especially if you use a screen reader
- An HTML version that will be adjust text for your mobile devices
- An ePub version if you use an eReader or tablet

- An Electronic Braille version if you're a braille reader
- An audio version for listening to an MP3

Explore the [Accessibility website](#) to learn about ways we are working to improve accessibility at MSU.

Accessibility/Academic Accommodation:

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) at the [Disability Resource Center website](#), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan and are not required to apply accommodations retroactively.

Dropping a Class

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. You can access the [Academic Calendar](#) on the MSU website to view drop and refund deadlines for the semester.

Academic Integrity Policy:

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's academic integrity policy plus additional more-specific policies for each class. The university policy, formally known as the "Student Academic Integrity Policies and Procedures" is available online at [Academic Integrity Policies and Procedures \(Students\)](#) and also at the Reserves Desk in Meyer Library.

Examples of academic integrity violations include; allowing someone else to copy or use your assignments or exams, turning in papers used in other courses or from the internet, and/or using notes or your book for a closed-book exam. Plagiarism means presenting someone else's work as your own (e.g., copying or paraphrasing someone else's work without appropriate citations). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Nondiscrimination Policy:

Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can be brought to the attention of your instructor's Department Head. Please visit the [OEC](#) (Office for institutional Equity and Compliance for additional information.

Religious Accommodation:

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a

consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

Mental Health & Stress Management:

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Learn Visit the [Missouri State University Counseling Center website](#) to learn more about free and confidential services available to assist you.

Title IX:

Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the [MSU Title IX website](#). This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an [overview of the Title IX office](#).

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a “Responsible Employee” under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Taylor Health employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

Chosen Name Policy:

A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student’s legal name. Refer to the [Chosen Name policy](#) for more information. Students can provide their chosen first and middle names in the *Profile* tab of [My Missouri State](#).

Disclaimer & Fair Use Statement: This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to [insert topic of course] or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a ‘fair use’ of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law).

If you wish to use any copyrighted material from this course for purposes of your own that go beyond ‘fair use’, you must obtain expressed permission from the copyright owner.

Statement on required face covering SP21

In accord with the MSU Mask and Face Covering policy (<https://www.missouristate.edu/Coronavirus/masking-policy.htm>), Greene County Health Department (<https://www.springfieldmo.gov/5140/Masks-and-Face-Coverings>), and the Springfield City Ordinance (<https://www.springfieldmo.gov/AgendaCenter/ViewFile/Item/14780?fileID=203417>), masks or face coverings must be worn at all times during a traditional (seated) class. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC) guidelines (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>). Face shields are not considered masks or face coverings for purposes of this requirement.

Students who cannot wear a mask or face covering due to a disability must contact the Disability Resource Center (DRC) (<https://www.missouristate.edu/disability/>) to initiate the interactive accommodation process.

In the absence of an approved accommodation, a student's refusal to wear a mask or face covering will be considered a classroom disruption, consistent with *Op3.04-11 Class Disruption*, and may result in the student being administratively dropped from the class section.

The instructor reserves the right to revise this if necessary.

Revised for SP21

DTN 130: Course Schedule

Week	Topics	Chapters and Resources
1.	-Understanding Evidence-based Nutrition Information -Influences of Culture, Society, and Economic Status on Food Choices (SLO 8.1, 8.2, 8.3, 8.4, 13.2)	Chapter 1 – The Basics of Understanding Nutrition Additional resources on Blackboard
2.	-Influences of Values, Attitudes, Beliefs on Food Choices -An Agenda for Improving Nutrition and Health – The History of Food Policies and Practices in the United States (SLO 8.1, 8.2, 8.3, 8.4, 8.5)	Chapter 1 – The Basics of Understanding Nutrition Chapter 2 – The Pursuit of a Healthy Diet Additional resources on Blackboard
3.	-Tools for Diet Planning: RDAs, MyPlate, and Food Labels -How do Social, Behavioral, and Environmental factors Influence What We Eat and Drink? -Your Genes: A Biological Influence on Human Behavior (SLO 8.3, 8.4, 8.5)	Chapter 2 – The Pursuit of a Healthy Diet Chapter 9 – Impact of Fluids and Beverages upon Nutritional Health Additional resources on Blackboard
4.	-Influences of Macronutrients on Health: Carbohydrates -The Great Sugar Debate -Societal Implications of the Sugar Tax (SLO 8.3, 8.5, 8.6)	Chapter 4 – The Carbohydrates: Sugar, Starch, and Fiber Additional resources on Blackboard
5.	-Influences of Macronutrients on Health: Fats and Oils -Societal Impact of Manufactured Fats (SLO 8.2, 8.3, 8.5, 8.6)	Chapter 5 – The Lipids: Fats and Oils Additional resources on Blackboard
6.	-Influences of Macronutrients on Health: Protein -Social, Ethical, and Cultural Factors related to Vegetarian Diets (SLO 8.1, 8.3, 8.5, 8.6, 13.2)	Chapter 6 – The Proteins and Amino Acids Additional resources on Blackboard
7.	-Influences of Micronutrients on Health: Vitamins -Food vs. Supplements -The Dietary Supplement Health and Education Act of 1994 (SLO 8.1, 8.3, 8.5)	Chapter 7 – The Vitamins Additional Resources on Blackboard
8.	-Influences of Micronutrients on Health: Minerals -Choosing Vitamin, Mineral, or Herbal Supplements	Chapter 8 – The Minerals Additional Resources on Blackboard

	(SLO 8.1, 8.3, 8.5)	
9.	-The Rise of Chronic Disease -Social, Behavioral, Environmental, and Political Influences related to Chronic Diseases -The Role of Health Care Systems and Institutions in the United States (SLO 8.1, 8.2, 8.5, 8.6)	Elements of Chapters 3, 4, 5 with Additional Resources on Blackboard
10.	-Weight Control: Myths and Realities -Mindful Eating -Patterns of Disordered Eating -Social, Behavioral, Environmental, and Political Influences related to Obesity (SLO 8.2, 8.3, 8.4, 8.5, 8.6)	Chapter 10 – Weight Management Additional Resources on Blackboard
11.	Community Engagement Project Presentations	Community Engagement Project Presentations
12.	-Pregnancy, Infancy, and Childhood Nutrition -The Effect of Social, Behavioral, and Environment Factors on Weight Status in Children and Adolescents -Nutrition Assistance Programs for Women and Children (SLO 8.3, 8.5, 12.4, 13.3)	Chapter 12 - The Life Cycle: Conception through the Later Years Additional Resources on Blackboard
13.	-Nutrition in Later Life: Healthy Aging -Social, Behavioral, and Environmental Factors related to Health Maintenance of Adults -Nutrition Assistance Programs for Older Adults (SLO 8.3, 8.5, 12.4, 13.3)	Chapter 12 - The Life Cycle: Conception through the Later Years Additional Resources on Blackboard
14.	-The Causes of Foodborne Illness -Influences of the CDC, FDA, and USDA Organizations on Food and Nutrition Practices -Safe Food Practices for Healthy Communities (SLO 8.1, 8.2, 8.6, 12.4)	Chapter 13 – Food Safety and the Global Food Supply Additional Resources on Blackboard
15.	-The Social, Political, Cultural, and Economic Causes of Hunger and Food Insecurity -Local and International Food Relief Agencies for Reducing Hunger -Food Sustainability: Past, Present, Future (SLO 8.1, 8.2, 8.6, 12.4)	Chapter 13 – Food Safety and the Global Food Supply Additional Resources on Blackboard

16.	-The Future of Food and Nutrition -Nutrition and Technology: Environmental and Societal Implications (SLO 8.3, 8.6, 12.4)	Resources on Blackboard
17.	Finals Week	

Learning activities will consist of a combination of instructor presentations, textbook readings, supplementary articles/websites, reflections/blogs, discussion boards, and MindTap content (pre-tests, application quizzes, post-tests, study questions).

Examinations will be held in Weeks 5, 9, 12, and 17.