

**Foods & Nutrition 3364B, Section 530****Nutrition, Aging and Health**

<b>Instructor</b>	Angela Bouwmeester, MScFN, RD
<b>Email</b>	<p>abouwmee@uwo.ca</p> <p><b>Email Policy:</b> If you need to contact me please email me at abouwmee@uwo.ca. I will respond within 48 hours during the week days. I do not check my email on weekends; if you email me on the weekend I will get back to you by the end of the day (6:00pm) on Tuesday.</p> <p><b>When emailing, please put the course code (FN3364B) in the subject heading</b> and a quick description of your question/concern. For example: “FN3364B – final exam question”</p>
<b>Office Location</b>	TBA
<b>Office Hours</b>	<b>By appointment</b> (book via email)
<b>Lecture Details</b>	<p>3.0 hours per week</p> <p>Tuesdays, 6:30 PM - 9:30 PM</p> <p>Room 204, Mother St. James Building, Brescia University College (BR-204)</p>
<b>Course Prerequisites:</b>	Foods and Nutrition 1030E or Foods and Nutrition 1021 (with a mark of at least 70%) or Foods and Nutrition 2121 (with a mark of at least 70%). <i>Registration in the Foods and Nutrition or Nutrition and Families modules (Honors Specialization, Specialization, Major, Minor in Foods and Nutrition).</i>
<b>Course Pre- or Corequisite:</b>	Food and Nutrition 2241A/B or Foods and Nutrition 2245A/B

**COURSE DESCRIPTION:**

A study of the relationships among nutrition, aging and health including the current and projected aged Canadian population, their nutritional needs, limitations (economic, physical, behavioral, etc) to meeting those needs, nutrition/age related health issues and program/services available or needed.

**OBJECTIVES:**

Upon successful completion of this course, the students will be able to demonstrate the Brescia Competencies of *Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self-Awareness and Development, Social Awareness and Engagement, and Valuing* through the following learning objectives.

<b>Learning Objective</b>	<b>Competency</b>
Describing the current demographics of the senior population	<i>Inquiry and Analysis [Level 3], Critical Thinking [Level 3], and Social Awareness and Engagement [Level 3]</i>
Identifying the common changes that occur with age and the role of specific nutrients in the process of physiologic aging	<i>Inquiry and Analysis [Level 2], Problem solving [Level 3], and Critical Thinking [Level 2]</i>
Identifying risk factors for poor nutritional status in older adults	<i>Problem solving [Level 3], Critical Thinking [Level 2], and Communication [Level 3]</i>
Interpreting current issues related to geriatric nutrition and health care	<i>Critical Thinking [Level 3], Problem Solving [Level 3], Inquiry and Analysis [Level 3], and Communication [Level 3]</i>
Developing leadership skills through efficient and effective group work	<i>Communication [Level 4], Social Awareness and Engagement [Level 3], Self-Awareness and Development [Level 3], Valuing [Level 3], and Problem solving [Level 3]</i>
Discussing the role of nutrition education, physical activity and related interventions on health promotion and maintenance of older adults	<i>Communication [Level 3], Problem Solving [Level 3], and Critical Thinking [Level 3]</i>

**REQUIRED MATERIALS:**

Bernstein M & Munoz N. (2016). *Nutrition for the older adult (2<sup>nd</sup> Edition)*. Burlington, MA: Jones and Bartlett.

**TENTATIVE SCHEDULE OF LECTURES AND TOPICS:**

	<b>Date (2019)</b>	<b>Topics covered</b>	<b>Course readings</b>
1	<b>January 08</b>	<ul style="list-style-type: none"> <li>➤ Student Information Sheet</li> <li>➤ Course overview</li> <li>➤ Factors affecting nutrition in older adults</li> <li>➤ Nutrition Screening and Assessment</li> <li>➤ Current and projected aged Canadian population</li> </ul>	Chapter 7  Nestle Nutrition Institute. A guide to completing the Mini Nutritional Assessment-Short Form (MNA-SF).[cited 2016]. Available from: <a href="http://www.mna-elderly.com/user_guide.html">http://www.mna-elderly.com/user_guide.html</a>
2	<b>January 15</b>	<ul style="list-style-type: none"> <li>➤ Physiological changes &amp; nutritional implications</li> </ul>	Chapters 2
3	<b>January 22</b>	<ul style="list-style-type: none"> <li>➤ Nutrient metabolism in older individuals</li> <li>➤ Nutrient considerations in older individuals</li> </ul>	Chapters 3, 4 and 5
4	<b>January 29</b>	<ul style="list-style-type: none"> <li>➤ Dementia and brain health</li> </ul>	Chapter 12  Morris MC, Tangney CC, Wang Y, Sacks FM, Bennett DA, Aggarwal NT. MIND diet associated with reduced incidence of Alzheimer's disease. <i>Alzheimers Dement.</i> 2015;11(9):1007-14.  Morris MC, Tangney CC, Wang Y, Sacks FM, Barnes LL, Bennett DA, et al. MIND diet slows cognitive decline with aging. <i>Alzheimers Dement.</i> 2015;11(9):1015-22.
5	<b>February 05</b>	<ul style="list-style-type: none"> <li>➤ Dysphagia</li> <li>➤ <b>Guest Speaker</b> TBA re: Nutritional Supplements for Dysphagia</li> <li>➤ Non-traditional RD Roles – Long Term Care Home Inspector</li> </ul>	Vucea V, Keller HH, Morrison JM, Duncan AM, Duizer LM, Carrier N, et al. Nutritional quality of regular and pureed menus in Canadian long term care homes: an analysis of the Making the Most of Mealtimes (M3) project. <i>BMC Nutr.</i> 2017;3(80):1-11.
6	<b>February 12</b>	<p><b>MID-TERM EXAM (in class) (30%)</b> <b>During Lecture</b></p> <ul style="list-style-type: none"> <li>➤ <b>Covers lectures 1-5, assigned readings and in-class discussions</b></li> </ul>	
7	<b>February 19</b>	<ul style="list-style-type: none"> <li>➤ <b>SPRING READING WEEK</b></li> </ul>	
8	<b>February 26</b>	<ul style="list-style-type: none"> <li>➤ Nutrition Programs/Services in the community (SWLHIN and home care)</li> <li>➤ Oral Health and Dehydration</li> <li>➤ Unintentional weight loss</li> <li>➤ Malnutrition</li> <li>➤ Pressure ulcers</li> </ul>	Chapter 13, Chapter 14 and Chapter 16

9	<b>March 05</b>	➤ <b>Guest Speaker TBA</b> Polypharmacy	Chapter 17
10	<b>March 12</b>	<ul style="list-style-type: none"> <li>➤ Skeletal Health: Osteoporosis, Gout and Arthritis</li> <li>➤ Role of the Occupational Therapist</li> <li>➤ Falls and fall prevention</li> <li>➤ Assistive devices</li> <li>➤ Physical Activity</li> <li>➤ Maintaining Independent Dining skills</li> </ul> <p><b>Assignment 1 DUE (15%) at beginning of lecture</b></p>	Chapter 15
11	<b>March 19</b>	➤ <b>Guest Speaker TBA</b> re: LTC and RAI	TBA
12	<b>March 26</b>	<ul style="list-style-type: none"> <li>➤ Ethical decision-making</li> <li>➤ Palliative and end-of-life care</li> <li>➤ Medical Assistance in Dying</li> </ul>	<p>Chapter 18</p> <p>1. Cohen, D. Managing conflict between RDs &amp; Substitute Decision-Makers. Resume. 2009; Fall: pp. 6-8.</p> <p>2. Galanos AN, Neff EC, Heuberger RA, Bales CW. What is 'optimal nourishment' for older adults at the end of life? A conversation. J Nutr Gerontol Geriatr.2010; 29:286-392. doi: 10.1080/01639366.2010.528330.</p> <p>3. College of Dietitians of Ontario. Position Statement Medical Assistance in Dying for Registered Dietitians in Ontario. Available from: <a href="http://www.collegeofdietitians.org/Resources/Professional-Practice/Standards-of-Practice/Position-Statement-MAID.aspx">http://www.collegeofdietitians.org/Resources/Professional-Practice/Standards-of-Practice/Position-Statement-MAID.aspx</a></p> <p>4. Kuhl, Stanbrook, &amp; Hebert. (2010). What people want at the end of life. CMAJ.</p>
13	<b>April 02</b>	<b>Assignment 2 DUE (20%) at beginning of lecture</b>	Assignment 2 presentations
14	<b>April 09</b>		Assignment 2 presentations

\*\*Other required readings will be posted on OWL\*\*

**METHODS OF EVALUATION:**

<b>Item</b>	<b>% Final Mark</b>	<b>Due Date</b>
<b>Assignment 1*</b>	<b>15%</b>	<b>March 12, 2019;</b> Beginning of lecture
<b>Mid-term exam (in-class)</b>	<b>30%</b>	<b>February 12, 2019;</b> During lecture
<b>Assignment 2*</b>	<b>20%</b>	<b>April 02, 2019;</b> Beginning of lecture
<b>Final Exam</b>	<b>35%</b>	<b>Date TBA during examination period</b>

**\*Detailed instructions for assignments will be provided separately.**

*Note: The date and location of the exams will be scheduled by the Registrar's Office and will be posted as well as announced in class. Students who miss exams because they have assumed dates and time incorrectly will not be permitted to reschedule them.*

**SPECIFIC COURSE POLICIES:**

**Late Assignments:** Assignments are due at the beginning of class on the date specified on the course outline. The mark will be automatically reduced by 20% on assignments submitted late. Assignments submitted after this seven (7) day period will not be accepted for marking. Up to 10% of marks on each assignment and examination can be deducted for lack of proper English communication skills, including errors in spelling or grammar.

**Documentation for Late Assignments:** Assignments submitted late will only be accepted for marking with documentation of confirmed personal illness or death in the student's immediate family. **IMPORTANT:** You must meet with an **Academic Advisor** from your undergraduate department to obtain proper documentation to submit a late assignment. ***Emails and in-class requests made to the professor will not be accepted. See page 4 of the course outline for further details.***

## 2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at

<http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=> ). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment.

Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68) ).

#### 4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20) .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

#### 5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the

#### Academic Calendar

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

### 6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

### 7. SUPPORT

#### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

#### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html), for information about how to obtain help for yourself or others.

#### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.