UNIVERSITY OF HAWAI'I AT MĀNOA
UHM-1 FORM (ADD A COURSE)

See Guidelines for instructions and deadlines. For undergraduate courses, submit an original and 5 copies; graduate courses, submit an original and 6 copies. If cross-listed, include extra copies for cross-listed department(s) & college(s). List one course per form. Attach additional sheets as needed.

1. Course Subject
   FSHN

2. Course Number
   686

3. Effective Term (semester & year)
   Fall 2014

4. Frequency (check all that apply)
   ☒ Full semester
   ☐ Spring semester
   ☐ Alternate years
   ☐ Summer semester

5. Offering Status (check one)
   ☒ Regular
   ☐ Experimental
   ☐ Single-term

6a. Full Course Title (Alpha courses: attach separate sheet & specify title for each alpha)
   Advanced Child and Adolescent Nutrition

6b. BANNER Course Title (50 characters max, including spaces/punctuation. Alpha courses: attach separate sheet & specify title for each alpha)
   Child and Adolescent Nutrition

7. Grade Option (check all that apply)
   ☒ Letter Grade
   ☐ Satisfactory/Unsatisfactory
   ☐ Credit/No Credit (500, 700, 701, 800, 800C only)
   ☐ Audit
   ☐ Honors (Medicine only)

8. Gen Ed Core or Hawaiian/Second Language Requirement Designation (check one)
   ☐ Do not consider for Core or Hawaiian/Second Language designation.
   ☐ Request approval of Diversification (DA, DH, DL, DB, DP, DY, DS), Foundations (FW, FS, FG), or Hawaiian/Second Language (HSL) designation. (For Foundations also submit a proposal to General Education Office.)
   ☐ Approve
   ☐ Deny

9. Contact Hours (meeting hours per week — if variable, specify range)
   3

10. # of credits (if variable, give range)
    3

11. Repeat Limit (Do NOT write "None")
    0

12. Credit Limit (Do NOT write "None")
    3

13. Schedule
   ☐ Lecture (LEC)
   ☐ Laboratory (LAB)
   ☐ Seminar (SEM)
   ☐ Discussion (DIS)
   ☐ Lecture/Discussion combined (LED)
   ☐ Thesis/Dissertation (THE)
   ☐ Directed Reading or Research (DRR)
   ☐ Hybrid Technology Intensive (HTI)
   ☐ Field Experience/Internship/Practicum (PRA)

14. Co-requisite Course(s)
    none

15a. Major Restriction (as it should appear in Catalog)
    none

15b. Banner codes of acceptable majors
    n/a

16. Class Standing Restriction
    none

17a. Prerequisite Course(s)
    (Use "and", "or" and punctuation to indicate relationships between prerequisites. "Or/and" is implied for ALL prerequisites. "Consent" requirements can be implemented through your class schedules each semester.)
    none

17b. Minimum required grade for prerequisites
    C

17c. Blanket requirements listed in Catalog (if none, write "none")
    none

18. Catalog Description (Limit 35 words; 85 words for alpha courses)
   This course addresses nutrition, growth and development in children and adolescents and nutrition-related issues, such as childhood obesity and chronic disease risk factors, with a focus on current research in the Pacific region.

19. Justification
   Attach separate sheets and indicate the rationale for the request, expected course enrollment, program learning objectives and institutional learning objectives that the new course will cover, and a course syllabus specifying student learning objectives for the course. Syllabi are not required for "-99" courses.

20. Cross-listed or Honors Course(s)
   PH 686
   Course Subject & Number: FSHN 686
   Chair/Director: Al Katz
   Signature: Date

21. Requested By
   I certify that the student learning objectives for the course are consistent with the learning objectives of each program under which the course is listed.
   HNFAS
   Department/Unit:
   Signature: Date
   Dean:
   Signature: Date
   Vice Chancellor for Academic Affairs:
   Signature: Date

   1st College or School: Dean
   Signature: Date
   2nd College or School: Dean
   Signature: Date
   General Education (Undergraduate courses numbered 100-499)
   Director:
   Signature: Date
   Graduate Division (600 level and above)
   Dean:
   Signature: Date
   Mānoa Chancellor's Office:
   Signature: Date

Rev. 7/2013
Course Description
This 3-credit course covers child and adolescent nutrition with a focus on current research in the Pacific region.

Pre-requisite Courses
FSHN 370 or consent of instructor

Rationale
Childhood and adolescence are periods of growth and development, during which nutritional needs are high and eating and physical activity habits are formed. In recent years, there has been a dramatic increase in obesity and chronic disease in youth, warranting the study of chronic disease risk factors and strategies for health promotion and disease prevention.

Instructor
Jinan Banna, PhD, RDN, CDN
Food Science and Human Nutrition Department
Agricultural Sciences Building, Room 314C, Tel: 956-7857, jcbanna@hawaii.edu
Office hours: By appointment

Description and Requirements
This course will cover a range of topics related to nutrition in school-aged children and adolescents (2-18 years of age), with a focus on the Pacific region. These include:

- nutrition, growth and development in children and adolescents
- dietary intake and habits of children/adolescents in the Pacific region
- factors influencing dietary intake and implications for health
- selected nutrition-related issues, such as childhood obesity and chronic disease risk factors
- nutrition-related interventions implemented in these populations

Each 75-minute session will typically be divided between lecture and discussion.

This class is worth 3 credits, so students are expected to spend approximately 9 hours/week outside of class working on class material. Weekly course load will vary slightly, and effort outside of class will depend on students' background knowledge and reading ability.

Course Objectives
At the end of the course, students will be able to:

1. Describe the role of nutrition during the developmental periods of childhood and adolescence.
2. Describe the ways in which nutritional status and body composition of children are assessed.
3. Describe the impact of nutrition in childhood and adolescence on chronic health issues that may appear in adulthood.
4. Identify influences on dietary intake during childhood and adolescence.
5. Describe current trends in obesity in children and adolescents, as well as treatment and prevention strategies.
6. Recognize and describe nutrition-related issues affecting adolescents and their implications, i.e. lifestyle changes leading to greater food independence and eating disorders.
7. Describe current nutrition interventions, programs and policies targeting children, adolescents and their families.
8. Critique scientific articles in this field.
9. Orally present scientific studies clearly and concisely.

Course Materials

Links will be provided to selected publications on Laulima at https://laulima.hawaii.edu/portal (no textbook required). Students should either print assigned articles and bring to class or bring a laptop to access them during the session.

Course Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20</td>
</tr>
<tr>
<td>Article presentation and discussion (2 @ 20 pts each)</td>
<td>40</td>
</tr>
<tr>
<td>Article critique</td>
<td>20</td>
</tr>
<tr>
<td>Field project</td>
<td>20</td>
</tr>
<tr>
<td>Exam 1</td>
<td>30</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30</td>
</tr>
<tr>
<td>Final exam</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

Final grades will be based on the percentage of total points earned during the semester. Letter grades will be given per the following scale:

- 90-100%   A
- 80-89%    B
- 70-79%    C
- 60-69%    D
- <60%      F

Grades may be curved at the discretion of the instructor.

Class Participation
Students will be required to contribute to each class discussion to earn full participation points.

Article Presentation and Discussion
Students will present two original research articles during class that relate to lecture topics. Paper topics will be assigned during the second class session. Students must select a paper at least 1 week before the presentation, and the selected article will be announced to the class at this time. Presentations should be 20 minutes long and include an overview of the background, methods, results, implications, and a critique of the article. Following the presentation, students will lead a 15 minute discussion of the article. Discussion topics may include strengths, weaknesses, alternative interpretations of results, suggestions for future research, etc.

Article Critique
Students will submit a written summary and evaluation of one article of their selection. The paper selected must be either listed on the syllabus or to be presented in class, but the critique must be submitted before the date the paper is to be discussed. Students may not select a paper they themselves are scheduled to present. The article should be an original research study; review articles will not be accepted. The maximum length of the critique is 3 pages double spaced. The critique should consist of a summary of the research and an evaluation of study design, research methods, results and interpretations. Students will also provide their own recommendations as to ways in which the study design and methods may be improved, as well as suggestions for alternative interpretation of the results and for future research. These may be submitted at any time before the end of the semester, provided it is before the selected paper is discussed in class.

Field project
To complement the information presented in the last two weeks of the course, students will observe a meal service at a Head Start program or traveling preschool on Oahu and compare that against the wellness food/policy. Students should submit a one-page summary mentioning the site visited, one or two aspects of the wellness policy of the students’ choosing, and a description of the degree to which the meal service complied with these aspects of the policy.
Exams
All exams will be completed in class. Exams will consist of essay questions and will be open book/open notes. Exam 1 will cover topics addressed during weeks 1-6 of class. Exam 2 will cover topics addressed during weeks 7-12. The Final Exam will cover topics addressed during weeks 13-16. Students will have the full 75-minute period to complete each exam.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Resources (Weekly Articles on Laurima)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8-28</td>
<td>Issues in Child and Adolescent Nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-4</td>
<td>Assessment of Body Composition of Children</td>
<td>PacTrac on-line dietary assessment tool. Available at: nappactrac3.ctahr.hawaii.edu</td>
</tr>
<tr>
<td>5</td>
<td>9-23</td>
<td>Diet and hyperactivity Allergies Vegetarianism</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BF -Middle childhood</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BF- pp158+, 171-184</td>
</tr>
<tr>
<td>7</td>
<td>10-7/7</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10-14/6</td>
<td>Child and Adolescent Obesity: Prevalence/Trends</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Dates</td>
<td>Details</td>
<td></td>
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</tbody>
</table>
Justification

Rationale for the request: There is a need for an advanced course in child and adolescent nutrition to strengthen graduate students’ understanding of the impact of nutrition on health during the early years and beyond. Childhood and adolescence are periods of growth and development, during which nutritional needs are high and eating and physical activity habits are formed. In recent years, there has been a dramatic increase in obesity and chronic disease in youth, warranting the study of chronic disease risk factors and strategies for health promotion and disease prevention. Currently, there is no course at UH focused on nutrition-related issues in these populations at an advanced level.

This course was offered in Spring 2013 as FSHN 682: Topics in Human Nutrition: Child and Adolescent Nutrition. Twelve graduate students completed the course; please see attached evaluation.

Expected enrollment: 20 students

Additional resources (if any) that will be required to teach the course: None

Academic units for which the course is or will be a major or degree requirement: None

UHM-1: Required Documentation for CTAHR: 12 steps

1. What is the course modification?
   N/A; this is a proposal for a new course.

2. Why is this course being requested or modified?

   There is a need for an advanced course in child and adolescent nutrition to strengthen graduate students’ understanding of the impact of nutrition on health during the early years and beyond. Childhood and adolescence are periods of growth and development, during which nutritional needs are high and eating and physical activity habits are formed. In recent years, there has been a dramatic increase in obesity and chronic disease in youth, warranting the study of chronic disease risk factors and strategies for health promotion and disease prevention. Currently, there is no course at UH focused on nutrition-related issues in these populations at an advanced level. If the proposal is approved, this course will provide an additional nutrition-related course elective option for the students in our programs. Many of these students focus on research topics related to children and adolescents; among these are the students who form part of the Children’s Healthy Living research program. If disapproved, there will continue to be a lack of graduate courses focused on the child and adolescent life stages.

3. How will the content be organized?
   Please see attached syllabus.

4. What other courses at UHM closely parallel the proposed course and in what way will the latter make a distinct contribution?

   No other courses specifically focused on children and adolescent health/nutrition are currently offered in any department. The pre-requisite for the course, Lifespan Nutrition, does include information related to these life stages, but is taught at the undergraduate level and does not provide in-depth information on topics proposed to be covered in the graduate course. In a poll of the faculty in the Nutrition graduate programs inquiring whether they would be in favor of adding this class as an elective in the graduate programs, 8 faculty members responded, and 100% indicated “yes.” Dr. Michael Dunn, Graduate Chair of the Nutrition Science M.S. and Nutrition Ph.D. programs, is also in support of this course, and has expressed this in an attached letter.
5. Where or how does the proposed course fit into the current and future curriculum?

This will be a 600-level elective course for graduate students in the Nutritional Sciences MS and Nutrition PhD programs. These students need elective credits to meet the 600-level credit requirements in these programs. This course will provide an additional nutrition-related course option for the students in our programs.

The current and future sequence of courses in the graduate programs will not be affected by the addition of this new elective course. This course will not be a pre-requisite for any other course, nor will any graduate-level courses be pre-requisites for this course. Students may choose to take this course at any time if they have completed the pre-requisites or obtain instructor consent. No old course will be deleted.

6. Why is the number of credits and level justified? Explain the prerequisites and the absence thereof.

This course is 3 credits, as there will be 150 minutes of contact per week to allow for the lecture time needed to adequately cover the topic. The course will address research literature appropriate for graduate-level students that have completed the pre-requisite course. The pre-requisite is lifespan nutrition, which covers nutritional requirements and food needs during early childhood and adolescence. It is necessary for students to have this background and an understanding of human physiology prior to enrolling in this course.

7. How will the course assist students to achieve the critical skills and competencies expected of CTAHR graduates?

Written Communications: Students will submit a written summary and evaluation of one article of their selection. This will require them to utilize library facilities and express themselves logically.

Oral Communications: Students will present two original research articles during class that relate to lecture topics and will also lead a discussion on the articles. They will be evaluated on the content of the presentation and their public speaking skills.

Analytical/Problem Solving Skills: Students will participate in discussions of research articles, including strengths, weaknesses, alternative interpretations of results, suggestions for future research. These discussions will require them to think critically about nutritional issues in the field.

Personal Characteristics: Students will be expected to be punctual in arrival to class, as class participation will make up part of their grade. To complete course assignments and activities by the due dates, they will need to manage their time effectively.

Human Relations Skills: Students must demonstrate self-confidence in presenting research articles to the class, and also in contributing to class discussions. They must act professionally, showing respect for others’ contributions to the class.

Business Management Skills: Not addressed

Real World Experience: Not addressed

Leadership Skills: Not addressed

Computer Skills: Students will be required to use Microsoft Word to complete all written assignments, and will also be expected to use Microsoft PowerPoint to complete their presentations.
Global Perspective: As this course will emphasize research in the Pacific region, students must be familiar with the geography of this world area, as well as the cultural influences on dietary intake.

8. How will students be evaluated?

Students will be evaluated based on class participation, presentation of two research articles, completion of a research article critique, and two midterms and a final examination. Fifty percent of the course grade will be based on examinations, 40% on the article presentations and critique, and 10% on class participation.

9. What are the minimum qualifications for teaching this course? Is a qualified instructor now available?

The minimum qualifications for this course include research and teaching experience related to children and adolescents. Dr. Jinan Banna, an assistant professor in the HNFAS department, is qualified to teach this course based on her research experience in child and adolescent populations. This includes her work as local study coordinator for a weight management study in children through Children’s Hospital Los Angeles, as well as her position as a researcher at the Instituto de Investigacion Nutricional, where she conducted a study examining dietary intake in adolescents. Dr. Banna also taught a 1-credit special topics course in child and adolescent nutrition at UH in the Spring 2013 semester. Should Dr. Banna become unavailable, a faculty member or team of members with expertise in child and adolescent heath/nutrition would be qualified to teach the course (e.g. Dr. Rachel Novotny w/ Dr. Marie Fialkowski).

10. How will the course be financed, assuming no further cutbacks?

A current faculty member whose job description includes teaching a graduate-level course in her area of expertise will teach this course. Thus, it will not be necessary to hire a lecturer. No additional equipment and supplies will be necessary beyond normal departmental operating funds.

11. Has the course been offered before? Is there a demand for it?

This course was offered in Spring 2013 as FSHN 682: Topics in Human Nutrition: Child and Adolescent Nutrition. Twelve graduate students completed the course; please see attached evaluation. Student comments indicated that the course activities stimulated students to evaluate research related to child and adolescent nutrition in a critical manner, fostering mastery of the subject matter.

12. Is the course cross-listed with another department?

It is proposed to cross list this course in Public Health.

UHM-1: Required Documentation for Graduate Division

Please see attached UHM-1 form.

1. What are the expected learning outcomes?

Student learning objectives:

At the end of the course, students will be able to:

1. Describe the role of nutrition during the developmental periods of childhood and
adolescence.

2. Describe the ways in which nutritional status and body composition of children and adolescents are assessed.

3. Describe the impact of nutrition in childhood and adolescence on chronic health issues that may appear in adulthood.

4. Identify influences on dietary intake during childhood and adolescence.

5. Describe current trends in obesity in children and adolescents, as well as treatment and prevention strategies.

6. Recognize and describe nutrition-related issues affecting adolescents and their implications, i.e. lifestyle changes leading to greater food independence and eating disorders.

7. Describe current nutrition interventions, programs and policies targeting children, adolescents and their families.

8. Critique scientific articles in this field.

9. Orally present scientific studies clearly and concisely.

a. *What are the students expected to know before enrolling in the course?*

Expectations of student knowledge prior to the class include understanding of human physiology, statistics, and nutritional needs through the lifespan.

b. *What are the students expected to learn in the course?*

Students are expected to gain an in-depth understanding of the role of nutrition during the developmental periods of childhood and adolescence, nutritional assessment during these periods, and nutrition-related issues that may arise and impact future health.

c. *How are students expected to learn the course materials?*

Students will learn the material through assigned reading (scientific research articles, information from the American Academy of Pediatrics), presentation and discussion of research articles, and written review and critique of research articles.

d. *How will the students be evaluated?*

Students will be evaluated based on class participation, presentation of two research articles, completion of a research article critique, and two midterms and a final examination. Fifty percent of the course grade will be based on examinations, 40% on the article presentations and critique, and 10% on class participation.

e. *How will the success of the course in achieving the learning outcomes be assessed?*

The success of the course in achieving learning outcomes will be assessed through evaluation of student examinations, presentations, and article critique, as well as the discussions during class. Through these components of the course, students will have the opportunity to demonstrate their
understanding of the role of nutrition during the developmental periods of childhood and adolescence.

2. Justify the number of credits and the level of the course. (Generally, 600 and 700 level courses have explicit prerequisites. If there are no prerequisites, justification must be provided. 700 level courses deal with more advanced material than 600 level courses.)

This course is 3 credits to allow for the lecture time needed to adequately cover the topic. The prerequisite is lifespan nutrition, which covers nutritional requirements and food needs during early childhood and adolescence. It is necessary for students to have this background and an understanding of human physiology prior to enrolling in this course.

3. What are the general qualifications for teaching this course? Is an instructor available?

General qualifications for this course include research and teaching experience related to children and adolescents. Dr. Jinan Banna, an assistant professor in the HNFAS department, is qualified to teach this course based on her research experience in child and adolescent populations. This includes her work as a local study coordinator for a weight management study in children through Children's Hospital Los Angeles, as well as her position as a researcher at the Instituto de Investigacion Nutricional, where she conducted a study examining dietary intake in adolescents. Dr. Banna also taught a 1-credit special topics course in child and adolescent nutrition at UH in the Spring 2013 semester.

4. Where does the course fit in the present graduate program? Will the course be consistent with the graduate program? If approved, which current course will the new course replace? If there will be no replacement, explain what impact the new course will have on faculty workloads. The graduate chair should submit an outline of the degree program(s) and the sequence of courses that will exist if the new course is added.

This will be a 600-level elective course for graduate students in the Nutritional Sciences MS and Nutrition PhD programs. These students need elective credits to meet the 600-level credit requirements in these programs. This course will provide an additional nutrition-related course option for the students in our programs.

The current sequence of courses in the graduate programs will not be affected by the addition of this new elective course. This course will not be a pre-requisite for any other course, nor will any graduate-level courses be pre-requisites for this course. Students may choose to take this course at any time if they have completed the pre-requisites or obtain instructor consent.

No old course will be deleted. The job description of the faculty member who will teach this course includes teaching a graduate-level course in her area of expertise. Thus, this course will not adversely affect faculty workloads.

In a poll of the faculty in the Nutrition graduate programs inquiring whether they would be in favor of adding this class as an elective in the graduate programs, 8 faculty members responded, and 100% indicated “yes.” Dr. Michael Dunn, Graduate Chair of the Nutrition Science M.S. and Nutrition Ph.D. programs, is also in support of this course, and has expressed this in an attached letter.

5. Will the new course affect other degree program(s)? If so, indicate the program(s) that will be directly or potentially affected. Obtain written releases from these programs and submit with proposal.

No other graduate degree programs will be affected, as there are no other 600-level courses in child and adolescent nutrition offered in other graduate programs.
As there may be some senior undergraduates interested in taking the course, this course may potentially affect the undergraduate dietetics program. The Dietetics Program Director, Dr. Anne Shovic, supports the creation of the course and the availability to senior undergraduates.

It is also proposed to cross list this course in Public Health, so these students may have the option of taking the course as an elective. The course content includes public health nutrition-related issues and concerns of children and adolescents, so is of value for students in this program. The course will have a focus on factors influencing eating behaviors and physical activity patterns and obesity. The course addresses nutrition education, nutrition intervention strategies, and programs and policies to promote healthy eating and physical activity. Because of the strong influence that school meals have on the dietary patterns of children and teens, school meal programs will be emphasized, as will obesity prevention. The course may be valuable for public health nutrition students who intend to work with children, adolescents and their families.
Email Exchange with Public Health Studies

Valerie Yontz <vyontz@hawaii.edu> Aug 26 (3 days ago)

to Alan, Kirsten, Jay, me

Hello Al, Jay and Jinan,

Yes, we can add this request for cross-listing to our public health curriculum committee’s agenda on September 24th. Once reviewed and approved, then Al Katz can sign off on all UHM-1 and UHM-2 forms.

Jinan—please email me your syllabus, form fillable UHM-1 form (so we can add the right name for signature), and justification for your course and for the cross listing. Our Curriculum Committee needs to understand the public health aspects that will be emphasized in your course.

We are excited that you want to offer this course and we look forward to reviewing it at our Fall meeting. May we see a scanned copy of the UHM-1 form with Dr. Dunn’s signature too?

Many thanks. Valerie

Valerie Yontz, RN-BC, MPH, PhD
Specialist & Practice Coordinator
Hawaii PI-Public Health Training Center (CALPACT)
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Department of Public Health Sciences
University of Hawaii Manoa
1960 East West Road Biomed D202
Honolulu, Hawaii 96822-2319

Phone: (808) 956-5771

Fax: (808) 956-5818

Email: vyontz@hawaii.edu

Web Site: www.hawaii.edu/publichealth
| Your class | 4.33 | 0.66 | Frequent | 12 | 0.13 | Strongly Agree |
| Department | 4.28 | 0.07 | Frequent | 15 | 0.19 | Strongly Agree |
| College | 4.25 | 0.06 | Frequent | 16 | 0.20 | Strongly Agree |
| Campus | 4.26 | 0.05 | Frequent | 17 | 0.21 | Strongly Agree |

| Your class | 4.67 | 0.49 | Frequent | 12 | 0.13 | Strongly Agree |
| Department | 4.27 | 0.10 | Frequent | 17 | 0.21 | Strongly Agree |
| College | 4.42 | 0.09 | Frequent | 18 | 0.22 | Strongly Agree |
| Campus | 4.54 | 0.08 | Frequent | 20 | 0.25 | Strongly Agree |

| Your class | 4.33 | 0.49 | Frequent | 12 | 0.13 | Strongly Agree |
| Department | 4.34 | 0.09 | Frequent | 17 | 0.21 | Strongly Agree |
| College | 4.54 | 0.09 | Frequent | 18 | 0.22 | Strongly Agree |
| Campus | 4.69 | 0.08 | Frequent | 20 | 0.25 | Strongly Agree |

The instructor seemed to think about the subject matter.

The instructor was consistently well-prepared and organized for class.

The instructor fulfilled the goals of the course.

**Course:** FSHN 682

**Semester:** Spring 2013

**Instructor:** Elizabeth Hanula

**Attendance:** 89094 (001)

**Department:** Human Nutrition, Food & Animal Science

**Campus:** University of Hawaii at Manoa
<table>
<thead>
<tr>
<th>Term</th>
<th>Which aspects of the course were most valuable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>I enjoyed the new topics each week. I was able to learn more about child and adolescent nutrition and evaluate research in a critical manner.</td>
</tr>
<tr>
<td></td>
<td>Weekly questions and written critiques.</td>
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<tr>
<td></td>
<td>The critique of publications and discussion.</td>
</tr>
<tr>
<td></td>
<td>First of all, the presentations since we had to critically analyzed the articles, and also sharing our personal thoughts about the articles because it was enriching.</td>
</tr>
<tr>
<td></td>
<td>Prodding students to prepare questions prior to each class really pushed me to not just read the article, but to reflect on it and formulate opinions about it.</td>
</tr>
<tr>
<td></td>
<td>Students' presentation and guest speakers in different academic areas</td>
</tr>
<tr>
<td>Term</td>
<td>Which aspects of the course were least valuable?</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>I think that instead of discussion questions the assignments could be a comment, a brief reflection or analysis as a way to identify the strengths and limitations in a regular basis. This is my opinion about the discussion questions because most of the time the speaker has the same information than the audience as we all read the article, so the discussion questions sometimes needed more background about how the research was conducted. Many times the discussion questions could be answered just by making a little research by ourselves. However, the discussion questions are definitely great when the speaker is the author of the article since they can provide more information and clear any doubts.</td>
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</tbody>
</table>