**Building Your Hybrid Course Worksheet**

Name of Instructor __________Dorothy J. Anthony, DC, DACBN___________________________________________

Online Module/Learning Unit Title __ Infant and childhood nutrition ____ Course: ___ BIOL 235 LifeCycle Nutrition __

**Note:** You will need to complete 2 modules/learning units for the Online Learning Committee review.

### Use this table to make notes for the content of one module/unit/week of your hybrid course.

<table>
<thead>
<tr>
<th>Modular Learning Objectives</th>
<th>1. Chapter 4 Fetal and Infant Nutrition</th>
<th>2. Prenatal and Maternal Nutrition (Insert)</th>
<th>3. School aged children - C6 and 7:</th>
</tr>
</thead>
</table>
| Modular Learning Objectives | - Fetal and Infant nutrition and breastfeeding  
- List demographic information on those who breastfeed in various age, cultural, and socioeconomic groups.  
- Identify the chronic diseases of adulthood that are decreased by breastfeeding.  
- Describe life expectancy in various countries and compare the breastfeeding rates.  
- Discuss cultural comfort levels with breastfeeding and the impact this may have on the health of this population. | - Explain the basic physical changes in the growth of a fetus.  
- Identify food sources of triglycerides, fatty acids, phospholipids, and sterols appropriate for good fetal growth and protection of maternal health.  
- Discuss fetal health concerns related to the undernourishment of various key nutrients.  
- Describe dietary measures to reduce the risk of developing chronic disease in the future that can begin in the womb.  
- Discuss public health implications and interventions to help prevent low birth weight children in various cultures, geographic areas and socioeconomic status. | - Recognize the purposes of vitamin and mineral functions in growth and development.  
- Review the definitions of developmental disabilities. |

Adapted from: Creating a Hybrid College Course: Instructional Design Notes and Recommendations for Beginners, G. Hensely
- Identify the etiology and prevalence of various developmental disabilities.
- Review the evidence based practice for nutrition problems associated with selected syndromes and disabilities.
- Identify trends in socioeconomic, geographic, and age demographics for children with disabilities.
- Describe the similarities and differences between lacto-ovo vegetarian, lacto-vegetarian, vegan, macrobiotic, fruitarian, and raw foods diets.
- List potential health and nutritional benefits of vegetarian diets for the pediatric population.
- Realize the difference between food allergy and food intolerances.
- Understand basic principles of nutritional management of children with food allergies.

<table>
<thead>
<tr>
<th>Course Content/Interaction</th>
<th>Online</th>
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<tbody>
<tr>
<td><strong>What types of content will you use to present your story? (Voice over PPT, video, etc.)</strong></td>
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<tr>
<td>1. Textbook readings of Chapter 4-7 and the insert on breastfeeding and maternal nutrition</td>
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<tr>
<td>2. The chapters will be presented with voice over PowerPoint.</td>
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<tr>
<td>3.</td>
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<tr>
<th>Learning Activities – How will the students practice what they are learning? (discussion, paper, research)</th>
<th>Online</th>
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<tbody>
<tr>
<td>1. Discussion board on case study NE.</td>
<td></td>
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<tr>
<td>2. 3 day diet diary for a new to you diet plan. (vegetarian, wheat free, dairy free, etc. using the mypyramid.gov website.)</td>
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<th>Technology - What tools/ media will be used for the delivery of your course content?</th>
<th>Online</th>
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<tbody>
<tr>
<td>1. BlackBoard will be used for discussion</td>
<td></td>
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<tr>
<td>2. Mypyramid.gov is a website for diet diary analysis provided by the US government.</td>
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<td>3.</td>
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<th>Assessment – How will you know the students learned the assigned items? (quiz, discussion board, presentation)</th>
<th>Both</th>
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<tr>
<td>1. Students will be graded on their discussion board postings.</td>
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<tr>
<td>2. There is a self grading quiz for each chapter. This is a study guide and may be taken multiple times. It is also open book and not timed. (There is a test on this material in the face to face portion of the class at a later date).</td>
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</tr>
<tr>
<td>3. The mypyramid.gov activity is also graded. This will be</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Creating a Hybrid College Course: Instructional Design Notes and Recommendations for Beginners, G. Hensely
handed in during class.