



**I. COURSE DESCRIPTION:**

In this course, the student will gain an understanding of the functions, sources and utilization of common nutrients in the body. Students will explore common nutritional excesses and deficiencies which impact on the health of Canadians. Students will apply knowledge of healthy nutrient use, exercise and weight principles in planning menus. The course will also cover the nutritional requirements necessary at various ages and stages of development, and for various disease states. Students will also gain a broader social and cultural awareness on nutritional issues within Canada and worldwide.

**II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:**

Upon successful completion of this course, the student will be able to:

1. relate the concept of nutrition to the achievement of wellness and prevention of diseases.

***Potential Elements of Performance:***

- define wellness
- describe the components of wellness
- define nutrition and nutritional status
- identify determinants of an individual's nutritional status, including cultural practices, lifestyle, knowledge, values and beliefs and attitudes
- compare signs of healthy nutritional status with signs of poor nutritional status
- identify common diseases related to poor nutrition
- describe how nutrition contributes to wellness promotion and prevention of disease
- identify and describe the proposed action of a given functional food

2. identify the sources, functions and utilization of common nutrients.

***Potential Elements of Performance:***

- describe the mechanisms of digestion, absorption and metabolism of food nutrients
- identify the six classes of nutrients
- identify functions and sources of common nutrients
- using Canada's Food Guide, describe how to achieve a healthy intake of nutrients on a daily basis
- read food labels to determine levels of nutrients, supplements and additives
- choose healthy food preparation and storage practices to maintain nutrient value foods

**II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:**

3. apply healthy weight principles in menu planning.

***Potential Elements of Performance:***

- describe energy homeostasis
- describe how energy is measured both in foods and in the human body
- identify the components of energy intake and expenditure
- describe the relationship of energy intake and expenditure in maintaining a healthy weight
- calculate one's own energy intake and expenditure levels
- plan a diet to achieve and maintain a healthy weight
- describe how to maintain weight control and meet requirements with athletic activities

4. assess the indications and determinants of an individual's nutritional status.

***Potential Elements of Performance:***

- describe the behaviour change process
- complete a diet history assessment which includes dietary intake, observable signs of nutritional status, anthropometry and personal determinants of nutritional status.

5. compare and contrast nutritional requirements at various ages and stages of development.

***Potential Elements of Performance:***

- identify specific nutritional needs and related determinants of each age and stage of development
- describe healthy nutritional practices to meet developmental needs
- identify common nutritional problems related to various age groups
- develop a menu plan based on the nutritional needs of a stage of development

**III. TOPICS:**

1. Wellness and Nutrition
2. Basic Concepts in Nutrition
3. Indications and Determinants of Nutritional Status: Nutritional Analysis
4. Canada's Food Guide, Labels
5. Fats, Proteins, Carbohydrates
6. Vitamins, Minerals, Water
7. Nutrient Use in the Prevention of Disease
8. Energy Balance and Health Weight Concept, Nutrition in the Athlete
9. Nutrition through the Life Cycle
10. Food Preparation, Storage, Safety, Additives and Supplements

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Sizer, F. (2006). *Nutrition: Concepts and Controversies* (10<sup>th</sup> ed.). Thomson Nelson. (PACKAGE)

**V. EVALUATION PROCESS/GRADING SYSTEM:**

The assignments for this course have been specifically designed to foster oral and written communication skills, research skills, team building and critical thinking.

**1. Grading:**

|                                     |            |
|-------------------------------------|------------|
| In class work and participation     | 15%        |
| Individual Assessment (see handout) | 15%        |
| Quizzes (13 in total)               | 20%        |
| Group Presentation                  | 15%        |
| Scrapbook                           | 10%        |
| Final Examination                   | <u>25%</u> |
| Total                               | 100%       |

Quizzes will be held at the beginning of each class starting Jan 24. There will be 13 multiple choice questions/quiz, based on material covered in the previous class. The quiz % will be determined by the number of quizzes a student writes minus one. Which means that the student may write all 13 quizzes, the lowest quiz will be dropped & the average determined, OR the student may write 2 quizzes, the lowest will be dropped & the average calculated from there – **BUT** please note, the final exam is cumulative & will use **many of the questions utilized in the quizzes.**

- 2. The pass mark for this course is 50%. There are NO rewrites. In order to pass this course, all assignments/in class work MUST be completed and turned in.**
3. Students missing the mid-term exam or final exam because of illness or other serious reason must phone the professor **before** the exam to inform her/him (759-2554, Ext. 635). Those students who have notified the professor of their absence, according to policy, will be eligible to arrange an opportunity as soon as possible to write the exam at another time. Those students who **do not notify** the professor will receive a zero for that exam.
4. Students receiving borderline marks (49, 59, 69, 79, 89) will have their mark advanced to the next category if they have attended at least 80% of the classes.
5. In-class assignment due dates will be determined in class (most will be handed in at the end of class)

Individual Assessment due date = **Mar 7 2005**

Scrapbook due date = **Apr 4 2005.**

**Scrapbook** should contain 10 -15 Nutrition related articles with your own comments / thoughts / insights / conclusions added.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

*The following semester grades will be assigned to students in postsecondary courses:*

| <u>Grade</u> | <u>Definition</u>  | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+           | 90 – 100%  | 4.00                          |
| A            | 80 – 89%   | 3.00                          |
| B            | 70 - 79%   | 2.00                          |
| C            | 60 - 69%   | 1.00                          |
| D            | 50 – 59%   | 0.00                          |
| F (Fail)     | 49% and below  |                               |
| CR (Credit)  | Credit for diploma requirements has been awarded.  |                               |
| S            | Satisfactory achievement in field /clinical placement or non-graded subject area.  |                               |
| U            | Unsatisfactory achievement in field/clinical placement or non-graded subject area.   |                               |
| X            | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. |                               |
| NR           | Grade not reported to Registrar's office.  |                               |
| W            | Student has withdrawn from the course without academic penalty.  |                               |

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**VI. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean’s secretary. Students will be required to provide a transcript and course outline related to the course in question.