

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Nutrition Through the Life Cycle
CODE NO. : NTR100 SEMESTER: Various
PROGRAM: General Education, Massage Therapy
AUTHOR: Brenda Warnock, Ruth Wilson
DATE: Jan/2002 PREVIOUS OUTLINE DATED: Sept/2000
APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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For additional information, please contact Judi Maundrell, Dean
School of Health and Human Services
(705) 759-2554, Ext. 689/603

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 and weight principles in planning menus. The emphasis of the course will be on the nutritional requirements necessary at various ages and stages of development. 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

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 nutritional status, anthropometry and personal determinants of nutritional status
- analyze diet history and identify strengths and needed areas of change
- develop and implement a personal change plan based on nutritional needs
- evaluate personal change plan

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. Canada's Food Guide
4. Fats, Proteins, Carbohydrates
5. Vitamins, Minerals, Water
6. Nutrient Use in the Prevention of Disease
7. Food Preparation, Storage and Safety
8. Additives, Supplements, Labels
9. Energy Balance and Health Weight Concept, Nutrition in the Athlete

III. TOPICS:

- 10. Menu Planning, Personal Change
- 11. Indications and Determinants of Nutritional Status: Nutritional Analysis
- 12. Nutrition in Pregnancy and Lactation
- 13. Nutrition in Infancy
- 14. Nutrition in Children
- 15. Nutrition in Adolescence
- 16. Nutrition in the Elderly

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Wardlaw, G. (1997). Contemporary nutrition: issues and insights. (3rd ed.). McGraw-Hill.

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:**
- | | |
|---|------------|
| Nutritional Self Appraisal & Personal Change Plan | 30% |
| Test #1 | 20% |
| Group Presentation | 20% |
| Final Examination | <u>30%</u> |
| Total | 100% |
- 2. The pass mark for this course is 60%. There are NO rewrites.**

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%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	

NR Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

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 E1204 or call Extension 493, 717, or 491 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.