

COURSE DESCRIPTION:

This introductory course examines the functions, sources and uses of common nutrients. Students will explore why we are what we eat and why we eat the foods that we do. The impact of diet excesses and deficiencies on health will be discussed. The course will also examine the role of “non-nutrients” in disease prevention. The course will also cover the nutritional requirements necessary at various ages and stages of development, and for various disease states. Topics include: dietary recommendations & requirements, nutritional assessment, diet & health, weight control, eating disorders, food safety, label reading.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability 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. 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.

3. 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

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

4. 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

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. Additives, Supplements, Labels
5. Indications and Determinants of Nutritional Status: Nutritional Analysis
6. Fats, Proteins, Carbohydrates
7. Vitamins, Minerals, Water
8. Energy Balance and Healthy Weight Concept
9. Nutrition in the Athlete
10. Nutrition in Pregnancy and Lactation
11. Nutrition in Infancy
12. Nutrition in Children
13. Nutrition in Adolescence
14. Nutrition in the Elderly
15. Food Preparation, Storage and Safety

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Sizer and Whitney, (2003), Nutrition: Concepts and Controversies 9th ed.,
Thompson - Wadsworth Publ. CA, USA

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 | 15% |
| Mid-term | 20% |
| Group Presentation | 15% |
| Scrapbook | 10% |
| Final Examination | <u>25%</u> |
| Total | 100% |

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.** Please see the Student Success Guide for the policy regarding extensions. Late assignments will **NOT** be accepted, extensions for extenuating circumstances may be granted, but will be deducted 10%/day past the original extension date.

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 (59, 69, 79, 89) will have their mark advanced to the next category if they have attended at least 80% of the classes.

The following semester grades will be assigned to students in post-secondary 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.

CICE Modifications:

Preparation and Participation

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.

The Integrative Educational Assistant may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.