



**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 CICE student, with the help of a Learning Specialist, will demonstrate the basic ability to:

**1. Connect the concept of nutrition to the achievement of wellness and prevention of diseases.*****Potential Elements of Performance:***

- define wellness
- explain 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
- explain how nutrition contributes to wellness promotion and prevention of disease

**2. Identify the sources, functions and utilization of common nutrients.*****Potential Elements of Performance:***

- explain 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, explain how to achieve a healthy intake of nutrients on a daily basis

- read food labels to determine levels of nutrients, supplements and additives

**3. Apply healthy weight principles in menu planning.**

***Potential Elements of Performance:***

- explain energy homeostasis
- explain how energy is measured both in foods and in the human body
- identify the components of energy intake and expenditure
- explain the relationship of energy intake and expenditure in maintaining a healthy weight
- calculate one's own energy intake and expenditure levels
- explain 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:***

- explain the behaviour change process
- complete a diet history assessment which includes dietary intake, observable signs
- 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
- explain 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

**6. Food preparation, handling & safety. Food additives, contaminants and supplements.**

**Potential Elements of Performance:**

- choose healthy food preparation and storage practices to maintain nutrient value in foods and to reduce foodborne illness
- identify different additives and their function
- identify various contaminants, how the consumer may be exposed to them and the potential health risks they may present
- identify the agencies responsible for food safety and the techniques used to make food safe

**III. TOPICS:**

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

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

Sizer and Whitney, (2009), *Nutrition: Concepts and Controversies 1<sup>st</sup> Canadian ed.*, Nelson Education Ltd., Toronto, Canada, with Diet Analysis (online or disk)

**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. The CICE student will complete the assignments for this course, with the assistance of the Learning Specialist.

**1. Grading:**

In class work and participation	20%
Individual Assessment / Personal change	20%
Quizzes	20%
Scrapbook	15%
Final Examination	<u>25%</u>
Total	100%

Quizzes will be online starting the second week. There will be 10-12 multiple choice questions/quiz, based on material covered in the previous class. The lowest quiz mark will be dropped. The format and the content modification relative to exams will be proposed by the Learning Specialist and is subject to approval from the professor.

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 final exam because of illness or other serious reason must phone the professor **before** the exam to inform her/him (759-2554, Ext. 2635). 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 assignments are due at the start of the next class.
6. Due dates for the Individual Assessment, Scrapbook are identified in the Lecture Syllabus. Extensions **may** be granted for extenuating circumstances. However, there will be a 5% per day reduction in the grade given.

***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:

##### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

#### VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**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 CICE office with assistance from a Learning Specialist.*****The Learning Specialist 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 Learning Specialist 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.