



**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. The course will also cover the nutritional requirements necessary at various ages and stages of development, and for various disease states.

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

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

1. develop an understanding for the fundamentals of nutrition

***Potential Elements of Performance:***

- 1.1 define and describe the components of wellness
- 1.2 relate the concept of nutrition to the achievement of wellness
- 1.3 define nutrition and nutritional status
- 1.4 identify the six classes of nutrients
- 1.5 define and describe the DRI's and their roles in establishing a healthy diet
- 1.6 compare signs of healthy nutritional status with signs of poor nutritional status
- 1.7 identify common diseases related to poor nutrition

2. identify the tools that are available for planning a healthy diet

***Potential Elements of Performance:***

- 2.1 Identify the principles and guidelines for a healthy diet
- 2.2 using Canada's Food Guide, describe how to achieve a healthy intake of nutrients on a daily basis
- 2.3 explain the various components of the food label and how it can be used in diet planning
- 2.4 read food labels to determine levels of nutrients, supplements and additives

3. identify the sources, functions and utilization of common macronutrients.

***Potential Elements of Performance:***

- 3.1 describe the mechanisms of digestion, absorption and metabolism of macronutrients
- 3.2 identify functions and sources of common macronutrients

4. apply the concepts of energy balance and healthy weight.

***Potential Elements of Performance:***

- 4.1 describe energy homeostasis
- 4.2 describe how energy is measured both in foods and in the human body
- 4.3 identify the components of energy intake and expenditure
- 4.4 describe the relationship of energy intake and expenditure in maintaining a healthy weight

- 4.5 calculate one's own energy intake and expenditure levels
- 4.6 describe the relationship between body weight, body composition and health
- 4.7 describe various theories related to the development of obesity
- 4.8 identify various strategies for losing, maintaining or gaining weight
- 4.8 identify the health risks associated with being underweight or overweight
- 4.9 complete a diet history assessment which includes dietary intake, observable signs nutritional status, anthropometry and personal determinants of nutritional status.

5. identify the sources, functions and utilization of common micronutrients.

***Potential Elements of Performance:***

- 5.1 describe the functions and sources of various micronutrients

6. identify the components of fitness, energy systems and nutrients that support activity

***Potential Elements of Performance:***

- 6.1 list the components of fitness
- 6.2 identify the benefits of fitness
- 6.3 describe the various energy systems that supply the body during physical activity
- 6.4 describe the various roles of the nutrients during physical activity
- 6.5 describe a diet that supports physical activity

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

***Potential Elements of Performance:***

- 7.1 identify specific nutritional needs and related determinants of each age and stage of development
- 7.2 describe healthy nutritional practices to meet developmental needs
- 7.3 identify common nutritional problems related to various age groups

8. relate the concept of diet to the prevention and management of various diseases.

***Potential Elements of Performance:***

- 8.1 describe how diet contributes to both acute and chronic diseases
- 8.2 describe how diet can contribute to the prevention and management of both acute and chronic diseases

9. food preparation, handling & safety. Food additives, contaminants and supplements.

***Potential Elements of Performance:***

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

**III. TOPICS:**

1. Basic Concepts in Nutrition
2. Canada's Food Guide, Labels and Planning a Healthy Diet
3. Fats, Proteins, Carbohydrates
4. Energy Balance and Healthy Weight Concepts
5. Vitamins, Minerals, Water – from a functional perspective
6. Nutrition and Fitness
7. Nutrition through the Life Cycle
8. Nutrition and the Prevention and Management of Disease
9. Food Preparation, Storage, Safety, Additives and Supplements

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

Whitney, Rolfes, Hammond and Piché, Understanding Nutrition, Second Canadian edition. (2016)

Sault College D2L (course notes, important announcements)

Sault College Student Portal – [www.mysaultcollege.ca](http://www.mysaultcollege.ca)

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

**1. Grading:**

Participation	5%
Attendance & punctuality	5%
Lit Review/Poster	15%
Diet Analysis	15%
Mid-term	30%
Final Exam	<u>30%</u>
	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.**

3. Students missing the tests or 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 to write the exam at another time. Students must contact the teacher on their first day back at school or clinical following a missed test or exam. Those students who **do not follow the above procedures** will receive a zero for that test or exam.

4. Students receiving borderline marks (49, 59, 69, 79, 89) may have their mark advanced to the next category if they have attended at least 80% of the classes.
5. Due dates for the Individual Assessment and Lit Review are identified in the Lecture Syllabus. If you have a legitimate reason that the work cannot be finished in a timely fashion, please discuss it with the professor **beforehand**. If the work is handed in within a week of the due date a maximum grade of 50% will be given. If the work is handed in more than a week late a grade of zero will be given. **However, the work MUST be completed and handed in in order to pass the course.**

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

*The following semester grades will be assigned to students:*

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room.*

**VII COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.