



COURSE OUTLINE: NTR0101 - SPORT NUTRITION

Prepared: Ann Boyonoski

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	NTR0101: NUTRITION FOR HEALTH FITNESS AND SPORTS
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	21W
Course Description:	<p>In this course, students in the CICE Program, with the assistance of a Learning Specialist, will gain an appreciation for the effects of nutrition on physical activity and athletic performance. Students will examine the functions, sources and utilization of the specific nutrients in the body with emphasis on the health and performance implications for the physically active individual. The course will also examine various dietary supplements and food drugs and their effects on health and athletic performance. Students will gain an understanding of energy pathways in the body and the concepts of body composition and weight control. Students will compare popular dietary trends, complete a dietary assessment and research various performance enhancing supplements in order to critically assess their value in fitness and athletic performance.</p>
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
General Education Themes:	<p>Social and Cultural Understanding</p> <p>Science and Technology</p>

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Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>																
Other Course Evaluation & Assessment Requirements:	All work MUST be completed and handed in in order to pass the course.																
Course Outcomes and Learning Objectives:	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <tr> <th>Course Outcome 1</th><th>Learning Objectives for Course Outcome 1</th></tr> <tr> <td>1. Identify the sources, functions and utilization of common nutrients.</td><td> 1.1 Describe the mechanisms of digestion, absorption and metabolism of food nutrients. 1.2 Explain the energy yielding metabolic pathways. 1.3 Identify the six classes of nutrients. 1.4 Identify functions and sources of various nutrients. 1.5 Using Canada's Food Guide, describe how to achieve a healthy intake of nutrients on a daily basis. </td></tr> <tr> <th>Course Outcome 2</th><th>Learning Objectives for Course Outcome 2</th></tr> <tr> <td>2. Relate the concept of nutrition to the achievement of wellness and prevention of diseases.</td><td> 2.1 Identify how athletic activities impact nutrient requirements. 2.2 Read food labels to determine levels of nutrients, supplements and additives. 2.3 Define nutrition and nutritional status. 2.4 Identify and assess the indications and determinants of an individual's nutritional status and compare signs of healthy nutritional status with signs of poor nutritional status. 2.5 Identify common diseases related to poor nutrition. 2.6 Complete a diet history assessment which includes dietary intake, anthropometry and personal determinants of nutritional status. 2.7 Describe how nutrition contributes to wellness promotion and prevention of disease. </td></tr> <tr> <th>Course Outcome 3</th><th>Learning Objectives for Course Outcome 3</th></tr> <tr> <td>3. Apply the concepts of energy balance and healthy weight.</td><td> 3.1 Describe energy homeostasis. 3.2 Describe how energy is measured both in foods and in the human body. 3.3 Identify the components of energy intake and expenditure. 3.4 Describe the relationship of energy intake and expenditure in maintaining a healthy weight. 3.5 Calculate one's own energy intake and expenditure levels. 3.6 Describe how to maintain weight control and meet requirements with athletic activities. 3.7 Identify popular dietary trends. </td></tr> <tr> <th>Course Outcome 4</th><th>Learning Objectives for Course Outcome 4</th></tr> <tr> <td>4. Compare and contrast nutritional requirements for</td><td> 4.1 Identify specific nutritional needs. 4.2 Describe energy utilization during different types of </td></tr> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Identify the sources, functions and utilization of common nutrients.	1.1 Describe the mechanisms of digestion, absorption and metabolism of food nutrients. 1.2 Explain the energy yielding metabolic pathways. 1.3 Identify the six classes of nutrients. 1.4 Identify functions and sources of various nutrients. 1.5 Using Canada's Food Guide, describe how to achieve a healthy intake of nutrients on a daily basis.	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Relate the concept of nutrition to the achievement of wellness and prevention of diseases.	2.1 Identify how athletic activities impact nutrient requirements. 2.2 Read food labels to determine levels of nutrients, supplements and additives. 2.3 Define nutrition and nutritional status. 2.4 Identify and assess the indications and determinants of an individual's nutritional status and compare signs of healthy nutritional status with signs of poor nutritional status. 2.5 Identify common diseases related to poor nutrition. 2.6 Complete a diet history assessment which includes dietary intake, anthropometry and personal determinants of nutritional status. 2.7 Describe how nutrition contributes to wellness promotion and prevention of disease.	Course Outcome 3	Learning Objectives for Course Outcome 3	3. Apply the concepts of energy balance and healthy weight.	3.1 Describe energy homeostasis. 3.2 Describe how energy is measured both in foods and in the human body. 3.3 Identify the components of energy intake and expenditure. 3.4 Describe the relationship of energy intake and expenditure in maintaining a healthy weight. 3.5 Calculate one's own energy intake and expenditure levels. 3.6 Describe how to maintain weight control and meet requirements with athletic activities. 3.7 Identify popular dietary trends.	Course Outcome 4	Learning Objectives for Course Outcome 4	4. Compare and contrast nutritional requirements for	4.1 Identify specific nutritional needs. 4.2 Describe energy utilization during different types of
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	active people	activities. 4.3 Discuss nutritional strategies to gain maximal performance.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Relate the use of supplements, nutrients, diets & other performance enhancing strategies to their efficacy and safety.	5.1 Identify various performance enhancing supplements. 5.2 Identify the benefits and risks associated with supplements.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Attendance	5%
Diet Analysis	15%
Final Exam	25%
Media Scrapbook	15%
Online Tests (12 - the lowest will be dropped)	25%
Participation (includes in class & online activities)	15%

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. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. 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.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

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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.

D. 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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

December 18, 2020

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

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