



*The University of British Columbia*  
*Faculty of Land and Food Systems*  
*Food, Nutrition and Health*  
**FNH 371: Human Nutrition over the Lifespan**  
**Fall 2017**



**INSTRUCTOR:** Dr. Candice Rideout    **OFFICE:** FNH 249 in the FNH Building at 2205 East Mall

**PHONE:** 604-822-0147    **EMAIL:** candice.rideout@ubc.ca    **Twitter:** @carideout (course hashtag #FNH371)

**CLASS TIME and LOCATION:** Mondays, Wednesdays, Fridays from 12:00 noon to 1:00 PM in Woodward 6

**OFFICE HOURS:** Mondays 1:30–3:30 PM, Tuesdays 2:00–4:00 PM (or by appointment) in FNH 249

**COURSE DESCRIPTION:** Nutritional requirements and dietary patterns of healthy individuals throughout the life span.

**LEARNING OUTCOMES:** Upon successful completion of this course, you should be able to:

1. Identify and explain physiological and psychosocial changes over the life span with implications for nutrition and indicate how dietary needs and behaviours are affected by these changes.
2. Describe how and why requirements change over life for key nutrients (e.g., protein, fat, iron, calcium, vitamin D).
3. Explain and justify current dietary guidance, especially for life stages when nutritional status is particularly important (e.g., pregnancy, infant and young child feeding, older adulthood).
4. Assess dietary intakes of individuals at different life stages, evaluate whether they conform to current dietary guidance, and provide appropriate advice on nutrition-related issues.
5. Critically evaluate and synthesize well-selected evidence to develop useful answers to questions about nutrition over the lifespan.
6. Integrate and apply your learning to promote health and wellbeing – for yourself, your friends and family, and your broader communities – now and in the future.

**CLASS FORMAT:** We will use a combination of lectures, large- and small-group discussions, case studies, videos, clicker questions, small-group learning activities, and independent reflection and writing throughout the course.



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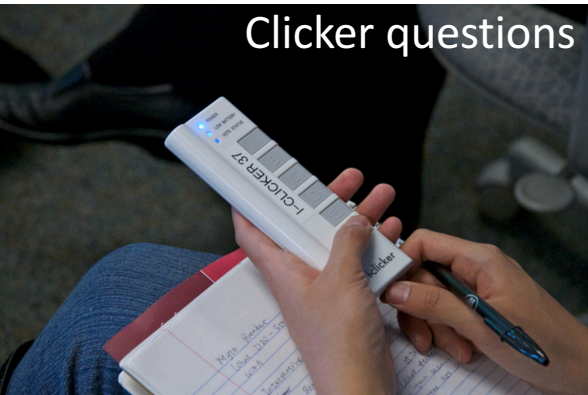
## EVALUATION *(note you have some choice here!)*:

	Date	Proposed Value (% of Final Grade)	<b>OR:</b> Choose the value for you (% of Final Grade)*
<b><i>In-class activities:</i></b>			
Mini-assignments	Throughout the term	2.5	2.5
Clicker responses	Throughout the term	2.5	2.5
<b><i>Canada's Food Guide Quiz</i></b>	9 AM Sept 15 – 11:59 PM Sept 17	5	5
<b><i>Case Studies:</i></b>			
#1: Pregnancy Case Study	9 AM Sept 22 – 11:59 PM Sept 24	5	0 – 5
#2: Childhood Case Study	9 AM Nov 3 – 11:59 PM Nov 5	5	0 – 5
#3: Family Case Study	9 AM Nov 24 – 11:59 PM Nov 26	10	5 – 10
<b><i>Assignment:</i></b>			
Lifespan Nutrition Q & A	October 20	20	0 – 30
<b>Midterm #1</b>	October 4	10	5 – 15
<b>Midterm #2</b>	November 3	10	5 – 15
<b>Final exam (cumulative)</b>	TBD (December 5– 20)	30	30 – 55


*Note: If desired, you may choose the value particular items will contribute to your final grade (i.e., the Case Studies, Assignment, Midterms, and Final Exam). You may choose a value for those items from within the ranges provided in the column at the right. Make sure that the values you choose add up to a total grade value of 100% and **advise me of your choice by email at [candice.rideout@ubc.ca](mailto:candice.rideout@ubc.ca) before 11:59 PM on Tues, Sept 19. No changes will be permitted after that date.** If you want to have your final grade calculated using the proposed values, no email is needed to confirm this – proposed values will be used for all students who do not specify otherwise.*



# Examples of learner-centered strategies I use in FNH 371...



**FNH 371: In-class Case Study for Adolescence: "Grace"**



**Case Studies**

Grace is a 15-year-old girl who lives in North Vancouver. She is 5'6" tall (170.2 cm) and weighs 116 lbs (52.6 kg). She lives at home with her mother and two younger siblings. Her parents divorced when she was young. Her father lives in North Vancouver, and she and her brother and sister spend every other weekend with him (as well as some additional time in the summer).

Grace has been fairly active since she was a child and her activity level has increased over the past year since she started to play basketball on her high school basketball team. She also walks approximately 2.5 km to school (and back) each day and occasionally walks the family dog. She had her first menstrual period just before she turned 13 years old. From when she was 12 years old or so until she was 14 years old or so, Grace thought of herself as a "a bit on the chubby side", but in the past year (with more regular physical activity), she has become more lean. Her mother describes Grace as a "good kid", but notes that she and Grace sometimes fight and that Grace seems to be more disagreeable in the last few months (and increasingly reluctant to help out around the house). Grace does quite well in school, especially in English, her favourite subject. Her teachers describe Grace as a quiet but friendly girl who is able to focus on her work.

Grace often wakes up late in the morning and skips breakfast. Her mother tries to make sure that she leaves for school with some sort of snack she can "eat on the go", but Grace often resists. Grace provides the following 24-hour recall, which she says is typical of her usual intake.

8:45 AM	1 apple
12:15 PM	1 multigrain bagel (90 g) 2 Tbsp (30 mL) Philadelphia cream cheese (plain) 1 can (355 mL) diet Coke 1 banana
3:00 PM	1 bag (35 g) Lays potato chips, barbeque <u>flavour</u>
3:45 PM	1 slice whole wheat bread (35 g)

**FNH 371 Midterm #1: Reflection**

Name: \_\_\_\_\_

This activity will give you a chance to reflect on your learning experience and identify strategies to enhance your learning. Your reflection will be submitted and counted as one of your mid-term activities – but it will not count for you to pick up in a subsequent class, so you can refer to it later, if needed.

1. Approximately how much time did you spend preparing for this exam? (You do not need to record your answer to this question here, if you don't know or would prefer not to indicate the amount of time you spent studying.)

2. What proportion of your preparation times was spent doing the following?

A. Reading the course notes for the first time: \_\_\_\_\_

B. Re-reading or otherwise reviewing the course notes: \_\_\_\_\_

C. Reviewing class slides and notes you took during class: \_\_\_\_\_

D. Reviewing quizzes/case studies: \_\_\_\_\_

E. Completing the midterm practice questions on Connect: \_\_\_\_\_

F. Other (please specify activity/ies below): \_\_\_\_\_

3. Looking over your midterm, where did you lose the majority of marks? (Is there a pattern?) What types of questions were those? Is there a way you can better prepare for those types of questions on the final exam?

(Continue on back)

**QUESTION 1**

For which of the following Food Groups does Oliver typically consume AT LEAST the minimum number of servings for someone of his age? **SELECT ALL THAT APPLY**

☐ Milk and Alternatives

☐ Grain Products

☐ Meat and Alternatives

☐ Oliver does not consume at least the minimum number of servings for ANY of the Food Groups

☐ Vegetables and Fruit

**QUESTION 2**

Based on your analysis of Oliver's diet and your knowledge of dietary recommendations, clearly identify and justify the **THREE (3)** most important goals you would suggest for Oliver's dietary intake. Identify goals that would be considered **priorities** for his dietary intake (i.e., the most important changes that should be made).

Please organize your written response as follows:

Goal #1: (your suggested goal stated here).

Reason why: (your justification stated here) etc.

(6 marks: 1 mark for each statement of a clear and appropriate priority goal, 1 mark for each clear and appropriate justification; appropriate justifications incorporate relevant dietary recommendation(s) and include commentary re. how Oliver's current intake compares to relevant dietary recommendation(s))

Rich text editor interface with various formatting options (bold, italic, underline, list, link, etc.) and a toolbar.

# Your friend e-mails you....



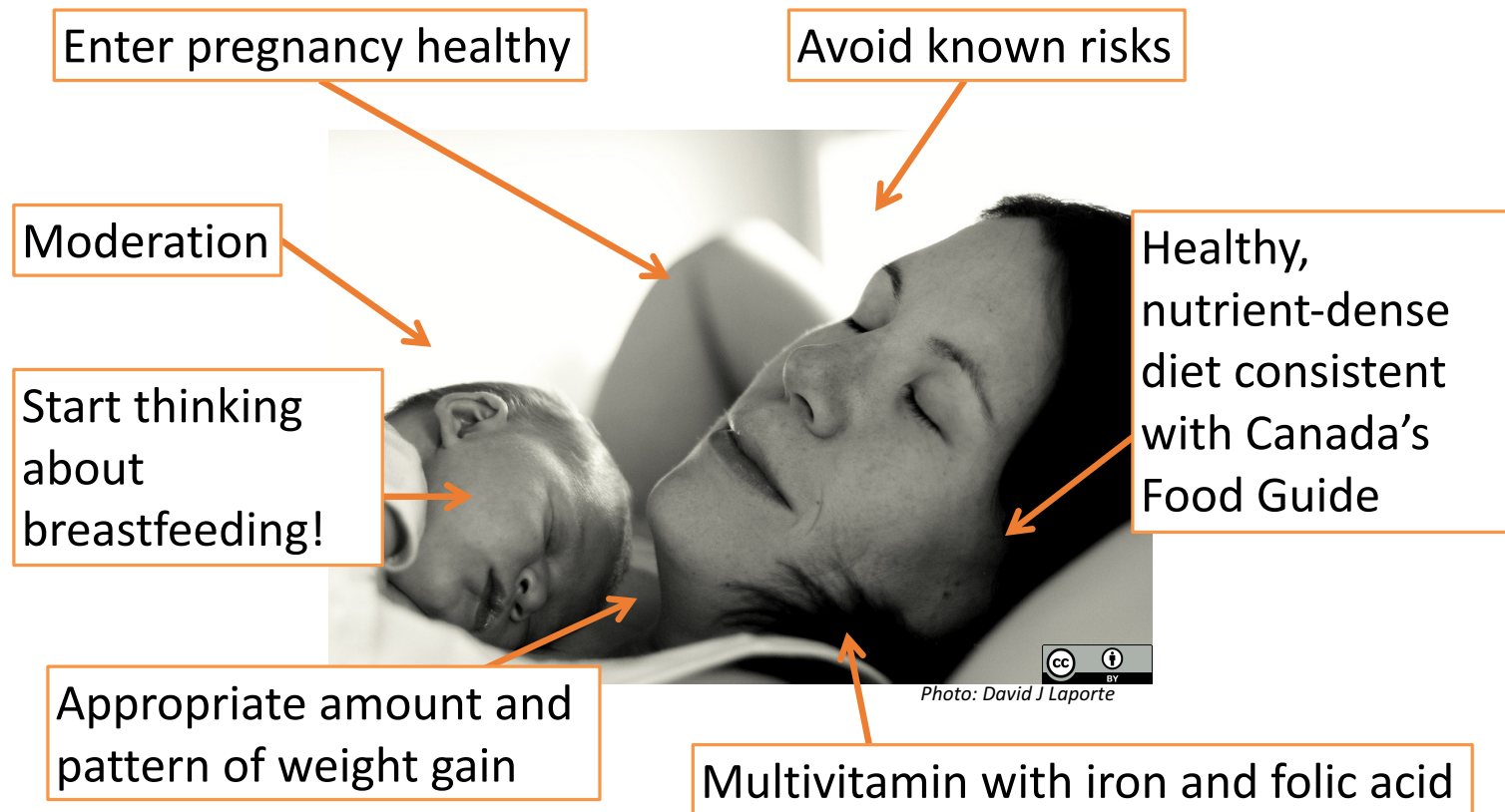
Photo: Victor1558

Hi! Guess what?! Tim and I have decided to have a baby!! With everything you have been learning about nutrition, I was hoping you could give me some advice. What do I need to know about eating well for pregnancy????

In groups of 2-3, list the 5 most important pieces of nutrition-related advice you would offer your friend.

*Submit response as an in-class activity.*

# Goals of pregnancy: healthy infant born to healthy mother



These are all important! But – if you were to rank the items in order of importance, what would be at the top of the list (i.e., what is the most important)?

**A** Enter pregnancy healthy

**B** Avoid known risks

Moderation

Start thinking  
about  
breastfeeding!

**C** Healthy,  
nutrient-dense  
diet consistent  
with Canada's  
Food Guide

**E** Appropriate amount and  
pattern of weight gain

**D** Multivitamin with iron and folic acid



Photo: David J Laporte



*Wondering about how to make your learning as effective and efficient as possible?*

## **Evidence-based Tip #1: Engage in “Retrieval Practice”**

Try this: Sometime today, set a timer for 5 minutes. During that time, write down and/or graphically represent (on paper!) everything you learned from today’s class – main ideas, examples, connections to other topics.... Whatever you can think of during that 5 minutes. Do not refer to your notes during this time! This is the “retrieval practice” – it will strengthen your memory and increase the chance of remembering (i.e., “retrieving” something from your memory) later (including on an exam!). After 5 minutes, set the timer for another 5 minutes, and during that time, check the learning objectives for today’s class – did you remember something related to each learning objective? Then briefly review your class notes – did you omit anything important, or get any details incorrect? Make those corrections/additions.

*10 minutes – huge impact!*

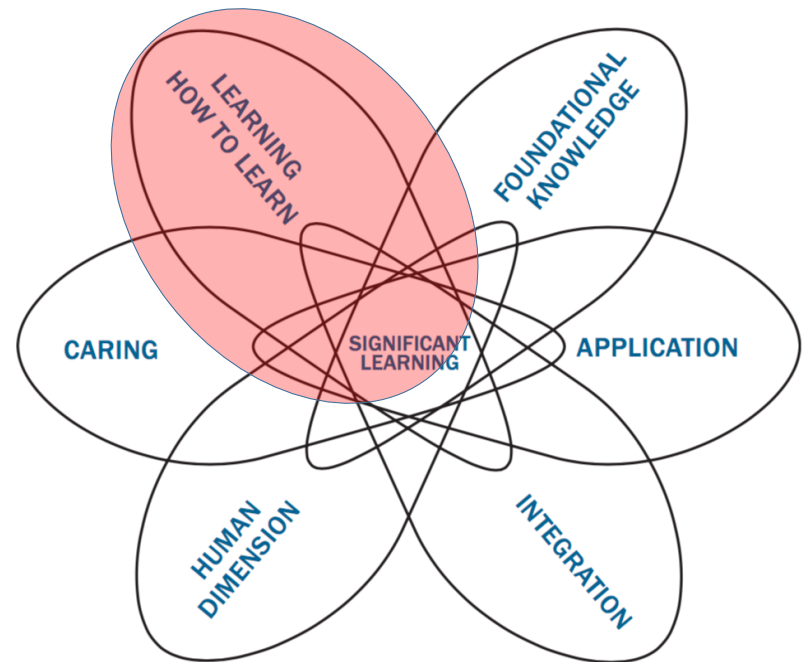
Next class:

Nutrition during Lactation 2

Reminder:

Pregnancy Case Study Quiz available in “Graded Quizzes” section of Connect from 9 AM Friday (Sept 22) to 11:59 PM Sunday (Sept 24)

**Figure 1. The taxonomy of significant learning**





# Another example of flexible assessment (FNH 355)

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## EVALUATION *(Note: you have some choice here!)*:

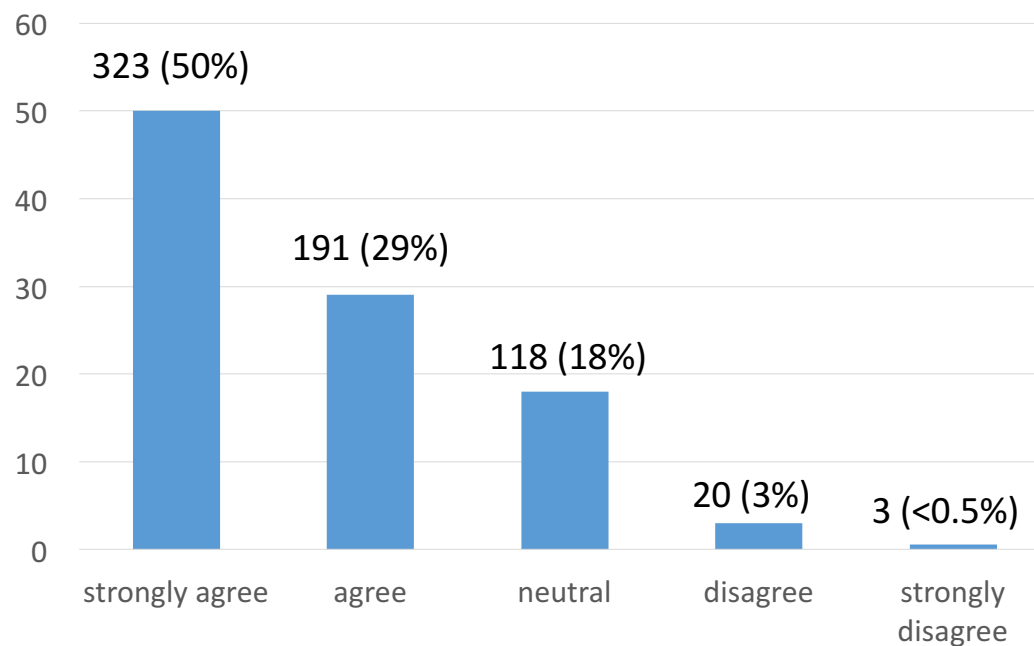
	Date	Proposed Value (% of Final Grade)	OR: Choose the value for you (% of Final Grade)*
1. In-class activities: Mini-assignments	Throughout the term	2.5	2.5
2. In-class activities: Clicker responses	Throughout the term	2.5	2.5
3. Quizzes based on Readings	Throughout the term	5	0 – 5
4. Hot Topics Discussion Session	1 discussion session (1 hr)	0	0 – 5
5. Assignment: <i>What will you do to help stop world hunger?</i>	Part 1: May 25 Part 2: June 13	25	0 – 35
6. Midterm	Monday, May 30	25	10 – 30
7. Final exam (cumulative)	TBD (June 20 – 24)	40	35 – 65

*\*If desired, you may decide the value the Quizzes, Hot Topics Discussion, Assignment, Midterm, and/or Final Exam will contribute to your final grade (i.e., choose a value from within the ranges provided). Make sure that the values you decide upon add up to a total grade value of 100% and **advise me of your decision by email at [candice.rideout@ubc.ca](mailto:candice.rideout@ubc.ca) before 11:59 PM on Monday, May 16**. No changes will be permitted after that date. If you wish to have your final grade calculated using the proposed values for each item, no email is required to confirm this – the proposed values will be used for all students who have not specified otherwise.*

# How do students feel about flexible assessment?

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- Anonymous mid-course evaluation surveys in 11 courses (2012-2016) asked students to indicate their level of agreement with the statement:  
*“I am glad I could adjust how my final mark will be calculated”*
- Among 651 respondents (36% of students in those classes):



End-of-term SEoT Question: What I appreciated most about this course and/or how I benefited from it was... [Summer 2016 responses]

*"I appreciated the different facets of marking and being able to move my grade portions around to best suit my needs."*

*"The flexibility to choose my own evaluation methods allowed me to learn the way I learn best."*

*"...assessments were fair and we were able to tailor them to our own learning types..."*

*"The level of choice we had in our evaluation was extremely beneficial, especially as this was a condensed course."*

*"Having multiple assessment types (not just multiple choice exams) and the ability to edit what's included in our assessment, and the weight."*

(12% of student responses to this question mentioned flexible assessment)