

FNH 250

Nutrition Concepts & Controversies



Term 1: Fall 2016

Section 001

About this Course



PURPOSE Each day we make over 200 food choices, yet many of us are unaware of how the nutrients in the foods we eat can impact our health. The purpose of this introductory nutrition course is for you to learn the basic science of nutrition. By working through various nutrition-focused issues, you will be able to put what you learn into action in your personal food choice decisions.

Quick Facts: Where, When, Access



CLASSES Tuesdays and Thursdays, 11:00am–12:30pm in FNH 60. Your attendance is expected and is necessary for you to participate in the classroom activities. Follow the course schedule, read each topic *before* class, and show respect for your classmates and instructor by arriving to class on time.

COURSE WEBSITE Important correspondence for the course will be posted on the FNH 250 Connect course website (elearning.ubc.ca/connect): use your CWL to login. You are responsible for checking this website regularly (e.g., minimum 2-3 times a week) to be aware of any updates or changes to the course content, schedule, or activities.

Your Instructor & Teaching Assistants



INSTRUCTOR: Dr. Gail Hammond, RD
Office: FNH 214
Office hours: Tuesdays 2:00-3:00pm, at class, or by appointment.
Email: Gail.Hammond@ubc.ca Use your UBC email account and include FNH 250-001 in the subject line.



TEACHING ASSISTANTS

Alyssa Ramanzin: ramanzin@mail.ubc.ca (CBEL TA)
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Office hours for the TAs are by appointment. Contact TAs directly by email.



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Course Objectives

FNH 250 is designed for you to achieve the following learning outcomes:

1. The primary course objective is for you to gain a basic understanding of the science of nutrition that you can apply to your daily food choices.
2. Success of the primary course objective will be achieved by you:
 - a. describing key physical features of the nutrients,
 - b. outlining the processes of digestion, absorption & transportation
 - c. explaining key functional roles of nutrients and energy in the body,
 - d. assessing the effects of interrelationships between selected nutrients,
 - e. analyzing the nutrient and energy content of foods using food composition tables,
 - f. applying recommended intakes of foods, nutrients, and energy to your personal dietary intake and energy expenditure,
 - g. improving your personal eating habits to reduce risk of inadequate or excessive nutrient intake.
3. Acquisition of the basic tenets of nutrition will enable you to make informed decisions about nutrition information, concepts, and controversies publicized in various media.
4. You will gain exposure to links between specific nutrients and selected disease states.

Course Rationale

You will likely arrive at this class with your own thoughts, opinions, and practices around nutrition. Controversies abound in nutrition: your beliefs are important contributions to helping us work through a number of nutritional issues. In this introductory nutrition course, you will learn about the science of nutrition and be able to put into practice what you learn. Through in and out of class activities, you will *learn* about (a) the classes of nutrients, (b) rich food sources of the nutrients, (c) major roles of nutrients in the body, and (d) how nutrients impact your health. You will *apply* your learning of the science of nutrition in a detailed analysis of your own diet or by engaging in a community-based experiential learning (CBEL) project (details for both assignments are available on the course website).

Course Materials

TEXT: Whitney E, Rolfes S, Hammond G and Piché L. 2016. *Understanding Nutrition*, 2nd Canadian Edition, Nelson Education Ltd, Toronto ON.

SOFTWARE: **Diet & Wellness Plus** (online access)

Course Format

The format of FNH 250 will be a combination of:

- class lectures,
- small group work,
- informal debate,
- large group discussions,
- real-world scenarios.

As instructor, I will be responsible for integrating instructional strategies that support collaborative and active learning and accommodate student's different learning styles, and as a student you will be responsible for developing new knowledge by engaging in critical dialogue and research with your classmates: *together*, we will both be responsible for ensuring a respectful, engaging, inclusive, effective, and productive learning environment.

To be an active participant in class, you need to prepare *before arriving* at each class, actively engage with your classmates in class, and continue your learning outside of class. You will build on your own knowledge base through dialogue and solving problems with your classmates in a learning environment that uses your own strengths and learning styles to further develop your critical thinking skills. By committing to readings, research, and thoughtful discussion, you will be able to achieve the course objectives.

Course Input & Feedback

If you have suggestions for changes to the class format that will help you to learn the course material more effectively, feel free to propose your ideas to a TA or to me at any time. At the start of the course, I will ask you for ways that help you learn. Approximately midway through the course, I will gather your input on how to best make the learning activities fit with your learning needs. Subsequent changes to the course activities will reflect your input.

Course Schedule

Classes are held Tu/Th 1100–1220h in FNH 60. The following schedule is tentative.

DATE (2016)	TOPIC	CHAPTERS
September 6	Imagine UBC Day—no class	
September 8, 13	Introduction; Diet Quality	1, 2
September 15, 20	Diet Quality; Water & the Electrolytes	2, 11
September 22 & 27	Water & the Electrolytes; Antioxidants (Quiz 1, Sept 23-25)	11, 12
Sept 29 & Oct 4	Final Concept Map #1 due (Oct 4); Antioxidants; Digestion, Absorption & Transportation	12, 3
October 6 & 11	DAT; Carbohydrates (Quiz 2, Oct 7-9)	3, 4
October 13 & 18	Carbohydrates; Lipids; Midterm: Oct 15-17; (Quiz 3, Oct 14-16)	4, 5
October 20 & 25	Lipids; Proteins (Quiz 4, Oct 21-23)	5, 6
Oct 27 & Nov 1	Proteins; Energy Balance (Quiz 5, Oct 28-30)	6, 8
November 3 & 8	Energy Balance & Weight Management	8, 9
November 10 & 15	Weight Management; Energy Metabolism	9, 10
November 17, 22	Controversy Presentations & Assignments due @ 11:00am, Nov. 17	
	Energy Metabolism; Bone Health	10, 13
November 24	CBEL Presentations	
Nov 29 & Dec 1	Bone Health; Blood Health; Term assignments due @ 11:00am, Dec. 1	13, 14
December 2	Controversy project self & peer evaluations due @ NOON through Connect email	
December 5	Final Concept Map #2 due online @ NOON	
December 6-21	Final Exam (date: tbd)	

Evaluation

Midterm (Oct 15-17)	15% (multiple choice, fill in the blanks, short answer)
Quizzes (Sept 23-25; Oct 7-9, 14-16, 21-23, 28-30)	40% (multiple choice, fill in the blanks, short answer)
Concept Mapping (Oct 4, Dec 5)	10% (2 maps, 5% each)
Controversy project (Nov 17)	15% (details posted on FNH 250 website)
Term assignment (CBEL or dietary assessment; Dec 1)	25% (details posted on FNH 250 website)
Final exam (2 hours; tbd)	25% (multiple choice, fill in the blanks, essay questions)

Quiz 1: Intro & Diet Quality; **Quiz 2:** Water & Electrolytes, Antioxidants; **Quiz 3:** DAT; **Quiz 4:** CHO; **Quiz 5:** Lipids
 Quizzes available from Noon on opening date to Noon on closing date; no in-and-out privileges; one attempt only.
 Exams are designed to cover specific information as well as general concepts that apply to the different nutrients, including physical features, rich food sources, key functional roles, interrelationships, deficiencies and toxicities, and recommendations. Sample previous exam questions will be posted on the course website in advance of each exam. You will be able to review your exam a week following the exam close date. Feedback and marks on your nutrient/food-based controversy project will be emailed to you. Grades are determined based on UBC policies and regulations for Grading Practices: www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,0,0

Scheduled Exams and Late Assignments

Every student will be expected to write the exams as scheduled on the dates and times found in the Course Schedule. Exceptions will only be granted for medical reasons accompanied by a valid medical certificate from your treating health care professional indicating your dates of illness and expected date of return to school work. The assignments are due on the dates and times indicated in the Course Schedule. For each day your assignment is late (including weekends), 10% will be deducted from your assignment grade. Note the daily deadline (**NOON, 1200pm**) for submission of late assignments. See Assignment Instructions on course website for details.

Term Assignment (choose 1)

Detailed instructions found on FNH 250 website.

In the **dietary term assignment**, you will keep a record of 3 consecutive days of your food and beverage intake and influences on your food choices over 2 weekdays and 1 weekend day (Saturday or Sunday). For one of the 2 weekdays, you will keep a 24-hour (1440 minutes) record of all your activities (from midnight to midnight) including, for example, sleeping, eating, studying, walking, and other physical activities. This will allow you to estimate how much energy you expend during the day. If you choose, you may record your activities over all 3 days of your food record. You will then analyze your food and beverage intakes, compare your results to current recommendations, and make realistic plans for dietary changes that will benefit your health. You will also analyze and discuss the implications of your energy intake relative to your energy expenditure.

In the **CBEL term assignment**, you will plan and implement a food-related project in collaboration with a community group, for example students in a school or members of a community service organization. You will present your experiences to the class and submit a group report as well as personal reflections on your project.

Carefully read all of the instructions before beginning your work. It will help you to understand the scope of each assignment and what you need to do to successfully complete the required components. You will also find answers to common questions in the instructions.



Controversy Group Work

In a small group format, you will explore a nutrition-related controversy in depth. This group work involves a report or class presentation of your topic and self and peer evaluations.

Detailed instructions are posted on the FNH 250 Connect website.

Student Support

The UBC Learning Commons (<http://learningcommons.ubc.ca/>) is an online portal available to all students to help you achieve academic success. You can access peer tutoring and academic coaching, interactive workshops, study groups, tech tools, student-directed seminars, and many other academic resources at the website.

The UBC Writing Centre (accessed through the UBC Learning Commons website) offers free academic writing tutor services for UBC students from September to April. You can make an appointment or drop into the Chapman Learning Commons in the IK Barber Learning Centre for assistance with your writing. If you are looking to improve your writing skills, this is a valuable free resource to you as a UBC student. See the website for details.

Accommodation & Disabilities

If you have special needs, please bring these to my attention before or at the first class of term. I will make every effort to accommodate your requirements in the classroom. For additional support to enhance your educational experience, UBC Access and Diversity (<http://students.ubc.ca/about/access>) works with students, faculty and staff to ensure a safe and secure learning environment for students living with long-term disabilities.



Course Conduct

Your attendance at all classes is expected and will enhance your likelihood of successfully completing the course. If you cannot attend a class, it is your responsibility to be informed of the content discussed in class by requesting this information on the course Discussion Board: for example, class announcements, exam scheduling, exam content, or other course content. Successful completion of the course requires a strong academic performance and your active participation in the learning activities. Throughout the course, appropriate conduct is expected of all students. Research has shown you are more likely to be successful if you conduct yourself in the following manner:

Read the class notes and textbook ahead of time.

Arrive to class on time and prepared for active participation.

Ask questions about any material you don't understand (in-class or post on Discussion Board).

Contribute similar or different ideas on a topic of discussion.

Be respectful of diverse opinions.

Use considerate language in class and online.

Employ good time management skills.

Turn off electronic devices that you are not using for academic purposes.

Do not disturb the concentration of your classmates.

Academic Integrity

Any form of academic dishonesty will not be tolerated. Refer to the UBC Calendar to learn about UBC disciplinary actions for academic misconduct (www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959-10894).

The UBC Academic Integrity Resource Centre (<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>) provides tips on avoiding plagiarism, FAQs, tutorials and other resources related to academic integrity.

A Few Final Words...

Your successful completion of FNH 250 will prepare you for upper level nutrition courses. As you develop your personal learning strategies, you will be able to apply these skills to other courses in your degree program and ultimately to your employment in the workforce. FNH 250 provides you with opportunities to try different approaches to learning allowing you to be more aware of learning skills that best fit with your goals. Active participation in the course activities allows you to take advantage of these opportunities and expand your understanding and application of personal learning strategies.

