



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



INSTRUCTOR: Dr. Candice Rideout **OFFICE:** FNH 249 in the FNH Building at 2205 East Mall
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CLASS TIME and LOCATION: Tuesdays & Thursdays 12:30 PM to 2:00 PM in Hugh Dempster Pavilion 310

OFFICE HOURS: Wednesdays 1:00 PM to 3:00 PM *and* Thursdays 2:30 PM to 4:30 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 the lifespan for major 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.

COURSE NOTES: There is no textbook for FNH 371. Required course notes are available for purchase at Copiesmart in the UBC village (#103-5278 University Blvd).

ADDITIONAL RESOURCES: These resources and others are available in Connect.

- Eating Well with Canada's Food Guide. Available here: bit.ly/19AzDU2 (hard copies will be distributed)
- Eating Well with Canada's Food Guide: Guide for Educators & Communicators. Available here: bit.ly/1R5uUmW
- Health Canada, Canadian Paediatric Society, Dietitians of Canada, & Breastfeeding Committee for Canada (2012) Nutrition for Healthy Term Infants: Recommendations from Birth to Six Months. Available here: bit.ly/1chqN0v
- Health Canada, Canadian Paediatric Society, Dietitians of Canada, & Breastfeeding Committee for Canada (2014) Nutrition for Healthy Term Infants: Recommendations from Six to 24 months. Available here: bit.ly/1xcV0lj
- Canadian Guidelines for Body Weight Classification in Adults (Health Canada, 2003). Available here: bit.ly/19xvGVy and bit.ly/13FFsm2

CLICKERS: Students are required to have an iClicker for this class. Please click on the "Register your clicker here" link on the course website in Connect to register your clicker, if you have not registered your clicker in Connect previously.

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

INFORMATION FOR STUDENTS IN THE DIETETICS MAJOR: This course, like all required courses in the Dietetics Major, contributes to coverage of the *Integrated Competencies for Dietetic Education and Practice (ICDEP)*. All students in the Dietetics Major should refer to the [Mapping of Curriculum to ICDEP](#) page on the dietetics website to familiarize themselves with the requirements.

EVALUATION (note you have some choice here!):

	Date	Proposed Value (% of Final Grade)	OR: Choose the value for you (% of Final Grade)*
<i>In-class activities:</i>			
Mini-assignments	Throughout the term	2.5	2.5
Clicker responses	Throughout the term	2.5	2.5
<i>Canada's Food Guide Quiz</i>	9 AM Jan 20 – 11:59 PM Jan 22	5	5
<i>Case Studies:</i>			
#1: Pregnancy Case Study	9 AM Jan 27 – 11:59 PM Jan 29	5	0 – 5
#2: Childhood Case Study	9 AM Mar 10 – 11:59 PM Mar 12	5	0 – 5
#3: Family Case Study	9 AM Mar 31 – 11:59 PM Apr 2	10	5 – 10
<i>Assignment:</i>			
Lifespan Nutrition Q & A	March 3	20	0 – 30
Midterm	February 14	20	10 – 30
Final exam (cumulative)	TBD (April 10– 28)	30	30 – 55

If desired, you may decide the value particular items will contribute to your final grade (i.e., the Case Studies, Assignment, Midterm, 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 decide upon add up to a total grade value of 100% and **advise me of your decision by email at candice.rideout@ubc.ca before 11:59 PM on Tuesday, January 17. No changes will be permitted after that date. If you wish to have your final grade calculated using the proposed values, no email is required to confirm this – the proposed values will be used for all students who have not specified otherwise.*

In-class activities – mini-assignments: Individual and small group mini-assignments will take place in class throughout the term. These must be completed and submitted in the class during which they were assigned. Late submissions will not be accepted. If you satisfactorily complete 90% or more of these, you will receive all 2.5 marks. If you complete and submit fewer than 90%, your mark will be calculated based on the proportion you completed (e.g., if you satisfactorily completed 80% of these, you would receive 2 out of 2.5).

In-class activities – clicker responses: Many classes will include clicker questions as one way to help you be active with your learning during class. Register your clicker in Connect (if you have not already done so) and bring it to class with you each day. If you respond to all the clicker questions on a particular day, you will receive one point for that day. If you earn 90% or more of the possible points available for clicker participation throughout the term, you will receive all 2.5 marks. If you receive less than 90% of the possible points, your mark will be calculated based on the proportion of points received (e.g., if you responded to all clicker questions in 70% of classes, you would receive 1.75 out of 2.5).

Online quiz – Canada’s Food Guide: This quiz is based on Canada’s Food Guide (bit.ly/19AzDU2) and the Guide for Educators and Communicators (bit.ly/1R5uUmW). You will have up to 90 minutes to complete the quiz, which contains both closed-ended questions (e.g., multiple choice, multiple answer, true/false) and open-ended questions (e.g., short-answer questions). A practice quiz containing questions related to Canada’s Food Guide will be available in Connect – you can take this practice quiz to help you prepare for the Canada’s Food Guide Quiz (the practice quiz is optional and does *not* count for marks). The Canada Food Guide Quiz must be completed ***independently***, and you must not disclose its contents to other students.

Case Studies: Information for each case study is provided in your course notes. You are required to review and analyze the information and apply what you are learning in the course to answer the questions included in the course notes for each case study ***before*** starting the online quiz for that case study. The online quiz for each case study will be available in Connect; deadlines for completing the quizzes are listed in the “Evaluation” table above and in the Course Outline, below (deadlines are also listed in the “Case Study Information” section of Connect). You will have up to 90 minutes to complete each Case Study Quiz. Each quiz will include both closed-ended questions (e.g., multiple choice, multiple answer, true/false) and open-ended questions (e.g., short-answer questions) based upon your analysis of the particular case study. Each Case Study Quiz must be completed ***independently***, and you must not disclose its contents to other students.

Assignment: The assignment provides an opportunity to address your specific learning interests. You will be prompted to identify questions you have related to nutrition at various stages of life, select one of your questions, and provide a clear and concise evidence-based answer to that question (using at least two appropriate papers selected from the peer-reviewed literature). Refer to the complete assignment instructions posted in Connect.

Midterm: You will have the full class session (75 minutes) on February 14 to complete the midterm. It will include multiple choice questions, true/false (correct the false) questions, a matching question, and short answer questions. It covers class material and course notes for *Nutrition during Pregnancy, Lactation, and Infant Feeding*.

Final exam: The final exam date will be scheduled by the Registrar’s Office later in the term. You will have up to three hours to complete the exam. It will include multiple choice questions, true/false (correct the false) questions, a matching question, short answer questions, and questions based on new case studies. The final exam is cumulative (i.e., it will cover the whole term) with an emphasis on material covered since the midterm (i.e., the sections on *Childhood Nutrition, Adolescent Nutrition, Adult Nutrition, and Nutrition and Aging*).

How to decide how your final mark will be calculated: Think about what will be best for you (consider your own learning, your interest level, your schedule, and your other commitments this term). There is no single best “strategic” way to calculate your final grade – what would be best for one student may not be best for another! I think the proposed values would promote learning and success for the majority of students, but please take a few moments to decide what would work best for you and your learning this term. If you would like to adjust the way in which your final grade will be calculated, you must inform me of the changes you would like to make by email (candice.rideout@ubc.ca) by 11:59 PM on Tuesday, January 17. No changes will be permitted after that date.

COURSE OUTLINE AND SCHEDULE:

Date	Topic
Jan 3	Introduction: Course overview, hopes and expectations, preparation for effective learning
Jan 5 – 17	Nutrition during Pregnancy Fetal development, the placenta, maternal physiological changes during pregnancy, nutrient requirements during pregnancy, Dietary Reference Intakes, patterns of intake, nutritional issues during the prenatal period <i>Note: The deadline for indicating if you would like to make a change to the proposed grade distribution is January 17 at 11:59 PM. No changes to your grade distribution will be permitted after that time.</i>
Jan 19 – 26	Lactation Breast milk (composition, properties, etc.), physiology of lactation, maternal nutrient requirements during lactation, nutritional issues during lactation <i>Note: Online Quiz on Canada's Food Guide available 9 AM Jan 20 to 11:59 PM Jan 22</i> <i>Note: Case Study Quiz #1 (Pregnancy) available from 9 AM Jan 27 to 11:59 PM Jan 29</i>
Jan 31 – Feb 7	Infant Feeding Physiological development and maturation of the infant, infant feeding, Dietary Reference Intakes, patterns of intake, nutritional issues during infancy
Feb 9	Review, integration, midterm preparation
Feb 14	Midterm examination (covers nutrition during pregnancy, lactation, infant feeding)
Feb 16	Childhood Nutrition Physiological changes, Dietary Reference Intakes, patterns of intake, nutritional issues during childhood
Feb 21 – 23	Reading Week: No Classes
Feb 28 – Mar 7	Childhood Nutrition (cont'd) Physiological changes, Dietary Reference Intakes, patterns of intake, nutritional issues during childhood <i>Note: Assignment due by 11:59 PM Mar 3</i>
Mar 9 – 16	Adolescent Nutrition Physiological changes, Dietary Reference Intakes, patterns of intake, nutritional issues during adolescence <i>Note: Case Study Quiz #2 (Childhood) available from 9 AM Mar 10 to 11:59 PM Mar 12</i>
Mar 21 – 28	Adult Nutrition Physiological changes, Dietary Reference Intakes, patterns of intake, nutritional issues during adulthood
Mar 30 – Apr 4	Nutrition and Aging Physiological changes, Dietary Reference Intakes, patterns of intake, nutrition issues associated with aging <i>Note: Case Study Quiz #3 (Family) available from 9 AM Mar 31 to 11:59 PM Apr 2</i>
Apr 6	Course Review and Synthesis; Preparation for the Final Exam
TBA (Apr 10–28)	Final Examination (cumulative – covers whole course, emphasis on material since midterm)

MY EXPECTATIONS OF STUDENTS IN FNH 371:

1. Attend all classes! If you must miss a class due to illness or other emergency, it is your responsibility to obtain notes for that day from a classmate.
2. Actively participate in the various learning activities in class – this will greatly enhance your learning (and reduce the amount of time needed for additional review prior to the midterm and final exam!).
3. Respect and make a positive contribution to our learning environment in class. Please arrive on time, turn your cell phone off, and if you bring a laptop, use it only for taking notes. Do not try to “multitask” in class by using your electronic devices to check materials unrelated to class! Not only will this reduce your own learning significantly, research has shown that this also distracts other students, thereby compromising their learning as well (e.g., Sana, Weston & Cepeda, 2013; bit.ly/2iUcNlK).
4. Use the slides provided on Connect as a framework for your note-taking during class. Build on them (and integrate material from the course notes) to create an effective study and reference tool.
5. Take advantage of office hour time (Wednesdays from 1:00 PM to 3:00 PM and Thursdays from 2:30 PM to 4:30 PM in FNH 249) to ask questions, seek clarification, or discuss issues further.
6. Provide feedback on the course through the midterm course evaluation (the results of which can be applied to the remainder of the course) and the official UBC course evaluation at the end of the semester. Please complete these evaluations! Your perspectives and suggestions are greatly valued.
7. Enjoy this learning experience – and apply what you are learning about nutrition over the lifespan to improve your own health and the health of our broader communities, now and in the future.

ACADEMIC INTEGRITY: Academic honesty is a core value of scholarship. Please remember the importance of academic integrity (more information available here: <http://bit.ly/16MRoQe>) and of the University’s regulations regarding academic misconduct and plagiarism (excerpted below; and available at bit.ly/1cbGHJ2 and bit.ly/18h6VG3)

Ignorance of the appropriate standard of academic honesty is no defense to an allegation of Academic Misconduct. Academic Misconduct that is subject to penalty includes, but is not limited to, the following:

1. Plagiarism. Plagiarism occurs where an individual submits or presents the work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when excerpts are used in paragraphs or essays, the author must be acknowledged in the text, through footnotes, in endnotes, or in other accepted forms of academic citation. Plagiarism extends from where there is no recognition given to the author for phrases, sentences, or ideas of the author incorporated in an essay to where an entire essay is copied from an author, or composed by another person, and presented as original work. Students must ensure that when they seek assistance from a tutor or anyone else that the work they submit is actually their own. Where collaborative work is permitted by the instructor, students must ensure that they comply with the instructor’s requirements for such collaboration. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

2. Cheating. Cheating includes, but is not limited to: falsifying any material subject to academic evaluation; having in an examination any materials other than those permitted by the examiner; and using unauthorized means to complete an examination (e.g. receiving unauthorized assistance from a fellow student).

3. Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution), unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.

In other words... Do your own work! Discuss course work with friends and learn with and from each other as you complete in-class activities and assignments. But make sure you complete all quizzes and exams independently, without the use of aids that have not been authorized by the instructor. If you do the assignment, you must write the report independently and properly attribute and cite your sources. Please review resources available through the UBC Library (e.g., bit.ly/1R3UozE) and/or speak to me if you are not sure how to do this.