

Nutrition & Wellness (EDKP 292) – Course Outline - Fall 2018

Time: Tuesdays & Thursdays 2:35 PM-03:55 PM
Room: Rutherford Physics Building (RPHYS) 112
Instructors: Laura Plante, M.Sc., R.D.
E-mail: laura.plante@mcgill.ca:
Office hours: 30 minutes post-lecture per appointment

Hugues Plourde, Ph.D., R.D.

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Office hours: 30 minutes before or after the lecture. Appointment available at the MUHC - Glen.

Teaching Assistants:

Amanda Gabriel: amanda.gabriel@mail.mcgill.ca
Laura Hallward: laura.hallward@mail.mcgill.ca
Keryn Chemtob: keryn.chemtob@mail.mcgill.ca

For any administrative issues, assignment's instruction or lectures, please contact Hugues Plourde or Laura Plante depending on the lecture or the assignment. For all matters concerning your assignment's correction, you will first contact your TA. Check *myCourses* after Sept.18 to know which TA is assigned to you.

Learning Outcomes:

- To describe relationships between foods and nutrients, to identify food sources of nutrients, and to recognize dietary and nutrient recommendations.
- To identify ways in which the supply of individual nutrients affect health and wellness.
- To understand how nutrition relates to optimal health, fitness, and physical performance.

Instructional method

Lectures (including presentation of cases studies) and assignments will be used to help students to achieve learning objectives.

Textbook:

Sizer, Frances Sienkiewicz et al., Nutrition: Concepts and Controversies, ISBN-13: 978-0-17-670548-0. 2017

The students are responsible for reading the chapters corresponding to the lectures. The chapters explain in more details the required background needed to fully understand the material presented in class. Material covered in chapters but not covered in class may be tested in midterm and / or final exam.

Expectations:

- Complete reading assignments and review PowerPoint notes from *myCourses* before attending lecture.
- Take additional notes during class.
- Review additional material presented in class or as part of assignments that is not in the lecture notes.

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Tentative Lecture Schedule

Date	Lecture	Reading for lecture
Sept. 4	Course syllabus. Introduction to nutrition and Food choices (HP)	Chap. 1
Sept. 6	Nutrition Tools – Standards & Guidelines (LP), Assignment #1 (LP)	Chap. 2
Sept. 11		
Sept. 13	The digestive system (HP)	Chap. 3
Sept. 18	Carbohydrates (LP)	Chap. 4
Sept. 20		
Sept. 25	Lipids – Fats, Oils, Phospholipids & Sterols (HP)	Chap. 5
Sept. 27	Heart Disease and Blood Lipids, Fats & Exercise (HP)	
Oct. 2	Protein (HP)	Chap. 6
Oct. 4		
Oct. 9	Energy Balance & Healthy Body weight, eating disorders (LP)	Chap. 9
Oct. 11		
Oct. 16	Midterm Examination	Location: Lecture room
Oct. 18	Water, electrolytes and Sports Drinks (HP)	Chap. 8
Oct. 23	Supplements / Assignment #2 (HP)	Class notes
Oct. 25		
Oct. 30	Vitamins (Fat & water soluble) (LP)	Chap. 7
Nov. 1		
Nov. 6		
Nov. 8	Minerals (Major and trace) (LP)	Chap. 8
Nov. 13		
Nov. 15	Life Cycle Nutrition: Mother and Infant (LP) / Assignment #3	Chap. 13
Nov. 20		
Nov. 22	Life Cycle Nutrition: Elderly (HP)	Chap. 14
Nov. 27	Food Safety & Food Technology (LP)	Chap. 12
Nov. 29	Pulling the Recommendation together, Making decisions (HP)	Class notes

**Instructor responsible of the lecture: Hugues Plourde (HP) / Laura Plante (LP)

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Evaluation:

Mid-Term Exam	Multiples Choices: 30%	October 16, 14h35- 15h55: Location – Lecture room. The date is set and won't be change. For sickness, we will use the same policy as the final exam.
Final Exam	Multiples Choices: 40% (Cumulative)	Formal Examination Period: Date, time, and location to be announced by McGill central exam office
Assignments (Instructions will be presented in class)	Assignment #1 Food records analysis:15% Due date: September 27.	Analysis of a 3 day food records (personal intake, 2 week days and 1 weekend day)
	Assignment #2 Supplement evaluation:10% Due date: November 8	Evaluation according to specific criteria that will allow you to recommend or not a supplement commonly found in stores. <u>This assignment should be done in groups of 2.</u>
	Assignment #3 Nutrients intake rec.: 5% Due date: Nov 29	Dietary recommendations based on food record analysis. The recommendations should include nutrients and actual source of nutrient.

- Assignment descriptions and grading schemes will be posted on *myCourses*.
- All assignments need to be submitted via *My Courses*. No hard copies will be accepted.

Grading:

- Late submission of assignments or missing part of the assignment: penalty of 10% for each day (or part thereof) that the assignment is late. It is student's responsibility to verify that the assignments and related files were saved in *My Courses*.
- Request for reassessment of assignments or mid-exams should be done within 10 working days after receiving the grade in *My Courses*.
- Rereads of Final Exams are administered by Student Affairs Office.
- The final grades will not be revised / upgraded arbitrarily. Decimal points will be rounded off to the nearest grade. For example, 79.5% will be rounded to 80%. A 79.4% will be rounded to 79%. The marks are final and non-negotiable.

Academic integrity:

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures. For more information, visit www.mcgill.ca/students/srr/honest.

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest).

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Additional policies governing academic issues that affect students can be found in the McGill Charter of Students' Rights (online at <http://www2.mcgill.ca/students-handbook/chapter1.html>)

Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Mobile computing and communications devices are not to be used for voice communication without the explicit permission of the instructor. No audio or video recording of any kind is allowed in class without the explicit permission of the instructor.

Right to submit in English or French written work that is to be graded:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be *graded*. This right applies to all written work that is to be graded, from one-word answers to dissert.

Professional Competencies for the Teaching Profession

This course provides an opportunity for students to develop 3 of the 12 core competencies required in the teaching profession.

Competency 1– Act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.

As in most theory courses the knowledge taught in this course will allow students to use this information as part of their overall strategy to help them the underlying reasons driving their methods in a classroom setting. Nutritional information can later be used in developing the teaching curriculum as a teacher. Evaluation procedures will check the level of competence and understanding as it relates to this information.

Competency 2- To communicate in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

Specific terminology and vocabulary used with this subject matter is taught. Dietary analysis and presentations will be used to enhance the students' ability to effectively communicate ideas and subject matter using appropriate writing and speaking skills for the subject material. This is a good opportunity for prospective teachers to develop linguistic competency.

Competency 8- To integrate information and communications technologies (ICT) in the preparation and delivery of teaching and learning activities and for instructional management and professional development purposes.

In this theory course technologies including animation software, internet, *My Course*, and computer presentation software are used to enhance the learning environment of the student. This technology is easy to use and is very accessible and applicable to the student for future use as teachers in the field. There are also many situations where this technology is not applicable to the learning situation and the students will have an opportunity to see examples of and recognize the advantages and limitations of using such technology in certain teaching situations. Other approaches that are more practical will also be used in the course and will help the student recognize the relative advantages and disadvantages of ICT with this course material.