EDKP 292 Nutrition and Wellness – Course Outline - Fall 2023 – 3 credits

Time / Room **Tuesdays & Thursdays 8:35 AM – 9:55 AM**
Macdonald Harrington Building (MDHAR) G-10

Instructors **Professor Zachary Bell**
Office hours: Meetings can be scheduled through email
All appointments will be conducted via Zoom
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Office hours: 30 minutes after the lecture. Appointment available at the MUHC – Glen or via Zoom.

Teaching assistant
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For any administrative issues, assignment's instruction or lectures, please contact Zachary Bell or Hugues Plourde depending on the lecture or the assignment. For all matters concerning your assignment's correction, contact the TA.

Course overview

This course will examine the role of carbohydrates, fats, proteins, vitamins, minerals and water in a balanced diet. Students will be introduced to the affects of nutrition on exercise, sport performance and wellness. The validity of claims concerning nutrient supplements will be studied.

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 affects health and wellness.
- To understand how nutrition relates to optimal health, fitness, and physical performance.

Instructional method

In-person lectures (including presentation of cases studies) and assignments will be used to help students to achieve learning objectives. **No recordings will be available**.
MyCourses will be used to circulate course content, quizzes, and cases studies.

Expectations to enhance learning

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

Recommended textbook

Nutrition: Concepts and Controversies, 5th Edition- e textbook © 2021 Frances Sizer, Ellie Whitney, Leonard Piché ISBN-10: 0176892869; ISBN-13: 9780176892869

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The students are responsible for reading the chapters corresponding to the lectures. The chapters explain in more details the required background information needed to fully understand the material presented in class. Material covered in chapters but not covered in class may be tested in quizzes.

Tentative lecture schedule

Date	Lecture	Reading for lecture
Aug. 31 (Thurs)	Course Syllabus. Introduction to Nutrition and Food Choices (ZB)	Chap. 1
Sept. 5 (Tues)	Nutrition Tools: Standards & Guidelines (ZB)	Chap. 2
Sept. 7 (Thurs)	The Digestive System (HP)	Chap. 3 (Quiz available)
Sept. 12 (Tues)	Carbohydrates (HP)	Chap. 4 (Quiz available)
Sept. 14 (Thurs)		
Sept. 19 (Tues)	Carbohydrates and Case Studies Practice (HP)	
Sept. 21 (Thurs)	Heart Disease and Blood Lipids (HP)	Chap. 5 (Quiz available)
Sept. 26 (Tues)	Fats & Exercise (HP)	
Sept. 28 (Thurs)	Protein (ZB)	Chap. 6 (Quiz available)
Oct. 3 (Tues)		
Oct. 5 (Thurs)	Case Study #1 (multiples choices and short answers) / no lecture	Available on MyCourses
Oct 12 (Thurs)	Energy Balance & Healthy Body Weight, Eating Disorders (ZB)	Chap. 9 (Quiz available)
Oct. 17 (Tues)		
Oct. 19 (Thurs)	Water, Electrolytes and Sports Drinks (HP)	Chap. 8 (Quiz available)
Oct. 24 (Tues)	Supplements / Assignment (HP)	Class notes
Oct. 26 (Thurs)		
Oct. 31 (Tues)	Vitamins: Fat & Water Soluble (ZB)	Chap. 7 (Quiz available)
Nov. 2 (Thurs)		
Nov. 7 (Tues)	Minerals: Major and Trace (ZB)	Chap. 8 (Quiz available)
Nov. 9 (Thurs)		
Nov. 14 (Tues)	Case study #2 (multiples choices and short answers) / no lecture	Available on MyCourses

Nov. 16 (Thurs)	Life Cycle Nutrition: Mother and Infant (ZB)	Chap. 13 (Quiz available)
Nov. 21 (Tues)		Supplement assignment due (Nov 22)
Nov. 23 (Thurs)	Life Cycle Nutrition: Elderly (HP)	Chap. 14 (Quiz available)
Nov. 28 (Tues)	Pulling the Recommendation Together (HP)	
Dec. 5 (Tues)	Case study #3 (multiples choices and short answers) / no lecture	Available on MyCourses

**Instructor responsible for the lecture: Hugues Plourde (HP) / Zachary Bell (ZB)

Evaluation

Quizzes	10% (Quizzes are worth 1% each)	Quizzes will be available on *MyCourses* 24 hours **before the lecture (see schedule) and must be completed before the related lecture (8h35)**. They will be based on suggested readings as outlined in the tentative lecture outline. The completion of one quiz should take approximatively 15 mins. No late submissions will be accepted.
Case studies	70% Case 1: Oct. 5 (30%) Case 2: Nov. 14 (30%) Case 3: Dec. 5 (10%)	These case studies are based on material covered in class and will be used to demonstrate integration of concepts presented in class. Short answers and multiple choices will be used. The case studies will be available on *MyCourses* at 8h35 on respective scheduled dates. Once started, you will have 1 hour and 25 minutes to complete the case studies. No late submissions will be accepted.
Assignment	Supplement evaluation: 20% Due date: Nov. 23	Evaluation of a supplement according to specific criteria that will allow you to recommend or not a supplement commonly found in stores. Instruction will be provided during October 26 lecture. **This assignment will be done in groups of 2, no exception.**

- Assignment descriptions and grading schemes will be posted on *MyCourses*.
- All assignments, quizzes and case studies must be submitted via *MyCourses*. No hard copies will be accepted.

Grading:

- Late submission of assignment or missing part of the assignment: penalty of 10% for each day (or part of each day) that the assignment is late. It is student's responsibility to verify that the assignment and related files were saved on *MyCourses*.
- Documents must be formatted in Word format. No documents will be reviewed after 10 working days past the submission date. Failure to meet the requirement will result in a grade of 0%. No exception.

- Request for reassessment of assignment or case studies will be following the Faculty of Education guidelines (https://www.mcgill.ca/isa/reread).

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" (Approved by Senate on 29 January 2003) (See McGill's guide to academic honesty for more information).

Charter of Students' Rights: Additional policies governing academic issues that affect students can be found in the McGill Charter of Students' Rights.

Copyright: © Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) 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 copyright infringements 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.

"In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change."

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, *MyCourses*, 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.