

# **EDKP 292 Nutrition and Wellness – Course Outline - Fall 2024 – 3 credits**

## **General Information**

**Term and year:** Fall 2024

**Time / Room:** Tuesdays & Thursdays 4:05 PM – 5:25 PM  
Macdonald Harrington Building (MDHAR) G-10

**Restriction:** Not open to students who have taken EDKP 392

**Instructors:** *Sarah Blunden, M.Sc., RD.*

Office: All appointments will be conducted via Zoom (or Teams)

E-mail: [sarah.blunden@mcgill.ca](mailto:sarah.blunden@mcgill.ca)

Office hours: Meetings can be scheduled through email

*Hugues Plourde, Ph.D., FRD.*

Office: Mac Campus: MS2-039A

E-mail: [hugues.plourde@mcgill.ca](mailto:hugues.plourde@mcgill.ca)

Office hours: Appointment available at MAC or via Zoom.

## **Teaching assistant**

Silar Gardy: [silar.gardy@mail.mcgill.ca](mailto:silar.gardy@mail.mcgill.ca)

Daniela Solomon: [shirlee.solomon@mcgill.ca](mailto:shirlee.solomon@mcgill.ca)

Milly Huang: [yijia.huang@mail.mcgill.ca](mailto:yijia.huang@mail.mcgill.ca)

## **Communication**

For any administrative issues, assignment instructions or grades, please contact Hugues Plourde. For the lectures, depending on the topic, contact Sarah Blunden or Hugues Plourde. For all matters concerning your assignment's correction explanation, 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 effects of nutrition on exercise, sports performance and wellness. The validity of claims concerning nutrient supplements will be studied.

## **Learning objectives**

- To use the relationships between foods and nutrients in the application of public dietary guidelines.
- To identify ways in which nutrients consumption affects health and wellness.
- To suggest how nutrition could relate to optimal health, fitness, and physical performance.

## **Instructional method**

In-person lectures and assignments will be used to help students to achieve learning objectives. MyCourses will be used to circulate course content, quizzes, and cases studies.

## **Class recordings**

No recordings will be available.

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## 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 FrancesSizer, Ellie Whitney, Leonard Piché ISBN-10: 0176892869; ISBN-13: 9780176892869

The students are responsible for reading the chapters corresponding to the lectures. The chapters explain in more detail 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 but not in Case Studies.

## Tentative lecture schedule

Date	Lecture	Reading for lecture	Assessment task
Aug. 29 (Thurs)	Course Syllabus. Introduction to Nutrition and Food Choices (SB / HP)	Chap. 1	
Sept. 3 (Tues)	Nutrition Tools: Standards & Guidelines (SB)	Chap. 2	
Sept. 5 (Thurs)	The Digestive System (HP)	Chap. 3	Quiz 1
Sept. 10 (Tues)	Carbohydrates (SB)	Chap. 4	Quiz 2
Sept. 12 (Thurs)			
Sept. 17 (Tues)	Case Studies Practice (HP)	Available on MyCourses	
Sept. 19 (Thurs)	Heart Disease and Blood Lipids (HP)	Chap. 5	Quiz 3
Sept. 24 (Tues)	Fats & Exercise (HP)		
Sept. 26 (Thurs)	Protein (HP)	Chap. 6	Quiz 4
Oct. 1 (Tues)			
Oct. 3 (Thurs)	Case Study #1 (multiple choices and short answers) / no lecture	Available on MyCourses	
Oct 8 (Tues)	Energy Balance & Healthy Body Weight, Eating Disorders (SB)	Chap. 9	Quiz 5
Oct. 10 (Thurs)			
Oct. 22 (Tues)	Water, Electrolytes and Sports Drinks (HP)	Chap. 8	Quiz 6
Oct. 24 (Thurs)	Supplements / Assignment (HP)	Class notes	
Oct. 29 (Tues)			

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Oct. 31 (Thurs)	Vitamins: Fat & Water Soluble (SB)	Chap. 7	Quiz 7
Nov. 5 (Tues)			
Nov. 7 (Thurs)	Minerals: Major and Trace (SB)	Chap. 8	Quiz 8
Nov. 12 (Tues)			
Nov. 14 (Thurs)	Case study #2 (multiple choices and short answers) / no lecture	Available on MyCourses	
Nov. 19 (Tues)	Life Cycle Nutrition: Elderly (HP)	Chap. 14	Quiz 9
		Supplement assignment due	
Nov. 21 (Thurs)	Applying the RED-S Cat model (HP)	Class notes	
Nov. 26 (Tues)	Life Cycle Nutrition: Mother and Infant (SB)	Chap. 13	Quiz 10
Nov. 28 (Thurs)			
Dec. 3 (Tues)	Case study #3 (multiple choices and short answers) / no lecture	Available on MyCourses	

\*\*Instructor responsible for the lecture: Hugues Plourde (HP) / Sarah Blunden (SB)

### Other important dates

Add/drop deadline: September 10, 2024  
 Withdraw with refund deadline: September 17, 2024  
 Withdraw no refund deadline: October 29, 2024

### Assessment

Quizzes	10% (Quizzes are worth 1% each)	Quizzes will be available on <i>MyCourses</i> 24 hours <b><u>before the lecture (see schedule) and must be completed before the related lecture (16h05)</u></b> . They will be based on suggested readings as outlined in the tentative lecture outline. The Quizzes include 10 multiple choices questions. Each question represents 1 point. The completion of one quiz should take approximately 15 mins.
		No late submissions will be accepted.
Case studies	75% Case 1: Oct. 3 (30%) Case 2: Nov. 14 (35%) Case 3: Dec. 3 (10%)	These case studies are based on material covered in class and will be used to demonstrate integration of concepts presented during lectures. The questions (10 – 15 questions) will be based on scenarios provided (2 – 3 scenarios). For each question, short answers will be expected (1 – 3 lines). Points will be given to expect

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key words found in the answer provided. Allocation of points will be distributed equally between questions.

The case studies will be available on *MyCourses* at 16h05 on respective scheduled dates. Once started, you will have 1 hour and 25 minutes to complete the case studies. The case studies can be completed from any network access (home, library, etc). No presence in the classroom is expected.

No late submissions will be accepted.

Assignment	Supplement evaluation: 15% Due date: Nov. 19	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 on October 29 lecture. <b><u>This assignment will be done in groups of 2, no exception.</u></b>
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- Assignment descriptions and grading schemes will be posted on *MyCourses*.
- Rubrics associated with the assessments will be found in *myCourses* (Content > Rubrics) .
- All assignments, quizzes and case studies must be submitted via *MyCourses*. No hard copies will be accepted.
- 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.
- 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 the student's responsibility to verify that the assignment and related files were saved on *MyCourses*.

### Final Grade:

- 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.
- No additional assignment will be available to supplement actual grades. No Supplemental Exams

### Reassessment:

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

### Illness:

- Policy from the Faculty of Education will be used to guide action needed.  
(<https://www.mcgill.ca/isa/student/current/help-problems#illness>)

### 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).

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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.