

Nutrition & Wellness (EDKP 292) – Course Outline - Fall 2020

QuTime: Tuesdays & Thursdays 14:35 PM - 15:55 PM (Eastern Time)

Instructors: Laura Plante, M.Sc., R.D

E-mail: laura.plante@mcgill.ca

Office hours: Per appointment Tuesday between 16h30 and 17h30

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

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Office hours: 30 minutes Q&A after providing lecture.

Appointments available via Zoom upon request.

Questions from students will be answered during office hours or appointments. E-mails will be used only to setup appointments.

Teaching Assistant(s):

Celeste Bouchaud: celeste.bouchaud@mail.mcgill.ca

Laura Hallward: laura.hallward@mail.mcgill.ca

Jamie Lov: jamie.lov@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. 15 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 affects health and wellness.
- To understand how nutrition relates to optimal health, fitness, and physical performance.

Instructional method

Lectures will be provided using the Zoom platform. Pre-recording or live recording will be made available at the same time as indicated in the Tentative Lecture Schedule.

If someone is not comfortable being in a class that is recorded, it is possible to log off Zoom and watch the video recording in *myCourses* after the actual session. More guidelines for distance learning are available at: <https://www.mcgill.ca/tls/instructors/class-disruption/guidelines-remote>

Textbook:

Nutrition: Concepts and Controversies, 5th Edition- e textbook © 2021 Frances Sizer, 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 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 weekly quizzes.

Expectations to enhance learning:

- Complete reading assignments and review PowerPoint notes from *myCourses* before attending lectures.

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- Complete Quizzes associated to each section in *MyCourses* before attending lectures or viewing recordings.
- Review additional material presented in class or as part of assignments that is not in the lecture notes.

Tentative Lecture Schedule

Date	Lecture	Reading for lecture
Sept. 3	Course syllabus. Introduction to nutrition and Food choices (HP)	Chap. 1
Sept. 8	Nutrition Tools – Standards & Guidelines (LP)	Chap. 2
Sept. 10	The digestive system (HP)	Chap. 3
Sept. 15	Carbohydrates (LP)	Chap. 4 (Quiz)
Sept. 17		
Sept. 22	Lipids – Fats, Oils, Phospholipids & Sterols (HP)	Chap. 5 (Quiz)
Sept. 24	Heart Disease and Blood Lipids, Fats & Exercise (HP)	
Sept. 29	Protein (HP)	Chap. 6 (Quiz)
Oct. 1		
Oct. 6	Energy Balance & Healthy Body weight, eating disorders (LP)	Chap. 9 (Quiz)
Oct. 8		
Oct. 13	Case study #1	Available on MyCourses
Oct. 15	Water, electrolytes and Sports Drinks (HP)	Chap. 8 (Quiz / Water, Electrolytes)
Oct. 20	Supplements / Assignment (HP)	Class notes
Oct. 22		
Oct. 27	Vitamins (Fat & water soluble) (LP)	Chap. 7 (Quiz)
Oct. 29		
Nov. 3	Minerals (Major and trace) (LP)	Chap. 8 (Quiz / Minerals)
Nov. 5		
Nov. 10	Case study #2	Available on MyCourses
Nov. 12	Food Safety & Food Technology (LP)	Chap. 12 (Quiz)
Nov. 17	Life Cycle Nutrition: Mother and Infant (LP)	Chap. 13 (Quiz)
Nov. 19		
Nov. 24	Life Cycle Nutrition: Elderly (HP)	Chap. 14 (Quiz)
Nov. 26	Q&A period	
Dec. 1	Case study #3	Available on MyCourses

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

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Evaluation:

Sections Quizzes	50% (10 quizzes: 5% each)	Quiz will be available in MyCourses before most sections (see schedule). They will be based on suggested readings as outline in the tentative lectures outline. Concepts covered in readings are useful to enhance comprehension of material presented in class.
Case studies	30% (3 cases: 10% each) Case 1: Oct. 13 Case 2: Nov. 10 Case 3: Dec. 1	The case studies will be based on material covered in class and will be used to demonstrate integration of concepts presented in class. Short answers will be used. Once started, you will have 1 hours to complete the case.
Assignment (Instructions will be presented in class)	Supplement evaluation:20% Due date: Nov. 10	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 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*.
- Documents need to be formatted in Word format. No documents will be reviewed after 10 days past the submission date. Failure to meet the requirement will result in a "grade 0". No exception.
- Request for reassessment of assignment or case studies should be done within 10 working days after receiving the grade in *My Courses*.
- 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.

“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, *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.