

Nutrition & Wellness (EDKP 292) – Course Outline - Fall 2022

Time / Room: Tuesdays & Thursdays 16:05 PM – 17:25 PM
Macdonald Harrington Building (MDHAR) G-10

Instructors: Celeste Bouchaud, M.Sc.A., R.D.
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Office hours: 30 minutes after the lecture.

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

Teaching Assistant:

Sarkis Hannaian: sarkis.hannaian@mail.mcgill.ca
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For any administrative issues, assignment's instruction or lectures, please contact Celeste Bouchaud or Hugues Plourde depending on the lecture or the assignment. For all matters concerning your assignment's correction, contact the TA.

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.

Recommended 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 information needed to fully understand the material presented in class. Material covered in chapters but not covered in class may be tested in quizzes.

Expectations to enhance learning:

- Complete reading assignments and review PowerPoint notes from *MyCourses* before attending lectures.
- Complete the 5 mandatory quizzes on *MyCourses* of the 9 total quizzes associated to each section in *MyCourses* before attending lectures.
- 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. 1 (Thurs) | Course Syllabus. Introduction to Nutrition and Food Choices (CB) | Chap. 1 |
| Sept. 6 (Tues) | Nutrition Tools: Standards & Guidelines (CB) | Chap. 2 |
| Sept. 8 (Thurs) | The Digestive System (HP) | Chap. 3 |
| Sept. 13 (Tues) | Carbohydrates (CB) | Chap. 4 (Quiz available) |
| Sept. 15 (Thurs) | | |
| Sept. 20 (Tues) | | |
| Sept. 22 (Thurs) | Heart Disease and Blood Lipids (HP) | Chap. 5 (Quiz available) |
| Sept. 27 (Tues) | Fats & Exercise (HP) | |
| Sept. 29 (Thurs) | Protein (HP) | Chap. 6 (Quiz available) |
| Oct. 4 (Tues) | | |
| Oct. 6 (Thurs) | Case Study #1 (multiples choices and short answers) / no lecture | Available on MyCourses |
| Oct 14 (Friday) | Energy Balance & Healthy Body Weight, Eating Disorders (CB) | Chap. 9 (Quiz available) |
| Oct. 18 (Tues) | | |
| Oct. 20 (Thurs) | Water, Electrolytes and Sports Drinks (HP) | Chap. 8 (Quiz available) |
| Oct. 25 (Tues) | Supplements / Assignment (HP) | Class notes |
| Oct. 27 (Thurs) | | |
| Nov. 1 (Tues) | Vitamins: Fat & Water Soluble (CB) | Chap. 7 (Quiz available) |
| Nov. 3 (Thurs) | | |
| Nov. 8 (Tues) | Minerals: Major and Trace (CB) | Chap. 8 (Quiz available) |
| Nov. 10 (Thurs) | | |
| Nov. 15 (Tues) | Case study #2 (multiples choices and short answers) / no lecture | Available on MyCourses |
| Nov. 17 (Thurs) | Life Cycle Nutrition: Mother and Infant (CB) | Chap. 13 (Quiz available) |
| Nov. 22 (Tues) | | Supplement assignment due (Nov 22) |

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|--------------------|--|------------------------------|
| Nov. 24 (Thurs) | Life Cycle Nutrition: Elderly (HP) | Chap. 14 (Quiz available) |
| Nov. 29 (Tues) | Pulling the Recommendation Together (HP) | |
| Dec. 1 (Thurs) | Case study #3 (multiples choices and short answers) / no lecture | Available on MyCourses |

**Instructor responsible for the lecture: Hugues Plourde (HP) / Celeste Bouchaud (CB)

Evaluation

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| Quizzes | 10% (At least 5 out of 9 need to be completed. Quizzes are worth 2% each, the best 5 quizzes will be chosen to give you up to 10%) | Quizzes will be available on <i>MyCourses</i> 24 hours <u>before the lecture (see schedule) and must be completed before the related lecture.</u> They will be based on suggested readings as outlined in the tentative lecture outline. No late submissions will be accepted. |
| Case studies | 60% Case 1: Oct. 6 (25%) Case 2: Nov. 15 (25%) Case 3: Dec. 1 (10%) | The case studies will be available on <i>MyCourses</i> for <u>3 hours after the start of the class associated and must be completed in this time.</u> 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. Once started, you will have 1 hour and 25 minutes to complete the case studies. No late submissions will be accepted. |
| Assignment (Instructions will be presented in class) | Supplement evaluation: 30% Due date: Nov. 22 | Evaluation of a supplement according to specific criteria that will allow you to recommend or not a supplement commonly found in stores. <u>This assignment will be done in groups of 2.</u> |

- 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 assignments 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 should be done within 10 working days after receiving the grade in *My Courses*.

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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).

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.

Health and Safety Guidelines

Please note that the following conditions may change at any time following new directives from the government or the University. The most up to date information is found on McGill’s [Coronavirus page](#).

Symptoms/ positive test: If you have [symptoms of COVID-19 or test positive for the virus](#), you must not come to campus.

Student accommodations: Students seeking academic accommodations can speak to their relevant [Faculty Student Affairs Office](#), the [Office of the Dean of Students](#), or the [Office of Students with Disabilities](#) as appropriate.

Masks: As of May 24, 2022, masks at most McGill locations are not mandatory but are encouraged.

Physical Distancing: Physical distancing is not required.

Vaccination: Proof of vaccination is not required for students and instructors to engage in teaching activities on campus.

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Information on vaccinations (booking appointments, registering vaccines received outside of Quebec, resources) can be found on the [Get Vaccinated webpage](#).

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.