

# FNH 250

## Nutrition Concepts & Controversies



Fall 2020: Web-Oriented Course

Section 001

### About this Course



**PURPOSE** Each day we make over 200 food choices, yet many of us are unaware of how the nutrients in the foods we eat impact our health. The purpose of this introductory nutrition course is for you to learn about the basic science of nutrition and apply your knowledge to your personal food choices. By working through various nutrition-focused issues, you will be able to apply what you learn to your day-to-day food choices.

### Quick Facts: Where, When, Access



**CLASSES** Tuesdays and Thursdays, 8:00–9:20AM on Zoom/through Canvas. Your attendance is expected and is necessary for you to participate in the classroom activities. Follow the course schedule, read the material for each topic before class, and arrive on time.

**COURSE WEBSITE** Important correspondence for the course will be posted on the FNH 250 Canvas course website ([canvas.ubc.ca](https://canvas.ubc.ca)): use your CWL to login. You are responsible for checking this website regularly (a minimum 3-4 times a week) to be aware of any updates or changes to the course.

### Your Instructor & Teaching Assistants



#### INSTRUCTOR: Dr. Gail Hammond, RD

Physical office: FNH 214, 2205 East Mall

Virtual office hours: **Tuesdays 10:00-11:00AM**

and **7-8PM** (Vancouver time, tbc), after class, or by appointment



Email: Use Canvas email system. See **page 6** for my expectations on using email in FNH 250.

**TEACHING ASSISTANTS:** Office hours for TAs are by appointment. Contact TAs through Canvas email.



Tim Hou



Lily Ren



Kelvin Au



### Inside this Syllabus

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FNH 250 recognizes that UBC Point Grey campus is located on the traditional, ancestral, and unceded territory of the Musqueam people.



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## Course Outcomes

FNH 250 is designed for you to achieve the following:

1. The primary course outcome is for you to demonstrate a basic understanding of the science of nutrition and how it relates to human health, and *integrate and apply* your knowledge to your personal day-to-day food choices.
2. Success of the primary course outcome will be achieved by you:
  - a. Classifying nutrients and describing key physical features of each class.
  - b. Describing the processes of digestion, absorption & transportation.
  - c. Explaining the primary functional roles for nutrients and energy in our bodies.
  - d. Assessing the effects of interrelationships between selected nutrients.
  - e. Analyzing the nutrient and energy content of foods using food composition tables.
  - f. Applying recommended intakes of foods, nutrients, and energy to your personal dietary intake and energy expenditure.
  - g. Improving your personal dietary pattern to reduce risk of inadequate or excessive nutrient and energy intake.
3. By acquiring the basic tenets of nutrition, you will be able to make informed decisions about nutrition information, concepts, and controversies that are circulating in the media and society.
4. You will gain exposure to links between specific nutrients and selected disease states, however, the primary focus of FNH 250 is on healthy adults.
5. You will engage in, critically reflect on, and appreciate the value of enhancing your skills in and attitude toward self-directed learning.

## Course Materials

TEXT: Whitney E, Rolfes S, Hammond G and Piché L. 2016. ***Understanding Nutrition***, 2<sup>nd</sup> Canadian Edition, Nelson Education Ltd, Toronto ON.

SOFTWARE: **Diet & Wellness Plus** (online access)

## Course Format

FNH 250 incorporates elements of **self-directed learning**. The format of FNH 250 will be a combination of:

- online class lectures,
- self-directed small group work,
- educational videos,
- real-world scenarios.

As **instructor**, I will be responsible for integrating instructional strategies that support collaborative and active learning in the online environment and accommodate students' different learning styles, and as a **student** you will be responsible for acquiring new knowledge by engaging in critical dialogue and self-directed inquiry independently and with your peers: **together**, we will both be responsible for ensuring a respectful, engaging, inclusive, effective, and productive learning environment.

To be an active participant in class, you need to prepare before arriving at each class, actively engage with your classmates during class, and continue your learning outside of class. You will be building on your own knowledge base through dialogue and solving problems with your peers, and you will be using your own strengths and learning styles to further develop your critical thinking skills. By committing to readings, research, case studies, and thoughtful discussion, it is expected that you will be able to achieve the course outcomes.

## Course Rationale

You will likely arrive at this class with your own thoughts, opinions, and practices around nutrition and making healthy food choices. Your dietary beliefs are important contributions to helping us work through various nutritional issues and controversies. In this introductory nutrition course, what you learn about the science of nutrition you will be able to put into practice. Through in- and out-of-class activities, in FNH 250 you will learn about (a) the 6 classes of nutrients, (b) rich food sources of nutrients, (c) major roles for nutrients in the body, and (d) how deficiencies, excesses and key interrelationships of nutrients impact health. You will apply your learning of the science of nutrition by engaging in a community-based experiential learning (CBEL) project, diving deep into a nutrition-related controversial media article, or completing a detailed analysis of your own diet (details for all assignment options are available on the Canvas website).

## Course Schedule

Our virtual classes are held Tuesday and Thursday, 0800–0920h (Vancouver time). This schedule is tentative.

### DATE (2020)    TOPIC CHAPTERS

|                |  |          |
|----------------|--|----------|
| Sept 8, 10     | Imagine UBC – no class; Orientation to FNH 250; Introduction to Nutrition.....                                 | 1, 2     |
| Sept 15, 17    | Intro to Nutrition & Diet Quality; <b>Evaluation Option &amp; Learner Survey-PRE due Sept 18*</b> .....        | 1, 2     |
| Sept 22, 24    | Diet Quality; Water & the Electrolytes.....  | 1, 2, 11 |
| Sept 29, Oct 1 | Water & Electrolytes; <b>Antioxidants – SDL</b> ( <a href="#">draft Concept Map due start of class</a> ) ..... | 11, 12   |
| Oct 6, 8       | Digestion, Absorption & Transportation (DAT) ( <a href="#">final Antioxidant Concept Map due</a> ) .....       | 3        |
| Oct 9-10       | <b>Midterm #1</b> (online, 60 min., 12:00PM (Fri) to 11:59PM (Sat): DQ, Water & Electrolytes, Antiox)          |          |
| Oct 13, 15     | DAT; Carbohydrates .....   | 3, 4     |
| Oct 20, 22     | Carbohydrates; Lipids.....   | 4, 5     |
| Oct 27, 29     | Lipids (~20 minutes in-class time to ask questions about term assignments).....                                | 5        |
| Nov 3, 5       | Proteins.....  | 6        |
| Nov 6-7        | <b>Midterm #2</b> (online, 60 min., 12:00PM (Fri) to 11:59PM (Sat): DAT, Carbohydrates, Lipids)                |          |
| Nov 10, 12     | Proteins; Energy Balance & Weight Management ( <a href="#">draft Concept Map due start of class</a> ) ...      | 6, 8, 9  |
| Nov 17, 19     | Energy Balance & Weight Management; <b>Bone Health – SDL</b> ( <a href="#">final Concept Map due</a> ) ....    | 8, 9, 13 |
| Nov 24, 26     | Energy Metabolism.....   | 10       |
| Dec 1, 3       | Blood Health; Course wrap-up.....  | 14       |
| Dec 6 (Sun.)   | <b>CBEL, Controversial Media Articles, Personal Dietary Assessments, Learner Survey-POST due @ 11:59PM</b>     |          |
| Dec 7-22 (tba) | Final exam (DQ, DAT, and post-midterm #2 material)   |          |

\*11:59PM, Sept 18: hard deadline for choosing evaluation option A, B, C, or D – default is **Option C**.

## Evaluation

| Evaluation Component  | Option A | Option B | Option C | Option D |
|---|----------|----------|----------|----------|
| Learner Surveys due (11:59PM): PRE Sept 18 (1%), POST Dec 6 (1%)  | 2%       | 2%       | 2%       | 2%       |
| Clicker Question Quizzes (throughout course)                      | 5%       | 5%       | 5%       | 5%       |
| Concept Maps due (11:59PM): October 6 (4%), November 19 (4%)      | 8%       | 8%       | 8%       | 8%       |
| Midterm #1: Fri Oct 9 (12PM)-Sat Oct 10 (11:59PM), 60 minutes     | 15%      | 15%      | 15%      | 15%      |
| Midterm #2: Fri Nov 6 (12PM)-Sat Nov 7 (11:59PM), 60 minutes      | 15%      | 15%      | 15%      | 15%      |
| A. CBEL Projects (group work): Dec 6 @ 11:59PM                    | 25%      | —        | —        | —        |
| B. Controversial Media Analysis (group work) due: Dec 6 @ 11:59PM | —        | 25%      | —        | —        |
| C. Dietary Assessment (individual work) due: Dec 6 @ 11:59PM      | —        | —        | 25%      | —        |
| Final Exam: tbd (DQ, DAT, and post-midterm #2 material)           | 30%      | 30%      | 30%      | 55%      |

**Midterm #1:** Introduction & Diet Quality; Water & Electrolytes; Antioxidants

**Midterm #2:** Digestion, Absorption & Transportation; Carbohydrates; Lipids

**\*Sept 18 11:59PM: hard deadline for choosing evaluation option A, B, C or D. Default is Option C.**

Grades are determined according to UBC policies and regulations for Grading Practices available at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0> Each exam will cover specific information as well as general concepts that apply to different nutrients, including the physical features, key functional roles, deficiencies, toxicities, interrelationships, rich food sources, and dietary recommendations. A selection of previous exam questions will be posted on Canvas in advance of each exam. The CBEL projects allow small groups to work with a community partner and apply your learning virtually in a community setting, the controversial media article analysis projects allow small groups to explore a nutrition-related controversy in detail, and the personal dietary assessment allows you to apply your nutrition knowledge and improve your food choices.

## Term Assignments: Choose 1

### Dietary Assessment (individual)

In the **dietary assessment**, you will keep a record of 3 consecutive days of your food and beverage intake including 2 weekdays and 1 weekend day (Saturday or Sunday). Over the same 3 days, you will also keep a 3-day record of your food habits. This will allow you to consider common influences that affect your food choices. For one of the two weekdays, you will keep a 24-hour record of all your activities (from midnight to midnight), for example, sleeping, eating, studying, walking, and physical activities to estimate how much energy you expend during the day. Using the software program, Diet & Wellness Plus, you will then analyze your food and beverage intake, compare your results to current recommendations, and make realistic plans for dietary changes that will benefit your health. You will also analyze and discuss the implications of how your energy intake compares to your energy expenditure.



### Controversial Media Analysis (small group)

Nutrition controversies are commonly found in all types of media. In groups of ~4-5 people, you will choose a nutrition-related controversy found in a media article and conduct an in-depth exploration of the topic. Each team will prepare a report, and complete self- and peer-evaluations.

### CBEL Projects (small group)

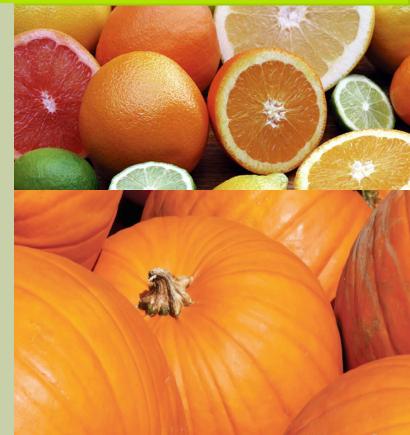
For the **Community-Based Experiential Learning (CBEL) projects**, in a small group (3-4 people) you will be collaborating with Nutrikids, a community partner to plan and virtually teach nutrition education that meets elementary teachers' needs: for example, having fun in virtually teaching elementary students about different foods or Canada's Food Guide. You will submit a group report, personal reflections and self- and peer-evaluations for this project.

**Detailed instructions for all of the assignments** are posted on the FNH 250 website. **Carefully read each set of instructions before choosing an option and beginning your work.** It will help you to understand the scope of each assignment option, and you will find answers to commonly asked questions in the instructions! Selecting a term assignment option is due **September 18**.

### Student Support

The UBC Learning Commons (<http://learningcommons.ubc.ca/>) is an online portal available to all students to help you achieve academic success. Peer tutoring and academic coaching, interactive workshops, study groups, tech tools, student-directed seminars, and many other academic resources are available at the website.

The UBC Writing Centre (accessed through the UBC Learning Commons website) offers free academic writing tutor services for UBC students through the academic year. Make an appointment or drop into the Chapman Learning Commons in the Irving K Barber Learning Centre for assistance with your writing. If you are looking to improve your writing skills, this is a valuable free resource offered to you as a UBC student. See the website for details.



## Scheduled Exams and Late Assignments

To accommodate students living in different parts of the world, all assessment components are accessible for a period of time. Given this accommodation, every student will be expected to write the exams as scheduled at the dates and times found in the Course Schedule. Exceptions will only be granted for medical reasons accompanied by a valid medical certificate from your treating health care professional indicating your dates of illness and expected date of return to school. The assignments are due on the dates and times indicated in the Course Schedule. For each day your assignment is late (daily deadline is **11:59PM**, including weekends), 10% will be deducted from your assignment grade. Assignments will not be accepted more than 5 days past the due date. Carefully read the details provided in the assignment instructions on the FNH 250 Canvas website.

## Accommodation & Disabilities

If you have special needs, please bring these to my attention before or at the first class in the term. I will make every effort to accommodate your requirements. For additional support to enhance your educational experience, UBC Centre for Accessibility (<https://students.ubc.ca/about-student-services/centre-for-accessibility>) works with students, faculty and staff to ensure a safe and secure learning environment for students living with long-term disabilities.

## Course Conduct

Your attendance at all classes is expected and will enhance your likelihood of success in completing the course. If you are unable to attend a class, it is your responsibility to be informed of the content discussed in class (e.g., in-class announcements, exam scheduling and content, invited guests) by requesting this information in the Discussion area. Video recordings of lectures are available and listed in each module in Canvas. Successful completion of the course requires a strong academic performance and your full participation in the learning activities. Throughout the course, appropriate conduct is expected of all students. Research has shown you are more likely to be successful if you conduct yourself in the following manner:

- Read the class slides/notes and textbook before coming to class.
- Make flashcards to enhance learning the course content.
- Arrive to class on time and prepared to actively participate.
- Ask questions about any material you do not understand (in-class, contact TA, post in Discussion area).
- Contribute similar or different ideas on a topic being discussed.
- Be respectful of diverse opinions.
- Use considerate language in class and online.
- Employ good time management skills.
- Turn off electronic devices that you are not using for academic purposes.



## Academic Integrity

Any form of academic dishonesty will not be tolerated. If you have not done so already, or if you need a refresher on the UBC policy for academic misconduct, refer to the UBC Calendar to learn about UBC disciplinary actions for academic misconduct ([www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959-10894](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959-10894)). It is your responsibility to inform yourself of this policy and act appropriately, particularly when completing online exams.

The UBC Academic Integrity Resource Centre (<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>) provides tips on avoiding plagiarism in writing reports, FAQs, tutorials and other resources related to academic integrity.

## Managing Email

Questions sent through email can be difficult to respond to in a satisfactory manner. You may ask “why”? Oftentimes students’ questions are not clearly written, and/or it can take a lot of time to write a complete answer. Moreover, when a student is provided with an answer, the level of comprehension is not clearly visible to the member of the teaching team providing support.

In FNH 250, I will be managing emails as follows:

1. If you have a question about any aspect of the course, ask it in the class chat room, post it to the Discussion board on Canvas, or locate a reliable source to answer your question (i.e., **be self-directed** in your learning).
2. If you know the answer to a question posted in the chat or Discussions area, answer it. The TAs and I will monitor the discussion threads to make sure all answers are correct and on track, and correct any misguided answers.

## Course Input & Feedback

If you have suggestions for changes to the class format that will help you to learn the course material more effectively, feel free to propose your ideas to any member of the teaching team at any time. At the start of the course, I will ask you for ways that help you learn. Approximately midway through the course, I will collect your input on how your learning process is going and ways to make the learning activities fit well with your learning needs. Any subsequent changes to the course activities will be informed by your input.

## A Few Final Words...

Your successful completion of FNH 250 will prepare you for upper level nutrition courses. As you become more aware of and develop your personal learning strategies, you will be able to apply these skills to other courses throughout your degree program and ultimately when you are employed in the workforce. FNH 250 provides you with opportunities to **try different approaches to learning** allowing you to be more aware of learning activities and skills that best fit with who you are and your personal goals. Active participation in the course activities allows you to take advantage of these opportunities and expand your understanding and application of personal learning strategies in the context of nutrition.

