



University
of Victoria

We acknowledge and respect the Lək'wəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək'wəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day

SCHOOL OF EXERCISE SCIENCE, PHYSICAL AND HEALTH EDUCATION

COURSE OUTLINE: EPHE 155 FALL 2024

COURSE INFORMATION

Course Name: Introduction to Nutrition: Concepts and Controversies **Lecture Section:** A01
CRN: 11479 **Unit Value:** 1.5

Lecture day/ times: Monday & Thursday 4:30pm-5:45pm
Lecture Location: MacLaurin Building A144

INSTRUCTOR INFORMATION

Instructor: Dr. Lynne Stuart-Hill **E-mail:** lstuhill@uvic.ca
Office Hours: By appointment **Office:** McKinnon 134

Please note: your uvic.ca email should be used for any correspondence that contains confidential information, including V00#s. Personal information sent from or to a non-UVic email could be stored on a server outside of Canada, potentially violating privacy legislation.

CALENDAR DESCRIPTION

The basics of diet planning, dietary guidelines and weight management are covered through the application and demonstration of nutritional principles and their relationship to physical activity and health. Controversial topics such as ergogenic aids, vitamin and mineral supplementation, alcohol, diets and organic foods are discussed using a balanced view of scientific evidence.

TEACHING AND ASSESSMENT MODALITY

In person lecture, written assignments and online quizzes.

LEARNING AND TEACHING TECHNOLOGIES

Slides of lectures will be made available on BrightSpace to make it easier to follow along in class. These slides are designed to supplement the lecture material and assist in note-taking. Please be aware that they will not contain all the lecture information.

Extra readings and videos will be posted on Brightspace.

COURSE-LEVEL LEARNING OUTCOMES

By the end of this course, students should be able to:

1. Define the term nutrient and list the six major nutrients.
2. Recognize the five principles of a healthy diet and summarize how a particular culture or circumstance can impact a person's food choices.
3. Discuss the importance of nutrient density in creating an effective diet plan.
4. Explain the significance of behaviour change in improving a person's diet.
5. Describe the influence of the body's physiological processes, meal size and composition, advertising, social class and economics on our food habits.
6. Distinguish between reputable sources of nutrition information and evaluate the quality and reliability of content they come across in everyday life.
7. Describe what RDAs and other dietary standards represent.
8. Identify the strengths and limitations of the Food Guide and other diet plans.
9. Interpret the Nutrition Facts table on a food label.
10. Outline the overall processes of digestion.
11. Identify the basic structures and food sources of carbohydrate, proteins and fats and be able to list the functions of these major food groups in the body.
12. Explain how alcohol abuse damages body organs and outline the methods used to diagnose alcohol abuse.
13. Identify at least three functions of water in our bodies and describe how electrolytes assist in the regulation of fluid balance.
14. Evaluate the use of vitamin and mineral supplements with respect to their potential benefits and hazards to the body.
15. Evaluate popular weight-reduction diets and determine which are unsafe, doomed to fail or both.
16. Contrast healthy attitudes toward uses of food with behaviour patterns that could lead to unhealthy uses of food.
17. Describe microbial foodborne illnesses and core practices that can prevent them.
18. Discuss natural toxins; describe how pesticides enter the food supply and suggest possible actions to reduce consumption of residues.

COURSE TOPICS /SCHEDULE

Date/Date Range	Topic
September 5th	Introduction to EPHE 155 class and assignments
September 9 th	Nutrition and it's role in health
September 12th	Designing a healthful diet

September 16 th	The remarkable body – digestion and disorders
September 19 th	Carbohydrates: The good, the bad, the ugly
September 23 rd	Lipids: Friend or foe?
September 26 th	Proteins: Not necessarily a 'meaty' topic!
September 30 th	No Class – National Day for Truth and Reconciliation
October 3 rd	Quiz #1: online
October 7 th	Nutrients essential for fluid and electrolyte balance
October 10 th	Nutrients essential for metabolism and blood health
October 14 th	No Class - Thanksgiving
October 17 th	Supplements and health food products
October 21 st	Nutrients involved in bone health
October 24 th	Phytochemicals and antioxidants
October 28 th	Maintaining a healthy body weight
October 31 st	Alcohol
November 4 th	Quiz #2: online
November 7 th	At home assignment – movie with questions to answer
November 11	No classes – Reading Break
November 14 th	Recorded lecture: disorders related to body image, eating and exercise
November 18 th	Nutrition and chronic disease
November 21 st	Food equity and sustainability
November 25 th	Organic foods and technology
November 28 th	Food safety
December 3 rd	Test #3: Online

ASSESSMENT METHODS, INCLUDING GRADING AND EXAMS

Due date	Details	Grade allotment
September 26 th	Last day to submit Dietary analysis assignment	15%
October 3 rd	Test #1	20%
October 31 st	Last day to submit Nutritional supplement critique	5%
November 4 th	Test #2	25%
November 18 th	Last day to submit Weight loss plan critique	5%
November 28 th	Last day to submit 6 week challenge reflection	15%
December 3 rd	Test #3	15%

UVic GRADING SCALE

A percentage grade will be assigned for the overall course grade. The university policy regarding grading can be reviewed in the UVic Calendar and includes the following grading scale for [undergraduate students](#):

A+	90 - 100	B+	77 - 79	C+	65 - 69	F	0 - 49
A	85 - 89	B	73 - 76	C	60 - 64		
A-	80 - 84	B-	70 - 72	D	50 - 59		

Students are reminded that as stated in the UVic Undergraduate Grading Scale a grade of A+, A, or A- is “*earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.*”

REQUIRED LEARNING MATERIALS

Textbook and etext:Sizer, Whitney and Piche. *Nutrition Concepts and Controversies*. 6th edition. Cengage.

ATTENDANCE AND PARTICIPATION

- Participation in the assignments is as important as the academic component of this course. **Attendance will not be taken but regular attendance is required. Prompt attendance** is a professional responsibility and courtesy (see Academic Regulations in the UVIC calendar).

ACADEMIC INTEGRITY POLICY

Students are required to abide by all academic regulations set as set out in the University calendar, including standards of academic integrity. Violations of academic integrity (e.g. cheating ,plagiarism, unauthorized use of an editor, multiple submission and aiding others to cheat) are considered serious and may result in significant penalties.

Any information that you would explicitly like to state about plagiarism, unauthorized use of an editor, or other aspects of academic integrity goes here.

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COURSE FEEDBACK (Course Experience Survey (CES))

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to [log in](#). You will need to use your UVic netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Faculty of Education's Abridged Equity, Diversity, Inclusion and Decolonization (EDID) Statement

Our Faculty of Education acknowledges and respects the privilege and responsibility we have to live and learn together on the traditional territories of the ləkʷəŋən Peoples including the Songhees, Esquimalt and WSÁNEĆ Peoples whose unwavering relationship with the land continue to this day. In this regard, we commit to including the following local Coast Salish values and teachings¹ to help guide, shape and envision what we do and how in the Faculty of Education:

1. HÉʔəkʷ ʔə cə čəlénən tətə
HÁEQ ŁTE OL TFE ČELÁÑEN ŁTE – Remember our ancestors/birthright.
2. Nəčəmaat kʷəns čəʔi
ČÁNEUEL OL – Work together.

¹ University of Victoria Indigenous Plan 2017-2022, p. 9.

3. Nəwəs šxʷ cən ʔaɣ̌ šqʷeləqʷən
ÁMEKT TʔEN ÍY, ŠKÁLEŹEN – Bring in your good feelings.
4. Leʔt šxʷ helə ʔə cə makʷ sčəʔi səʔ
TU LÁTES MEQ EN SČÁ SE – Be prepared for all work to come.

Underpinning these local values and teachings is our collective responsibility to respect and recognize the integral relationship between *equity-as-fairness* and *inclusive excellence*. *Equity-as-fairness* means that everyone has access to support(s) they need to succeed, and are enriched and strengthened by *diversity* including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, class and spirituality. The Faculty of Education also commits to approaching EDID from an intersectional lens. As such, advancing issues related to LGBTQIA2S, BIPOC, MMIWG, disabilities and social class diversity (inclusive of poverty discrimination) aligns with our EDID mission of working together to address all forms of discrimination. *Inclusive excellence* means supporting, celebrating and affirming how *diversity* can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in our teaching and learning, research and artistic enquiry, professional service, and community engagement within our Faculty of Education, and beyond. In achieving both *equity-as-fairness* and *inclusive excellence*, we are committed to implementing decolonizing, anti-racist and anti-oppressive strategies that create culturally safe and inclusive teaching, learning and work spaces to support everyone to thrive and reach their potential.

Please consult the [Faculty of Education's Diversity and Equity Resources](#) and the [University of Victoria's Policy on Human Rights, Equity and Fairness \(GV0200\)](#) for additional information in support of this statement.

STUDENT RESOURCES

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing, and protecting a positive and safe learning and working environment for all its members.

[Student Groups & Resources](#)

ACADEMIC RESOURCES

UVic Library - UVic Library offers many services and resources for undergraduate and graduate students.
uvic.ca/students/academics/library-services

Learning Resources - UVic Learn Anywhere is the primary learning resource for students that offers many learning workshops and resources to help students with academics and learning strategies.
onlineacademiccommunity.uvic.ca/LearnAnywhere/learning-strategies

Centre for Academic Communication - Offers online and in-person one-on-one tutorials, workshops, and more.
uvic.ca/learningandteaching/cac

Math & Stats Assistance Centre - Offers drop-in, face-to-face tutoring and a friendly, collaborative study space for 100- and 200-level math and stats courses.
uvic.ca/science/math-statistics/current-students/undergraduate/msac

RESOURCES FOR INDIGENOUS STUDENTS

Indigenous Student Support - UVic offers holistic services to Indigenous students throughout their academic journey. uvic.ca/students/info-for/indigenous-students

Elders in Residence - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty, and administration in Indigenous ways of knowing and being. uvic.ca/services/indigenous/students/programming/elders

RESOURCES FOR INTERNATIONAL STUDENTS

International Centre for Students - The primary office supporting international students on campus at the university-wide level. uvic.ca/international-experiences

UVic Global Community Initiative - Provides various supportive programming, including a Mentorship Program and Conversation Partner Program. uvic.ca/international-experiences/get-involved/uvic-global-community

MENTAL HEALTH & WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Student Wellness Centre - Our team of practitioners offers a variety of services to support students' mental, physical, and spiritual health. uvic.ca/student-wellness

Counselling Services - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. uvic.ca/services/counselling/

Health Services - University Health Services (UHS) provides a full-service primary health clinic for students and coordinates healthy student and campus initiatives. uvic.ca/services/health/

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible.

Centre for Accessible Learning - The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. uvic.ca/services/cal/

ADVISING

For academic advising-related questions, students in the School of Exercise Science, Physical and Health Education are also encouraged to meet with the Undergraduate Advisor (epheadv@uvic.ca) as well as an academic advisor in the Academic Advising Centre early in their studies to help map out a plan to declare a major and complete university program requirements.

Academic Advising Centre - Academic advice and support is currently available by phone, email and virtual or in-person appointments. uvic.ca/services/advising

Ombudsperson - The ombuds office is an independent, impartial, and confidential resource for undergraduate and graduate students and other members of the University of Victoria community. The ombudsperson helps resolve student problems or disputes fairly. uvicombudsperson.ca

ACADEMIC CONCESSION

You can request an academic concession if your course requirements are affected by unexpected and unavoidable circumstances, or conflicting responsibilities. Concession requests can be for an in-course extension, deferral, withdrawal under extenuating circumstances, or an aegrotat. Please speak to an advisor at the Academic Advising Centre if you have questions on how requesting a concession will affect your academic program.

Undergraduate Academic Concessions - uvic.ca/students/academics/academic-concessions-accommodations

EQUITY AND HUMAN RIGHTS AT UVIC

EQHR is a resource for students, staff, and faculty who have experienced sexualized violence, discrimination, and/or harassment and are looking for informal and/or formal resolution options as well as advice, coaching, and/or education. We are available for confidential consultations so that you can ask questions and learn your options.

EQHR – By email at eqhr01@uvic.ca or in-person (Sedgewick C115). uvic.ca/equity

Sexualized Violence Resource Office – *If you have been directly or indirectly impacted by sexualized violence, reach out to the SVRO for information, advice, resolution options (restorative and disciplinary) as well as support options and referrals. The SVRO is both survivor-centred and trauma-informed in their approach. You can reach us by phone at [250-721-8021](tel:250-721-8021) or by email at eqhr01@uvic.ca to book either an in-person (Sedgewick C119) or online appointment.* uvic.ca/svp