

ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Nutrition Concepts and Controversies	FNH 250	3

Lecture time Mondays, Wednesdays, and Fridays, 11:00 AM - 12:00 PM
Location: West Mall Swing Space – Room 121
Prerequisites: Either (a) one of BIOL 111, BIOL 112, BIOL 153, BIOL 155 or (b) all of KIN 131, KIN 132. (At least second-year standing required.)

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
Bruna Donatti Castro Falci	Use Canvas email system	FNH 324	Wed 1-3 pm

OTHER INSTRUCTIONAL STAFF

Teaching Assistants: Agnes Yuen, Clover Lee, Dahlia Parolin

ABOUT THIS COURSE

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.

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).

LEARNING OUTCOMES

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 FORMAT

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

- 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 SCHEDULE

This schedule is tentative and subject to change.

Dates	Topics	Chapters	Assessment
Jan 9, 11, 13	<ul style="list-style-type: none"> Orientation to FNH 250 Introduction to Nutrition & Diet Quality (DQ) 	-- 1, 2	---
Jan 16, 18, 20	<ul style="list-style-type: none"> Introduction to Nutrition & Diet Quality Water & Electrolytes <i>Antioxidants – Self-directed learning</i> 	1, 2 11 12	Jan 22: Quiz 1 (DQ)
Jan 23, 25, 27	<ul style="list-style-type: none"> Water & Electrolytes (WE) 	11 12	Jan 25: term project choice Jan 27: antioxidants concept map (draft)
Jan 30, Feb 1, 3	<ul style="list-style-type: none"> Digestion, Absorption & Transportation (DAT) <i>Jan 27: Antioxidants – ask questions in class</i> 	3	Feb 1: Quiz 2 (WE) Feb 3: Antioxidant concept map
Feb 6, 8, 10	<ul style="list-style-type: none"> Digestion, Absorption & Transportation 	3	---
Feb 10-11	<p>Midterm #1 (ONLINE) Diet quality, Water & electrolytes, Antioxidants <i>Open from Friday at 12:00 pm to Saturday 11:59 pm</i></p>	1, 2, 11, 12	Feb 11: Midterm #1 <i>(from Fri. at 12:00 pm to Sat. 11:59 pm)</i>
Feb 13, 15, 17	<ul style="list-style-type: none"> Carbohydrates (CHO) 	4	Feb 15: Quiz 3 (DAT)
Feb 20, 22, 24	Midterm break – NO CLASS	---	---
Feb 27, Mar 1, 3	<ul style="list-style-type: none"> Lipids (LIP) <p><i>*Feb 27: final ~20 min in-class to ask questions about term assignments</i></p>	5	Mar 3: Quiz 4 (CHO)
Mar 6, 8, 10	<ul style="list-style-type: none"> Proteins (PRO) 	6	---
Mar 13, 15, 17	<ul style="list-style-type: none"> Energy Balance & Weight Management (EB) <i>Bone health – Self-directed learning</i> 	8, 9 13	Mar 15: Quiz 5 (LIP)
Mar 17-18	<p>Midterm #2 (ONLINE) Digestion/Absorption/Transport, Carbohydrates, Lipids <i>Open from Friday at 12:00 pm to Saturday 11:59 pm</i></p>	3, 4, 5, 6	Mar 18: Midterm #2 <i>(from Fri. at 12:00 pm to Sat. 11:59 pm)</i>
Mar 20, 22, 24	<ul style="list-style-type: none"> Energy Balance & Weight Management <i>Mar 24: VIRTUAL CLASS</i> 	8, 9 10 13	March 24: draft bone health concept map Mar 22: Quiz 6 (PRO)
Mar 27, 29, 31	<ul style="list-style-type: none"> Energy Metabolism (EM) Blood Health (BH) <i>Mar 29: VIRTUAL CLASS</i> 	10 14	Mar 31: Bone Health concept map Mar 31: Quiz 7
Apr 3, 5, 7	<ul style="list-style-type: none"> Blood Health (BH) Apr 7th Good Friday: NO CLASS 	14	Apr 7: Term project Apr 9: Quiz 8 (EM)
Apr 10, 12	<ul style="list-style-type: none"> Course review (if time!) Apr 10th Easter: NO CLASS 		Apr 13: Quiz 9 (BH)
Apr 28	<p>Final exam</p> <ul style="list-style-type: none"> Diet Quality, Proteins, Energy Balance & Weight Management, Energy Metabolism, Blood Health, Bone Health 	1, 2, 3 8, 9 10, 13, 14	Final exam (in-person)

LEARNING MATERIALS

Canvas will be used as the online learning platform for the course. Course slides/notes will be posted prior to each class and learning materials required for each unit will be posted under the respective unit on the “Modules” page of the course Canvas site.

REQUIRED LEARNING MATERIALS:

- **TEXTBOOK:** Whitney E, Rolfes S, Hammond G and Piché L. 2016. Understanding Nutrition, 2nd Canadian edition, Cengage Canada.
Available online through MindTap course (Diet & Wellness Plus also included with MindTap)
- **SOFTWARE (stand alone):** Diet & Wellness Plus required for CBEL & Personal Dietary Assessment assignments

ASSESSMENTS OF LEARNING

QUIZZES

Upon completing each topic module, you will answer questions in an online quiz that will be open for a specific period of time. No extensions are granted for the clicker quizzes, so you must complete them in the allotted time period otherwise you will receive ‘0’ for the quiz. The quizzes are open book and must be completed individually. No digital imaging or recording of the clicker quiz content is permitted under any circumstances. Only the marks of the best seven out of nine quizzes will count towards your final mark.

CONCEPT MAPS

This is a self-directed learning activity, in which you will work in a small group to create a concept Map that graphically depicts your collective knowledge of the key characteristics of specific nutrients. The peer-to-Peer teaching model used for this module eases you into taking responsibility for your learning to Master the content for the antioxidants and bone health nutrients. As you progress through your academic program, increasingly more self-direction in completing assignments will be expected from you. In FNH 250, you will get a ‘taste’ for this type of learning and prepare you for what lies ahead. Each group will submit one map.

TERM ASSIGNMENTS (CHOOSE 1)

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.

2. *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.

3. *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.

EVALUATION

Canvas will be used as the online learning platform for the course. Course notes will be posted prior to each class and learning materials required for each unit will be posted under the respective unit on the “Modules” page of the course Canvas site.

EVALUATION	DUE DATE	OPTIONS			
		OPTION A	OPTION B	OPTION C	OPTION D
Quizzes (throughout course)	Varies	7%	7%	7%	7%
Concept Maps					
Antioxidants	February 3	4%	4%	4%	4%
Bone Health	March 31	4%	4%	4%	4%
Midterm					
Midterm #1	February 11	15%	15%	15%	15%
Midterm #2	March 18	15%	15%	15%	15%
Term project					
A. CBEL Projects (group work)	April 7	25%	—	—	—
B. Controversial Media Analysis (group work)	April 7	—	25%	—	—
C. Dietary Assessment (individual work)	April 7	—	—	25%	—
Final Exam	TBD	30%	30%	30%	55%

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 project option, and you will find answers to commonly asked questions in the instructions! Selecting a term project option is due **January 25th** and will be done through a survey under “Quizzes” on Canvas. If you do not select any option, you will be automatically assigned to **Option C.**

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.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

OTHER COURSE POLICIES

Late and missed assignments and exams

ATTENTION: Please allow yourself extra-time when uploading an assignment or completing a quiz in order to avoid last-minute technological issues.

Exams: All assessment components are accessible for a period of time. 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.

Assignments: 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.

Quizzes: Late quizzes will NOT be accepted.

Final grades policies

Final grades will be rounded to the nearest whole number. Only grades within 0.5 of the next whole number will be rounded up (e.g. 75.5 becomes 76%; 75.4 becomes 75%). Grade changes will only be permitted if there is a calculation error.

DISCUSSION BOARD

We will be using Piazza as our class discussion board. Please use Piazza for any questions about the course content or logistics, and to connect with other students. Find our class signup link here: <https://piazza.com/ubc.ca/winterterm22022/fnh2500012022w2>

COURSE INPUT AND 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.

ACADEMIC INTEGRITY

Any form of academic dishonesty will not be tolerated. Refer to the [UBC Calendar](#) to learn about UBC disciplinary actions for academic misconduct. It is your responsibility to inform yourself of this policy and act appropriately, particularly when completing online exams and assignments.

The [UBC Academic Integrity Resource Centre](#) provides tips on avoiding plagiarism, FAQs, tutorials and other resources related to academic integrity.

ACCOMODATIONS AND DISABILITIES

If you have special needs, please bring these to my attention before or at the first class of the term. I will make every effort to accommodate your requirements in the classroom. For additional support to enhance your educational experiences, [UBC Centre for Accessibility](#) works with students, faculty and staff to ensure a safe and secure learning environment for students living with long-term disabilities.

COMMUNICATION WITH INSTRUCTOR

Please use CANVAS email system, as it allows me to quickly identify you and your course. Messages are typically answered within 48h (2 business days).

You are strongly encouraged to meet with the instructor during office hours if you have questions, comments, or suggestions for the course.

COPYRIGHT

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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.