

FN 151 Contemporary Nutrition
Fall 2020 (8 week course: Oct. 26-Dec. 16)

Course Description: Apply nutrition principles to contemporary problems in food choices and health. (2 cr.) Meets wellness GEP.

Professor: Dr. Steinmetz, RD, CD

Office: CPS 202 **Phone:** 715-346-4087

Email: jsteinme@uwsp.edu I will respond to your emails during the work week (Monday-Friday) within 12 hours, if you do not receive a reply, please email again or see me in class (I will be on Zoom before and after class). Please include your subject in subject line so that I can quickly find and address your email.

Q and A: There is a discussion section for Question and Answers, please use this for course questions so that we can all learn together. If it is confusing for you, then it is confusing for one of your peers, thank you for asking questions.

Office Hours: Tuesday and Thursday at 9 am or by appointment. Do to disrupted schedules, please email to set up a time on Zoom for meetings.

Class Location & Time: 12:00-1:50 pm, CPS 116

Required Text: Brown, J.E., *Nutrition Now*, 8th Edition. Wadsworth, Cengage Learning, 2017. Available from text rental.

Course Objectives:

At the end of this course the student will be able to:

- Discuss key nutrition concepts and define basic nutrition terms.
- Explain the role of nutrition in health promotion and disease prevention.
- Identify food sources, which provide specific nutrients such as carbohydrates, protein, fat, vitamins and minerals of concern in the current diets of Americans.
- Identify current nutrition guidelines and the components of a healthy diet based on these guidelines and the My Plate website.
- Interpret the information provided by the Nutrition Facts food label. Demonstrate the use of this information for food selection to promote and maintain a healthful diet.
- Calculate body mass index, calories for total energy expenditure and calorie totals for foods based on grams of fat, carbohydrate and protein.
- Explain the influence of socioeconomic, cultural and psychological factors on food acceptance.

General Education Program (GEP) Wellness Objectives:

Wellness is a dynamic process of becoming aware of and making conscious choices toward a more balanced and healthy lifestyle. It is multi-dimensional and holistic, encompassing lifestyle, mental and spiritual wellbeing, and the environment. Wellness is an essential attribute of a well-rounded, liberally educated person and of strong societies. Understanding the dimensions of wellness and their impact on individuals, families and societies is essential to being a responsible global citizen.

Wellness Objectives - upon completing this requirement, students will be able to:	Learning Outcomes - corresponding activity or assessment
1. Assess your own wellness in each of the seven dimensions and explain how the dimensions and the interactions among them impact your overall personal health and well-being.	<ul style="list-style-type: none"> • In-class group activity to identify the processes and components which make up each of the seven dimensions of wellness. • Completion of Testwell's Holistic Lifestyle Questionnaire (HLQ) • Assessment of personal strengths and areas for improvement based on test results.
2. Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.	<ul style="list-style-type: none"> • Development of 2 SMART goals to help improve two areas after completion of the HLQ. At least one goal should be within the food & nutrition area. • Wellness concepts will be woven into each unit to enhance student learning. • Journal progress on the 2 goals during days 4-13 (4 journal entries in total). Final entry: Reflect and assess changes made and consider future plans.

Accreditation Council for Education in Nutrition and Dietetics (ACEND): 2017 Standards for Nutrition & Dietetics Didactic Programs (DPD) (for Dietetics majors)

The program's curriculum must include the following required components:

- Research methodology, interpretation of research literature and integration of research principles into evidence-based practice.
- Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention
- Food science and food systems, environmental sustainability, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

Society for Nutrition Education & Behavior Nutrition Educator Competencies for Promoting Healthy Individuals, Communities and Food systems (for Sustainable Food and Nutrition majors)

- Describe the basic structures and functions of the essential nutrients and identify examples of significant foods and food group sources for each.
- Explain the background, purpose, and components of the appropriate national or international nutrient references (e.g., US Dietary Reference Intakes).
- Explain the background, purpose, and components of the appropriate national or international dietary guidelines, including the associated food guidance systems (e.g., the US Dietary Guidelines and MyPlate).
- Explain how to use food labeling to evaluate the appropriateness of a food.
- Explain the dietary prevention of, and management approaches associated with, the major diet-related public health issues.
- Describe the basic types of approaches used by researchers to study diet-health relationships and describe their advantages and limitations.
- Explain how to plan, select, prepare, and manage foods to enhance the well-being of individuals, families, communities, and the food system.
- Describe the roles of government agencies in regulating the manufacturing, labeling and advertising of individual foods and dietary supplements.
- Describe differences in agricultural practices and their potential effects on food choices and food availability.
- Explain the effects of various food processing, packaging, distribution, and marketing practices on food availability, food choices, and nutritional value as well as the amount and types of additives, contaminants, and pathogens in foods.
- Explain the relationships between natural resources (e.g. soil, water, biodiversity) and the quantity and quality of the food and water supply.
- Analyze, evaluate, and interpret nutrition education research and apply it to practice.

Class Attendance & Participation:

The class is a combination of lecture and discussion of the main concepts followed by class activities that foster application and understanding. The concepts build upon each other so each class will reinforce the previous concepts and provide a foundation for the next class. For your success in the course, your preparation and participation are necessary. Showing up to class prepared (chapters read prior to class, notes reviewed) and ready to actively learn and participate will increase your learning.

Students are responsible for all information presented during class. Students should obtain lecture notes or other information from a missed class session from other students, not from the instructor. If clarification from a missed class session is needed, an appointment can be made with the instructor after obtaining lecture material from other students.

Points are earned in each class based on attendance (5 pts) and participation (10 pts). It is your responsibility to sign the attendance roster in each class. Participation points are gained with the daily class activities. Neither of these points may be made up in case of an absence.

Students are responsible for all information presented during class. The quizzes are based on all course material presented.

Academic Conduct:

This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments - is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course

is challenging and will demand a good deal from each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the course is complete.

Additionally, course environment is a unique opportunity for students to share ideas, opinions, discuss course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment.

For additional information, please refer to the statements on Academic Standards as outlined by the Office of Student Rights and Responsibilities. You can read the full text of Chapter 14 on “Student Academic Standards & Disciplinary Procedures” at <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Assignments:

All assignments will be collected during class time or submitted electronically via our Canvas course site dropbox **by 11:59 pm of the due date**. Work must be in a Word or Rich Text Format (rtf) format and in complete sentences with proper grammar, spelling, and punctuation or points will be deducted. Please read the assignment outlines posted on Canvas carefully. Do not email assignments unless it has been approved by the instructor.

With the exception of the last assignment (Wellness journals and reflections – must be submitted on time), there is one free pass (see p.4) for the submission of one late assignment (only up to 1 week late, by 11:59 p.m.) **once** for this class.

Exams:

There are three exams for this course. Student must notify the instructor **PRIOR** to an exam if he/she will be absent with a legitimate excuse. Without prior notification, the exam cannot be made up.

Discussions:

You will be divided into small groups for asynchronous online discussions during weeks 1 and 4. Answer the questions with your original post, read all other posts and reply thoughtfully to at least 3 people. Follow-up with discussion.

Special Accommodations:

Students requiring special accommodations and/or program access should be arranged with UWSP Disability and Assistive Technology Center located at the Learning Resource Center (LRC 609), telephone (715)346-3365.

Class Points:

Discussion (weeks 1 and 4)	60
Attendance	65
In-class Activities	130+
4 Assignments	300
3 Exams	100
Total	655+

Grading Scale:

A	94-100%	C+	77-79.9%
A-	90-93.9%	C	74-76.9%
B+	87-89.9%	C-	70-73.9%
B	84-86.9%	D+	67-69.9%
B-	80-83.9%	D	64-66.9%
		D-	60-63.9%
		F	<60%

Tentative Schedule for FN 151

Section 2

Week	Date	Topic	Required Reading
Week 1	Mon Oct. 26	Introduction, course objectives Key nutrition concepts, nutrition & health, Assignment: Wellness assessment – Testwell’s HLQ, goal setting	1, 2
	Wed Oct. 28	Factors affecting food choices Seven dimensions of wellness, choices that integrate wellness Nutrition: Fact or fiction? Discussion #1 opens	3, 4
Week 2	Mon Nov 2	Healthy diets, Dietary Guidelines, and My Plate Due date: Wellness assessment and goal setting (Submit to Canvas) Assignment: Diet analysis	5, 6
	Wed Nov 4	Food and nutrition labels Water Present: Wellness journals and reflection assignment	7, 25
Week 3	Mon Nov 9	Energy balance and weight status Components that impact wellness Due date: Diet analysis assignment (Submit to Canvas)	8,9
	Wed Nov 11	Exam 1	
Week 4	Mon Nov 16	Weight control: Myths and realities Thinness versus wellness Begin Wellness Journal, week 1 Discussion #2 opens	10, 11
	Wed Nov 18	Carbohydrates: Sugars, starches, and fiber * Assignment: Energy needs	12, 13
Week 5	Mon Nov 23	Fats and cholesterol Alcohol Wellness Journal, week 2	18
	Wed Nov 25	Exam 2	
Week 6	Mon Nov 30	Nutrition and diseases Wellness Journal, week 3 Due date: Energy needs assignment (Submit to Canvas)	17, 19, 22
	Wed Dec 2	Proteins, amino acids, and vegetarian diets	15, 16
Week 7	Mon Dec 7	Vitamins and phytochemicals	20, 21
	Wed Dec 9	Minerals Dietary supplements Due date: Wellness journals and reflection (Submit to Canvas)	23, 24
Week 8: Final Exam	Dec 16	Exam 3: 2:45 pm	
Congrats! You did it 😊		Have a great winter break!!	