

**Dept of Sociology, Social Work & Family Sciences**

**NUT2025 Fundamentals of Nutrition**

**3 Units / Prerequisite is Chem 103 or 152**

**Fall 2019**

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### **PLNU Mission**

#### **To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **COURSE DESCRIPTION**

This course addresses evidence-based foundations of nutrition science and the scientific use of diet in health and well-being. Course content includes dietary guidelines, macro- and micro-nutrients, and an overview on chronic diseases related to nutrition.

### **COURSE LEARNING OUTCOMES**

1. Demonstrate content knowledge of nutrient requirements for growth and development during the lifecycle stages of conception through late maturity.
2. Apply content knowledge to disease prevention and treatment, and start developing skills in teaching/counseling nutrition information to individuals or groups.
3. Apply foundations of knowledge in physical and biological sciences, as they relate to human physiology, nutrient sources and nutrient function
4. Analyze, interpret and evaluate current evidence-based research related to nutrition topics.
5. Examine cultural differences in food-related behaviors when working with peoples of diverse ethnic, religious and socio-economic backgrounds.
6. Evaluate the effects of societal, cultural and financial dynamics upon diet trends, dietary choices and food preparation methods among families, and societies.

DEPARTMENT	PROGRAM	COURSE	ASSESSMENT
<p>Students will demonstrate an understanding of the multiple factors that influence the development and quality of life of individuals, families, and communities throughout the lifespan. (Learning)</p>	<p>1.1 Demonstrate content knowledge of nutrient requirements for growth and development during the lifecycle stages of conception through late maturity.</p> <p>1.2 Apply content knowledge to disease prevention and treatment, and start developing skills in teaching/counseling nutrition information to individuals or groups.</p>	<p><b>1.1.1 Explain nutrition’s role in disease prevention, health and well-being</b></p> <p><b>1.1.2 Discuss nutritional requirements of individuals and variation in needs, depending on lifecycle stage and activity level</b></p> <p><b>1.2.1 Describe the different measures of nutritional requirements/dietary adequacy, e.g., DRIs, RDAs, AIs, TUILs of nutrients, food planning guides</b></p> <p><b>1.2.3 Identify the macronutrients and major micronutrients, describing basic functions and food sources of each</b></p> <p><b>1.2.4 Explain how diet is modified in the prevention/treatment of chronic health conditions.</b></p>	<p>Chapter quizzes</p> <p>Design a high fiber diet</p> <p>Discuss the 2015 Dietary Guidelines for Americans</p> <p>Create a video analysis of a nutrition facts label</p> <p>Alter a given diet to lower the saturated fat content</p> <p>Calculate your RDA for protein</p> <p>Plan a one-day menu meeting your protein needs</p> <p>Analyze a 3-day diet</p> <p>Interview family member on following a modified diet</p>
<p>2. Students will identify appropriate resources to use in application for problem solving. (Learning)</p>	<p>2.1 Apply foundations of knowledge in physical and biological sciences, as they relate to human physiology, nutrient sources and nutrient function.</p>	<p><b>2.1.1 Describe the process of human digestion, nutrient absorption, nutrient transport and metabolism;</b></p> <p><b>2.1.2 Identify determinants of energy balance and how imbalance can impact long-term health</b></p>	<p>Chapter quizzes</p> <p>Discuss factors that affect digestion</p> <p>Calculate your BMI and total energy expenditure using standard equations</p> <p>Research fad diets</p> <p>Create a best choice vs worse choice fast food menu</p>

<p>3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.</p>	<p>3.1 Analyze, interpret and evaluate current evidence-based research related to nutrition topics.</p>	<p><b>3.1.1 Examine the accuracy and validity of nutrition information sources and claims;</b></p> <p><b>3.1.2 Complete a dietary recall and analysis of the food intake recorded;</b></p>	<p>Chapter quizzes</p> <p>Create a video analysis of a nutrition facts label</p> <p>Record a 3-day diet food and beverage intake</p> <p>Analyze 3-day diet record</p> <p>Research fad diets</p> <p>Create a best choice vs worse choice fast food menu</p>
<p>4. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith. (Growing)</p>	<p>4.1 Examine cultural differences in food-related behaviors when working with peoples of diverse ethnic, religious and socio-economic backgrounds.</p> <p>4.2 Evaluate the effects of societal, cultural and financial dynamics upon diet trends, dietary choices and food preparation methods among families, and societies.</p>	<p><b>4.1.1 Describe how cultural and environmental factors could influence food patterns and health beliefs of individuals</b></p> <p><b>4.1.2 Display professional behavior: respect and consideration for classmates and instructor</b></p>	<p>Chapter quizzes</p> <p>Discuss own food choices, and mindless eating</p> <p>Interview family member on following a modified diet</p> <p>Punctual attendance and adherence to online policies</p>

**CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 7 weeks.

It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. The time expectations for this course are shown below:

ASSIGNMENTS	HOURS
Reading (13 chapters)	45

Quizzes	7.5
Discussions	23
Videos	8
Teaching a Nutrition Facts Label	4
Diet Change Assignments	6
3-Day Diet Analysis	10
Family Member Diet Interview	5
Fast Food Menu Analysis	2
Metabolism Case Study	2
<b>Total</b>	112.5

## REQUIRED TEXT

Insel, P. M. (2014). *Nutrition*. Burlington, MA: Jones & Bartlett Learning.

## RESOURCES

Dietary Guidelines for Americans, 2015 | Dietary Guidelines for Americans | Health.gov (ODPHP). (n.d.). Retrieved from <http://www.health.gov/dietaryguidelines/2015.asp>

Food and Drug Administration. (n.d.). How to Understand and Use the Nutrition Facts Label. Retrieved April 16, 2015, from <http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm>

Gillaspy, B. (2015, February 24). *Lipids Digestion and Absorption* [Video file]. Retrieved from [https://www.youtube.com/watch?v=G\\_7EchSkkc0](https://www.youtube.com/watch?v=G_7EchSkkc0)

Khanacademymedicine. (2013, September 17). *Overview of Metabolism - Anabolism and Catabolism* [Video file]. Retrieved from <https://www.youtube.com/watch?v=ST1UWnenOo0>

The Longevity Game | Northwestern Mutual. (n.d.). Retrieved from <https://www.northwesternmutual.com/learning-center/tools/the-longevity-game>

National Geographic. (2012, November 26). *The Journey of the Digestive System* [Video file]. Retrieved from [https://www.youtube.com/watch?v=\\_QYwscALNng](https://www.youtube.com/watch?v=_QYwscALNng)

Patton, E. (2012, March 28). The 10 Commandments of Healthy Eating - Around the Plate. Retrieved from <http://aroundtheplate.org/10-commandments-of-healthy-eating/>

Point Loma Nazarene University Dining Services. (n.d.). Retrieved from <https://lomadining.sodexomyway.com/?index.html>

United States Department of Agriculture. (2014). Supertracker. Retrieved April 16, 2015, from <https://www.supertracker.usda.gov/foodtracker.aspx>

Wansink, B. (n.d.). Mindless Eating. Retrieved April 16, 2015, from <http://mindlesseating.org/>

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## **ASSESSMENT AND GRADING**

### **Grading Policy**

Your grades will be posted in the Canvas grade book no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the feedback provided in the grade book as these comments are intended to help you improve your work. Final grades will be posted within ten days of the end of the class. Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles. Course components that will be evaluated include:

1. **Discussions**

Each week, students will participate in online discussions with classmates, which are related to the week's readings. These discussions replace the interactive dialogue that occurs in the traditional classroom setting. **Discussions represent 20% of the overall course grade.**

2. **Quizzes**

Quizzes are required for each chapter. Read the chapter, access the quiz, and answer the questions. You have unlimited time, and two attempts at each quiz, however your second attempt will record as your final grade. **Quizzes represent 10% of the overall course grade.**

3. **Written Assignments**

There are several written assignments due in this 7-week course. They include changing diets to make healthier choices, teaching a nutrition label, completing a case study on metabolism, researching fad diets and interviewing a family member regarding his/her diet change. The final assignment for this course is analyzing a 3-day diet. The purpose of this assignment is to learn more about your dietary intake, as well as your ability to correctly analyze the nutritional value of a diet. These assignments must reflect college-level writing and critical thinking. **Assignments represent 40% of the overall course grade.**

#### 4. **Exams**

After each week's instruction, there will be a required exam. The exam will cover the chapters from the previous week. The exams will be timed, and you cannot use your text. **Exams represent 15% of the overall course grade.**

#### 5. **Final Exam**

The last day of class will involve taking a final exam. It will cover information you should now know and understand after doing the quizzes, projects and weekly exams. Again, the final exam will be timed, and you cannot use your text. **The Final Exam represents 15% of the overall course grade.**

### **ATTENDANCE**

Regular and punctual attendance is considered essential to optimum academic achievement. As a student in this course, you will have a minimum attendance requirement of three days each week. This means you will need to log into Canvas and post an assignment or response on at least three days in each week. Any day missed below this minimum requirement will count as an absence. Students may be dropped from the course if two such absences are recorded during the class and **will be** dropped if four such absences occur or if a student fails to attend class in any given week.

### **INCOMPLETE AND LATE ASSIGNMENTS**

All assignments are to be submitted by the due dates posted. There will be a 25% reduction of possible points for each day an assignment is late. If missing assignments result in the failure to meet learning outcomes, this instructor may give up to a letter grade reduction on the final grade in addition to the loss of points for missing work. No assignments will be accepted after midnight on Sunday night, the last day of class.

While there are due dates for weekly assignments, you are welcome to post your work earlier in the week. In our discussions, late work means that others may not have the opportunity to respond to your comments. It also means that you will not have the benefit of as much interaction with other students as you will have if your assignment is posted on time. If you know you will be away on the day your assignment is due, please post your work before you leave.

Assignments will be considered late if posted after midnight Pacific Standard Time on the day they are due.

### **ACADEMIC HONESTY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the result of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse

of university resources. An instructor who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal using the procedure in the university catalog. See [Academic Policies](#) for further information.

### **ACADEMIC ACCOMMODATIONS**

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At PLNU, students must request academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC) located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student.

### **SPIRITUAL CARE**

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. You'll find faith integration activities throughout this course. In addition, there are resources for your Christian faith journey available on the [Graduate Student Life](#) web page.

### **FERPA POLICY**

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This course will meet the federal requirements by posting grades and returning assignments via the Canvas gradebook. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal.

### **USE OF TECHNOLOGY**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.