

Contemporary Nutrition

FN 151 Section 1

Spring 2018

COURSE DESCRIPTION

Apply nutrition principles to contemporary problems in food choices and health. Meets wellness GEP.

INSTRUCTOR

Annie Wetter, PhD

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Office Hours: T and W 9 – 11am or by appointment.

Send me an email with several days and times when you can meet so I can find a time in my schedule that fits.

CLASS LOCATION & TIME CCC 227; M / W 2:00-3:50pm (first 8 weeks: 1/22 – 3/16)

REQUIRED TEXT Brown, J.E. *Nutrition Now* 8th Edition. Wadsworth, Cengage Learning, 2017.

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 and fat, and the major vitamins and minerals of concern in the diets of today's 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	Learning Outcomes <i>corresponding activity or assessment</i>
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) at: http://www.testwell.org/uwspfnfall16-1.htm• 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 physical fitness or nutrition areas.• Wellness concepts will be woven into each unit to enhance student learning.• Journal weekly progress on the 2 goals each week during weeks 4 through 6 (3 journal entries in total). Reflect and assess changes made on week 7 and consider future plans.

ACEND: 2012 Standards for Didactic Programs in Nutrition & Dietetics

KRD 1.1 The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

KRD 3.2 The curriculum must include the role of the environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

KRD 5.1 The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

CLASS ATTENDANCE & PARTICIPATION

Regular attendance and active participation during group activities and full class discussions are important aspects of this course. 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. There will be spontaneous activities in class that **CANNOT BE MADE UP**. They are included in the class point total.

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 semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. **Expectations include:** arriving to class on time, being prepared for class, and keeping cell phones silenced or turned off and put away. Behaviors such as loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the instructor or other students are considered unacceptable. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

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 <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

ELECTRONIC DEVICES

The use of cell phones will not be permitted during lectures or in-class activities. Cell phones should be silenced or turned off. With permission from the instructor, calls may be taken outside the classroom in cases of emergency. Laptops or iPads are permitted only for note taking activities related to course content, not for web browsing or completing assignments for other classes. Students will be asked to leave their electronics at the front of the classroom until the end of the class period if misuse is observed.

ASSIGNMENTS

All assignments will be submitted in the D2L course dropbox by **12 noon** of the due date. Written work must be computer printed and in complete sentences with proper grammar, spelling, and punctuation or points will be deducted. Please read the assignment outlines posted on D2L 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.3) for the submission of one late assignment once for this class.

DESIRE TO LEARN (D2L)

Lecture outlines in the form of Power Point slides will be posted for each unit 1-2 days prior to that particular class. Students can log onto D2L and preview or print these out in the format of a handout (3, 6, or 9 slides per page). Although it is not required, students may find the slides helpful to have during lecture for note-taking as well as to help focus their studying when preparing for exams.

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.

SPECIAL ACCOMMODATIONS

Within the first 2 weeks of class, students requiring special accommodations and/or program access should arrange an appointment with UWSP Disability and Assistive Technology Center located at the Learning Resource Center (LRC 609), telephone (715)346-3365. After the assessment; please provide eligibility documentation to me in order to request appropriate accommodations.

RESOURCES ON CAMPUS

Please know that there are resources available to you on campus. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. Office Hours: Monday-Friday: 8:00am to 4:30pm. Telephone: (715) 346-3553. Email: counsel@uwsp.edu.

Health Services offers nutrition counseling appointments with the campus dietitian. These visits are covered by the health fee at no additional cost to the student. Appointments can be made with Ashley Chrisinger, RD, directly by calling 715-346-4646 or a Student Health Service clinician can help coordinate a referral.

Class Points	
3 Exams	300
4 Assignments	100
In-class Activities	TBD
Total	400+

Grading Scale	
A 93-100%	C+ 77-79.9%
A- 90-92.9	C 73-76.9
B+ 87-89.9	C- 70-72.9
B 83-86.9	D+ 67-69.9
B- 80-82.9	D 60-66.9
	F below 60%

One Free Pass - No Questions Asked!

This pass entitles a student to one late assignment submission (with the exception of the last assignment - Wellness journals and reflections must be submitted on time), up to one week late (by 11:59 p.m.).

This pass can only be used once in FN 151.

The late assignment should be submitted into the "Late Dropbox"

Student:

Date submitted:

Original Due Date:

Assignment:

This coupon can be submitted electronically into the "Late Dropbox" along with your late assignment.

**Tentative Schedule for FN 151
Section 1**

Week	Dates	Topic	Text Reading
1	Jan 22	Introduction, course objectives Key nutrition concepts, nutrition & health, seven dimensions of wellness Present: Wellness assessment – Testwell’s HLQ, goal setting	1, 2, website
	Jan 24	Factors affecting food choices, Nutrition: Fact or fiction? Choices that integrate wellness	5, 3
2	Jan 29	Healthy diets, Dietary Guidelines, and My Plate Present: Diet analysis assignment	6, website D2L posting
	Jan 31	Food and nutrition labels End of content for exam 1 Wellness assessment and SMART goals due in D2L dropbox by 12noon	4 D2L posting
3	Feb 5	Energy balance and weight status Components that impact wellness Present: Wellness journals and reflection assignment *Week 1 of Wellness Journal	8, 9
	Feb 7	Weight control: Myths and realities Thinness versus wellness Diet analysis assignment due in D2L dropbox by 12noon Present: Energy needs assignment	10
4	Feb 12	Exam 1 2:00 – 3:00PM *Week 2 of Wellness Journal	
	Feb 14	Carbohydrates: Sugars, starches, and fiber End of content for exam 2	12
5	Feb 19	Fats and cholesterol *Week 3 of Wellness Journal Energy needs assignment due in D2L dropbox by 12noon	18
	Feb 21	Nutrition and heart disease Staying well	19
6	Feb 26	Exam 2 2:00 – 3:00PM *Complete Wellness Reflection	
	Feb 28	Proteins, amino acids, and vegetarian diets	15, 16
7	Mar 5	Vitamins and minerals Wellness journals and reflection due in D2L dropbox by 12noon	20, 23
	Mar 7	Dietary supplements Alcohol	24 14
8	Mar 12	Exam 3 2:00 – 3:00PM	