



DEPARTMENT OF PHYSICAL EDUCATION AND KINESIOLOGY (PEAK)

COURSE OUTLINE- FALL 2011

PE 2420: INTRODUCTION TO NUTRITION FOR EXERCISE AND PERFORMANCE

INSTRUCTOR: Matthew Bain

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OFFICE HOURS: By appointment, drop in, or as necessary.

PREREQUISITE(S)/COREQUISITE: NA

REQUIRED TEXT/RESOURCE MATERIALS: Williams, Melvin H. (2010). Nutrition for health, fitness, and sport (9th ed.). New York, NY; McGraw- Hill Companies, Inc.

CALENDAR DESCRIPTION: The course examines the fundamental principles of nutrition and the effects it has in society, athletic performance and physical education. It includes an analysis of practical and theoretical concepts of nutrition and the effects that dietary intake has on exercise, body composition and athletic performance.

CREDIT/CONTACT HOURS: 3 (3-0-0). PE 2420 includes two (2), eighty- minute (80) classes per week: Tuesday & Thursday, 1:00-2:20 pm.

DELIVERY MODE(S): This course work will be predominantly delivered in a Context-Based Learning format using a series of scenarios, research based assignments, guest presentations, mini-lectures, and group discussions and presentations.

OBJECTIVES (Optional):

1. To develop a knowledge of the functions of the major nutrients.

2. To understand basic interactions between dietary intake, exercise, and body composition.
3. To be able to critically evaluate claims about nutrition and food products.
4. To explore the role of nutrition in exercise and athletic performance.
5. To be able to effectively use the Food Exchange System, manage the MyPyramid webpage, and develop a working knowledge of key concepts such as Dietary Reference Intakes and calculating such concepts as the Total Daily Energy Expenditure.
6. Critically analyze own and others nutritional practices and increase competence to make recommendations.

TRANSFERABILITY:

1. PEDS 2xxx or NUTR 100 (3 credits)--U of A
2. KNES 237 or junior option (3 credits)-- U of C
3. 1 unspecified Education option (3 credits)-- U of L

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

GRADING CRITERIA:

Dietary Analysis (Self)	15 %: Using MyPyramid program: Due during various points throughout the semester
Scenario Analysis	60 %: Assessed five (5) separate times during the semester.
Learning Behaviors	10 %: Class attendance and participation
Classroom Assignments	15 %: Include worksheets, attendance at supporting professional development opportunities, and other various semester opportunities.

DIETARY ANALYSIS (SELF): This assignment requires the student to record, assess, and critically explore their diet over the course of a 5-day period of time. This assignment is meant to provide the student with a comparison of dietary practices. The analysis requires the student to compare their current practices with relevant information and summarize by reflecting on changes they could make and decisions that reflect consistency from the course content throughout the semester. Each

student should be able to make several (minimum 10) strong recommendations for their own dietary practices from the course material.

- **First submission: (Due October 11, 2011):** Using the MYPyramid™ tracker from <http://www.mypyramidtracker.gov/>, track your dietary practices and exercise practices for a period of five (5) days. Once you have completed this, write out some reflections and observations based on the information gleaned from this practice. (5%)
- **Second Submission (Progress Check): (Due November 1, 2011):** Throughout the semester, record information that will aid in a well planned nutritional profile. (5%)
 - 10 recommendations substantiated with additional support (Not required to have 10 at the progress check but a bibliography should be constructed).
 - Ensure the use of a MINIMUM of five (5) additional resources OTHER THAN the text. Cite using APA format.
- **Third Submission: (Due November 29, 2011):** Using your recommendations, create your own 5-day meal plan using the food exchange system. Make sure to apply behavioral modifications requirements, relevant calculations and measures and support your conclusions. (5%)

CLASSROOM ASSIGNMENTS: These assignments include the examination of the food exchange system, research understanding, the use of webpage suggestions, and other supportive work identified by the instructor. For the purposes of this course, these assignments will be during the following classes:

- September 13 (rephrasing and citation assignment)
- September 20 & 22, 2011: Half of each team will attend one session in classroom (J 226) and the other half will attend a session in the library computer lab (Alward lab) for research purposes. The following Thursday, groups will switch classes. Assignments will be due on Tuesday, September 27 and attendance is MANDATORY. (Students will receive a grade of zero if not in attendance).

SCENARIO ANALYSIS: This assignment will be the major assignment for this course. During the semester, content will be examined through the investigation of each constructed scenario. The process by which students will follow will also be taught prior to beginning the investigations. Common objectives will be present as a result of investigating each scenario. These common objectives include:

1. **Comprehensive Profile:** A profile will be presented to the team to be examined, broken down, explored, reconstructed, and presented with a greater depth of content. This profile will include relevant health-related information such as age, height, weight, previous exercise history, health-related information, and various other characteristics relevant to the examination of a nutritional profile.
2. **Exercise Recommendations:** These recommendations will come from the calculation of such concepts as the TDEE, REE, and EAR based on current and future recommendations. Exercise prescription (basic) can also be made at this time in order to align the nutritional recommendations with the client needs. Also included in these recommendations is the identification of client desires (i.e., weight loss, gain, or maintenance) and repercussions of said exercise prescription on short and long term recommendations.
3. **Macronutrient Recommendations (if relevant):** These recommendations require the teams to explore the carbohydrate, fat, and protein needs of their client. This will include specific recommendations, reasons for the recommendations and the identification of possible outcomes and considerations given the recommendations. This may also include a brief application of basic digestive and processes in order to demonstrate competence in this area.
4. **Micronutrient Recommendations (if relevant):** These recommendations require the teams to explore the vitamin, mineral, and hydration needs of their client. This will include specific recommendations, reasons for the recommendations and the identification of possible outcomes and considerations given the recommendations. This may also include a brief application of basic digestive processes in order to demonstrate competence in this area.
5. **Food Exchange Recommendations and Construction:** These recommendations include considering the macro and micronutrient demands of the client you are working with. This includes alternatives to several recommendations, and the ability to demonstrate why these recommendations have come about.

LEARNING BEHAVIORS: This grade is assigned by your instructor regarding your attendance, engagement, and participation in the learning process. This participation grade is separate from the participation and engagement grades assigned by your team.

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C⁻	1.7	60 – 62	
D⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

STUDENT RESPONSIBILITIES:

- All assignments must be submitted in typed format adhering to ALL APA format requirements.
- Assignments are due on the dates established by the instructor. Extensions may be offered in lieu of SIGNIFICANT student issues and concerns as determined by the instructor. ALL extensions requests MUST be submitted to the instructor prior to the due dates. Percentage penalties will be applied up to 100 % of the assignment grade if assignments are submitted late.
- Regular attendance is a key to success in this course. Classroom activities support student comprehension of materials, content clarification, relevant peer questions and support,

and finally, role clarification. It is the student's responsibility to acquire the material missed and to complete assigned readings, in-class work, and assigned homework.

STATEMENT ON CELL PHONE AND OTHER PERSONAL ELECTRONIC DEVICES:

- Users of cell phones and other personal electronic devices must be attentive to the needs, sensibilities and rights of other members of the College community. The use of these devices must not disrupt the functions of the College overall and its classrooms and labs. Instructors have the right to have strict individual policies related to cell phones in order to provide and maintain a classroom environment that is conducive to learning and the respect of others.
- Cell phones, PDAs and pagers must be turned off and placed out of sight in classrooms and computer labs during instructional time. Devices can be turned on and set to silent mode only with the expressed consent of individual instructors. Sending or receiving text messages or gaming on a cell phone during class is not acceptable. In addition, cell phones and other personal electronic devices incorporating cameras must be turned off and out of sight in any area in which individuals have reasonable expectations of privacy. This includes classrooms and computer labs.
- If cell phones, pagers, calculators, recorders, digital cameras, PDAs, MP3 players or other personal electronic devices are used inappropriately for the purposes of cheating or academic dishonesty, then students who do so will be penalized appropriately under the Academic Honesty policy of Grande Prairie Regional College.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

***SCENARIO SUBMISSIONS: This work will be closely monitored for ANY plagiarism. Students are encouraged to discuss research they have discovered with others who have read the same article. HOWEVER, I would STRONGLY encourage you to use your team members to check over any cited work in your response to ensure there is no possibility of plagiarism. ANY students caught plagiarizing will both be dealt with to the full capacity of the policies outlined as per the administrative policies for the GPRC.**

COURSE SCHEDULE/TENTATIVE TIMELINE:

WEEK	TOPIC	ASSIGNED READINGS	PRESENTATION DATES	ASSIGNMENT DATES
September 8	Course Introduction			
September 13-15	Mini-Scenario & Text Familiarization	Selected Readings		
September 20-23	Research Sources & Process Familiarization	Chapter 1		
September 27-29	Terminology & Scenario 1	Chapter 2		
October 4, 6, & 11	Scenario 1	Chapter 1-3	Presentation- Scenario 1: OCT 11	Dietary Analysis: OCT 11
October 13- 25	Scenario 2	Chapter 4, 9, & 10	Presentation- Scenario 2: OCT 25	
October 27 – November 8	Scenario 3	Chapter 5, 7, 8, & 11	Presentation- Scenario 3: NOV 8	Progress submission: NOV 1
November 10 - 22	Scenario 4	Chapter 6, 12, & 13	Presentation- Scenario 4: NOV 22	
November 24 – December 6	Scenario 5	Cumulative	Presentation – Scenario 5: DEC 6	Dietary Analysis: NOV 29
December 8	POTLUCK!!!!	Recipe Cards	Your Contribution is due	