

FNH 250

Nutrition Concepts & Controverses



Jan-Apr 2025: In-person, Multi-access

Section 002

About this Course



PURPOSE 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.

Quick Facts: Where, When, Access



CLASSES Monday, Wednesday, Friday, 11:00–11:50AM in IRC 6. Your attendance is expected and is necessary for you to participate in the classroom activities. Follow the course schedule, read the material for each topic *before* class, and arrive on time.

COURSE WEBSITE Important correspondence for the course will be posted on the FNH 250 Canvas course website (canvas.ubc.ca): use your CWL to login. You are responsible for checking this website regularly (a minimum 3-4 times a week) to be aware of any updates or changes to the course.

Your Instructor & Teaching Assistants



INSTRUCTOR: Dr. Gail Hammond, RD

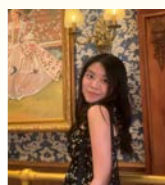
Office: FNH 214, 2205 East Mall

Office hours: **Mondays & Wednesdays:** In-person
12-1PM, after class, or by appointment.

Email: Use Canvas email system. See **page 6** for my expectations on using email in FNH 250.



TEACHING ASSISTANTS: Office hours for TAs are available by appointment. Contact TAs through Canvas email.



Sarah Pham



Julia Yeh



Jasmine Zhao



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FNH 250 is grateful to the [Musqueam](#) people on whose traditional, ancestral, and unceded territory is where we work, learn & play. We honour their care of the land and water for millennia.



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Course Outcomes

FNH 250 is designed for you to achieve the following:

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 Materials

TEXT: Whitney E, Rolfes S, Hammond G, O'Connor, C and Piché L. 2024. ***Understanding Nutrition***, 3rd Canadian edition, Cengage Canada. Available online through **MindTap** course (DW+ also included with MindTap)

SOFTWARE (stand alone): **Diet & Wellness Plus** required for CBEL & Personal Dietary Assessment assignments

iCLICKERS: Set up **iClicker account** for in-class responses.

Course Format

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

- online 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 classroom 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 Rationale

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 into research 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).

Course Schedule

In-person classes are Monday, Wednesday & Friday, 1100–1150h in IRC 6. This schedule is tentative.

DATE (2025)	TOPIC	CHAPTERS
Jan 6, 8, 10	Orientation to FNH 250; Introduction to Nutrition & Diet Quality (DQ).....	1, 2
Jan 13, 15, 17	DQ; Water & the Electrolytes; Antioxidants–SDL	1, 2, 11, 12
Fri. Jan 17	Learner Survey–PRE due; deadline for choosing option A: CBEL project as term assignment	
Jan 20, 22, 24	Water & Electrolytes; deadline for choosing options B, C, D as term assignment	11
Jan 27, 29, 31	Draft Antioxidant Concept Map due – ask questions in class; Digestion, Absorption & Transportation (DAT)	3, 12
Feb 3, 5, 7	Final Antioxidant concept map due; DAT; Carbohydrates	3, 4, 12
Feb 7-8	Midterm #1 (DQ, Water & Electrolytes, Antiox): Fri @ noon to Sat @ 11:59PM	1, 2, 11, 12
Feb 10, 12, 14	Carbohydrates; Lipids	4, 5
Feb 17-21	Midterm Break – no classes	
Feb 24, 26, 28	Lipids Final 15 min. to ask questions about term assignments; all entries into DW+	5
Mar 3, 5, 7	Lipids; Proteins	5, 6
Mar 10, 12, 14	Proteins; Energy Balance & Weight Management	6, 8, 9
Mar 14-15	Midterm #2 (DAT, Carbohydrates, Lipids): Fri @ noon to Sat @ 11:59PM	3, 4, 5
Mar 17, 19, 21	Energy Balance & Weight Management; Draft Bone Health Concept Map due – ask questions in class; Bone Health – SDL	8, 9, 13
Mar 24, 26, 28	Energy Metabolism; Final Bone Health concept map due	10, 13
Mar 31, April 2, 4, 7	Energy Metabolism; Blood Health	10, 14
Wed, Apr 9	CBEL, Controversial Media Article, Personal Dietary Assessment; Learner Survey–POST; Recipe	
Apr 12-27 (tba)	Final exam (DQ, DAT, and post-midterm #2 material)	

Evaluation

	Option A	Option B	Option C	Option D
Learner Surveys due (11:59PM): PRE Jan 17 (1%), POST Apr 9 (1%)	2%	2%	2%	2%
Clicker Question Quizzes (throughout course)	5%	5%	5%	5%
Concept Maps due (11:59PM): February 3 (4%), March 28 (4%)	8%	8%	8%	8%
Midterm #1: Fri Feb 7 (12PM)-Sat Feb 8 (11:59PM), 60 minutes	15%	15%	15%	15%
Midterm #2: Fri Mar 14 (12PM)-Sat Mar 15 (11:59PM), 60 minutes	15%	15%	15%	15%
A. CBEL Projects (group work): Apr 9 @ 11:59PM	25%	—	—	—
B. Controversial Media Analysis (group work) due: Apr 9 @ 11:59PM	—	25%	—	—
C. Dietary Assessment (individual work) due: Apr 9 @ 11:59PM	—	—	25%	—
Final Exam, Apr 12-27 (tbd): DQ, DAT, post-midterm #2 material	30%	30%	30%	55%
Midterm #1: Introduction & Diet Quality; Water & Electrolytes; Antioxidants Midterm #2: Digestion, Absorption & Transportation; Carbohydrates; Lipids				
*Jan 17 11:59PM: deadline for choosing CBEL, option A. Jan 24 11:59PM: deadline for choosing B, C or D. Default: Option C.				

Grades are determined according to UBC policies and regulations for Grading Practices available at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0> Each exam will cover specific information as well as general concepts that apply to different nutrients, including physical features, key functional roles, deficiencies, toxicities, interrelationships, rich food sources, and dietary recommendations. Previous exam questions will be posted on Canvas in advance of each exam. The CBEL projects allow small groups to work with a community partner and apply your learning virtually in a community setting, the controversial media article analysis projects allow small groups to explore a nutrition-related controversy in detail, and the personal dietary assessment allows you to individually apply your nutrition knowledge to improve your food choices.

Term Assignments: Choose 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.



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.

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.

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 assignment option, and you will find answers to commonly asked questions in the instructions! Selecting a term assignment option is due **Jan 17 (CBEL), or, Jan 24 (other options).**

Student Support

The UBC Learning Commons (<http://learningcommons.ubc.ca/>) is an online portal available to all students to help you achieve academic success. Peer tutoring and academic coaching, interactive workshops, study groups, tech tools, student-directed seminars, and many other academic resources are on the website.

The UBC Writing Centre (accessed through the UBC Learning Commons website) offers free academic writing tutor services for UBC students through the academic year. Make an appointment or drop into the Chapman Learning Commons in the Irving K Barber Learning Centre for assistance with your writing. If you are looking to improve your writing skills, this is a valuable free resource offered to you as a UBC student. See the website for details.



Scheduled Exams and Late Assignments

To accommodate students living in different parts of the world, all assessment components are accessible for a period of time. Given this accommodation, 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. 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.

Accommodation & Disabilities

If you have special needs, please bring these to my attention before or at the first class in the term. I will make every effort to accommodate your requirements. For additional support to enhance your educational experience, UBC Centre for Accessibility (<https://students.ubc.ca/about-student-services/centre-for-accessibility>) works with students, faculty and staff to ensure a safe and secure learning environment for students living with long-term disabilities.

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 (discussion boards).
- Employ good time management skills.
- Turn off electronic devices that you are not using for academic purposes.



Academic Integrity

At UBC, the ethical production of work lies at the foundation to contributing to a civil and just society. As a member of the UBC scholarly community, the production of knowledge is founded on honesty and integrity. All of us at UBC are expected to comply with university regulations regarding academic integrity including plagiarism, cheating, and submitting your own work. You are at UBC to learn: that means you commit to producing your own original work, acknowledge the work of others from which you draw inspiration, and write exams without colluding with other people or resources, unless explicitly permitted by the instructor. Be honest, ethical, and comply with UBC's policies regarding academic integrity available at <https://academicintegrity.ubc.ca/>.

Senate 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](#).

Managing Email

Questions sent through email can be difficult to respond to in a satisfactory manner. You may ask “why”? Oftentimes students’ questions are not clearly written, and/or it can take a lot of time to write a complete answer. Moreover, when a student is provided with an answer, the level of comprehension is not clearly visible to the member of the teaching team providing support.

In FNH 250, I will be managing emails as follows:

1. If you have a question about any aspect of the course, ask it in the class chat room, post it to the Discussion board on Canvas, or locate a reliable source to answer your question (i.e., **be self-directed** in your learning).
2. If you know the answer to a question posted in the chat or Discussions area, answer it. The TAs and I will monitor the discussion threads to make sure all answers are correct and on track, and correct any misguided answers.

Course Input & 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.

A Few 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.