



**Food, Nutrition and Health (FNH) Program**  
**Faculty of Land and Food Systems**

**FNH 371: Human Nutrition over the Lifespan, (3 credits)**

**ACKNOWLEDGMENT:**

UBC's Point Grey Campus is located on the ancestral and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

**INSTRUCTOR:**

Elizabeth Novak, PhD  
Lecturer, Food Nutrition and Health Program

**CONTACT:**

Office hours: **Tuesdays & Thursdays 2-3 PM room FNH 170** or on **Zoom by appointment**  
For questions related to course content, please post on **Piazza (discussion board available on Canvas)**.  
For confidential questions, the instructor can also be reached via the **Canvas email tool**

**TEACHING ASSISTANTS:**

Jennifer Appiah - Graduate Student, Nutrition & Dietetics  
Taylor Bailey – Graduate Student – Human Nutrition  
Francine Emmonds, PhD Candidate, Education  
Lillijana Rakose – Undergraduate Student – FNH  
Kailee Wark – Graduate Student, Nutrition & Dietetics

**LECTURE TIME & LOCATION:**

Tuesdays & Thursdays, 11:00 - 12:30; LSK 200

**COURSE DESCRIPTION:**

Nutritional requirements and dietary patterns of healthy individuals throughout the life span.

**LEARNING OUTCOMES:** Upon successful completion of this course, you should be able to:

1. Identify and explain physiological and psychosocial changes over the life span with implications for nutrition and indicate how dietary needs and behaviours are affected by these changes.
2. Describe how and why requirements change over life for key nutrients (e.g., protein, fat, iron, calcium, vitamin D).
3. Explain and justify current dietary guidance, especially for life stages when nutritional status is particularly important (e.g., pregnancy, infant and young child feeding, older adulthood).
4. Assess dietary intakes of individuals at different life stages, evaluate whether they conform to current dietary guidance, and provide appropriate guidance on nutrition-related issues.
5. Critically evaluate and synthesize well-selected evidence to develop useful answers to questions about nutrition over the lifespan.
6. Integrate and apply your learning to promote health and wellbeing – for yourself, your friends and family, and your broader communities – now and in the future.

**COURSE FORMAT:**

This course will be delivered through **3 hours of in-person class time each week**. We will use a combination of lectures, in-class clicker questions, small-group learning activities, , case studies, and independent reflection throughout the course. Online materials, including course notes and discussion boards will be available on Canvas to support your learning.

**COURSE MATERIALS AND READINGS:**

- **Canvas:** The FNH 371 Canvas site will be used as an important learning and communication resource providing lecture slides, course notes, assignments, discussion boards, and course announcements.
- **iClicker cloud:** Students are required to have an iClicker device (eg. phone, tablet, or laptop) and account registered to their name and student number
- There is no required textbook for FNH 371. Course notes are integrated into the modules on Canvas. If you wish to have a textbook as an additional resource, I recommend: Brown, J. E. (2019). *Nutrition through the life cycle*. Cengage Learning. Any edition is fine.

**INFORMATION FOR STUDENTS IN THE DIETETICS MAJOR:** This course, like all required courses in the Dietetics Major, contributes to coverage of the *Integrated Competencies for Dietetic Education and Practice (ICDEP)*. All students in the Dietetics Major should refer to the Mapping of Curriculum to ICDEP page on the dietetics website to familiarize themselves with the requirements.

**EVALUATION (note you have some choice here):**

	Due Dates	Proposed Value (% of Final Grade)	<b>OR:</b> Choose the value for you (% of Final Grade)*
<b>Weekly reflections</b>	Each week	<b>10</b>	<b>10</b>
<b>In-class iClicker responses</b>	Throughout the term	<b>2</b>	<b>0 OR 2</b>
<b>Midterm exam</b>	Feb 27	<b>20</b>	<b>15 - 30</b>
<b>Case Studies Quizzes:</b> Pregnancy Case Study Childhood Case Study Family Case Study	<b>Jan 27-30</b> <b>Mar 10-13</b> <b>Mar 31-April 3</b>	<b>18</b>	<b>10-30</b>
<b>Assignment:</b> Lifespan Nutrition Q & A	March 27 (but you can complete this anytime EARLIER during the semester)	<b>20</b>	<b>0 – 20</b>
<b>Final exam (cumulative)</b>	To be determined	<b>30</b>	<b>30 – 55</b>

*\*Note: If desired, you may choose the value particular items will contribute to your final grade. You may choose a value for those items from within the ranges provided in the column at the right. Make sure that the values you choose add up to a total grade value of 100% and advise me of your choice by completing **the Flexible Assessment Survey on Canvas** by **11:59 PM on Jan 23**. No changes will be permitted after that date. The proposed values will be used for all students who do not specify otherwise by Jan 23.*

**Weekly assignments and in-class activities:** Individual mini-assignments will allow you to reflect on your learning and reinforce concepts covered in class. Some can be completed during class time individually or in groups and others will be done on your own time. These small weekly learning activities must be completed and submitted on Canvas before class each Tuesday. You must submit at least 10 of the 11 weekly assignments for full marks. **Late submissions will not be accepted.**

**iClicker:** Many classes will include clicker questions to encourage active learning during class. Please make sure that you have a working student iClicker account to participate in these questions. iClicker responses (participation only, not correct answers) will be worth up to 2% of your grade. If you participate in in at least 80% of the clicker questions throughout the term, you will receive the full two points. If you participate in 60-79%, you will receive 1 mark. No marks will be given for participation in less than 60% of classes.

**Case Studies:** Will ask you to apply course content to real-life scenarios. Information for each case study will be provided in advance for you to review and analyze **before** you start the online quiz for that case study. The online quiz for each case study will be available in Canvas; deadlines for completing the quizzes are listed in the syllabus. Each quiz will include both closed-ended (e.g., multiple choice, multiple answer, true/false) and open-ended (e.g., short-answer) questions based on your analysis of the case study.

**Assignment:** The assignment provides an opportunity to explore your specific interests. You will identify a question related to nutrition at a particular life course stage and then provide a clear, concise, evidence-based answer to that question, based on two appropriate papers selected from the peer-reviewed literature. See complete instructions on Canvas.

**Midterm and final examinations:** The examinations will test your understanding of all material covered in class. Both the midterm and final examinations will include multiple choice and short-answer questions. In the event where a student must miss the midterm due to illness, the student is required to inform the instructor at the earliest possible time to arrange for a makeup exam, if possible. If a makeup exam is not possible, the marks will be allocated to the final exam. The final exam is **cumulative** with an emphasis on material covered since the midterm exam.

**How to decide how your final mark will be calculated:** There is no single best “strategic” way to calculate your final grade – think about what would be best for you (consider your own learning, your interest level, your schedule, and your other commitments this term). The proposed values will promote learning and success for the majority of students, but please take a few moments to decide what would work best for you and your learning this term. If you would like to adjust the way your final grade will be calculated, you must inform the instructor of the changes you would like to make *by completing the [Flexible Assessment Survey](#) on Canvas by 11:59 PM on Jan 23*. No changes will be permitted after that date.

**Policy on late and missed assessments:** Weekly reflections, case studies and the assignment must be completed independently and submitted by the deadlines indicated in the course schedule. Late weekly reflections will not be accepted. Late case studies/assignments will be subject to a 10% deduction per day late. In the event where a student must miss an assignment or exam, with a valid excuse, the corresponding mark may be allocated to the final exam at the instructor’s discretion.

**EXPECTATIONS FOR STUDENTS IN FNH 371:**

1. **Attend all classes in person if possible.** Classes will be live-streamed and recorded but this is expected to be used only for exceptional circumstances. This is an in-person class and course delivery methods have been developed for students to engage in person.
2. **Actively participate** in the various learning activities in class and during your own self-directed learning—this will greatly enhance your learning (and reduce the amount of time needed for additional review prior to the midterm and final exam!).
3. **Respect and make a positive contribution to our learning environment in class.** Please arrive on time. Do not try to “multitask” in class or use your electronic devices to check materials unrelated to class. Reducing distractions can improve your learning significantly.
4. Use the **resources** available to you (instructor, course notes, discussion board) to enhance your learning. Use the slides provided on Canvas as a framework for your note-taking during class. Build on them (and integrate material from additional course notes) to create an effective study and reference tool.
5. **Ask questions**, seek clarification, or discuss issues further both in and out of class. You can post your questions about course content on the Piazza discussion board or bring your questions to the instructor’s office hours.
6. **Do your own work.** Collaboration during class and study time is encouraged but all submitted work must be your own. **This also means you are not permitted to use AI tools, including ChatGPT for course assessments, unless otherwise stated.** Academic honesty is a core value of scholarship and is taken extremely seriously in this course. Failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action.
7. **Provide feedback** on the course through the midterm course evaluation (the results of which can be applied to the remainder of the course) and the official UBC course evaluation at the end of the semester. Your perspectives and suggestions are greatly valued.
8. **Enjoy this learning experience** – and apply what you are learning about nutrition over the lifespan to improve your own health and the health of our broader communities, now and in the future.

**Copyright:** All materials of this course (course handouts, lecture slides, assessments, course readings) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. **In other words, please do not post or share any course material, including course notes outside of this course.**

## UNIVERSITY 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](https://senate.ubc.ca/policies-resources-support-student-success) (<https://senate.ubc.ca/policies-resources-support-student-success>).

Academic honesty is a core value of scholarship. Cheating and plagiarism (including both presenting the work of others as your own and self-plagiarism), are serious academic offences that are taken very seriously in the Faculty of Land and Food Systems. By registering for courses at UBC, students have initiated a contract with the University that they will abide by the rules of the institution. It is the student's responsibility to inform themselves of the University regulations.

Definitions of Academic Misconduct can be found on the following website:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959#10894>

Studying with others or discussing issues with them is completely legitimate and is encouraged; however, collaborating with others while completing case studies or quizzes is not, nor is informing others of what the questions were. Both providing this information to someone else, or using that information, are considered cheating and would constitute academic misconduct. Please be aware that plagiarism or cheating of any kind will be cause for "no credit" on the assignments and possible failure in the course.

***Students are permitted to use artificial intelligence tools, including generative AI, to gather information or review concepts. However, students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately.***

*In other words...* Do your own work. Discuss course work with friends and learn with and from each other as you complete in-class activities and assignments. But make sure you complete all quizzes and exams independently, without the use of aids that have not been authorized by the instructor. If you do the assignment, you must write the report independently and properly attribute and cite your sources. Please review resources available through the UBC Library (e.g., [bit.ly/UBCHowtoCite](http://bit.ly/UBCHowtoCite)) and/or speak to the instructor if you are not sure how to do this.

**COURSE TOPICS AND SCHEDULE\***

<b>DATES</b>	<b>TOPICS</b>	<b>ASSESSMENTS</b>
<i>Jan 7 &amp; 9</i>	<b>Introduction</b>	Weekly reflections are due on Tuesday of the following week.
<i>Jan 9-23</i>	<b>Pregnancy</b>	<b>Flexible Assessment Survey:</b> Due Jan 23 <b>Case Study #1: Pregnancy</b> Open from Jan 27-30
<i>Jan 28- Feb 4</i>	<b>Lactation</b>	
<i>Feb 6-13</i>	<b>Infancy</b>	
	<b>No class Feb 18 &amp; 20 – Reading Week</b>	
<i>Feb 25 – Mar 6</i>	<b>Childhood</b>	<b>MIDTERM EXAM - Feb 27 in class</b> <b>Case Study #2: Childhood</b> Open from Mar 10 - 13
<i>Mar 11-13</i>	<b>Adolescence</b>	
<i>Mar 18 - 20</i>	<b>Adulthood</b>	
<i>Mar 25-April 3</i>	<b>Aging</b>	<b>Nutrition Q &amp; A</b> Due Mar 27 but early submissions are encouraged <b>Case Study #3: Family</b> Open from Mar 31- April 3
<i>April 8</i>	<b>Course wrap up</b>	
<b>FINAL EXAM TBD: During final exam period</b>		

\*Schedule subject to change. Instructor will notify students of any changes by Canvas announcements