



# COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

## NUTR\*2050 Nutrition Through the Life Cycle

### COURSE OUTLINE – FALL 2021

#### 1. CALENDAR DESCRIPTION

**Credit Weight:** 0.5 credits

**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)

**Pre-Requisite(s):** NUTR\*1010 - Must be completed prior to taking this course.

**Co-Requisites(s):** None

**Restriction(s):** This is a Priority Access Course. Some restrictions may apply during some time periods. Please see the departmental website for more information.

#### 2. COURSE DESCRIPTION

This course explores how individual, family, community and societal factors influence nutritional needs and dietary intake from infancy through older adulthood. Implications for nutrition care and community-level programs are discussed.

The course delivery will be through synchronous lectures. The synchronous lectures, which will be recorded and posted, will be interactive and might include breakout rooms for discussion and small group work, class discussion, and use of polling. Through these lectures, readings, group activities, quizzes and case studies students will explore key nutrition concepts pertaining to each life stage.

#### Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website <https://news.uoguelph.ca/2019-novel-coronavirus-information/> and circulated by email.

#### 3. TIMETABLE

**Lecture:** Tuesday and Thursday, 10:00am-11:20am

**Location:** Synchronous classes (via Zoom) that will be recorded. Closed captions available.

All ppt slides will be available and uploaded on Courselink.

**Final Exam:** None; instead, there is a final assignment

#### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Dr Maude Perreault PhD, RD (she/her)

**Email:** [mperreau@uoguelph.ca](mailto:mperreau@uoguelph.ca)

**Telephone:** 519-824-4120 ext. n/a

**Office:** Given COVID-19-related public health measures, meetings will be held online.

**Office Hours:** Virtual office hours by appointment. Please email to arrange a time.

#### **Teaching Assistant:**

Name: Alyssa Ramuscak RD, MHSc

Email: [aramusca@uoguelph.ca](mailto:aramusca@uoguelph.ca)

Name: Sophia Hatzis, RD, CDE

Email: [hatziss@uoguelph.ca](mailto:hatziss@uoguelph.ca)

Name: Amélie Bossé

Email: [abosse@uoguelph.ca](mailto:abosse@uoguelph.ca)

**Office Hours:** Virtual office hours by appointment. Please email to arrange a time.

#### 5. LEARNING RESOURCES

##### **Required Resource(s):**

There is no required textbook for NUTR\*2050

##### **Recommended Resource(s):**

**Title:** Nutrition Through the Life Cycle

**Author(s):** Judith E. Brown

**Edition / Year:** 7th Edition / 2020

**Publisher:** Cengage Learning

**ISBN:** 978-1-337-91933-3

#### 6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Describe nutritional needs at different points in the life cycle;
2. Identify the individual, interpersonal, and environmental factors that influence food intake, eating patterns and nutritional status during these life stages;
3. Describe community nutrition programs in Canada used to overcome barriers and improve food intake in various life-stage groups;
4. Identify strategies and programs to support healthful dietary intake at various life stages;
5. Gain experience in analyzing growth and usual dietary intake; and

6. Search for and summarize quality research evidence.

## 7. TEACHING AND LEARNING ACTIVITIES

Week	Topics Synchronous class via Zoom, and posted to CourseLink once recorded	Assigned Readings & Guest Speakers	Notes & Due Dates
1	<ul style="list-style-type: none"> <li>Thurs Sept 09: Welcome back!</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>	
2	<ul style="list-style-type: none"> <li>Tues Sept 14: Nutrition concepts &amp; Dietary Reference Intakes</li> <li>Thurs Sept 16: Food labels</li> </ul>	<ul style="list-style-type: none"> <li>Health Canada Dietary Reference Intakes Tables: <a href="https://www.canada.ca/en/health-canada/services/food-nutrition/healthy-eating/dietary-reference-intakes/tables.html">https://www.canada.ca/en/health-canada/services/food-nutrition/healthy-eating/dietary-reference-intakes/tables.html</a></li> <li>Health Canada Nutrition Labelling Online course: <a href="https://www.canada.ca/en/health-canada/services/food-nutrition/food-labelling/nutrition-labelling/subscribe.html">https://www.canada.ca/en/health-canada/services/food-nutrition/food-labelling/nutrition-labelling/subscribe.html</a></li> </ul>	
3	<ul style="list-style-type: none"> <li>Tues Sept 21: Health promotion in Canada</li> <li>Thurs Sept 23: Canada's Food Guide</li> </ul>	<ul style="list-style-type: none"> <li>Health Canada Food and Nutrition Highlights 2020: <a href="https://www.canada.ca/en/health-canada/services/publications/food-nutrition/highlights-2020.html">https://www.canada.ca/en/health-canada/services/publications/food-nutrition/highlights-2020.html</a></li> <li>Canada's Food Guide: <a href="https://food-guide.canada.ca/en/">https://food-guide.canada.ca/en/</a></li> </ul>	Quiz 1 due Sept 26 (lectures 2-5)
4	<ul style="list-style-type: none"> <li>Tues Sept 28: Preconception</li> <li>Thurs Sept 30: Practice for Assignment 1</li> </ul>	<ul style="list-style-type: none"> <li>Health Canada Prenatal Nutrition: <a href="https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/prenatal-nutrition.html">https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/prenatal-nutrition.html</a></li> <li>n/a</li> </ul>	Assignment 1 opens

Week	Topics Synchronous class via Zoom, and posted to CourseLink once recorded	Assigned Readings & Guest Speakers	Notes & Due Dates
5	<ul style="list-style-type: none"> <li>• Tues Oct 05: Preconception (con't)</li> <li>• Thurs Oct 07: Pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• Health Canada Prenatal Nutrition: <a href="https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/prenatal-nutrition.html">https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/prenatal-nutrition.html</a></li> <li>• O'Connor et al. Canadian Consensus on Female Nutrition: Adolescence, Reproduction, Menopause and Beyond. J Obstet Gynaecol Can. 2016;38(6):508-554. <a href="http://www.jogc.com/article/S1701-2163(16)00042-6/abstract">http://www.jogc.com/article/S1701-2163(16)00042-6/abstract</a></li> </ul>	Quiz 2 due Oct 10 (lectures 6- 9)
6	<ul style="list-style-type: none"> <li>• Tues Oct 12: <b>**no class**</b></li> <li>• Thurs Oct 14: Pregnancy (con't)</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> <li>• 2019 Canadian Guideline for Physical Activity throughout Pregnancy: <a href="https://csepguidelines.ca/pregnancy/">https://csepguidelines.ca/pregnancy/</a></li> </ul>	
7	<ul style="list-style-type: none"> <li>• Tues Oct 19: Birth outcomes and postpartum</li> <li>• Thurs Oct 21: Infancy and growth assessment</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> <li>• Dietitians of Canada. WHO Growth Charts. Resources for Health Professionals. <a href="https://www.dietitians.ca/growthcharts">https://www.dietitians.ca/growthcharts</a> and Online calculator PediTools <a href="https://peditools.org/">https://peditools.org/</a></li> </ul>	Midterm due Oct 20 (lectures 2-10)
8	<ul style="list-style-type: none"> <li>• Tues Oct 26: Support class for assignment 1</li> <li>• Thurs Oct 28: <b>Guest lecture:</b> Infancy and chest-feeding, Alyssa Ramuscak, RD, MHSc</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> <li>• TBD</li> </ul>	

Week	Topics Synchronous class via Zoom, and posted to CourseLink once recorded	Assigned Readings & Guest Speakers	Notes & Due Dates
9	<ul style="list-style-type: none"> <li>Tues Nov 02: Infancy and formula feeding</li> <li>Thurs Nov 04: Nutrition concerns during the first year of life</li> </ul>	<ul style="list-style-type: none"> <li>Health Canada Infant feeding: <a href="https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/infant-feeding.html">https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/infant-feeding.html</a></li> </ul>	Quiz 3 due Nov 07 (lectures 11-16)
10	<ul style="list-style-type: none"> <li>Tues Nov 09: Intro to solids and progression towards family meals</li> <li>Thurs Nov 11: Toddlers and preschoolers</li> </ul>	<ul style="list-style-type: none"> <li>Health Canada Infant feeding: <a href="https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/infant-feeding.html">https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/infant-feeding.html</a></li> </ul>	Assignment 1 due Nov 10
11	<ul style="list-style-type: none"> <li>Tues Nov 16: Picky eaters and feeding behaviors</li> <li>Thurs Nov 18: School-aged children</li> </ul>	<ul style="list-style-type: none"> <li>NutriSTEP: <a href="http://www.nutristep.ca/">http://www.nutristep.ca/</a></li> <li>Canadian 24-Hour Movement Guidelines for Children and Youth: <a href="https://csepguidelines.ca/children-and-youth-5-17/">https://csepguidelines.ca/children-and-youth-5-17/</a></li> </ul>	Quiz 4 due Nov 21 (lectures 17-20)
12	<ul style="list-style-type: none"> <li>Tues Nov 23: Adolescents</li> <li>Thurs Nov 25: <b>Guest Lecture:</b> Emerging adults, Sophia Hatzis, RD CDE</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> <li>TBD</li> </ul>	
13	<ul style="list-style-type: none"> <li>Tues Nov 30: Support class for assignment 2</li> <li>Thurs Dec 02: <b>Guest Lecture:</b> Older adults, Chris Mills RD, MPH</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> <li>TBD</li> </ul>	Quiz 5 due Dec 05 (lectures 21-24)  Assignment 2 due Dec 08

**Note:** Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Quizzes (5, top 4 counted, open book)	1-6	Throughout	30% (7.5% each)
Midterm	1-6	October 20 2021, 11:59pm EST	20%
Assignment 1: Discussion report on research articles	1, 2, 6	November 10 2021, 11:59pm EST	20%
Assignment 2: Diet record analysis	1, 2, 5	December 08 2021, 11:59pm EST	30%
<b>Total:</b>			<b>100%</b>

Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar

## 9. COURSE STATEMENTS

We have shared responsibilities to come to class prepared, ready to work/listen and be respectful to each other. Specifically:

### Dr. Maude Perreault's Responsibilities:

- Support your success in the course
- Respond to email inquiries within 72 hours Monday to Friday if your email is sent from a uoguelph email address. You will not receive a response if your email is sent from a hotmail or similar web-based account. Please do not email questions related to course content (these can be posted on Courselink).
- Monitor and respond in a timely manner to questions posted on the discussion board on Courselink.
- Hold virtual office hours by appointment.

### Your Responsibilities as a student:

- Virtual learning can be challenging. To help, minimize distractions during synchronous classes. Turn your cell phones off during class and avoid using your computer for non-class related activities.
- Come to class with an open mind and a non-judgmental stance.
- Come to synchronous classes on time, participate and stay until the end. That said, you know what works best for your learning style. Recordings will be posted after lectures, and the notes will be available before each class. I trust you that you will be serious about your learning, but that it might look different for each of you. If you need support to maximise your learning, please get in touch.
- Check the course website regularly and particularly before class for important announcements, resources, etc.
- Complete course requirements with integrity.
- Contact me as soon as you have concerns about the course (e.g. meeting deadlines, being able to actively participate, having physical or mental health concerns, having personal concerns). Don't wait until the last minute; I am here to find a solution with you.

**Netiquette:**

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password
- Recording lectures without the permission of the instructor

**Course Website:**

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through Dropbox. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

There will be two discussion boards: one for you and your peers, and one for questions directed at the course instructor, Dr. Maude Perreault. To access this discussion forum, select Discussions from the Tools dropdown menu. General course-related questions should be posted on the discussion forum for your peers so that all students have an opportunity to review the response.

**CourseLink System Requirements:**

You are responsible for ensuring that your computer system meets the necessary system requirements (<http://spaces.uoguelph.ca/ed/system-requirements/>).

Use the browser check tool (<https://courselink.uoguelph.ca/d2l/systemCheck>) to ensure your browser settings are compatible and up to date. Results will be displayed in a new browser window.

**Technical Support**

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

**CourseLink Support**

University of Guelph Day Hall, Room 211  
Email: [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca)

Tel: 519-824-4120 ext. 56939  
Toll-Free (CAN/USA): 1-866-275-1478  
Phone/Email Hours (Eastern Time):  
Monday thru Friday: 8:30 am–8:30 pm  
Saturday: 10:00 am–4:00 pm  
Sunday: 12:00 pm–6:00 pm

### **Submission of Assignments to Dropbox**

Assignments should be submitted electronically via the online Dropbox tool. When submitting your assignments using the Dropbox tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission. Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted. It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that technical difficulty is not a justifiable reason not to turn in your assignment on time. Don't wait until the last minute as you may get behind in your work. If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or CourseLink Support. (<http://spaces.uoguelph.ca/ed/contact-us/>)

### **Recording of Lectures**

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other “live” course activities, whether delivery is in-class or online/remote. If a student prefers not to be distinguishable during a recording, they may:

- Turn off their camera
- Mute their microphone
- Edit their name (e.g., initials only) upon entry to each session
- Use the chat function to pose questions.

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

### **Late Assignments**

**Assignments 1 and 2** will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than 5 days late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must inform Dr. Perreault about when you will be submitting your assignment. You are encouraged to reach out before the deadline to discuss any issues you are experiencing.



**If you miss one quiz**, it will be counted as your lowest of 5 quiz marks and will be dropped. The remaining four quizzes will each be worth 7.5% of your final grade. Any additional missed quiz will receive a zero (0) mark.

### **Missed Midterm Examination**

In the event that you are not able to write the midterm examination (e.g., for an illness or for a compassionate reason), the weight of the midterm will be moved to Assignment 2. In this case, Assignment 2 will be worth 50% of your final grade. If you miss the midterm for another reason, you will receive a zero (0) mark.

### **Receipt of Grades**

After you receive a grade on CourseLink, please review your feedback. It is encouraged to wait 24hr before contacting the instructor for feedback or revision. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

## **RESOURCES and REFERENCES**

### **Citation Style**

Citation styles in applied nutrition vary and there are pros and cons to each style. In practice, it is wise to learn to use both major types of referencing styles, so you can reference citations with confidence. **For this course, the referencing style is [APA \(American Psychological Association\)](#).**

### **Paraphrasing others' ideas and work**

Knowing how to summarize others' work for evidence-based review and practice is a key skill in applied nutrition. The general discussion on citing others' work appropriately is at: <https://guides.lib.uoguelph.ca/c.php?g=129135&p=5002786>

Check back to this discussion through the semester as you work with various tools, like Turnitin, and summarize work from various researchers. Turnitin is integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

### **Turnitin Software:**

In this course, we will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

As students, a major benefit of using Turnitin is to be able to educate and empower yourselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that

show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

## **10. UNIVERSITY STATEMENTS**

### **E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### **When you cannot meet a course requirement:**

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

### **Drop date:**

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

### **Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

### **Academic misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students

need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

**Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources:**

The [Academic Calendars](#) are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

**Appendix:**

For those students enrolled in the Area of Emphasis in Dietetics: The Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>):

*Foundational Knowledge Specifications (FKS) that are met by this course:*

CONTENT AREA	COGNITIVE COMPLEXITY LEVEL	Where/How this content area is covered in NUTR*2050: Nutrition through the life cycle
<b>3. Communication</b>		
a) Opportunities for and barriers to communication	2	Group discussion in class via Zoom (large and smaller groups), chat functionality in Zoom, discussion board on Courselink (Assignment 1)
b) Communication channels and techniques, and their appropriate usage	1	
c) Strategies for effective written communication	3	
d) Strategies for effective oral communication	3	
e) Strategies for effective	2	

interpersonal communication		
f) Medical and dietetics-related terminology	2	Terms relating to life stages, in healthy populations.
<b>5. Food</b>		
e) Application of dietary requirements, guidelines, and guidance tools to food planning	3	DRIs, macro/micronutrients, and health promotion strategies for healthy eating.
i) Food labeling	2	Food labelling and Nutrition Fact Table regulations in Canada
j) Food-borne illness	2	Nutrition consideration during pregnancy, and early infancy to prevent food-born illness
<b>7. Health System in Canada</b>		
a) Organization and delivery of care	1	Health promotion strategies by federal, provincial and municipal levels
b) Issues and trends	1	Public health issues in nutrition in Canada
<b>8. Human Nutrition across the lifespan</b>		
a) Ingestion, digestion, absorption, metabolism and excretion of nutrients	3	Discussed throughout lectures on various life stages; biochemistry, nutrients requirements, food sources, health promotion strategies to support the Canadian population
b) Biochemical utilization of nutrients and energy	3	
c) Nutrient and energy requirements	3	
d) Physical activity and energy balance	2	
e) Nutrition recommendations and guidelines	3	
f) Effect of deficiencies and toxicities of nutrients	3	
g) Food sources of nutrients and dietary supplements	3	
h) Role of nutrients and other food components in health	3	
i) Dietary practices	2	
<b>12. Nutrition Assessment</b>		
a) Food and nutrient intake of individuals and populations	3	Through lectures, Assignment 2

b) Environmental and individual factors affecting food intake	3	
c) Anthropometric data collection and interpretation	3	
<b>16. Professional Practice in Dietetics</b>		
f) Decision making	3	Throughout, via in-class case studies, quizzes, midterm and assignments
h) Role of research and new knowledge	2	
k) Strategies for assessing and enhancing approaches to practice	2	
l) Advocacy	1	
<b>17. Population and Public Health</b>		
b) Strategies for public and population health including health promotion, education, advocacy, community development and partnerships	2	Throughout, via in-class case studies, quizzes, midterm and assignments
d) Values and philosophy of public and population health	2	
f) Determinants of health	2	
<b>18. Research and Evaluation</b>		
b) Qualitative, quantitative and mixed methodologies	2	Assignment 1
d) Evidence-informed practice	2	
e) Literature search strategies	2	
<b>19. Social and Psychological Foundations</b>		
a) Behavioural theories relevant to eating and food choice	2	Throughout, via in-class case studies, quizzes, midterm and assignments
b) Social and psychological aspects of eating and food choice, in health and disease	2	
c) Relationship between mental health and nutrition	1	

d) Social justice, diversity and equity in society	2	
e) Cultural competence	2	

*Performance Indicators (PI) that are met by this course:*

Practice Competencies		Performance Indicators	NUTR*2050: Nutrition through the lifecycle
<b>1. Professional Practice</b>			
1.01	Comply with federal and provincial / territorial requirements relevant to dietetic practice		
	c	Demonstrate knowledge of provincial / territorial legislation, regulations and policies applicable to practice	Evaluated via midterm and quizzes
1.06	Use a systematic approach to decision making		
	a	Demonstrate knowledge of the role of ethics, evidence, contextual factors and client perspectives in decision making	Midterm, quizzes, and assignments
	b	Demonstrate knowledge of ethical principles for decision making	
	d	Demonstrate knowledge of contextual factors that may influence decision making.	
	e	Obtain and interpret evidence	
1.07	Maintain a client-centred focus		
	a	Demonstrate knowledge of the legal and moral basis for respecting individual rights, dignity and uniqueness.	Midterm, quizzes, and assignments
1.09	Use technologies to support practice		
	b	Use technology to communicate.	Communication through Zoom functionalities; Email and online

			communication to connect with peers and professor; CourseLink discussion board
1.11	Assess and enhance approaches to dietetic practice		
	a	Demonstrate knowledge of the role of evidence, self- reflection, and consultation in assessing effectiveness of approaches to practice.	Assignment 1
	d	Recognize the importance of new knowledge to support or enhance practice.	
	e	Seek new knowledge that may support or enhance practice activities.	
1.12	Contribute to advocacy efforts related to nutrition and health		
	a	Demonstrate knowledge of principles of advocacy	Discussed in class; Midterm, quizzes, and assignments
	b	Identify common advocacy opportunities and activities in dietetic practice	
<b>2. Communication and Collaboration</b>			
2.01	Select appropriate communication approaches		
	a	Demonstrate knowledge of common opportunities for and barriers to communication	Discussed in class; Midterm, quizzes, and assignments

	e	Demonstrate knowledge of medical and dietetics-related terminology.	
2.02	Use effective written communication skills		
	c	Edit written material for style, spelling and grammar	Assignments
	d	Write clearly and concisely, in a manner responsive to the needs of the reader(s)	
	e	Write in an organized and logical fashion	
	f	Provide accurate and relevant information in written material	
	g	Ensure that written material facilitates communication	
2.03	Use effective oral communication skills.		
	b.	Speak clearly and concisely, in a manner responsive to the needs of the listener(s).	Group discussion via Zoom (large and small groups)
2.04	Use effective interpersonal skills.		
	a	Demonstrate knowledge of principles of active listening.	Group discussion via Zoom (large and small groups); Chat function in Zoom to connect with peers; other mode of participation in lectures
	b	Utilize active listening.	
	c	Demonstrate knowledge of ways to engage in respectful communication.	
	d	Communicate in a respectful manner.	
	k	Demonstrate knowledge of principles of negotiation and conflict management.	
<b>3.Nutrition Care</b>			
3.01	Assess nutrition-related risks and needs.		
	a	Demonstrate knowledge of principles for selection and use of nutrition risk screening strategies.	Discussed in class; Midterm, quizzes, and assignments



	k	Demonstrate knowledge of principles for selection of relevant demographic, psycho-social and health behaviour data.	
	m	Demonstrate knowledge of principles for obtaining and interpreting food and nutrient intake data.	
	q	Demonstrate knowledge of principles for obtaining and interpreting anthropometric data.	
	v	Demonstrate knowledge of ways to obtain and interpret information from mealtime / feeding observations	
	dd	Demonstrate knowledge of selection and use of methods used to determine energy, protein, fluid, macronutrient, micronutrient, electrolyte and trace element requirements.	
	ee	Perform calculations to determine nutritional requirements.	
<b>4. Population and Public Health</b>			
4.01	Assess food and nutrition related issues of groups, communities and populations.		
	a	Demonstrate knowledge of types and sources of information to assess food and nutrition-related issues of groups, communities and populations.	Discussed in class; Midterm, quizzes, and assignments
	e	Demonstrate knowledge of sources of and methods to obtain food and nutrition	

		surveillance, monitoring and intake data.	
	i	Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health.	
	m	Demonstrate knowledge of group, community and population assets and resources.	
4.02	Develop population health plan.		
	a	Demonstrate knowledge of ways to establish appropriate goals and objectives for population health related to food and nutrition.	Discussed in class; Midterm, quizzes, and assignments
	b	Demonstrate knowledge of principles to establish strategies and action plans to meet population health goals and objectives.	
	f	Demonstrate knowledge of monitoring approaches related to population health.	