COURSE TITLE: HHPH 331: Nutrition
COURSE VALUE: Three (3) credit hours
COURSE LOCATION: Field House 101
COURSE TIME: TR 11:00am-12:15pm
INSTRUCTOR: Spencer Willis, DrPH, CHES
OFFICE: Field House 100K
OFFICE HOURS: MWF 11am – 12noon / 03pm – 3:45pm
TR 09am – 10am / 02pm – 03pm
PHONE: (903) 886-5573 FAX: (903) 886-5365
E-MAIL: spencer.willis@tamuc.edu

Course Description:
Basic facts and principles of human nutrition are presented. Study includes the physiological and psychological factors of food intake and utilization with emphasis on nutrition education for dietary improvements of groups and individuals. Emphasis is placed on the science of nutrition, the study of nutrients and of their ingestion, digestion, absorption, transport, metabolism, interaction, storage and excretion. Food group plans, the Dietary Guidelines, Food Exchange System, Recommended Dietary Allowances and other standards are reviewed to serve as a foundation for food selection.

Course Objectives:
At the end of this course the students will be able to:
1. To be able to discriminate in dealing with a vast amount of nutrient information.
2. Make decisions concerning nutrient claims, separating fact from fallacy.
3. Recognize the consequences of over nutrition, under-nutrition, and malnutrition.
4. Describe the principle of caloric balance.
5. Apply the concepts of nutrition in personal food selection.
6. Assist others in planning healthy adequate diets.
7. Identify the major nutrients, their functions, interactions, and needs of the body.
8. Select and use appropriate guidelines for food selection and provide for adequacy, balance, calorie control, moderation, variety, and density.
9. Describe the role of proper nutrition for athletes and others involved in physical activity.
10. Identify signs, physical consequences, and a referral system for common eating disorders.
11. Recognize and advocate the principles of nutrition that promote health and prevent disease throughout the life cycle.
Course Requirements:

A. Participation/Assignments (100 points):
   Participation points can be earned by daily class attendance and successful completion of
   in-class assignments and quizzes. Excessive absences will affect your participation points. 
   **No make-up assignments will be provided for missed participation points.**

B. Test (400 points)
   Four (4) tests will be given online to determine student progress and assist students in
   learning. Tests will consist of objective questions (T/F, multiple choice, and matching) and
   application questions. **No make-up exams will be given, unless arrangements are made
   prior to the exam or a verifiable medical excuse is provided within 3 days.**

C. SuperTracker/myfitnesspal Daily Tracking (250 points)
   This assignment is designed to have students study their own diets (please do not alter your
   eating patterns for this assignment; we are looking for real results). This assignment is
   complex. Please see the steps below.
   1. Students will need to record their food intake for **five days** and input this information
      into USDA’s SuperTracker ([https://www.supertracker.usda.gov](https://www.supertracker.usda.gov)). Be sure to make a note
      of the amount of food/drink consumed and don’t forget those extras such as mayo,
      olives, candy, drinks, etc. Also, record the amount in household measurements like ½
      cup, 1T, or 1t.
   2. Based on your SuperTracker – MyPlan, develop 3-5 goals using the following format:

      Example: “I want to floss more daily.”

      ![Image](https://example.com/flossing.gif)

      "If I have the toothpaste in my hand, then I will get out the floss to floss my
      teeth first.”

      This is an example of an
      existing behavior or activity.

      This your new goal.

   3. You will be required to present your SuperTracker findings and your newly developed
      goals using the above format in class. Presentations should include **three slides:** (1) title
      slide, (2) slide for SuperTracker findings, and (3) Goals slide. Presentations should be
      uploaded via eCollege (please see course schedule on next page for more details). This
      will count as 25 points.
   4. After your initial presentation, you will continue to track your food using mobile or
      desktop version of SuperTracker or you can to download MyFitnessPal for iOS devices
      or Android devices or use the MyFitnessPal desktop application
      ([https://www.myfitnesspal.com](https://www.myfitnesspal.com)). **This should be done daily.**

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5. Your final presentation (see calendar for date) should include slides from the first presentation + two addition slides = 5 slides. One slide should describe your progress towards meeting your goals and the other should describe any benefits or barriers you encountered during your food-tracking journey. The final presentation will count as 25 points (50 points for both presentations).

6. Lastly, you will need to prepare a brief narrative (1 full page) describing your food-tracking journey. At minimal, this paper should include (1) initial SuperTracker results, (2) if/then goals, (3) description of goal achievement or lack of achievement, (4) final thoughts, lessons learned, future strategies, etc. This will count as 100 points. You will also need to submit evidence of food tracking. This involves submitting a printable report of your progress. This report should display dates where food was logged in. Please do not print the report. Submit as a PDF document to save paper. This will count as 100 points.

Final paper and PDF printable report should be submitted via eCollege. See calendar for date.

D. **Food for Families/Stewpot (100 points)**

Choose one of the following events. Meet at event location (directions will be given week of event). Carpooling is encouraged!

- TBA: Food for Families
- TBA: Stewpot

**Ex:** Screenshot from iPhone SuperTracker mobile findings. This is where you develop your goals.
E. **Menu Planning on a Budget (50 points)**
With a partner, you will plan a weeklong menu of healthy meals for a family living in poverty according to the U.S. poverty threshold. This assignment is designed to promote healthy eating with limited resources/income. In order to complete this assignment successfully, student groups must:

- Prepare a weeklong menu consisting of 3 meals, 3 snacks, and beverages.
- Prepare an ingredients list (including seasonings) with nutrition facts label.
- Go to your local grocery store and take photos of ingredients (container), its nutrition facts label, and its price.
- Prepare a PowerPoint presentation that displays the menu item (entrée or snack), its ingredients, and its health content (e.g. sodium, total cholesterol, fat, vitamins, minerals, etc.)
- Total amount $$ you spent on during the week.

**Please consider ethnic cuisines**

For your convenience, I have included a link to calculate food budgets based on family size and a link to the federal poverty threshold.

Federal Poverty Threshold:

Food Budget Calculator:
http://www.extension.iastate.edu/foodsavings/page/what-you-should-spend

F. **Journal Articles and Presentations (100 points)**
To complete this assignment successfully, you will need to find an article that describes a nutritional intervention. Intervention articles describe a specific program or activities that were implemented to address a nutritional issue. The article should describe a single intervention. Please do not use review articles. A review article typically summarizes a body of research (e.g. multiple interventions) in an effort to provide a “snapshot” to the reader. Your article should be current, within the last five years (e.g. 2010 to current).

**FORMAT: Paper & Presentation**
1. Describe the problem (ex: childhood obesity, lack of knowledge, poor athletic performance, etc.) Please include statistics to support your problem statement. This should be described in the article, specifically in the introduction/background.
2. Present the intervention: Please be as detailed as possible when describing the intervention.
3. Describe the outcomes: State whether the intervention was successful at address the nutritional issue. Also address any future directions/recommendations for the research. You should find this in the "discussion" section (usually at the end of the article).
4. Please make sure your paper follows APA guidelines. I have included two brief
youtube videos that describe APA format and citations.

**For your convenience, I have attached an example of an ideal article in eCollege
under “DocSharing”**
The highlighted sections represent numbers 1-3 above (e.g. green=problem
statement, blue=intervention description, purple=outcome description, and yellow=future research/directions/recommendations).

**APA Style Writing:**
https://www.youtube.com/watch?v=oyCexGBT_5o

**APA Citations in MS Word:**
https://www.youtube.com/watch?v=yI5PppKlo

Rubric:
1. Statement of Problem 30pts
2. Intervention Description 30pts
3. Description of Outcomes 30pts
4. APA Style 5pts
5. Presentation Style (Peer) 5pts

Grading:
<table>
<thead>
<tr>
<th>Participation/In-Class Activities</th>
<th>100 PTS (10%)</th>
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<tbody>
<tr>
<td>Food for Families/Stewpot</td>
<td>100 PTS (10%)</td>
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<tr>
<td>Four (4) exams @ 100pts each</td>
<td>400 PTS (40%)</td>
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<tr>
<td>Journal Article and Presentation</td>
<td>100 PTS (10%)</td>
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<tr>
<td>Menu Planning on a Budget</td>
<td>50 PTS (5%)</td>
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<tr>
<td><strong>SuperTracker/myfitnesspal</strong> Daily Tracking</td>
<td>250 PTS (25%)</td>
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<td><strong>TOTAL</strong></td>
<td>1000 PTS (100%)</td>
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Grade Scale:

| 900 - 1000 = A                      | 600 - 699 = D |
| 800 - 899 = B                      | 0 - 599 = F   |
| 700 - 799 = C                      |

A grade of C or above must be maintained in all courses of your major field and for
teacher certification.

All students enrolled at the University shall follow the Tenets of Common Decency and Acceptable Behavior conducive to a
Positive Learning Environment. (See Student’s Guide Book.) Students requesting accommodations for disabilities must go
through the Academic Support Committee. For more information, please contact the Director of Disability Resources and
Services, (903) 886-5835.
# HHP 331: Nutrition
## TENTATIVE COURSE OUTLINE
### FALL 2015

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Title</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>An Introduction to Food, Nutrients, and Human Health</td>
<td></td>
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<tr>
<td>2</td>
<td>2</td>
<td>Food Labels, Groups, and Phytochemicals</td>
<td>No Class 9/8</td>
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<td>3</td>
<td>3</td>
<td>Digestion and Absorption</td>
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<td>4</td>
<td>4</td>
<td>Energy and Metabolism</td>
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<td>9/24/2015</td>
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<td>Examination 1: Chapters 1-4</td>
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**Part II: The Macronutrients**

<table>
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<tr>
<th>Week</th>
<th>Chapter</th>
<th>Title</th>
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<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>Carbohydrates</td>
<td>SuperTracker Initial Presentation (10/1)</td>
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<tr>
<td>6</td>
<td>6</td>
<td>Fats and Lipids</td>
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<tr>
<td>7</td>
<td>7</td>
<td>Protein</td>
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<td>Examination 2: Chapters 5-7</td>
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**Part III: The Micronutrients**

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<th>Chapter</th>
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<tr>
<td>8</td>
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<td>Vitamins</td>
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<td>9</td>
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<td>Water and Mineral</td>
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<td>Examination 3: Chapters 8 &amp; 9</td>
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**Part IV: Special Topics in Nutrition**

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<th>Chapter</th>
<th>Title</th>
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<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>Nutrition During Pregnancy, Lactation, and Infancy</td>
<td>Budget Menu Planning (11/5)</td>
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<td>11</td>
<td>11</td>
<td>Nutrition Across The Lifecycle</td>
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<td>12</td>
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<td>Nutrition for Physically Active Adults and Athletes</td>
<td>Nutrition Intervention Article (11/19)</td>
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<td>13</td>
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<td>Obesity and Weight Control Thanksgiving</td>
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<td>Diet-Related Cancers and Chronic Diseases</td>
<td>SuperTracker Final P&amp;P (12/8)</td>
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<td>Examination 4: Chapters 10-14</td>
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COURSE SYLLABUS