## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HPE 101</td>
<td>BASIC CONCEPTS OF NUTRITION</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Class or Lecture Hours</th>
<th>Laboratory Work Hours</th>
<th>Clinical or Studio Hours</th>
<th>Co-op, Internship</th>
<th>Course Length</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6, 10 or 15 week</td>
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### Performance on an Examination/Demonstration
(Placement Score; minimum CLEP score)

### Traditional & Online Delivery Methods
(Traditional, Online, Hybrid, Tele-course)

### COURSE DESCRIPTION
This course emphasizes the fundamental concepts of nutrition with a focus on the relationships of nutrients to health, fitness, and athletic performance. Topics include basic dietary constituents, principles of body function, considerations for disease prevention and management, dietary regulation, dietary myths, food safety and weight management.

### Prerequisites/Co-requisites
MAT 033 and ENG 024

### Last Revised:
2012 (No Changes)

### Course Coordinator:
John Kalinowski, MS CSCS, kalinowj@mccc.edu 609-570-3675

### Required Text/Other Materials:
*Nutrition NOW*, Judith Brown, 7th Edition
INFORMATION RESOURCES:

Web Sites:

www.acsm.org — American College of Sports Medicine
www.aahperd.org — American Alliance for Health, Physical Education, recreation & Dance
www.cfsan.fda.gov — US FDA Center for Food Safety and Applied Nutrition
www.fightbac.org — Partnership for Food Safety Education
www.foodsafety.gov
www.healthpromotionjournal.com
www.ihrsa.org — International Health, Racquet, and Sports Clubs Association
www.isapa.org — International Society for Aging and Physical Activity
www.lifestrong.com
www.myfitnesspal.com
www.mypyramid.gov — US Department of Agriculture
www.nasm.org — National Academy for Sports Medicine
www.nata.org — National Athletic Training Association
www.nsca-lift.org — National Strength and Conditioning Association
www.nutrition.gov — American Society for Nutrition
www.nhbi.nih.gov — National Heart Lung and Blood Institute
www.sportsnutritionsociety.org — International Society for Sports Nutrition
www.webmd.com

Other Journals (not found on the above web sites):
American Journal of Health Behavior
Clinical Exercise Physiology

Other Organizations/Associations:
American Association for Active Lifestyles & Fitness
American Association for Health Education
American Association for Leisure & Recreation
National Association for Girls & Women in Sport
National Association for Sport & Physical Education
National Dance Association

Course Goals

Upon successful completion of the course, the student will be able to...

1. Identify and discuss nutrition problems facing today’s society;
2. Identify, distinguish, and discuss the necessities of being an informed consumer of nutrition products and services;
3. Identify, list, distinguish, and discuss the essential dietary nutrients and their role for good health;
4. Utilize dietary standards and guidelines to determine the nutritional adequacy of an individual’s diet for weight management and health;
5. Utilize dietary guidelines for disease prevention and management;
6. Distinguish, identify, and implement/demonstrate optimal nutrition for fitness and athletic/sport performance;
7. Distinguish, identify, implement/demonstrate safe food handling, preparation, cooking, and serving practices.
General Education Knowledge Goals

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Goal 4. Technology or Information Literacy.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 7. Historical Perspective.** Students will understand historical events and movements in the World, Western, Non-Western or American societies and assess their subsequent significance.

**Goal 8. Diversity and Global Perspective.** Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem Solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

UNITS of STUDY in DETAIL

**Unit #1 – Introduction to Macro- and Micro-nutrients, and Hydration**

1. Identify and describe the key nutrition concepts and terms;
2. Identify, define, describe, and distinguish what macro-nutrients are, what their purpose is, how they impact our body, and what role they play in our diets;
3. Identify, define, describe, and distinguish what macro-nutrients are, what their purpose is, how they impact our body, and what role they play in our diets;
4. Calculate calories for a given amount of each macro-nutrient;
5. Describe, discuss, and calculate individual metabolic needs based on gender and activity level;
6. Identify and distinguish the different vitamins, their sources, their roles, and possible toxic effects;
7. Identify and distinguish the different minerals, their sources, their roles, and possible toxic effects;
8. Identify and discuss the benefits of proper hydration for non-active as well as active lifestyles.
9. Identify, define, and discuss risks associated with improper hydration (including but not limited to hyponatremia and heat stroke).
10. Identify, describe, and discuss the impact of sugar and artificial sweeteners on health and performance.

Course Goals: 1-6; Gen.Ed. Goals: 1,2,4,7, & 8; Core Skills: A,B,D,E,F, & G.
Unit #2 – Principles of Nutrition a Healthy Diet, Metabolism, and Weight Management

1. Identify, analyze, interpret, and discuss nutrition labeling and how it can be used to maximize dietary decisions for optimal health and performance;
2. Identify, interpret, describe, distinguish, and discuss the information on packaging (including, but not limited to “enriched”, “low fat”, “organic”, etc.);
3. Identify and discuss the growing nutrition related dangers in society today and they can be addressed;
4. Utilize popular nutrition software to analyze and interpret diets and make/recommend proper behavioral modifications to optimize health and performance;
5. Identify, define, distinguish, describe, and discuss the characteristics of healthy dietary behaviors;
6. Identify, define, distinguish, describe, and discuss the characteristics of unhealthy dietary behaviors (including but not limited to weight control myths, anorexia, bulimia, pica, etc.);
7. Identify, analyze, and interpret the benefits and risks associated with popular “diets” today;
8. Hypothesize, support, research, and discuss why it is so difficult for people to lose weight;
9. Hypothesize, support, research, and discuss what can be done to help people lose weight.

Course Goals: 1-7; Gen.Ed. Goals: 1,4,7, & 8; Core Skills: A,B,D,E,F, & G.

Unit #3 – Introduction to Nutrition in Disease, Illness, Performance, and Food Safety

1. Identify, distinguish, and discuss the impact that dietary behaviors have on diabetes risk management;
2. Identify, distinguish, and discuss the impact that dietary behaviors have on heart disease and hypertension risk management;
3. Identify, distinguish, and discuss the impact that dietary behaviors have on cancer risk management;
4. Identify, distinguish, and discuss the impact that dietary behaviors have on food allergies and intolerances (including, but not limited to dairy, nuts, gluten, etc.);
5. Identify, describe and discuss the benefits of probiotics;
6. Identify and discuss dietary behaviors that benefit physical activity;
7. Identify, describe, and discuss the benefits and risks associated with ergogenic aides/sport nutrition supplements;
8. Identify, define, distinguish, and discuss possible causes of food borne illness;
9. Identify, define, and discuss the food handling, preparations, and storage precautions/principles necessary to minimize foodborne illnesses.

Course Goals: 1-7; Gen.Ed. Goals: 1,4,7, & 8; Core Skills: A,B,D,E,F, & G.

Evaluation of Student Learning

Achievement of the course objectives will be evaluated through the use of the following tools:

TESTS – (3) 100pts/ea (300pts - 50% of Course Grade)

ASSIGNMENTS/PROJECTS – (3) 60pts/ea (180pts - 30% of Course Grade)

CLASS PARTICIPATION/DISCUSSIONS – 40pts/ea (120pts - 20% of Course Grade)