

**Summer Academy**  
**HLTH 095 Nutrition for Health and Fitness**

**Credits:** 3

**Class Meeting Times:** June 30– July 11 (on-campus), July 12– July 25 (online)

**Class Location:** TBD

**Instructor:** Connie Tompkins, Ph.D.

**Contact:** Office: Rowell 310D  
Office Phone: 656-3817  
Email: [ctompkin@uvm.edu](mailto:ctompkin@uvm.edu)

**Contact Policy:** Office hours are by appointment only.  
Contact me directly in person, by phone, or e-mail to schedule an appointment. Outside of business hours (9 to 5pm), I check e-mail infrequently and response times to e-mails may be slow.

This course will present nutrition principles regarding macronutrients, vitamin/minerals, and fluids in relation to overall, daily health and exercise. Some of the topics to be covered include: carbohydrate, fat, and protein metabolism at rest and during exercise, weight management, as well as the effect nutrition may have in the development of diseases (i.e. obesity, Type 2 diabetes). Classes will involve lecture, discussion, and internet modules.

This course is not a substitute for any Exercise Science or Nutrition course requirements for a UVM major or minor.

**Course Objectives:**

1. Demonstrate knowledge of basic and applied nutrition (macronutrients and micronutrients)
2. Describe macronutrient metabolism and pathways during aerobic and anaerobic exercise.
3. To develop an understanding of how nutrition affects exercise performance and vice versa.
4. Define and describe healthful nutrition practices for weight control and fitness/sports.
5. Research and debate current controversial topics in the field of nutrition and fitness.

**Suggested (but not required) Text:** Practical Applications In Sports Nutrition, Fifth Edition, ISBN: 9781284036695

**Evaluation Methods (tentative):**

**Assessment of Popular Diets (out of class & in-class assignment)-** Each student will select a popular diet (i.e. Atkins, Paleo) from a list of diets provided by the instructor. Based on outlined criteria provided, students will investigate the scientific basis (if any) and literature for the diet and provide a detailed assessment. Following students' individual investigation and assessment,

students will be grouped according to their assigned diet w/others who also researched the diet. Student will compare and contrast information found in the literature and work together to present the overall findings to the class.

**Consumer Reports-** Each student will select three versions of the same product (for example, yogurt, chips, cereals, energy bars, crackers, breads, soups, cookies, etc.) and will do a thorough investigation of the products using the label information. Each will write up a comparison of the ingredients (calories, protein, fat, carbohydrates, price, etc.) and give an oral presentation to the class, explaining what's good and/or bad about each product (high fat content, chemical additives, too much sodium, etc.). They will also provide a written handout with the label information and all ingredients so classmates can follow the figures. This report will also involve some math as the compare the three products with their percentages of fat, carbohydrates, and protein.

**Personal Diet/Nutrition Assessment:** The goal of this assignment is to analyze your food intake for 1 week (including the weekend), determine the nutritional values of the food consumed, calculate caloric intake of the foods ingested, compare results to the Recommended Dietary Allowance for your age and gender, describe ways to improve your dietary profile and generate an ideal meal and nutrition plan that you could use to help in your preparation for competition and to help promote recovery afterwards.

**Book Assignment:** Students will select a book to read (book options will be selected by the instructor) and write a thorough report include in-depth evaluation, critical analysis including critical insight and personal opinion. A PowerPoint of this report and evaluation will be developed and shared through Bb. Students will submit questions to one another about their book evaluation and will be responsible for answering questions posed.

Potential books may include the following:

Spark: The Revolutionary New Science of Exercise and the Brain

Salt Sugar Fat: How the Food Giants Hooked Us

Fat Chance: Beating the Odds Against Sugar, Processed Food, Obesity, and Disease

The Weight of the Nation: Surprising Lessons About Diets, Food, and Fat from the Extraordinary Series from HBO Documentary Films

The First 20 Minutes: Surprising Science Reveals How We Can Exercise Better, Train Smarter, Live Longer

Fighting Globesity - A Practical Guide to Personal Health and Sustainability

Fast Food Nation: The Dark Side of the All-American Meal

<b>Grading</b>	<b>Percent of Total Grade</b>
<b>Assessment of Popular Diets</b>	<b>15%</b>
<b>Consumer Reports</b>	<b>15%</b>
<b>Personal Diet/Nutrition Assessment</b>	<b>15%</b>
<b>Book Assignment Evaluation, Presentation, &amp; Question/Answer Engagement</b>	<b>25%</b>
<b>In-class and out-of-class assignments &amp; discussions</b>	<b>30%</b>

## Grading Scale

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	less than 60

## Course Policies

### Classroom Code of Conduct

Students will conduct themselves in a manner that serves to maintain, promote, and enhance the high quality academic environment befitting the University of Vermont. Details of the code of conduct are outlined on the UVM website. Please no ringing cell phones in the classroom- turn to silent/vibrate.

No electronic equipment (i.e. cell phones, blackberries, cameras, MP3s, etc...) will be permitted when test materials are available. Use of such equipment will result in an automatic failure of the course and administrative action may be taken.

**Student Learning Accommodations:** If you have a formal accommodation plan developed in conjunction with UVMs ACCESS Office or would like to discuss the supports that you need in order to learn well in this class, please contact me in the beginning of the semester.

Adaptations and instructional supports are available through consultation with the instructor and the ACCESS Office.

ACCESS Office: [www.uvm.edu/~access/](http://www.uvm.edu/~access/)

UVM's policy on disability certification and student support:

[www.uvm.edu/~uvmppg/ppg/student/disability.pdf](http://www.uvm.edu/~uvmppg/ppg/student/disability.pdf)

**Religious Holidays:** Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.

**Academic Integrity:** The policy addresses plagiarism, fabrication, collusion, and cheating.

[www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf](http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf)

**Grade Appeals:** If you would like to contest a grade, please follow the procedures outlined in this policy: [www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf](http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf)

**Grading:** For information on grading and GPA calculation, go to [www.uvm.edu/academics/catalogue](http://www.uvm.edu/academics/catalogue) and click on Policies for an A-Z listing.

**Code of Student Rights and Responsibilities:**  
[www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf](http://www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf)

**FERPA Rights Disclosure:** The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.  
<http://www.uvm.edu/~uvmppg/ppg/student/ferpa.pdf>

### **Student Course Evaluation**

As a matter of professional responsibility, all students are expected to complete a course and instructor evaluation at the end of the semester. Evaluations will be anonymous and confidential. Faculty reserve the right to withhold the final grade for any student who has not completed the evaluation.

### **Coursework Outside of Class**

Per University policy regarding work required for a three credit hour course, approximately two hours of coursework should be completed outside of class for every credit hour. Therefore, that means that for this three credit course, at least six hours a week of work are expected outside of class.

**Tentative Schedule- subject to change**

<b>Date</b>	<b>Tentative Topics/Objectives</b>
M 6/30	Review of basic nutrients. Explain how the body produces energy. Define the Dietary Reference Intakes. Introduce the basic nutrition guidelines (My Plate). Explain how to read food labels. Introduce factors that need to be considered when developing an individualized nutrition plan. Describe what is involved in taking a diet history.
T 7/1	Describe the collection and analysis of food records. Define energy metabolism and explain why understanding it is important. Define energy and its basic forms. Discuss the metabolic pathways associated with the aerobic breakdown of carbohydrates, fats, and proteins.
W 7/2	Discuss the glycemic index. Explain how carbohydrates are utilized during exercise. Discuss the type, quantity, and timing of carbohydrate consumption before, during, and after exercise or competition.
Th 7/3	Grocery store trip Explain how lipids (fats) are classified. Discuss the importance of cholesterol. Discuss what type, how much, and when fats should be consumed before, during, and after exercise.
M 7/7	Discuss the main functions of proteins in the body. Explain the concept of nitrogen balance and the implications on resistance training. Discuss the type, quantity, and timing of protein consumption before, during, and after exercise
T 7/8	Consumer Reports Presentations Water & Fluid Replacement
W 7/9	Watch "Running the Sahara" & discuss Energy balance, physical activity, and weight issues
Th 7/10	Watch part 2 of "Weight of the Nation" Discussion of "Weight of the Nation" Popular Diet Presentations & Discussions

7/16-7/25 (online)

Over these 2 weeks, class discussions will continue. Students will complete their personal nutrition analysis and complete their final report/evaluation. Students will complete their book reading, develop and post their PowerPoint book evaluation and ask and respond to classmates during this time regarding the book readings.