

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

HLTH 640

PRINCIPLES OF NUTRITION

COURSE DESCRIPTION

This course reviews the basic principles of nutrition, the metabolism of proteins, fats, macro and micro nutrients and the role food choices play in health promotion and disease prevention.

RATIONALE

This course investigates foundational concepts in nutrition by providing a basis for subsequent nutrition classes in the MPH Program. MPH graduates need to understand the role of both food in culture as well as food metabolism within the body and how to alleviate diet-related health problems among diverse populations. This information will provide a solid base for those entering careers in federal and private food assistance programs and nutrition advocacy organizations. Biblical teaching regarding body and health stewardship is emphasized.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Explain the principles of digestion, absorption, and metabolism of macronutrients.
- B. Design nutrient-dense meals that follow dietary recommendations.
- C. Apply various nutritional assessments to food records.
- D. Assess the quality of an individual's diet using various assessment methods.

- E. Compare health and disease disparities between the American population and people in other countries.
- F. Contrast the dietary needs of special populations.
- G. Contrast the world's perspective of food and drink with God's Word.

In addition to the course learning outcomes listed above, this course addresses the following Nutrition Concentration Competencies as primary emphases.

By the end of the course, the student will be able to:

1. Identify and interpret reliable nutrition sources for health promotion purposes.
2. Explain the role of macro and micronutrients for nutritional health and well-being.
3. Identify the influence of eating behaviors on disease development and prevention.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (2)

Thread

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be a minimum of 400–500 words.

Replies

In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be a minimum of 200–300 words. The instructor is looking for substantial, thoughtful, and critical discussions.

- D. Personal Reflection Papers (2)

The student will write a 1–2-page paper in order to identify the cultural, environmental, and social elements that have influenced healthy and unhealthy eating habits. The student will also write a 2–3-page paper that will include a significant application of Scripture to the cultural view of food.

E. MyDietAnalysis

My Food List

The student will use MyDietAnalysis to generate the My Food List report. The student will record food consumed for 5–7 consecutive days and enter this data into MyDietAnalysis. This assignment serves as the foundation for the Food Record Analyses that will be completed throughout the remainder of the course.

Actual Intake vs. Recommended Intake

The student will use MyDietAnalysis to generate the Actual Intake vs. Recommended Intake report. The student will record food consumed for 5–7 consecutive days and enter this data into MyDietAnalysis. This assignment serves as the foundation for the Food Record Analyses that will be completed throughout the remainder of the course.

F. Food Record Analyses (4)

The student will complete 4 Food Record Analyses where he/she will analyze his/her carbohydrate, fat, protein, vitamin, and mineral intake. The reports will be generated in MyDietAnalysis based on the My Food List report. The student will analyze the adequacy, deficiencies, and health benefits of his/her actual food intake in comparison to the recommended intake. The first 2 analyses must not exceed 1 1/2 pages per analysis. The last 2 analyses must not exceed 2 1/2 pages per analysis.

G. PowerPoint Presentation

The PowerPoint Presentation is split into 3 manageable parts:

Part 1

The student will: choose a presentation topic; select a minimum of 5 scholarly, peer-reviewed journals; and develop an outline and reference page in preparation for the PowerPoint Presentation. This assignment must not exceed 3 pages.

Part 2

The student will create 15–20 slides for the PowerPoint Presentation.

Part 3

The student will write a narration in the notes section for each slide.

H. Quizzes (4)

Each quiz will cover the Reading & Study material for the modules/weeks in which it is assigned. Each quiz will be open-book/open-notes, contain 75 multiple-choice and true/false questions, and have a time limit of 1 hour and 30 minutes.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums	
Thread (2 at 50 pts ea)	100
Replies (2 at 25 pts ea)	50
Personal Reflection Papers (2 at 75 pts ea)	150
MyDietAnalysis	
My Food List	15
Actual Intake vs. Recommended Intake	15
Food Record Analyses (4 at 30 pts ea)	120
PowerPoint Presentation	
Part 1	50
Part 2	100
Part 3	100
Quizzes (4 at 75 pts ea)	300
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Writing Style

For this course, all papers and written assignments must be completed in the American Medical Association style (AMA).

D. Confidentiality and Limits of Confidentiality

Because many of our students are already actively involved in a career in Health Promotion, the student may have experiences that will naturally lend themselves to the curriculum of this course. To respect the privacy of others, it is imperative that students do not use the names of individuals that they have worked with and/or treated.

In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

HLTH 640

Textbook: Blake et al., *Nutrition: From Science to You* (2019).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Blake et al.: chs. 1–2 2 presentations 3 websites	Course Requirements Checklist Class Introductions Register for MyDietAnalysis Personal Reflection Paper 1	10 0 0 75
2	Blake et al.: chs. 3–4 2 presentations 2 websites	MyDietAnalysis – My Food List MyDietAnalysis – Actual Intake vs. Recommended Intake Food Record Analysis 1 Quiz 1	15 15 30 75
3	Blake et al.: chs. 5–6, 21 3 presentations	Food Record Analysis 2	30
4	Blake et al.: chs. 7–8 3 presentations 1 website	DB Forum 1 – Thread PowerPoint Presentation – Part 1 Quiz 2	50 50 75
5	Blake et al.: chs. 9–10 3 presentations	DB Forum 1 – Replies Food Record Analysis 3	25 30
6	Blake et al.: chs. 11–13 4 presentations	Food Record Analysis 4 PowerPoint Presentation – Part 2 Quiz 3	30 100 75
7	Blake et al.: chs. 17–18 2 presentations 1 website	DB Forum 2 – Thread Personal Reflection Paper 2	50 75
8	Blake et al.: ch. 19 1 presentation	DB Forum 2 – Replies PowerPoint Presentation – Part 3 Quiz 4	25 100 75
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.