

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

COURSE SYLLABUS

HLTH 645

PERFORMANCE NUTRITION FOR THE PHYSICALLY ACTIVE

COURSE DESCRIPTION

This course focuses on the role of nutrients and prescriptive diets in rehabilitation services, fitness and sport performance.

RATIONALE

Physical fitness is a major component of Public Health, supporting health promotion and disease prevention. It is fostered by adequate and appropriate nutritional practices for both the average person desiring to develop a basic exercise program and the professional athlete preparing for competition. A strong foundation in nutrition is essential for educating and counseling individuals participating in sports. It is also an important part of caring for our bodies as “temples of the Holy Spirit” (1 Cor. 6:19–20).

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>

Disclaimer: The above resource provides information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in this resource.

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

MEASURABLE LEARNING OUTCOMES

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

- D. Describe how carbohydrates, fats, and proteins are utilized by the body for energy during sporting events.
- E. Discuss fluid replacement needs during exercise.
- F. Describe the effects of exercise on micronutrient recommendations.
- G. Evaluate popular ergogenic aids.
- H. Design a personalized dietary plan for weight change.
- I. Provide dietary recommendations to enhance healing of sport injuries.
- J. Effectively coach athletes in regards to diet and their exercise regime.

In addition to the 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.
4. Apply nutrition principles and research findings into intervention strategies for specific populations.

IV. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist
After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (2)
The student will complete 2 Discussion Board Forums. Each will consist of a thread of 400–500 words and at least 2 replies to other classmates of 200–250 words each. The instructor is looking for substantial, thoughtful, and critical discussions.
- D. Nutrition Knowledge Survey
The purpose of the survey is to assess the nutrition knowledge among athletes.

Part 1: The student will survey 3 athletes to assess their knowledge of nutrition as it pertains to their sport. The student will submit a summary of the findings and post a thread of 400–500 words to the corresponding Discussion Board Forum.

Part 2: The student will review all entries posted by his/her classmates on the survey Discussion Board Forum and then write and submit a final summary of 400–500 words regarding the knowledge on diet and sports performance as represented by all athletes interviewed.

E. Learning Activities (3)

In order to enhance application of the material presented, the student will complete 3 learning activities. Each activity involves writing a response of a minimum of 500–600 words to a given scenario, question, or topic.

F. Case Study

This assignment is divided into 3 parts.

Part 1: Sport Selection and Description. The student will select a sport that is played on the college or professional level and describe the sport according to its characteristics of competition and method of training.

Part 2: Explanation of Nutritional Demands. Based on the selected sport, the student will describe in a professional and scientific manner the nutritional issues and challenges of the sport.

Part 3: Final Dietary Prescription. Centered on the sport's various features presented in Parts A and B, the student will create a comprehensive diet plan.

G. Exams (4)

The student will take 4 exams covering the Jeukendrup & Gleeson textbook readings, supplemental readings, presentations, and lecture notes. Each exam is open-book/open-notes and must be completed in 2 hours.

V. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pts ea)	100
Nutrition Knowledge Survey:	
Part 1	50
Part 2	50
Learning Activities (3 at 50 pts ea)	150
Case Study	

Part 1	50
Part 2	50
Part 3	150
Exams (4 at 100 pts ea)	400
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 = 679 and below

C. Disability Assistance

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

COURSE SCHEDULE

HLTH 645

Textbooks: Jeukendrup & Gleeson, Sport Nutrition: An Introduction to Energy Production and Performance (2010).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Jeukendrup & Gleeson: chs. 1–2, 5 1 presentation	Course Requirements Checklist Class Introductions Nutrition Knowledge Survey: Part 1	10 0 50
2	Jeukendrup & Gleeson: chs. 3–4 (omit pp. 83–90) 1 presentation	Nutrition Knowledge Survey: Part 2 Exam 1	50 100
3	Jeukendrup & Gleeson: chs. 6–7 1 presentation	Learning Activity 1	50
4	Jeukendrup & Gleeson: chs. 8, 12 (omit pp. 298–299) 1 presentation	DB Forum 1 Exam 2	50 100
5	Jeukendrup & Gleeson: ch. 9 2 presentations	Learning Activity 2 Case Study: Part 1	50 50
6	Jeukendrup & Gleeson: chs. 10–11	DB Forum 2 Exam 3	50 100
7	Jeukendrup & Gleeson: chs. 14–15 1 presentation	Learning Activity 3 Case Study: Part 2	50 50
8	Jeukendrup & Gleeson: ch. 16 (omit pp. 364–370) 3 presentations 1 lecture note 5 websites	Case Study: Part 3 Exam 4	150 100
TOTAL			1010

DB = Discussion Board

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