

Sports Nutrition

HEED 3301

(3 credit hours)

Course Syllabus—Fall, 2009

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Associate Professor

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Office Hours: Monday/Wednesday 11:00 am-12:00 pm or by
appointment

Required Materials:

Jeukendrup, Asker & Michael Gleeson. Sport Nutrition. Human Kinetics, 2004

Course Description:

As a result of successful completion of this course, students will be able to:

1. Assess current personal nutritional habits and develop a plan for improved nutrition
2. Review articles on specific foods and their impact on exercise performance.
3. Identify signs and symptoms of disordered eating and describe prevention, intervention, and treatment techniques

Course Objectives

Some objectives to be covered over the course of the semester are

1. Dietary and weight assessment
2. Nutrition for sports participation and recovery
3. Popular diets (including Vegetarianism)
4. Ergogenic aids and supplements
5. Nutrition in pathological conditions (CAD, hypertension, diabetes, obesity, etc.)
6. 2005 Dietary Guidelines for Americans (DGAC and ACSM)
6. Eating disorders

This course addresses the following *Athletic Training Educational Competencies*, 4th ed., published by the NATA Education Council:

Nutritional Aspects: C1-C3, C4-C20, P2-P3

Course Requirements:

Dietary Analysis	10%
Quizzes	10%
Assignments	10%
Article Reviews	10%
Exam 1 (Chap 1-4)	20%
Exam 2 (Chap 5-8)	20%
Final exam (9-13)	20%

Dietary Analysis

A personal dietary analysis of your food intake over **three** days that includes two weekdays and one weekend day. There are a number of programs available. www.mypyramid.gov is a free program that you can use for the analysis. All that is needed is the summary print out for **EACH day** (usually 1.5 - 2 pages) that shows the proportion of **nutrients** and **calories** that you have consumed over each of the three days. Also include a paragraph summarizing whether or not you have a healthy diet and/or what you would change.

Quizzes

A 10 to 20 point quiz will be given at the conclusion of each chapter. Please provide a scantron (form 882-E) for these quizzes. They may be open or closed book.

Article Reviews

Articles chosen to meet the topics listed below must come from "peer-reviewed" journals. [Academic Journals: How Can You Tell?](http://libguides.uta.edu/content.php?pid=4502) (<http://libguides.uta.edu/content.php?pid=4502>)

An example of an article review is provided on the course website. Each review should be no longer than two pages, but should adequately review the research in the following categories:

Sept 11	Article 1: Nutrition and Fatigue
Oct 2	Article 2: Energy needs of athletes
Oct 23	Article 3: Carbohydrates and endurance exercise
Nov 13	Article 4: Protein and resistance exercise
Dec 4	Article 5: Fluid replacement (during and/or recovery from exercise)

Library databases are available to search specific topics such as those listed above. (<http://libguides.uta.edu/kinesiology>). Journals and articles can be found online. Be sure that you get the entire article and not just the abstract. Journals and articles can also be found in the "stacks." Journals older than six months will be bound by volume and can be located with call numbers (similar to books). These are located on various floors in the Central Library. The library also provides tutorial services for editing and writing research papers and the reference desk will assist in any literature search.

Attendance and Participation

This class is participation oriented; therefore, your attendance is crucial. Many assignments are given and completed during class. If you wish to make up work for an excusable absence, **you must contact me by phone or email prior to your absence**. Roll will not officially be taken. Late assignments, assignments turned in to my mailbox as well as assignments turned in without staying for class will receive no more than 50%,

Cell phones are to be off and not used during class. Laptops can be used to take notes, however, if this becomes a distraction you will be asked to put it away.

Examinations

There will be three exams, all will be section exams. Exam questions will be asked with a multiple-choice, true-false, and matching format

Missed Exam Policy: To be eligible to make up an exam, the student is required to present a valid written excuse that ***specifies the date and time*** of the absence. The student has one week from the time the exam was given to take the missed exam.

Grading Scale:

90 - 100%	A
80 - 89 %	B
70 - 79 %	C
60 - 69 %	D
0 - 59 %	F

Changes to the Course Syllabus: The instructor has the right to modify course requirements as deemed necessary. There will be no MAJOR changes, only those that are appropriate as the course develops and according to student needs. Students will be notified of any changes. It is the responsibility of each student to know what changes, if any, have been made to the provisions of the syllabus and to successfully complete the requirements of this course.

The Fine Print:

Drop/Add Policy

It is the responsibility of the student to either add or drop classes or withdraw from the University. Specific deadlines set by the University can be found in the current Schedule of Classes.

Academic Honesty

A high level of scholarly behavior and academic honesty is expected of all students. Violations of academic honesty will result in failure (E) of the course. In addition, a report documenting the dishonest situation will be filed with a higher level of governance for adjudication and possible dismissal from the university. Academic dishonesty includes, but is not limited to the following:

- ✓ Turning in work that was used in whole or part for another course or instructor without notifying me in advance and obtaining my permission to do so.
- ✓ Turning in another person's work in whole or part as your own.
- ✓ Copying information from professional references without citation of the author/date.
- ✓ Cheating on class exams.

University of Texas System Regents Rules and Regulations statement on academic dishonesty states: *Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an examination for another person, any act to give unfair advantage to a student or the attempt to commit such acts.* (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

Americans with Disabilities Act

The University of Texas at Arlington School of Education does not discriminate on the basis of disability in the recruitment and admission of students and the operation of its programs and acts in accordance with specified federal laws and regulations. For more information and to receive official documents, visit the Office for Students with Disabilities located in the lower level of the University Center at UTA.

Students Responsibility: If you require accommodations based on disability, please notify me within the first week of the semester and provide authorizing documentation such that I can provide you with reasonable accommodations.

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based Experiences
- Collaboration Learning
- Diversity
- Technology
- Field
- Life-long

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.