

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# SPHE322

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## Course Summary

**Course :** SPHE322 **Title :** Sports Nutrition  
**Length of Course :** 8 **Faculty :**  
**Prerequisites :** SPHE295 **Credit Hours :** 3

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## Description

### Course Description:

What should you eat? When should you eat it? Why? Nutrition plays an integral part of our daily life. A healthy diet can protect us from a number of diseases, including heart disease and cancer. Nutrition also plays an integral part in an athlete's performance, often making a difference between success and failure. Improper use of diet and/or ergogenic aids can result in poor performance. Students in this course will explore basic nutrition concepts, gaining an appreciation of the contribution of macro and micronutrients to a healthy diet and gaining an understanding of the importance of these nutrients as performance enhancers. They will identify a number of strategies for making healthy food selections, for integrating these selections into their lives, and for successfully maintaining a healthy diet. These concepts will be reinforced through the analysis of their own diets and the development of several new diets. The impact of excessive or deficient caloric intake on health and body composition will be determined. Finally, dietary supplements and performance enhancers are used by many people. Improper use of these can be detrimental to one's health as well as adversely impact athletic performance. Strategies for identifying and using good and bad supplements/enhancers will be developed. (Prerequisite: SPHE295)

### Course Scope:

Welcome to SPHE322, Sports Nutrition. This is an undergraduate course that will cover the relationship between macronutrient and micronutrient intakes and athletic performance. Detailed knowledge of how exercise influences dietary intake, digestion, absorption, energy metabolism, and storage of nutrients will be discussed. In addition, dietary planning for weight gain and weight loss, sport specific concerns and conditions that present to athletes of all age groups regarding nutrition, and the use of dietary supplements as ergogenic aids will be explored.

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## Objectives

**After completing this course, students will be able to:**

1. Evaluate an athlete's dietary intake using the nutrition assessment tools - food groups, and DRI - then modify the diet plan to fuel the athlete appropriately.
2. Create a diet appropriate for an endurance athlete or muscle-building athlete using the nutrition assessment tools - food groups, and DRI.
3. Assess a specific athlete's case and make recommendations.

4. Produce a professional education tool that makes specific nutrition recommendations for a targeted audience based on the principles you have learned in this class.
  5. Debunk a diet myth using peer-reviewed research articles
  6. Investigate the contents of a protein supplement used by athletes
  7. Develop a healthy fast food meal plan for an athletic team traveling to a competition
  8. Judge the value of an ergogenic aid/supplement using peer-reviewed research articles
  9. Recommend a diet for athletes with special needs
  10. Construct a pre- and post-workout meal
  11. Prioritize behavioral steps to promote diet change
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## Outline

### Week 1: Eating to Sustain the Athlete

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#### Learning Outcomes

CO1: Evaluate an athlete's dietary intake using the nutrition assessment tools - food groups, and DRI - then modify the diet plan to fuel the athlete appropriately.

#### Required Readings

##### **Text Readings:**

Chapters 1 & 2 in Nancy Clark's [Sports Nutrition Guidebook](#)

##### **Lesson Reading:** Week 1

#### Assignments

**Week 1 Discussion:** Tell us about yourself

**Quiz #1:** From lecture material

Recommended Optional Reading

Recommended Media

### Week 2: Fueling the Athlete

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#### Learning Outcomes

CO1: Evaluate an athlete's dietary intake using the nutrition assessment tools - food groups, and DRI - and then modify the diet plan to fuel the athlete appropriately.

CO5: Debunk a diet myth using peer-reviewed research articles

#### Required Readings

Chapters 3, 4 & 5 in Nancy Clark's [Sports Nutrition Guidebook](#)

##### **Lesson Reading:** Week 2

#### Assignments

**Week 2 Discussion:** Debunking sports nutrition myths

**Assignment 1:** Energizing the Athlete

## **Quiz #2:** From lecture material

Recommended Optional Reading

Recommended Media

## **Week 3: Athlete Macro Building Block**

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Learning Outcomes

CO6: Investigate the contents of a protein supplement used by athletes

Required Readings

### **Text Readings:**

Chapters 6 & 7 in Nancy Clark's Sports Nutrition Guidebook

**Lesson Reading:** Week 3

Assignments

**Week 3 Discussion:** Protein Supplements and Reading Product Labels

## **Quiz #3:** From lecture material

Recommended Optional Reading

Recommended Media

## **Week 4: Fluid Needs & Micronutrients**

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Learning Outcomes

CO7: Develop a healthy fast food meal plan for an athletic team traveling to a competition

CO2: Create a diet appropriate for an endurance athlete or muscle-building athlete using the nutrition assessment tools - food groups, and DRI

Required Readings

### **Text Readings:**

Chapters 8 & pg 256-257 in Chapter 13 in Nancy Clark's Sports Nutrition Guidebook

**Lesson Reading:** Week 4

Assignments

**Week 4 Discussion:** Eating on the Road

**Assignment 2:** Empowering the Athlete's Diet

## **Quiz #4:** From lecture material

Recommended Optional Reading

Recommended Media

## **Week 5: Fueling Before, During and After Exercise**

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Learning Outcomes

CO10: Construct a pre- and post-workout meal

Required Readings

**Text Readings:**

Chapters 9 & 10 in Nancy Clark's [Sports Nutrition Guidebook](#)

**Lesson Reading:** Week 5

Assignments

**Week 5 Discussion:** Recipe for success – pre and post-exercise recipes

**Quiz #5:** From lecture material

Recommended Optional Reading

Recommended Media

**Week 6: Ergogenic aids and supplements**

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Learning Outcomes

CO8: Judge the value of an ergogenic aid/supplement using peer-reviewed research articles

CO3: Assess a specific athlete's case and make recommendations.

Required Readings

**Text Readings:**

Chapters 11 & 12 in Nancy Clark's [Sports Nutrition Guidebook](#)

**Lesson Reading:** Week 6

Assignments

**Week 6 Discussion:** Ergogenic Aids/Supplements

**Assignment 3:** Sports Nutrition Case Studies

**Quiz #6:** From lecture material

Recommended Optional Reading

Recommended Media

**Week 7: Body Composition & the Athlete**

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Learning Outcomes

CO11: Prioritize behavioral steps to promote diet change

Required Readings

**Text Readings:**

Chapters 14, 15, 16 & 17 in Nancy Clark's [Sports Nutrition Guidebook](#)

**Lesson Reading:** Week 7

Assignments

## Week 7 Discussion: Ten steps to successful diet change

**Quiz #7:** From lecture material

Recommended Optional Reading  
Recommended Media

## Week 8: Athlete Specific Advice

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Learning Outcomes

CO9: Recommend a diet for athletes with special needs

CO4: Produce a professional education tool that makes specific nutrition recommendations for a targeted audience based on the principles you have learned in this class.

Required Readings

### Text Readings:

Chapter 13 in Nancy Clark's [Sports Nutrition Guidebook](#)

**Lesson Reading:** Week 8

Assignments

**Week 8 Discussion:** Special Topics

**Assignment 4:** Employing Sports Nutrition Principles to Engage Diet Change

**Quiz #8:** From lecture material

Recommended Optional Reading  
Recommended Media

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## Evaluation

### Grading:

Name	Grade %
Assignments	33.00%
Assignment 1: Energizing the Athlete	8.25%
Assignment 2: Empowering the Athlete's Diet	8.25%
Assignment 3: Sports Nutrition Case Studies	8.25%
Assignment 4: Applying Sports Nutrition Principles to Engage Diet Change	8.25%
Discussions	34.00%
Week 1: Tell Us About Yourself	4.25%
Week 2: Debunking Sports Nutrition Myths	4.25%
Week 3: Protein Supplements and Reading Product Labels	4.25%
Week 4: Eating on the Road	4.25%

Week 5: Recipes for Success – Pre and Post Exercise Recipes	4.25%
Week 6: Ergogenic Aids Supplements	4.25%
Week 7: Ten Steps to Successful Diet Change	4.25%
Week 8: Special Topics	4.25%
Quizzes	33.00%
Quiz #1	4.13%
Quiz #2	4.13%
Quiz #3	4.13%
Quiz #4	4.13%
Quiz #5	4.13%
Quiz #6	4.13%
Quiz #7	4.13%
Quiz #8	4.13%

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## Materials

**Book Title:** Nancy Clark's Sports Nutrition Guidebook, 5th ed. - eBook available in the APUS Online Library

**Author:** Clark, Nancy

**Publication Info:** Human Kinetics Lib

**ISBN:** 9781450459938

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## Course Guidelines

The University System supports and promotes academic honesty and personal integrity. Any form of academic dishonesty has no place in higher education. The University System does not tolerate dishonest efforts by its students. Students who are guilty of academic dishonesty can expect to be penalized. Any student who knowingly assists another student in dishonest behavior is equally responsible. An additional violation of the standards of academic honesty within a course may result in dismissal from the University System. [Click here for full APUS policy.](#)

**In addition to the [university's plagiarism policy](#), students who are found to have submitted materials plagiarized from any online source, such as Course Hero, etc., will be reported to both the Plagiarism Office and the Student Conduct Office with the possibility of failing the course and/or expulsion from APUS. The use of said materials is academic dishonesty and will not be tolerated.**

### Using Turn-It-In for Discussions

*Some instructors may require students to submit their initial **Discussion** posts to Turnitin via the "Assignments" tool in our Brightspace classroom--please check the Discussion Guidelines (Course Overview & Introduction Content area) and/or an Announcement from your faculty to determine if this step is required for this course.*

**If this is a requirement in your class**, before posting your initial Discussion, you must submit it in the assignment

area in a Word file, so its originality can be checked by turnitin.com. Your similarity score will appear in the same place you submit your file. It can take up to 24 hours for a score to return, but usually, it is less than 30 minutes. So, plan ahead. Please see the Course Overview & Introduction module in the Content area of the classroom, as well as in the Discussion area for additional information on how to use Turnitin.

## **Writing Expectations**

Students please review forum and assignment rubrics prior to completing each course requirement. As you work with student athletes, other athletic/fitness related personnel, clinical and other situations, you will frequently encounter challenging learning and behavioral situations. The solutions you find to these challenges will often determine success at a personal and program level. Your experiences have led you to certain beliefs; however, these beliefs may not lead to the correct solution in any given circumstance. In simple terms, theory is what generates the practical application you apply to your job. It is theory that helps us analyze our opponent and make determinations on what they are going to do in the future, and it is theory that has been turned into technology that helps us increase quality of life, performance, and competitiveness. Understanding what experts recommend is one very important strategy for you to use. The commitment to apply key theory to your ideas enhances the likelihood that sound judgment drives solutions, not just feelings and beliefs. The application of theory can also help protect you in cases of liability questions.

All written submissions should be submitted in a font and page set-up that is compatible with APA Style (7th Ed.) formatting. It is recommended that students adhere to this consistent format and follow all rules of APA formatting –here are some basics:

- Typewritten in double-spaced format with a readable style (Arial or Times New Roman fonts are best) and submitted inside the electronic classroom as instructed by the assignment details (unless classroom access is not possible and other arrangements have been approved by the professor).
- Best font sizes: Arial or Times New Roman 12-point font.
- 1” margins all around (no additional indenting –except 1st line of each paragraph)
- Double-spaced throughout paper
- Appropriate APA-style formatted in-text citations and reference list
- Paper should be written in 3rd person –this means no personal opinions, no sentences with “I” “my” or other 1st person text. These are academic/scientific papers.

## **Citation and Reference Style**

Attention Please: Students will follow the APA (7th Ed.). Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

## **Late Assignment Policy**

*All dates and times posted are for U.S. Eastern Standard time. It is your responsibility to know how that translates to your time zone and to submit/complete Assignments, Discussions and tests per these posted deadlines. All assignment due dates are posted on the Assignments page.*

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member’s discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time. The University Late Policy can be found in the [Student Handbook here](#).

\*Doctoral and Programs with specialty accreditation may have different late policies.

\*\*Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact [DSA@apus.edu](mailto:DSA@apus.edu).

## **Netiquette**



Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

### **Humor Note:**

Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :) )

### **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

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## **Communications**

### **Student Communication**

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it’s important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

### **Instructor Communication**

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
  - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
  - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
  - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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## **University Policies**

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)

- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

## **Mission**

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

## **Minimum Technology Requirements**

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

## **Disclaimers**

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.