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## **SCHOOL OF SPORTS AND HEALTH SCIENCES**

### **DEPARTMENT OF SPORTS SCIENCES**

### **DEPARTMENT OF DIETETICS AND NUTRITION**

### **DEPARTMENT OF HAPPINESS SCIENCES**

**COURSE TITLE: Lifetime Nutrition, Wellness, and Physical Activity**

**COURSE CODE: SHSLN160, FWDNLN160, GSHSLN160**

**3 Semester Credits**

## **1. DESCRIPTION**

This course offers a comprehensive approach to wellness, nutrition, and fitness from a lifetime perspective. Course topics will examine how healthy lifestyles span across the continuum of lifespans and ages with a focus on how dietary and fitness needs evolve throughout the four main life-stages: childhood, youth, adulthood, and for the elderly. Theoretical core concepts of how dietary and fitness needs are correlated to mental health and adapt according to each life-stage will be addressed along with a comparative focus on the Italian and Mediterranean approach. In addition to in-class lectures, the course features hands-on field experiences in nutrition labs for healthy diets and physical activities held in local Italian fitness facilities. Students will implement course topics and to cultivate student motivation for incorporating them into their own daily lives.

## **2. OBJECTIVES**

Upon successful completion of this course, students will:

- gain an understanding of the physiological and behavioral facets of the human body in different life stages
- be able to understand and put into practice notions of Italian and Mediterranean nutrition for a healthy lifestyle
- be able to describe the basic nutritional requirements and adequate physical activity regimens for each life stage in order to develop healthy habits and prevent chronic diseases
- utilize the local Italian landscape and Florentine community for the practice of lifetime wellness
- be able to create an individualized Wellness Plan which includes dietary and physical fitness objectives with specific health benefits
- rethink and reevaluate their own dietary and fitness regimens based on the hands-on experiences in the course

## **3. REQUIREMENTS**

There are no prerequisites for this course.

## **4. METHOD**

This course consists of lectures, class discussions, projects, and site visits within the local community. Mediums for instruction used will include, but are not limited to, interactive and hands-on activities which challenge thought processes, academic texts and studies, videos, slides, guided problem solving,

and experiential and/or field learning activities where applicable.

## **5. TEXTBOOK – FURTHER READINGS – RESOURCES**

TEXTBOOK (Copy available at the university library):

- Croxford, et al. *Food and Nutrition Throughout Life: A comprehensive overview of food and nutrition in all stages of life*, 1st edition. (available as an e-book)

The textbook is mandatory for successful completion of the course.

Where applicable, additional materials, handouts and/or notes will be provided by the instructor.

### **FURTHER READINGS**

- Hyman and Oden. *Lifetime Heath & Wellness*, 1st edition.
- Segar, Michelle. *No Sweat: How the Simple Science of Motivation Can Bring You a Lifetime of Fitness*, 2015.
- Meadows, Martin. *How to Build Self-Discipline to Exercise: Practical Techniques and Strategies to Develop a Lifetime Habit of Exercise*, 2016.

### **ONLINE SOURCES**

<http://alimentazionebambini.e-coop.it/piramide-alimentare/> (Italian food pyramid for kids)

<http://www.choosemyplate.gov>

<http://www.letsmove.gov/>

<https://go4life.nia.nih.gov>

<http://www.cdc.gov/physicalactivity/basics/>

### **LIBRARIES IN FLORENCE**

Please consult the posted schedules for official opening times of the university library. Also note that the library is for consultation only and it is not possible to borrow materials. The library is equipped with a scanner and internet access so that you may save or email a digital copy of the pages needed. Students may also utilize additional libraries and research centers within the local community:

#### **BIBLIOTECA PALAGIO DI PARTE GUELFA**

Located in Piazzetta di Parte Guelfa between Piazza della Repubblica and Ponte Vecchio. Please consult the library website for hours of operation:

[http://www.biblioteche.comune.fi.it/biblioteca\\_palagio\\_di\\_parte\\_guelfa/](http://www.biblioteche.comune.fi.it/biblioteca_palagio_di_parte_guelfa/)

#### **BIBLIOTECA DELLE OBLATE**

Located in via dell'Oriuolo 26. Please consult the library website for hours of operation:

[www.bibliotecadelleoblate.it](http://www.bibliotecadelleoblate.it)

#### **THE HAROLD ACTON LIBRARY AT THE BRITISH INSTITUTE OF FLORENCE**

Located in Lungarno Guicciardini 9. Please consult the library website for hours of operation. This library requires a fee-based student membership. For information: [www.britishinstitute.it/en](http://www.britishinstitute.it/en)

## **6. FIELD LEARNING**

Please consult your Official Registration for any mandatory field learning dates. Field Learning Activities cited in Official Registrations are an integral part of the course and also include an assignment that counts towards your final grade, details will be provided on the first day of class.

## **7. COURSE MATERIALS**

No additional course materials are necessary.

## **8. COURSE FEES**

Course fees cover course-related field learning activities, visits, and support the instructor's teaching methodologies. Book costs are not included in the course fee. The exact amount will be communicated

by the instructor on the first day of class.

## **9. EVALUATION – GRADING SYSTEM**

10% Attendance

10% Participation

10% Assignments

20% Midterm Exam, Field Learning project (if applicable), Special/Research Project (if applicable)

30% Final Exam

20% Paper/Project

A = 93-100 %, A- = 90-92%, B+= 87-89%, B = 83-86%, B-=80-82%, C+ = 77-79%, C=73-76%, C-=70-72%, D = 60-69%, F= 0-59%, W = Official Withdrawal, W/F = Failure to withdraw by the designated date.

## **10. ATTENDANCE – PARTICIPATION**

Academic integrity and mutual respect between instructor and student are central to the academic policy and reflected in the attendance regulations. Student presence is mandatory and counts toward the final grade.

**Absences** are based on academic hours: 1 absence equals 3 lecture hours.

Two absences: 6 lecture hours, attendance and participation grade will be impacted.

Three absences: 9 lecture hours, the final grade may be lowered by one letter grade.

Four absences: 12 lecture hours, constitutes automatic failure of the course regardless of when absences are incurred.

Please note:

- The above hours refer to lecture hours. Please note that the contact / credit hour policy in the academic catalog includes additional distribution ratios according to delivery category. Ex: 1 absence equals 6 FL/SL/Lab hours or 9 EL hours.

- Hours may be distributed in different formats according to the academic course schedules.

### **LATE ARRIVAL AND EARLY DEPARTURE**

Arriving late or departing early from class is not acceptable. Two late arrivals or early departures or a combination will result in an unexcused absence. Travel is not an exceptional circumstance.

**TRAVEL (OR DELAYS DUE TO TRAVEL) IS NEVER AN EXCUSE FOR ABSENCE FROM CLASS.**

It is the student's responsibility to know how many absences are incurred. If in doubt, speak with your instructor!

**Participation:** Satisfactory participation will be the result of contributing to class discussions by putting forth insightful and constructive questions, comments and observations. Overall effort, cooperation during group work, proper care of work space and tools, responsible behavior, and completion of assignments will be assessed. All of the above criteria also apply to Field Learning and site visits.

## **11. EXAMS – PAPERS – PROJECTS**

The Midterm exam counts for 25% of the final course grade. For exam time and date consult the course addendum. The time and date of the exam cannot be changed for any reason.

Format: the exam is divided into three sections:

- Part I: 10 Multiple choice questions. Each correct answer is worth 2 points, for a total of 20 points.
- Part II: 10 short-answer questions. Each correct and complete answer (concise explanations,

- main ideas, key words, names, etc.) is worth 5 points, for a total 50 points.
- Part III: two essay questions; each correct and complete answer is worth 15 points (based on content, vocabulary, detail, etc.) for a total of 30 points.

The final Project and Paper counts for 20% of the course grade.

The final project and paper will consist in creating an individual Wellness Plan (nutrition and fitness) for one of the four life stages discussed in class. Students will be assigned one age group and formulate a two-week schedule which outlines day-by-day diet (breakfast, lunch, snack, and dinner) as well as daily physical exercise activities, keeping in mind the target audience.

A 4-6 page paper (typed, 1.5 space) will accompany the Wellness Plan which presents the motivations and benefits of the proposed plan, supported by research findings. This should include an abbreviated bibliography.

Material for research will be available in the University Library in Corso Tintori 21.

The Final exam counts for 30% of the final course grade. For exam time and date consult the course addendum. The time and date of the exam cannot be changed for any reason. Format: the exam is divided into three sections:

- Part I: 10 Multiple choice questions. Each correct answer is worth 2 points, for a total of 20 points.
- Part II: 10 short-answer questions. Each correct and complete answer (concise explanations, main ideas, key words, names, etc.) is worth 5 points, for a total 50 points.
- Part III: two essay questions; each correct and complete answer is worth 15 points (based on content, vocabulary, detail, etc.) for a total of 30 points.

The Final Exam is cumulative

## 12. LESSONS

Lesson 1	
<b>Meet</b>	In class
<b>Lecture</b>	<p>Presentation of the course; introduction to the course syllabus; information on assignments, paper, and exams.</p> <p>Physical fitness for children I - Theory and Practice</p>
<b>Objectives</b>	<p>In this lesson students will:</p> <ul style="list-style-type: none"> <li>- gain an understanding of the motor and coordination skills which children develop in this stage of their lives</li> <li>- learn about the particular muscle groups which children develop during this life stage (trunk muscles, upper and lower limbs)</li> <li>- discuss the best ways to encourage children to develop these skills and become active individuals</li> </ul> <p>learn how targeted play can be used effectively to teach children new motor skills and develop strength of muscle groups</p>
<b>Visit</b>	University gym
<b>Readings/ Assignments</b>	<p>Part 2.8 of textbook: <i>The Life stages - Child (6 - 12 yrs)</i></p> <p><b>Wellness log:</b> How healthy were you as a child? Did you lead an active or sedentary lifestyle? What was your diet like? Write a journal entry reflecting on your eating and activity habits as a child, and if/how you think those habits influence the lifestyle you lead as an adult.</p>

<b>Lesson 2</b>	
<b>Meet</b>	In class
<b>Lecture</b>	Nutrition for preschoolers, school aged children
<b>Objectives</b>	<p>In this lesson students will:</p> <ul style="list-style-type: none"> <li>- learn about the specific nutritional needs and energy requirements for toddlers and school-age children, as well as the consequences of an inadequate diet (vitamin deficiencies, etc.)</li> <li>- evaluate food pyramids for children (Italian/Mediterranean vs American)</li> <li>- analyse what constitutes a healthy diet for preventing childhood obesity</li> <li>- discuss childhood related food allergies</li> </ul> <p>prepare nutritionally well-balanced, traditional Italian dishes which are appropriate for young children</p>
<b>Culinary lab</b>	Savory spinach and ricotta pie and seasonal fruit smoothie ( <i>torta salata di ricotta e spinaci e frullato di frutta di stagione</i> )
<b>Readings/ Assignments</b>	<p>Part 1.1 of textbook: <i>Food and nutrition basics</i></p> <p>Part 2.7 of textbook: <i>The Life stages -Toddler and preschooler (1-5 yrs)</i></p>

<b>Lesson 3</b>	
<b>Meet</b>	In class
<b>Lecture</b>	Physical fitness for children II - Field Exercises
<b>Objectives</b>	<p>In this lesson students will:</p> <ul style="list-style-type: none"> <li>- learn and gain hands-on practice with a wide variety of fun, engaging activities which can be used to encourage physical fitness in children (exercises to strengthen trunk muscles, use of balance and yoga balls, motor activities and games, obstacle courses of increasing difficulty)</li> <li>- participate in physical activity which fosters their own individual physical fitness and well-being</li> </ul>
<b>Visit</b>	Stadium Buozzi Porta Romana
<b>Readings/ Assignments</b>	<p><b>Writing assignment:</b> According to the Let's Move initiative (<a href="http://www.letsmove.gov">www.letsmove.gov</a>), investigate what the main health risks linked to an unhealthy diet and inactive lifestyle for American children are, what the best way to combat these issues is. Write 1,5-2 page essay proposing a wellness plan for children from a Mediterranean perspective.</p>

<b>Lesson 4</b>	
<b>Meet</b>	In class
<b>Lecture</b>	Physical fitness for youth I - Theory and Practice
<b>Objectives</b>	<p>In this lesson students will:</p> <ul style="list-style-type: none"> <li>- gain an understanding of the muscular and skeletal benefits and advantages of sports training for youth (posture, tone, joint articulation)</li> <li>- gain an understanding of the cardio-respiratory benefits and advantages of sports training for youth</li> </ul> <p>gain an understanding of the social and behavioural benefits and advantages of sports training for youth (emotional control, social skills, stress-release, self-esteem)</p>
<b>Visit</b>	University gym
<b>Readings/ Assignments</b>	Part 2.10 of textbook: <i>Young adult (19-25 years)</i>

<b>Lesson 5</b>	
<b>Meet</b>	In class
<b>Lecture</b>	Nutritional needs, energy requirements and a healthy lifestyle for youth
<b>Objectives</b>	<p>In this lesson students will:</p> <ul style="list-style-type: none"> <li>- analyse the nutritional and energy requirements for youth</li> <li>- learn the importance of variety in diet and of setting healthy eating patterns for the future</li> <li>- understand the importance of calcium and its sources</li> </ul> <p>prepare traditional Italian recipes appropriate for the always-on-the-go lifestyle of youth</p>
<b>Culinary lab</b>	Pasta with fresh tomato, mozzarella and basil; barley salad with tuna and tomatoes ( <i>pasta fredda con pomodoro fresco, mozzarella e basilico; insalata di orzo, tonno e pomodori</i> )
<b>Readings/ Assignments</b>	<p>Part 2.9 of textbook: <i>Preadolescent and adolescent (13 - 18 years)</i></p> <p>Chapter 6 in <b>Lifetime Health and Wellness: Nutrition</b> p. 95 - 123</p>

<b>Lesson 6</b>	
<b>Meet</b>	In class
<b>Lecture</b>	Nutritional needs, energy requirements and prevention of chronic diseases for adults
<b>Objectives</b>	<p>In this lesson students will:</p> <ul style="list-style-type: none"> <li>- analyse the nutritional and energy requirements specific to adults</li> <li>- explore how one's diet correlates to the development of diseases such as cardiovascular disease, diabetes, and obesity, and how to prevent these with a healthy food choices</li> <li>- gain a deeper understanding of the Mediterranean diet and how it differs from other diets</li> <li>- learn about the specific dietary needs for pregnant/breastfeeding women</li> <li>- learn how to make traditional recipes healthier by make a few simple changes</li> </ul> <p>prepare a traditional Italian recipe with a healthy twist</p>
<b>Culinary lab</b>	<p>Non-fried eggplant parmesan (<i>melanzane alla parmigiana non fritte</i>)</p> <p>*Students will receive assignments for final projects and discuss the format in detail during class</p>
<b>Readings/ Assignments</b>	<p>Part 2.11 of textbook: <i>Early and middle adult (26-60 years)</i></p> <p>Begin research for final project</p>

<b>Lesson 7</b>	
<b>Meet</b>	In class
<b>Lecture</b>	MIDTERM EXAM

<b>Lesson 8</b>	
<b>NA</b>	ACADEMIC BREAK

<b>Lesson 9</b>	
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<b>Meet</b>	In class
<b>Lecture</b>	Physical fitness for youth II - Field Exercise (swimming)
<b>Objectives</b>	<p>In this lesson students will:</p> <ul style="list-style-type: none"> <li>- learn the benefits to water exercise (especially on bone and joint development) and how this activity can help correct certain health issues such as scoliosis</li> <li>- participate in physical activity which fosters their own individual physical fitness and well-being</li> </ul>
<b>Visit</b>	Municipal swimming pool Bellariva
<b>Readings/ Assignments</b>	<p>Chapter 3 in <b>Lifetime Health and Wellness: Body composition</b> p. 37 - 53</p> <p><b>Wellness log:</b> Were you physically active in high school? What kinds of sports or other regular physical activity did you participate in? Was it mandatory (P.E. class) or voluntary? Discuss what skills/strengths you developed by being active - flexibility, muscle strength, cardiovascular health, etc - and whether you have maintained those skills. Or, alternatively, if you were not regularly active as a teen, how has that affected your habits as an adult?</p>

<b>Lesson 10</b>	
<b>Meet</b>	In class
<b>Lecture</b>	Physical fitness for adults I - Theory and Practice
<b>Objectives</b>	<p>In this lesson students will:</p> <ul style="list-style-type: none"> <li>- explore the importance of two main types of physical activity: aerobic/cardiovascular endurance and muscular strength and endurance</li> <li>- discuss proper warm-up techniques to avoid activity-related injury</li> <li>- learn about the positive effects that these types of physical exercises have on disease prevention</li> </ul> <p>self-assess their own individual level of cardiovascular endurance and muscular strength, and create a personal fitness plan to improve their individual physical health</p>
<b>Visit</b>	Universtiyy gym
<b>Readings/ Assignments</b>	Chapter 5 of <b>Lifetime Health and Wellness: Muscular Strength and Endurance</b> p. 75 - 94

<b>Lesson 11</b>	
<b>Meet</b>	In class
<b>Lecture</b>	Physical fitness for adults II - Field Exercise
<b>Objectives</b>	<p>In this lesson students will:</p> <ul style="list-style-type: none"> <li>- learn and practice effective warm-up and stretching exercises for sustained physical activity for adults</li> <li>- review of varying intensities in cardiovascular exercise</li> </ul> <p>evaluate cardiovascular endurance, measuring heart rate after physical activity (running varying distances)</p>
<b>Visit</b>	Assi Giglio Rosso Track and Field
<b>Readings/ Assignments</b>	<p>Chapter 2 of <b>Lifetime Health and Wellness: Cardiovascular Endurance</b> p. 15 - 35</p> <p><b>Wellness log:</b> Interview an individual who falls into this age range (26 - 65 yrs) about their exercise and dietary habits from phase 2 (youth) and now in phase 3.</p>

	Analyse the information you receive and discuss the correlations between these two life stages. How do habits established in one life stage affect those same habits in the following life stage?
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<b>Lesson 12</b>	
<b>Meet</b>	In class
<b>Lecture</b>	Nutritional needs, energy requirements and prevention of malnutrition for seniors
<b>Objectives</b>	<p>In this lesson students will:</p> <ul style="list-style-type: none"> <li>- analyse the general dietary recommendations for seniors</li> <li>- gain an understanding of the particular health problems (bone and dental health, eye-related issues, cognitive health) associated with aging and how to combat these with proper nutrition</li> <li>- explore the connection between physical activity, well-balanced nutrition, and an active social life as a recipe for wellness in advanced age</li> </ul> <p>prepare traditional Italian dishes which are appropriate for seniors, as well as individuals of all ages</p>
<b>Culinary lab</b>	Zucchini frittata; gazpacho
<b>Readings/ Assignments</b>	Part 2.12 of textbook: <i>Older adult (61-84 years)</i>

<b>Lesson 13</b>	
<b>Meet</b>	In class
<b>Lecture</b>	Physical fitness for seniors I - Theory and Practice  Presentation of final projects
<b>Objectives</b>	<p>In this lesson students will:</p> <ul style="list-style-type: none"> <li>- gain an understanding of the types of physical activities which are best suited to seniors</li> <li>- learn about particular challenges that seniors face (reduce joint function and mobility, loss of muscle tone, decreased blood circulation, etc.) and how to overcome these to maintain physical fitness into advanced age</li> <li>- evaluate the benefits of a lifetime of healthy eating and physical activity</li> </ul> <p>present and explain their individual Wellness Plan as it ties in to the topics covered in the course</p>
<b>Visit</b>	Universtiy gym
<b>Readings/ Assignments</b>	Part 2.13 of textbook: <i>Later stage older adult (85 years and over)</i>  Chapter 9 of <i>Lifetime Health &amp; Wellness: Cancer, Diabetes, and Osteoporosis</i>

<b>Lesson 14</b>	
<b>Meet</b>	In class
<b>Lecture</b>	Physical fitness for seniors II - Field exercise (fit walking)
<b>Objectives</b>	<p>In this lesson students will:</p> <ul style="list-style-type: none"> <li>- gain an understanding of how fitness can be integrated into a community setting for seniors, as well as individuals of all ages</li> </ul>

	<ul style="list-style-type: none"> <li>- explore the city of Florence following the Arno river</li> <li>- practice first-hand an activity geared towards older adults with specific health benefits</li> </ul> <p>be encouraged to explore local neighbourhoods and city reference points while maintaining an active lifestyle</p>
<b>Visit</b>	Fit-walking along the Arno river
<b>Readings/ Assignments</b>	Final project/paper due

<b>Lesson 15</b>	
<b>Meet</b>	In class
<b>Lecture</b>	FINAL EXAM