



## COURSE OUTLINE: CUL0103 - NUTRITION AND WELL

Prepared: Sarah Birkenhauer and Deron Tett

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	CUL0103: NUTRITION AND WELLNESS
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	Nutrition plays a vital role in menu selection for restaurant clientele. In this course, CICE students, with the assistance of a learning specialist, will gain a foundational understanding of nutrition as applied to dietary concerns, menu selection and clients` needs. Students will also acquire knowledge of basic nutrients, food labeling, and nutritional principles and apply this knowledge to recipe and menu development.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1120 - COMMUNITY INTEGRATN</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Integrate fully in academic, social and community activities.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 3 Execute mathematical operations accurately. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects.



	EES 11 Take responsibility for ones own actions, decisions, and consequences.												
<b>General Education Themes:</b>	Civic Life Social and Cultural Understanding Science and Technology												
<b>Course Evaluation:</b>	Passing Grade: 50%, D  A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.												
<b>Books and Required Resources:</b>	Nutrition for Foodservice and Culinary Professionals by Karen E. Drummond, Lisa M. Brefere Publisher: Wiley Edition: 10th ISBN: 9781119148494												
<b>Course Outcomes and Learning Objectives:</b>	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes: <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Write and obtain Algoma Public Health's food handler certification.</td> <td>1.1 Identify public health legislation, food regulations, the role of the health inspector, WHMIS and emergency planning procedures. 1.2 Discuss the importance of personal hygiene and industry-accepted methods to maintain a safe work environment. 1.3 Recognize the importance of safe food handling in terms of food temperature control, food danger zones and cross contamination. 1.4 Review HACCP and identify the importance of proper sanitary practices in the transportation, purchasing, receiving, storing, holding and the reheating of foods. 1.5 Identify food borne illnesses and non-food contaminants and describe the causes, symptoms, and methods of transmission.</td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Identify the impact of trends and food availability in consumer eating behaviours, as well as food availability and processing in the Canadian food service industry.</td> <td>2.1 Discuss current trends and the impact on consumer eating behaviour. 2.2 Explain the relationship of agriculture and food production and their impact on food quality. 2.3 Describe the relationship between nutrients and cooking methods in the kitchen. 2.4 Identify how cooking and storing food impacts nutrients.</td> </tr> <tr> <th>Course Outcome 3</th> <th>Learning Objectives for Course Outcome 3</th> </tr> <tr> <td>3. Explain Canadian guidelines and recommendations for healthy eating.</td> <td>3.1 Discover Canada's Food Guide to Healthy Eating and explain the fundamentals of healthy eating. 3.2 Review dietary reference intakes. 3.3 Review guidelines for sound nutritional practice for families.</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Write and obtain Algoma Public Health's food handler certification.	1.1 Identify public health legislation, food regulations, the role of the health inspector, WHMIS and emergency planning procedures. 1.2 Discuss the importance of personal hygiene and industry-accepted methods to maintain a safe work environment. 1.3 Recognize the importance of safe food handling in terms of food temperature control, food danger zones and cross contamination. 1.4 Review HACCP and identify the importance of proper sanitary practices in the transportation, purchasing, receiving, storing, holding and the reheating of foods. 1.5 Identify food borne illnesses and non-food contaminants and describe the causes, symptoms, and methods of transmission.	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Identify the impact of trends and food availability in consumer eating behaviours, as well as food availability and processing in the Canadian food service industry.	2.1 Discuss current trends and the impact on consumer eating behaviour. 2.2 Explain the relationship of agriculture and food production and their impact on food quality. 2.3 Describe the relationship between nutrients and cooking methods in the kitchen. 2.4 Identify how cooking and storing food impacts nutrients.	Course Outcome 3	Learning Objectives for Course Outcome 3	3. Explain Canadian guidelines and recommendations for healthy eating.	3.1 Discover Canada's Food Guide to Healthy Eating and explain the fundamentals of healthy eating. 3.2 Review dietary reference intakes. 3.3 Review guidelines for sound nutritional practice for families.
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	3.4 Identify nutritional concerns associated within each stage of the life cycle.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Identify the functions, types and sources of food energy in healthy eating.	4.1 Describe food energy (kcalories) and its role in nutrition. 4.2 Define and list classifications for macronutrients and micronutrients. 4.3 Identify the functions of the major vitamins and minerals. 4.4 Identify food sources of the major vitamins and minerals.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Recognize nutritional requirements needed to manage a variety of diets and health concerns.	5.1 Discuss common food allergens, intolerances and special dietary concerns. 5.2 Recognize nutritional challenges for individuals with specific health conditions. 5.3 Recommend methods for accommodating food allergies, intolerances and special diets. 5.4 Discuss special diet food preparation for a variety of institutional workplace settings. 5.5 Assess recipes and food preparation techniques and identify potential areas of concern for identified special diets.
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Create menus that meet the needs of clients and food service establishments.	6.1 Produce menus according to Canada's Food Guide and basic industry nutritional guidelines to healthy eating. 6.2 Modify menu items to accommodate client needs. 6.3 Plan menus for preventative measures and identified special diets. 6.4 Assess menus and make recommendations for healthier ingredient alternatives and preparation techniques.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Assignments	15%
Final Assessment	15%
Quizzes	10%
Test 1	15%
Test 2	15%
Test 3	20%
Test 4	10%

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.

4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning



	outcomes
<b>Date:</b>	September 7, 2022
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.

