

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: NUTRITION

CODE NO. : FDS 128

SEMESTER: Fall

MODIFIED CODE: FDS0128

PROGRAM: CHEF TRAINING AND APPRENTICE

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MODIFIED BY: Shelley MacEachern, Learning Specialist CICE Program

DATE: FALL 2007 **PREVIOUS OUTLINE DATED:** FALL 2005

APPROVED:

CHAIR, COMMUNITY SERVICES

DATE

TOTAL CREDITS: 1

PREREQUISITE(S): NONE

HOURS/WEEK: 1 Hour/Week

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I. COURSE DESCRIPTION:

This course explores concepts of human nutrition as they pertain to the preparation of food and the hospitality industry. C.I.C.E. students apply knowledge to menu planning and recipe modification. The impact of health trends on the food service industry is also discussed. The course will cover the elements of good health through nutritional foods. The selection and preparation of a variety of foods to maximize the nutritional benefits.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the C.I.C.E. student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Examine the use of food standards, Canada's Food Guide, and Canada's Guidelines for healthy eating.

Potential Elements of the Performance:

- a) Identify the importance and purpose of good nutrition.
- b) Identify major nutrients and their contribution to total health.

Carbohydrates

Fat

Protein

Minerals

Vitamins

Water

Fibre

- c) Identify the reasons for an individual's food choices.
- d) Use Canada's Food Guide as a tool to assess nutritional health and compare
- e) A person's food intake to Canada's Food Guide.
- f) Identify Canadian recommendations for healthy eating.
- g) Identify and modify to adhere to different ethnic cuisine and their possible legal ramifications.

2. Investigate Energy Balance

Potential Elements of the Performance:

- a) Define calorie and state the calories supplied by:
 - 1g carbohydrate
 - 1g protein
 - 1g fat
 - 1g alcohol
- b) Identify percentages of total caloric intake from carbohydrates, protein and fat and their implications on meal patterns.
 - Calculate body mass index (BMI) and define its effect on weight control.

3. Explore Different Types of Fats and Lipids and their Functions.

Potential Elements of the Performance:

- a) Define Fat:
 - Saturated
 - Polyunsaturated
 - Monounsaturated
 - Cholesterol
- b) State:
 - Composition
 - Major sources
 - Body functions
- c) State the Modifications Necessary in a Menu for:
 - Low fat
 - Low cholesterol
 - And the term "LOW"
- d) Describe various health factors affected.

4. Identify the different types of protein in the diet and their functions in the body.

Potential Elements of the Performance:

- a) Define protein stating.
- Composition
 - Major Food Sources
 - Body Functions
- b) State the modification for:
- High protein
 - Low protein requirement
 - Vegetarian diet
- c) Describe various health factors affected.
5. Differentiate between the various types of carbohydrates in the diet and their functions in the body.

Potential Elements of the Performance:

- a) Define carbohydrate and state:
- Composition
 - Body functions
 - Mayor food sources
 - Storage
- b) Describe various health factors affected
- c) Define fibre and state:
- Body function
 - Major food sources
 - Benefits

6. Identify the essential vitamins in the diet and their functions in the body.

Potential Elements of the Performance:

- a) Define the roles of the known vitamins:
- Fat soluble
 - Water soluble
- b) State:
- Food sources
 - Results of deficiencies of these vitamins
- c) Also state the use and control of additives in our food supply.
- d) State the affects of food processing on nutrients and identify food additives.
- e) State the effects of:
- Light
 - Air
 - Water
 - Temperature
 - Additives (on nutrient retention)
7. List the major trace minerals in the diet and their functions in the body.

Potential Elements of the Performance:

- a) Define the roles of minerals stating:
- The sources and value to the body of the major trace minerals
 - The results of deficiencies and excesses
 - Discuss the relationship of agriculture and food production on the quality of food products available to consumers.
8. Explain the importance of water and water balance in the diet.

Potential Elements of the Performance:

- a) Define the importance of water in a nutritionally balanced body state.
- b) Stating the major sources of water and its value to the body's function.
- c) Discussing water quality and environmental contamination.

Examine the nutritional needs of the various members of society.

9.

Potential Elements of the Performance:

- a) Describe the nutritional requirements of the life cycle.
- b) Describe guidelines for establishing sound nutritional practices in the family.
- c) Discuss nutritional problems of each state of the life cycle with emphasis on adolescence and seniors.
- d) Describe cultural differences and eating patterns throughout the world.

10. Examine the nutritional needs and requirements of “captive audiences”

Potential Elements of Performance:

- a) Define low calorie, gallbladder, low sodium, diabetic, hypoglycemic, diets including affects and treatments in the healthcare industry.
- b) Discuss resthomes, corrective services, hospitals and psychiatric care facilities.

III. TOPICS:

1. Introduction to the Major Nutrients and their Contribution to Total Health.
2. Energy and Calorie Intake
3. Lipids
4. Proteins and Vegetarian Diets
5. Carbohydrates and Dietary Fibre
6. Vitamins, Processing and Food Additives
7. Mineral Elements
8. Water
9. Developing Food Patterns
10. Nutrition and How it Affects the Health Care Industry

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**Nutrition and Lifestyle Manual**

V. EVALUATION PROCESS/GRADING SYSTEM:

The mark for this course will be arrived as follows:

| | |
|--------------|-------------|
| Test #1 | 34 % |
| Test #2 | 33 % |
| Test #3 | 33 % |
| <u>Total</u> | <u>100%</u> |

The following semester grades will be assigned to students in postsecondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|---|-------------------------------|
| A+ | 90 - 100% | 4.00 |
| A | 80 - 89% | 4.00 |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| D | 50-59% | 1.00 |
| F (Fail) | 49% and below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field placement or non-graded subject areas. | |
| U | Unsatisfactory achievement in field placement or non-graded subject areas. | |
| X | A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>). | |
| NR | Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades. | |
| W | Student has withdrawn from course without academic penalty. | |

VI. SPECIAL NOTES:

Dress code in effect. See attached policy on hospitality dress code

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An 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. 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.

B. Tests will be written in CICE office with assistance from an 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.