

I. COURSE DESCRIPTION:

The CICE student will learn the basic definition of nutrition and the Canada Food Guide. Sources of carbohydrates, fats, proteins, vitamins, fibre and their proper cooking for nutrient retention will be studied. Food processing, additives and special diets will also be covered.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. The student will be able to

Potential Elements of the Performance:

- Demonstrate a basic working knowledge of how energy fits into the nutritional process
 - Demonstrate a basic working knowledge of nutrients and their impact on the nutritional process.
 - Explore the relationship of agriculture and food production and their impact on the quality of food products available to consumers.
 - Describe the basic nutritional requirements of the life cycle
 - Describe basic guide lines for establishing sound nutritional practices in the family
 - Discuss nutritional problems of each state of the life cycle with emphasis on adolescence and the elderly.
2. Demonstrate a basic working knowledge of how energy fits into the nutritional process
 - Define calorie. -State the calories supplied by 1g of each carbohydrate, protein, fat and alcohol
 - Explore percentages of total caloric intake from carbohydrates, protein and fat and their implications on meal patterns. - Calculate percentage of total caloric intake from carbohydrate, protein and fat from 1 day's menu. – Alter menu to meet suggested guidelines.
 - Discuss total energy needs. –explore basal metabolic rate (BMR). – calculate physical activity needs.
 - Discuss body mass index (BMI) and weight control. – Calculate BMI. – Calculate caloric reduction fro healthy weight loss.

3. Demonstrate a basic working knowledge of nutrients and their impact on the nutritional process

Potential Elements of the Performance:

- Describe fat. – Saturated, polyunsaturated, monounsaturated, cholesterol, HDL and LDL. – state composition, major sources, body functions. – state the modifications necessary in a menu for low fat, low cholesterol. – describe various health factors affected.
 - Define protein and vegetarian diets. – state composition, major food sources, body functions. – state the modification for high protein, low protein requirements, vegetarian diets. – describe various health factors affected.
 - Define carbohydrate. – state composition, body function, major food sources, storage. – describe various health factors affected.
 - Define fibre. -State body function, major food sources, benefits. – describe various health factors affected.
 - Define the roles of vitamins. – fat soluble, water soluble. –state food sources, functions, results of deficiencies of these vitamins. – state the use and control of additives in our food supply.
 - State the effects of food processing on nutrients. – state the effects of light, air, water, temperature, additives (on nutrient retention). –identify additives.
 - Define the roles of minerals. – state the sources and value to the body of the major and trace minerals. – state the results of deficiencies and excesses.
 - Define the importance of water in a nutritionally balanced body state. – state the major sources of water and its value to the body's functions. –discuss water quality and environmental contamination (precautions)
4. Discuss the relationship of agriculture and food production and their impact on the quality of food products available to consumers.
 5. Discuss the nutritional requirements of the life cycle. – state specific nutritional requirements as they apply to each state of the life cycle.
 1. 6. Describe guidelines for establishing sound nutritional practices in the family. – state significant guidelines for family dining.
 7. Discuss nutritional problems of each state of the life cycle with emphasis on adolescence and the elderly. – Discuss anorexia/bulimia. – discuss concerns and possible solutions in

feeding elderly. – explain the major food intolerances. – explain special dietary requirements for each state of the life cycle.

III. TOPICS:

1. Introduction to the major nutrients and their contribution to good health.
2. Energy and calorie intake
3. Lipids
4. Proteins and vegetarian diets
5. Carbohydrates and dietary fibre
6. Vitamins, food processing and food additives
7. Mineral elements
8. Water
9. Developing food patterns
10. Nutrition and how it affects the health care industry
11. Anorexia and Bulimia

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Nutrition. A very short introduction by David Bender. Oxford University Press. ISBN: 978-0-19-968192-1

V. EVALUATION PROCESS/GRADING SYSTEM:

The mark for this course will be arrived as follows:

Attendance/professionalism	10%
Test #1	20 %
Test #2	20 %
Assignment	25%
<u>Final Assessment</u>	<u>25 %</u>
 Total	 100%

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% or 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 limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that

student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Dress Code:

All students are required to wear their uniforms while in the Hospitality and Tourism Institute, both in and out of the classroom.

Assignments:

Since one of our goals is to assist students in the development of proper business habits, assignments will be treated as reports one would provide to an employer, i.e. in a timely and businesslike manner. Therefore, assignments will be due at the beginning of class and will be 100% complete. All work is to be word processed, properly formatted, assembled and stapled prior to handing in. No extension will be given unless a valid reason is provided and agreed to by the professor in advance.

Testing Absence:

If a student is unable to write a test for medical reasons on the date assigned, the following procedure is required:

- In the event of an emergency on the day of the test, the student may require documentation to support the absence and must telephone the College to identify the absence. The college has a 24 hour electronic voice mail system (759-2554) Ext. 2588.
- The student shall provide the Professor with advance notice preferably in writing or e-mail of his/her need to miss the test with an explanation which is acceptable to the professor.
- The student may be required to document the absence at the discretion of the Professor.
- All decisions regarding whether tests shall be re-scheduled will be at the discretion of the Professor. In cases where the student has contacted the professor and where the reason is not classified as an emergency, i.e. slept in, forgot, etc., the highest achievable grade is a "C". In cases where the student has not contacted the professor, the student will receive a mark of "0" on that test.
- The student is responsible to make arrangements, immediately upon their return to the College with their course Professor in order to make-up the missed test.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2I and on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations

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. 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 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.

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.