



**CONTACT INFO:**

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**I. COURSE DESCRIPTION:**

This course focuses on the basic principles of diet therapy. Therapeutic diets are discussed as well as food modifications and commercial preparations.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Understand and be able to apply knowledge to address the nutritional needs of older adults within the role of a Food Service Worker  
Potential Elements of the Performance:
  - Discuss the nutritional needs of persons in late adulthood.
  - Explore the emotional, social and physical factors that impact the nutritional status of older adults.
  - Explore problems affecting the ability to chew and swallow and the impact these have on nutrition.
  - Examine dietary interventions for maintaining optimum nutrition in older adults
  - Discuss the role of the Food Service Worker in supporting the nutritional requirements of older adults.
2. Understand and be able to apply knowledge to address the nutritional needs of persons living with specific disease conditions within the role of a Food Service Worker.  
Potential Elements of the Performance:
  - Explore specific disease that can impact nutritional needs.
  - Describe the dietary implications for persons living with specific diseases.
  - Discuss special diets:
    - Sodium controlled
    - Fat controlled
    - Diabetes meal planning
    - Fibre and residue restricted
    - High fibre

- High calorie
  - Calorie controlled
  - High protein
  - High iron
  - Mechanical soft
  - Clear liquid
  - Full liquid
- Apply knowledge of special diets to analyze dietary plans to determine if the plan is appropriate for the individual.
3. Compare and contrast allergy and intolerance.
- Potential Elements of the Performance:
- Describe the term allergy
  - Describe the term intolerance
  - Discuss the impact of both in relation to meeting nutritional needs of persons.
  - Apply knowledge of allergy and intolerance to analyze dietary plans to determine if the plan is appropriate for the individual.
4. Understand the requirements for energy modifications to meet nutritional needs.
- Potential Elements of the Performance:
- Examine the concept of energy requirements in relation to aging
  - Discuss the concept of energy requirements in relation to chronic disease.
  - Explore nutrition and dietary changes that can be made to address increased or decreased energy requirements.
  - Apply knowledge of energy to analyze dietary plans to determine if the plan is appropriate for the individual.
5. Understand the requirements for texture modification to meet nutritional needs.
- Potential Elements of the Performance:
- Define dysphagia.
  - Explore the different types of dysphagia and the impact each can have on nutritional intake.
  - Examine solid textures.
  - Examine fluid textures.
  - State the benefits of texture modification for persons with dysphagia.
  - Review foods considered to be high risk for persons with dysphagia.
  - Explore methods for modifying the texture of solids and liquids.
  - List common texture modification agents, commercial and non-commercial.
  - Apply knowledge of texture modification to determine if the appropriate intervention is being used to meet an individual's

needs.

6. Explain methods other than oral feeding to acquire nourishment

Potential Elements of the Performance:

- Discuss the implications for initiating other methods of obtaining nourishment.
- Define enteral and parenteral nutrition.
- Discuss the Role of the Food Service Worker related these methods of nourishment.

7. Discuss the ethical and legal issues related to feeding, nutrition and hydration.

Potential Elements of the Performance

- Explore the factors that impact ethical and legal decision making – cultural, social, psychological and spiritual.
- Discuss the ethical and legal support both for and against decisions to withhold or administer nutrition and hydration.
- Explore the decision making process related to nutrition, feeding and hydration.

### III. TOPICS:

Week 1		Allergies & Intolerances
Week 2		Heart Disease
Week 3		Gastrointestinal Disorders
Week 4		Diabetes Mellitus
Week 5		Kidney Disease
Week 6		Cancer
Week 7		HIV/AIDS & Nutrition Support
Week 8		Geriatric Nutrition
<b>Week 9</b>		<b>**NO CLASS**</b>
Week 10		Ethical & Legal Issues

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

*Discovering Nutrition Canadian Version with Canadian Physical Activity Guide, Second Edition (2006)*

Paul Insel, Stanford University, R. Elaine Turner, Food Science and Human Nutrition Dept., University of Florida, Don Ross, California Institute of Human Nutrition

**ISBN 13:** 9780763744403

**ISBN 10:** 0763744409

Handouts as provided by teacher.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Assignment #1	Allergies & Intolerances		25%
Assignment #2	Diabetes		25%
Assignment #3	Diet & Geriatric Nutrition		25%
In-Class Assignments	The Role of Diet in Disease	Weekly	25%
			<b>Total 100%</b>

**\*Late Assignments:** One mark will be taken off for each day assignment is late.

The following semester grades will be assigned to students:

<b>Grade</b>	<b><u>Definition</u></b>	<b><i>Grade Point Equivalent</i></b>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
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.

**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.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.