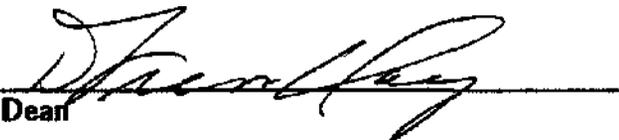


SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: HEALTH AND NUTRITION
CODE NO.: HDG 117 SEMESTER: II
PROGRAMME: NATIVE COMMUNITY WORKER
AUTHOR: LINDA TOZER-JOHNSTON/MARG HURTUBISE/M.C. CAMERON
DATE: JAN. 1996 PREVIOUS OUTLINE DATED: JAN. 1995

APPROVED:


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Date

Hearth and Nutrition

HDG 117

Course Name

Code No.

TOTAL CREDIT HOURS: 45

PREREQUISITE(S): NONE

I. PHILOSOPHY/GOALS:

This course involves the study of health issues, identifying specifically the physical, emotional, social, intellectual and spiritual dimensions of health. The student will develop an understanding of the variables that control the quality of health including personal choices and behaviours, socio economic and environmental circumstances.

A focus for this course will be nutrition. Food composition, selection and preparation will be studied. This introductory course provides nutrition information which students can apply in their personal and professional life.

II. 5JUDENX PERFORMANCE OBJECTIVES:

Upon successful completion of this course, the student will:

- 1) Demonstrate an understanding of the concept of a healthy lifestyle.
- 2) Demonstrate an understanding of the effects of health and unhealthy choices.
- 3) Demonstrate an understanding of the essential components of nutrition.
- 4) Demonstrate an understanding of how nutritional needs can be met for individuals with varied lifestyles.
- 5) Demonstrate an understanding of the causation of common diseases.
- 6) Demonstrate an understanding of environmental and consumer choices that may affect health.
- 7) Demonstrate an understanding of the role of the Native Community Worker in maintaining or improving the health of a community.

III. TOPICS TO BE COVERED:

The student will gain knowledge and understanding of health and nutrition through research, presentations, group discussion, community visits, audiovisual presentations, guest speakers and some class lectures.

LEARNING ACTIVITIES

REQUIRED RESOURCES

Components of Health:

- a) definitions of health
- b) psycho-spiritual-social, emotional and physical components of wholistic health.
- c) relationship of medicine wheel teaching to holistic health.

Chapter 1
"Health: Support for Your Future"

Physical and Emotional Health:

- a) emotional health
 - defining mental health
 - role of spirituality
 - stress management strategies
 - relationship between emotional and physical health
- b) physical fitness
 - benefits of physical fitness
 - developing physical fitness
 - principles of fitness development
- c) role of nutrition and diet to your health
 - essential nutrients
 - dietary sources of essential nutrients
 - Use of Canada's Food Guide to analyze nutritional intake
 - dietary trends and variations
 - use of a dietary log/diary
- d) weight management
 - lifetime eating needs and habits
 - varying needs with growth and development
 - fad diets
 - healthy weight management
- e) use of tobacco
 - reasons for use
 - side effects of tobacco use
 - relationship between spiritual use of tobacco and tobacco dependence

Chapter 2, 3
"Achieving Emotional Maturity: Keys to Your Mental Health"
"Stress: Managing the Unexpected"

Chapter 4
"Physical Fitness: Enhancing Work, Study and Play"

Chapter 5
"Nutrition: The Role of Diet in Your Health"

Traditional Meal Assignment and Nutrition test

Chapter 6
"Healthy Weight: Sensible Eating and Regular Exercise"

Chapter 9
"Tobacco Use: A Losing Choice" and class discussion

IV.	LEARNING ACTIVITIES	REQUIRED RESOURCES
3.	Diseases Which Affect Healthy Coping	
	<ul style="list-style-type: none">a) Cardiovascularb) Diabetesc) Cancerd) premenstrual syndrome, osteoporosis, allergies, epilepsy and arthritise) infectious diseases<ul style="list-style-type: none">- the immune system- immunization- common infectious diseases (management and prevention)	Chapters 10, 11, 12 "Cardiovascular Disease: Turning the Corner" "Cancer and Chronic Conditions" "Infectious Diseases: A Shared Concern" class discussion and videos
	Sexuality and Health	
	<ul style="list-style-type: none">a) normal reproductive systemsb) norms of sexual behaviourc) planned parenthoodd) overview of health pregnancye) health care during pregnancy	Chapters 13, 14, 15 "Sexuality: Biological & Psychological Origins" "Sexuality: A Variety of Behaviours and Relationships" "Fertility Management" class discussion and videos
	Community Agencies Which Support Health	
	<ul style="list-style-type: none">a) selected agencies in Algomab) role of community health workerc) role of community health nurse/clinicd) role of native healers and traditional native medicine	Community Assignment guest speakers class discussion Traditional Native Medicine Book Report and Case Study Assignment
	Assuming Self-Responsibility for Health	
	<ul style="list-style-type: none">a) consumerism<ul style="list-style-type: none">- becoming a wise consumer- over-the-counter medicines- health care deliveryb) environmental factors<ul style="list-style-type: none">- influence of pollution on health- effects of lifestyle and culture	Chapters 16, 17 "Consumerism and Health Care" "Environment: Influences from the World Around Us"

LEARNING ACTIVITIES

REQUIRED RESOURCES

Health Concerns with Aging

- a) the aging process
- b) cultural influences on aging
- c) health concerns of elders

Chapter 18
"The Maturing Adult:
Moving through
Transitions"

EVALUATION METHODS: (includes assignments, attendance requirements, etc.)

A variety of tests, written and oral assignments will be used. Group presentations will be included.

1. COMMUNITY AGENCY REPORT (written and oral presentation)		20%
paper	- 10%	
group presentation	- 10%	
2. NUTRITION ASSIGNMENT		25%
group meal presentation	- 10%	
nutrition multiple choice test	- 15%	
3. TRADITIONAL NATIVE MEDICINE ASSIGNMENT		25%
book report	- 10%	
case study assignment	- 15%	
4. TEST (multiple choice on diseases and conditions affecting health)		30%
TOTAL		100%

Sault College Policies regarding plagiarism and honesty are in effect. See Sault College Student Handbook for details.

Plagiarism can be defined as, "taking the ideas and words of another and stating them as your own. In a short, ugly word, it is stealing. When you use an idea new to you, whether you express it in your own words or in quoted words, state your indebtedness. . In general, it is permissible and even necessary, to borrow, but always indicate who the lender is". (Shaw, H., 1986, Handbook of English, 4th Canadian edition, McGraw-Hill Ryerson Ltd., Toronto)

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V. **EVALUATION METHODS** Continued . . . (includes assignments, attendance requirements, etc.)

Assignments **which are late will be given a mark** of zero. Extensions of assignment due date may be granted upon discussion with the instructor **PRIOR** to due date.

Multiple choice tests **CANNOT** be re-written in order to obtain a higher grade. The test may be re-scheduled at the instructor's discretion, for substantial and substantiated reasons for absence on test day. The instructor **MUST** be notified of absence prior to scheduled test time in order to be eligible for a re-write. Students who do not call in regarding absence prior to a scheduled test will receive a mark of zero. Students who miss a test **MUST** make re-scheduling arrangements directly and immediately with the instructor upon return.

College Evaluation System:

Letter grades, for transcript purposes, will be calculated as follows:

90% - 100% = A+

80% - 89% = A

70% - 79% = B

60% - 69% = C

Less than 60% = R (Repeat of the Course)

VI. **REQUIRED STUDENT RESOURCES:**

Hahn D. and Payne W., 1994, Second Edition, Focus on Health, Mosby Year Book Inc., Toronto.

VII. **ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION* OH RESERVE or. via INTER LIBRARY LOAN, (title, publisher, edition, date, library call number if applicable)**

(1984) Nuxalk Food and Nutrition Handbook, Ottawa, Canada: Health and Welfare Canada

(1985) Native Foods and Nutrition. Medical Services Branch, Ottawa, Canada: National Health and Welfare

(1989) Promoting Nutritional Health During the Preschool Years: Canadian Guidelines, Ottawa, Canada: National Institute of Nutrition.

VII. ADDITIONAL RESOURCE MATFRIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION. ON RESERVE ox xia INZER LIBRARY LOAN Continued . . . (title, publisher, edition, date, library call number if applicable)

(1990) Research Horizons, Toronto, Canada: Canadian Diabetes Association.

(1991) Guide to Nutrition Labelling, Ottawa, Canada: Minister of Supply and Services

(1991) Using the Food Guide, Minister of Supply and Services Canada, Ottawa, Canada: Health and Welfare Canada

(Aug. 1990)

Know Your Blood Pressure: Understanding High Blood Pressure, Ottawa, Canada: Heart and Stroke Foundation of Canada

Ayer, W. & Browne, L. (1988). Modern Drugs from Plants, Boreal Institute oi Northern Studies, Edmonton, Alberta: University of Alberta

Desmore, F. (1974). How Indians JJse. Wild Plants for Food, Medicine and Crafts., New York: Dover Publications Inc.

Dietary Fat and Your Health, Montreal, Quebec: Becel, Canada

Dunne, Joanne (1977). Indigenous North American Wild and Cultivated Plant Foods, Ottawa, National Indian Brotherhood.

Gregory, D. & Stewart, P. (Sept. 1987). Nurses and Traditional Healers: Now is the Time to Speak, Ih £ Canadian NniSfi, 83(8), 25

Hutchens, Alma R. (1983). Indian Herbology of North America, 9th edition, Windsor, Ontario, Merco Press.

Kavasch, Barrie (1979). Native Harvests: Recipes and Botanicals of the American Indian. New York, Random House

Kimball, Yeffe, & Jean Anderson (1965). The Art of American Indian Cooking. Garden City, New York, Doubleday and Company.

Lawn, J. & J. Steckle (1985). Handbook of Nutrition Education Methods Used Successfully in Indian and Inuit Communities. Ottawa, Ontario. Minister of Supply and Services.

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- VII. ADDITIONAL RESOURCES AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION, OK RESERVE or INZER LIBRARY LOAM Continued . . . (title, publisher, edition, date, library call number if applicable)
- Loucks, Bryan, & Casteliano, Marlene, Brant (1990). Traditional Indian Health Practices. Union of Ontario Indians, North Bay.
- MacKenzie, Katerine. Manomin Wild Rice: A Recipe Book and History of Wild Rice. Ontario Ministry of Northern Affairs, Toronto, Ontario.
- Mala, T. (1988). Traditional versus Non-Traditional Medicine: Must One Die for the Other to Exist, Health Care Issues in the Canadian North, pp. 44-47
- Malloch, L. (1989). Indian Medicine. Indian Health: A Study. Between Red and White Medicine, Toronto: Canadian Woman Studies, York University
- McLeod, B. (1992). Managing Your Diabetes, Toronto, Canada: Eli Lilly Canada Inc.
- Melgrave, Claudine. Indian Herbal Remedies. Okanagan Indian Band, Okanagan, British Columbia.
- Morse, J., Young, D. & Swartz, L. (1991). Cree Indian Healing Practices and Western Health Care: A Comparative Analysis, Social Science and Medicine, 32(12)
- Murphey, Edith Van Allen, (1990). Indian Uses of Native Plants. Glenwood, Illinois, Meyerbooks
- Nichols, M. (11/04/1988). Engineers of the Mind, MacLean's, pp. 40-51
- O'Neil, J. (1988). Referrals to Traditional Healers: The Role of Medical Interpreters. Boreal Institute for Northern Studies, Edmonton, Alberta: University of Alberta
- Olsson, K. (Feb., 1989). Caribou Bones and Labrador Tea, The Canadian Nurse, 20
- Ruggiero, Michael A. (1985) The Rural and Native Heritage Cookbook, Volume I, "The Gathering". Burleigh Falls, Ontario, Lovesick Lake Native Women's Association.

Course Name

Code No.

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION OR RESERVE or yja 1N1ER LIBRARY LOAN Continued . . . (title, publisher, edition, date, library call number if applicable)

Shestowsky, G. (1992). Traditional Medicine and Primary Health Care Among Canadian Aboriginal People, prepared for the Indian and Inuit Nurses, Ottawa, Canada: Aboriginal Nurses Association of Canada.

Sun Bear Tribe, Ed(s) (1988). The Bear Tribe's Self-Reliance Book Spokane, Washington: Prentice Hall Press

Swartz, L. (1988). Healing Properties of the Sweatlodge Ceremony. Boreal Institute for Northern Studies Edmonton, Alberta: University of Alberta

Turner, N. & Szczawinski, A. (1979). Edible Wild Edible Plants of Canada. 3rd ed., Ottawa: National Museums of Canada.

Van Allen Murphy, Edith (1990). Indian Uses of Native Plants. Glenwood, Illinois, Meyerbooks.

Weiner, M. (1980). Earth Medicine - Earth Food; Plant Remedies, Drugs and Natural Foods, 2nd ed., New York: Fawcett Columbine.

Wolf, A. (1975). Teachings of Haiuie., Calgary, Alberta: Northwest Printing and Lithographing.

Young, D., Ingram, G., & Swartz, L. (1989). Cry of the Eagle: Encounters with a Cree itealex, Toronto, University of Toronto Press

VIII. SPECIAL NOTES

Students with special needs (eg: physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

*« ALL STUDENTS MUST ATTEND 50% OF THE CLASSES TO OBTAIN A PASSING GRADE.

