

COURSE NAME: CUL123 Healthy Living - Healthy Eating

Credit Value: 2
Total Course Hours: 28
Prerequisite Course(s): None
Corequisite Course(s): none

COURSE DESCRIPTION

A balance in nutrition, activity, and leisure and rest is the key to health. This course introduces students to the concepts needed to achieve this balance. Emphasis will be on planning a healthy nutritional intake, understanding the role that activity plays in strengthening the person, and integrating these with a respect for the importance of leisure and rest.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation since time immemorial.

PLAR INFORMATION

This course is not eligible for Prior Learning Assessment and Recognition.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Discuss factors that contribute to present-day food, rest, and activity habits and their relationship to health and common health problems.</p> <ul style="list-style-type: none">1.1 Define nutrition.1.2 Describe the role of nutrition in the context of overall health and well-being.1.3 Describe food preferences and why people eat the foods they consume.1.4 Describe genetic or physical changes in humans due to changes in lifestyle over the years.1.5 Examine how foods consumed by our ancestors have changed over the years, as technology and society has evolved.1.6 Explain how and when dietary standards and eating guidelines evolved in order to assist Canadians in making healthy food choices.1.7 Identify the importance of Canada's Food Guide to healthy eating, the changes that took place to the new food guide and the effects of these changes on individuals and different agricultural industries. | <p>2.0 Identify common types of stress, the effects of these stressors on health and well-being, and commonly used healthy methods to manage stress.</p> <ul style="list-style-type: none">2.1 Identify types of stressors.2.2 Describe the consequences of stress upon the body.2.3 Explain the theory of stress related to disease.2.4 Identify commonly used methods to manage stress. <p>3.0 Discuss briefly, the importance of a balanced intake of carbohydrates, fats, proteins, water, electrolytes, vitamins, and minerals to health.</p> <ul style="list-style-type: none">3.1 Describe the various kinds of carbohydrate found in food and how they are used in the body.3.2 Explain reasons why fat is necessary in the diet and in food.3.3 Define: cholesterol, polyunsaturated fat, monounsaturated fat, saturated fat, trans fats, Omega-3 fatty acids. |
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- 3.4 Explain how protein "quality" varies in foods and how this in turn affects health.
- 3.5 Explain the role of fats in various diseases and conditions.
- 3.6 Explain why protein is essential to the human body.
- 3.7 Describe the various vegetarian diets and how grain and vegetable sources of protein may be used to obtain proper nutrient consumption.
- 3.8 Explain the functions of water in the body.
- 3.9 Describe sources of water to the body and explain ways in which the body may lose water normally and abnormally.
- 3.10 Explain briefly the control of water balance and the consequences of dehydration.
- 3.11 Define electrolytes.
- 3.12 Describe functions, food sources and Canadian requirements of the following vitamins and minerals: Vitamin A, Vitamin D, Vitamin E, Vitamin K, Vitamin C, Thiamin, Riboflavin, Niacin, Vitamin B6 (pyridoxine), Vitamin B12 (cobalamin), Biotin, Folic acid, Pantothenic acid, Calcium, Phosphorous, Iron, Iodine, Fluorine, Sodium, Chlorine, Potassium, Copper, Zinc, Magnesium, Manganese, Cobalt, Selenium, and Chromium.
- 3.13 Discuss briefly the role of electrolytes in the body.
- 3.14 Explain the importance of vitamins and minerals to the body.
- 3.15 Identify deficiency conditions that are associated with vitamins and minerals above.
- 3.16 Explain why it is advantageous to include a large percentage of carbohydrate in our diets, and the types of carbohydrate that are best used by the body.
- 3.17 Explain the advantages/disadvantages of vitamin and supplement therapy.
- 3.18 Identify common herbal products now used in complementary medicine, their uses and side effects, and how to safely purchase these products.
- 3.19 Describe the difference between insoluble and soluble fiber and the importance of fiber to health.
- 3.20 Describe how the intake of simple sugars affects dental caries, and discuss how to prevent caries.
- 3.21 Describe the three primary types of fat in the diet and in food.
- 4.0 Identify common herbal products now used in complementary medicine, their uses and side effects, and how to safely purchase these products.
 - 4.1 Describe briefly the major functions of the six major nutrients required by the body.
 - 4.2 Explain socio-economic factors influencing nutritional intake.
 - 4.3 Describe typical social and cultural influences that affect nutritional intake of Canadians.
 - 4.4 Determine individual nutritional status by comparing individual daily food intake from a diet history provided by the student.
- 5.0 Identify food fallacies and fads.
 - 5.1 Describe the concept of nutrition misinformation.
 - 5.2 Explain how you can help to identify food quacks and faddists.
 - 5.3 Discuss methods that nutrition quacks use to promote their products.
 - 5.4 List problems that may occur when people get caught up in food fads.
 - 5.5 Explain how nutrition truths are identified.
 - 5.6 List sources of reliable nutrition information.
 - 5.7 Explain factors that affect the development of good and bad food habits.
 - 5.8 Relate changes in society to changes in food habits, and the role of education and public health educators in the promotion of healthy living and healthy eating.
 - 5.9 Describe the critical thinking process necessary when dealing with nutrition issues.
- 6.0 Identify the Canadian food labelling laws, types of food standards, and food additive controls, and describe how these are used to protect and inform the consumer.
 - 6.1 List nutritional labelling regulations in Canada, who enforces these regulations and their importance to Canadians.
 - 6.2 Identify the essential components of the

- new Nutrition Facts box.
- 6.3 List the three major food standards in Canada, and explain their importance to the food industry and to the consumer.
 - 6.4 List and describe common nutrition claims about foods.
 - 6.5 Examine the ingredient label on foods.
 - 6.6 Identify food additives and explain how they are controlled in foods.
 - 6.7 Identify additions to food not classified as food additives by the Health Protection Branch of Health Canada.
 - 6.8 Explain the differences between functional foods and nutraceuticals.
 - 6.9 Examine irradiated foods and organic foods.
 - 7.0 Discuss the relationship of sufficient exercise and activity to the health of individuals from children to the well-elderly.
 - 7.1 Describe the advantages of physical fitness to overall health and well-being.
 - 7.2 Explain factors that influence the basal metabolism.
 - 7.3 Explain the total energy requirement in relation to factors that affect it.
 - 7.4 Identify desirable BMI ranges for men and for women.
 - 7.5 Examine common methods of determining healthy weights (i.e. skinfold measurement, waist-hip ratio).
 - 7.6 Identify the most important characteristics that an energy controlled diet should contain for effective weight loss.
 - 7.7 Describe how you can improve muscle strength and endurance.
 - 7.8 Explain the concept of "glycogen loading" used in athletics.
 - 7.9 Discuss healthy eating practices for the athlete in training, before and after an event, and discuss the role of supplements in training.
 - 7.10 Explain basal metabolism, total energy requirement, body mass index.
 - 7.11 Identify the importance of Canada's Physical Activity Guide to help Canadians move toward healthier lifestyles.
 - 8.0 Identify superfoods and their effect on the body.
 - 8.1 Define superfoods.
 - 8.2 Identify different superfoods.
 - 8.3 Describe the role of superfoods in achieving overall health, i.e. improved heart health, improved cognitive functions, strengthening the immune system to fight off infections and assisting in the prevention of some types of disease.
 - 8.4 Identify ways to incorporate more superfoods into our daily diets.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Culinary Management

5. Create menus that reflect knowledge of nutrition and food ingredients, promote general health and well-being, respond to a range of nutritional needs and preferences and address modifications for special diets, food allergies and intolerances, as required.
10. Develop strategies for continuous personal and professional learning to ensure currency with and responsiveness to emerging culinary techniques, regulations, and practices in the food service industry.
11. Contribute to the development of marketing strategies that promote the successful operation of a food service business.

Culinary Skills

5. Support the development of menu options that reflect knowledge of nutrition and food ingredients, promote general health and well-being, respond to a range of nutritional needs and preferences and address modifications for special diets, food allergies and intolerances, as required.
10. Develop strategies for continuous personal and professional learning to ensure currency with and responsiveness to emerging culinary techniques, regulations, and practices in the food service industry.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

Evaluation Item	Weight
Assignments	40%
Tests	40%
Final Exam	20%

COURSE PASS GRADE

50

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete

A-: 80-84% B-: 70-72% D+: 55-59%

F- Repeat Course,
included in GPA
FS- Failure Supplemental
FR- Repeat course,
excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

Course Textbooks:

Required:

Title: Nutrition for Foodservice and Culinary Professionals
Author: Karen E. Drummond, Lisa M. Brefere
Publisher:
Edition: 10th Edition
Print ISBN: 978-1-119-77719-9
eBook ISBN:

Required: CUL123 Student Manual (available on D2L)

Recommended: Canadian Food Guide (available on D2L)

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Lectures, PowerPoints and Assignments.

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including In-Person, Remote (synchronous and/or asynchronous), hybrid, or Hyflex, as per accreditation and/or regulatory standards where appropriate. This information is identified on the course schedule (student and faculty).

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class

commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: <https://www.canadorecollege.ca/about/policies>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

Accessibility Learning Services for Students with Disabilities - Student Success Services

Student Success Services provides comprehensive support to students. We aim to ensure that all students have equal access to educational opportunities and can succeed in their academic journey. Our services focus on reducing and eliminating barriers related to education through individualized accommodations and support. If you are a student with a disability, we encourage you to register with Accessible Learning by completing the Student Success – Accessible Learning Services Form (https://canadorecollege-accommodate.symplicity.com/public_accommodation/).

For more detailed information about the services offered, please visit our webpage: Student Success Services - (<https://www.canadorecollege.ca/support/student-success-services>). To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program

- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, W103 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.