

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

FDNT 605

COURSE TITLE

EAT FOR A HEALTHY LIFESTYLE

ALTERNATE TITLE(S):

HEALTHY DINING FOR ALL AGES;
INTRODUCTION TO HEALTHY DINING

TYPE COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

Learn how to eat for optimum fitness. Information for all age groups on choosing nutrient-dense foods for maximum energy and health. Learn about diet/exercise and diet/disease interaction to enhance an active, healthy lifestyle. Menu planning/preparation ideas include light and lean breakfasts, lunches and dinners as well as foods that travel (snacks, picnics, etc.) mini-meals and low-calorie desserts. (FT)

LECTURE/LABORATORY HOURS

72

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

7th grade reading level and math skills; ability to communicate effectively in the English language.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Working toward the achievement of the course goals, the student will develop:

1. An awareness of the relationship between the nutrients and optimum fitness; an awareness of disease prevention by diet (cancer, heart disease, etc.).
2. An understanding of changing nutritional needs and methods of improving fitness levels of individuals throughout their life cycle.
3. An awareness of methods used to reduce fat, sodium, sugar and cholesterol in the diet by modifying recipes and changing food choices and preparation techniques.
4. An awareness of menu planning/preparation ideas including breakfasts, lunches, dinners, and healthy snacks.
5. Knowledge of reliable sources of current nutrition information.
6. An awareness of set-point theory; i.e., interaction of diet/exercise for optimum fitness.
7. Basic skills in nutritious food selection both at home and in restaurants and preparation techniques that insure maximum nutritional benefits.
8. An awareness of basic safety and sanitation procedures.
9. Knowledge of resource management (time, money, and energy, etc.) and safety in the home and workplace.
10. An awareness of the job market value of acquired classroom skills.

COURSE OBJECTIVES

At the end of the course, the student will demonstrate ability:

1. To define the relationship between food (nutrient) choices and one's level of fitness and energy, and to recognize the link between diet and diseases.
2. To recognize nutrient requirement differences and ways of improving fitness at every age level.
3. To perform skills in menu planning and recipe adaptation to minimize fat, sugar, sodium and cholesterol in the diet.
4. To perform skills in planning/preparing breakfasts, healthy snacks, lunches, and dinners.
5. To identify reliable sources of current nutrition information.
6. To define set-point theory and discuss diet/exercise interaction as it relates to fitness.
7. To perform skills in food selection (at home and in restaurants), purchasing, and preparation to achieve maximum nutrient density.

COURSE OBJECTIVES (CONTINUED)

8. To identify and list common food-borne illnesses and learn how to avoid them through sanitary food handling techniques.
9. To identify and use techniques for resource management in the home and workplace.
10. To identify the skills acquired in the classroom that are transferable to the job market.

SECTION II

COURSE CONTENT AND SCOPE

1. Introduction to Nutrition
 - 1.1. Current Food Pyramid
 - 1.2. Nutrients
 - 1.2.1. Effects on the body's functions
 - 1.2.2. Food sources for various nutrients
 - 1.2.3. Nutritional requirements of different age levels
 - 1.2.4. Effects of diet in disease prevention; how to avoid cancer, heart disease through diet modification
 - 1.3. Nutrient density concept
 - 1.3.1. Determining food choices by evaluating nutrient content: 100 calories
 - 1.4. Set point theory
 - 1.4.1. Metabolism rate changes – age differences
 - 1.5. Current nutrition controversies related to fitness
 - 1.5.1. Current nutrition controversies related to fitness
 - 1.5.2. Blood sugar level and energy
 - 1.6. Reliable source of current nutrition information
2. Recipe Selection and Meal Preparation
 - 2.1. Low calorie recipes
 - 2.1.1. Alternate ingredients to lower calories
 - 2.1.2. Alternate preparation methods to lower calories
 - 2.2. Low fat, low cholesterol recipes
 - 2.2.1. Alternate ingredients
 - 2.2.2. Alternate preparation methods
 - 2.3. Low sugar, low sodium recipes
 - 2.3.1. Alternate ingredients
 - 2.4. High complex carbohydrate, high fiber recipes
 - 2.4.1. Alternate ingredients
 - 2.5. Techniques for selection of nutrients food from restaurant menus
3. Food Safety and Sanitation
 - 3.1. Food-borne illnesses
 - 3.1.1. Identification
 - 3.1.2. Prevention
 - 3.1.3. Times and Temperatures
 - 3.1.4. Introduction to Knife Safety
 - 3.1.5. Basic Knife Skills

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.2. Care and storage of food items and equipment
- 3.3. Food preparation and storage techniques
- 3.4. Household, kitchen and personal cleanliness
- 3.5. Effect of and control of rodents and insects
4. Processed/Convenience Foods vs. Fresh Ingredients
 - 4.1. Nutritive value comparison
 - 4.2. Time and energy savings
 - 4.3. Cost comparison
5. Selection of Food Supplies and Equipment
 - 5.1. Standards for selection of food supplies and equipment
 - 5.2. New products available in the marketplace
 - 5.3. Sources for food supplies and equipment
 - 5.4. Food advertising and sources for reliable food information
 - 5.5. Label interpretation
6. Resource Management
 - 6.1. Economical food purchasing skills
 - 6.2. Time-saving techniques in meal preparation
 - 6.3. Energy conservation techniques in meal preparation, storage and other household tasks
 - 6.4. Planned use of leftovers
 - 6.5. Quantity cooking
 - 6.6. Prevention of food waste
 - 6.7. Safety
 - 6.7.1. Equipment operation
 - 6.7.2. Fire safety
7. Marketing Your Consumer Education/Foods and Nutrition Skills
 - 7.1. Identifying skills
 - 7.2. Market need survey
 - 7.3. Sources of employment
 - 7.3.1. Specialty stores
 - 7.3.2. Food services
 - 7.3.2.1. Wholesale and Retail food establishments
 - 7.3.2.2. Bakeries
 - 7.3.2.3. Caterers
 - 7.3.2.4. Personal Chef Businesses
 - 7.3.2.5. Hospitals, convalescent and nursing homes, home health industry
 - 7.3.3. Demonstrator of food items and equipment
 - 7.3.4. Entrepreneur food business

APPROPRIATE READINGS

The Professional Chef's Techniques of Healthy Cooking, 2nd edition ,The Culinary Institute of America , Kerr Armentrout, ISBN 978-0-471-33269-5, current edition
So What Can I Eat?!: How to Make Sense of the New Dietary Guidelines for Americans and Make Them Your Own, Zied Winter; ISBN 978-0-471-77201-9, current edition

APPROPRIATE READINGS (CONTINUED)

Cooking Light Magazine
Diabetic Cooking Magazine
Cooks Illustrated Magazine
Cooking at Home
Gourmet Magazine

WRITING ASSIGNMENTS

The student will keep a food diary for one week consisting of five weekdays and two weekend days. The student will prepare a written summary of their food analysis.

OUTSIDE ASSIGNMENTS

The student will shop for assigned recipes using appropriate food selection strategies with an emphasis on freshness and nutritive value.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

The student will evaluate their food intake diary using the tools provided by the F.D.A. current food pyramid.

EVALUATION

Multiple measures will be used to evaluate the student including, but not limited to:

1. The student will set goals and evaluate the achievement of these goals upon completion of the course.
2. The student will take pre-test and a post-tests.
3. The teacher and student will evaluate the student's skills in menu planning and food preparation and make suggestions for future improvement.
4. Continual and punctual attendance and class participation by the student.
5. The student will prepare a food intake diary and a written summary of the diary using current nutrition evaluative tools.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Lectures, laboratory, demonstrations, films, guest speakers, field trips, handout, audiovisuals and class participation in discussion and meal preparation.

TEXTS AND SUPPLIES

American Dietetic Association Complete Food and Nutrition Guide, Revised and Updated 3rd Edition, Duyff, ADA (American Dietetic Association) ISBN 978-0-471-77201-9, 2006

The instructor will provide a copy of the course syllabus and all relevant handouts. The student will provide a pen/pencil and a notebook.

PREPARED BY Marjorie Howe/Judith Ewing DATE September, 1988

DATA REVISED BY Donna Namdar DATE February 21, 2007

DATA REVISED BY Instructional Services/SLO's Added DATE May 20, 2016

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog