

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

FDNT 619

**COURSE TITLE**

MEAL PLANNING ESSENTIALS

**TYPE COURSE**

**NON-FEE**

NON-FEE

VOCATIONAL

**CATALOG COURSE DESCRIPTION**

This course provides an introduction to nutritional meal and menu planning, recipe development, and food creation within a variety of production settings. Topics will include: menu structures and design, recipe selection, identification of sources, quality standards, nutritional ingredient availability, seasonality, menu planning costs, health coaching techniques, and identifying behavioral changes needed to improve long-term eating habits. Students will also learn how to modify and improvise recipes, as well as recipe and ingredient costing. (FT)

**LECTURE /LABORATORY HOURS**

108

**ADVISORIES**

FDNT 501 INTRO TO HOSPITALITY CAREERS

**RECOMMENDED SKILL LEVEL**

Eighth grade reading level; ability to communicate effectively in the English language, knowledge of general math; basic computation skills and basic computer skills.

**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

1. Students will gain knowledge of meal and menu planning structures and designs for personal and professional businesses.
2. Students will learn proper health coaching concepts and gain an understanding of behavioral changes needed to improve long-term eating habits.
3. Students will learn to assess the importance of nutrition, and understand how it relates to the meal and menu planning process.
4. Students will gain knowledge of menu pricing and proper cost control.
5. Students will gain experience with the availability of product and seasonal ingredients.

### COURSE OBJECTIVES

1. Identify and examine meal and menu plans for a variety of personal and professional businesses.
2. Identify and evaluate various health coaching to improve client's long-term eating habits.
3. Compare and contrast a variety of nutrition principals, menu plans, preparation techniques, and specialized dietary plans.
4. Describe and demonstrate the understanding of food costing and menu pricing.
5. Plan and develop meal and menu plans based on seasonality of ingredients.

## **SECTION II**

### COURSE CONTENT AND SCOPE

1. Factors That Define a Meal
  - 1.1. Economic factors
  - 1.2. Trends in meal planning
  - 1.3. Individual skill level
  - 1.4. Individual dietary needs
  - 1.5. Cost effective logistics
  - 1.6. Equipment
  - 1.7. Product availability
    - 1.7.1. Seasonality

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.8. Generating a menu from data and research
- 2. Nutrition and Menu Planning
  - 2.1. Guidelines and Standards for meeting nutritional needs
    - 2.1.1. Relationship of nutrition to health
    - 2.1.2. Essential nutrients
      - 2.1.2.1. Carbohydrates
      - 2.1.2.2. Lipids
      - 2.1.2.3. Proteins
      - 2.1.2.4. Water
      - 2.1.2.5. Vitamins and minerals
      - 2.1.2.6. Fiber
    - 2.1.3. Additional food categories
      - 2.1.3.1. Alcohol
      - 2.1.3.2. Phytochemicals
    - 2.1.4. Reliable Nutrition Information
      - 2.1.4.1. Food pyramids
      - 2.1.4.2. Nutrition labeling
      - 2.1.4.3. Nutrition experts
      - 2.1.4.4. Finding reliable nutrition information
      - 2.1.4.5. Supplement regulations
  - 2.2. Individual health and wellness
    - 2.2.1. Healthy weight
      - 2.2.1.1. Classification
      - 2.2.1.2. Obesity
      - 2.2.1.3. Weight management
        - 2.2.1.3.1. Weight loss
        - 2.2.1.3.2. Weight maintenance
      - 2.2.1.4. Energy basics calculations
        - 2.2.1.4.1. Body mass index (BMI)
        - 2.2.1.4.2. Basal energy expenditure (BEE)
        - 2.2.1.4.3. Total daily energy expenditure (TDEE)
        - 2.2.1.4.4. Basal metabolic rate (BMR)
    - 2.3. Dietary concerns and specialty diets
      - 2.3.1. Allergies and intolerances
      - 2.3.2. Vegetarian and vegan
      - 2.3.3. Low-fat diet
      - 2.3.4. Low-sodium diet
      - 2.3.5. Low-carbohydrates diet
      - 2.3.6. Diabetes diets
      - 2.3.7. Gluten-free diet
      - 2.3.8. Lactose-free diet
- 3. Food Service Menus
  - 3.1. Menu Styles
    - 3.1.1. Breakfast menus
    - 3.1.2. Lunch menus

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.1.3. Dinner menus
- 3.1.4. Dessert menus
- 3.1.5. Ethnic menus
- 3.1.6. Children's menus
- 3.2. Menu terminology
- 4. Menu Construction/Layout
  - 4.1. Menu size and layout
  - 4.2. Listing of items
  - 4.3. Menu labeling
  - 4.4. Truth-in menu
  - 4.5. Variety
  - 4.6. Composition
  - 4.7. Balance
  - 4.8. Web meal plans
- 5. Meal Planning and Development
  - 5.1. Mechanics of creating meal plans
    - 5.1.1. Recipe development
      - 5.1.1.1. Recipe modifications
        - 5.1.1.1.1. Classifications
          - 5.1.1.1.1.1. Alternative vs. substitute
        - 5.1.1.1.2. Kitchen essentials
        - 5.1.1.1.3. Enhancing flavors
          - 5.1.1.1.3.1. Use of herbs and spices
        - 5.1.1.1.4. Increase specific content
          - 5.1.1.1.4.1. Fiber and complex carbohydrates
          - 5.1.1.1.4.2. Vitamins, minerals, and phytochemicals
        - 5.1.1.1.5. Decrease specific content
          - 5.1.1.1.5.1. Lipids/fats
            - 5.1.1.1.5.1.1. Saturated fats
            - 5.1.1.1.5.1.2. Trans fats
          - 5.1.1.1.5.2. Sugars
      - 5.1.1.2. Designing
        - 5.1.2.1. Standardized recipe card
      - 5.1.3. Food ordering and purchasing
      - 5.1.4. Improvising
    - 5.2. Calculating costs
      - 5.2.1. Unit cost
      - 5.2.2. Recipe cost
        - 5.2.2.1. Recipe selection
        - 5.2.2.2. Standardized recipes and portion
        - 5.2.2.3. Recipe testing
        - 5.2.2.4. Recipe evaluation
        - 5.2.2.5. Defining yield test
        - 5.2.2.6. Calculating yield test
      - 5.2.3. Cost per portion

COURSE CONTENT AND SCOPE (CONTINUED)

- 5.2.3.1. As purchased cost
- 5.2.3.2. Yield cost
- 5.2.3.3. Edible portion cost
- 5.2.3.4. Q factor
- 5.2.3.5. Selling cost
- 6. Resource/Purchasing Availability
  - 6.1. Retail and wholesale grocers
    - 6.1.1. Ingredient availability
      - 6.1.1.1. Seasonality of ingredients
      - 6.1.1.2. Versatility of ingredients
      - 6.1.1.3. Purchasing ingredients/variety
      - 6.1.1.4. Consumer demands
      - 6.1.1.5. Economical demand
      - 6.1.1.6. Geographical constraints
      - 6.1.1.7. Pricing comparison between vendors
    - 6.2. Produce companies
    - 6.3. Local farmer's markets
    - 6.4. Farmer & produce co-operations
    - 6.5. On-site gardens
  - 7. Food Presentation & Flow
    - 7.1. Cooking technique/method
    - 7.2. Production and planning
    - 7.3. Temperature
    - 7.4. Texture
    - 7.5. Color, shape, size
    - 7.6. Flavor profile
  - 8. Meal Plan Marketing Considerations for Small Businesses
    - 8.1. Food marketing
    - 8.2. Social networking and menu
    - 8.3. Trends in meal planning
      - 8.3.1. Food Trends
  - 9. Health Behavior Change
    - 9.1. Establishing goals
      - 9.1.1. Nutritional
      - 9.1.2. Weight loss and/or maintenance
      - 9.1.3. Fitness
    - 9.2. Categories of goals
      - 9.2.1. Specific
      - 9.2.2. Measurable
      - 9.2.3. Attainable
      - 9.2.4. Relevant
      - 9.2.5. Time bound
      - 9.2.6. Short-term
        - 9.2.6.1. Forming steps
      - 9.2.7. Long-term

COURSE CONTENT AND SCOPE (CONTINUED)

- 9.2.7.1. Consistency
- 9.2.7.2. Habit forming
- 9.3. Obstacles associate with health behavior change
  - 9.3.1. Areas of possible relapse
    - 9.3.1.1. Identifying realistic obstacles
    - 9.3.1.2. Planning for increased challenges
  - 9.3.2. Relapse and going off plan
    - 9.3.2.1. Acknowledgement of mistakes
    - 9.3.2.2. Acceptance of mistakes
    - 9.3.2.3. Refocus to avoid long-term relapse
- 9.4. Motivation
  - 9.4.1. Intrinsic
  - 9.4.2. Extrinsic
  - 9.4.3. Willpower building
  - 9.4.4. Exterior motivational factors
    - 9.4.4.1. Family
    - 9.4.4.2. Coaches
    - 9.4.4.3. Nutritionist
    - 9.4.4.4. Doctor
  - 9.4.5. Identify personal strengths
    - 9.4.5.1. Increased self-efficacy
- 9.5. Stages of behavior change
  - 9.5.1. Pre-contemplation
  - 9.5.2. Contemplation
  - 9.5.3. Preparation
  - 9.5.4. Action steps
  - 9.5.5. Maintenance
- 9.6. Stress management
  - 9.6.1. Identify stressors and triggers
  - 9.6.2. How to cope and persevere with self-monitoring
  - 9.6.3. Social support
- 9.7. Positive psychology concepts
  - 9.7.1. Health belief model
  - 9.7.2. Self-esteem

APPROPRIATE READINGS

Reading assignments may include, but are not limited to, various articles, videos, and peer reviewed journals provided by instructor and information obtained on the Internet.

Recommended readings:

*What to Eat*, Marion Nestle, North Point Press, California, current edition.

*Fundamentals of Menu Planning*, Paul J. Mc. Vety, Bradley J. Ware, and Claudette L. Ware, Wiley Publishing, New Jersey, current edition.

### APPROPRIATE READINGS (CONTINUED)

*Foundations of Menu Planning*, Daniel Traster, Pearson Inc., New York, current edition.

*The Flavor Bible*, Karen Page and Andrew Dornenburg; Little, Brown, and Company Publishing, New York, current edition

### WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, the following:

1. Modify a recipe to incorporate more nutritious ingredients, in order to enhance the recipes nutritional content.
2. Perform an evaluation to compare and contrast a variety of recipes and menu items in order to determine the caloric and nutrient content.

### OUTSIDE ASSIGNMENTS

Outside assignments may include but are not limited to the following:

1. Analyze a variety of food labels.
2. Interview an Industry Professional (Personal Chef and/or Nutritionist).
3. Research healthy recipes and food choices from a wide variety of sources (i.e. internet and cookbooks).

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Critical Thinking Assignments that Demonstrate Critical Thinking

1. Create a recipe and cost out the ingredients that are needed to execute the recipe.
2. Develop a meal plan for the week based on a client's specific dietary requirements and goals (i.e. daily calories needed, daily nutrients needed, health concerns, allergies and/or intolerances, etc.).

### EVALUATION

Evaluation methods may include but are not limited to:

1. Attendance
2. Class participation
3. Lab Projects and demonstrations
4. Quizzes and exams
5. Project papers
6. Term projects

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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

Instruction may include, but is not limited to: lecture, laboratory, instructor demonstration, and student-centered approach that utilizes a variety of strategies that may include research projects, audio/visual presentation, teaming and collaborative learning, industry guest speaker, field expert speaker, and field trips.

This course, or sections of this course, may be offered through distance education.

TEXT AND SUPPLIES:

*Culinary Nutrition: Principles and Applications*, Linda Trakselis and Eric M. Stein, American Technical Publishers, Illinois, current edition

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DATE: November 4, 2020

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 College, Title 5, Section 55002  
Continuing Education Catalog