

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COLLEGE CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

PASV 510

COURSE TITLE

NUTRITION/HEALTH-OLDER ADULTS

ALTERNATE TITLE(S)

HEALTHY MEAL PLANNING-OA
NUTRITION & HEALTHY LIVING-OA
DIABETES PREVENTION-OA
TRENDS IN NUTRITION

TYPE COURSE

NON-FEE

OLDER ADULT

CATALOG COURSE DESCRIPTION

This course offers theory and practical applications to help older adults implement appropriate food intake to optimize their nutritional status and maintain healthy aging.

Topics include a healthy diet that will slow down age-related physiological decline with the focus on wellness, adoption of healthy lifestyles, and self-management or prevention of nutrition-related chronic diseases. (FT)

LECTURE/ LABORATORY HOURS

108

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCCE students demonstrate effective communication skills.
3. Critical Thinking
SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCCE 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

Achievement of the course goals will enable the student to:

1. Gain knowledge of physical and psychological changes during the aging process and how these changes may influence nutritional needs.
2. Learn the importance of nutrition for health and disease prevention in older adults.
3. Develop awareness of current nutritional guidelines.
4. Gain skills in preparing healthy, economic, nutrient-dense meals and snacks.
5. Learn how to prepare meals using time-saving cooking techniques that maximize nutrient retention.
6. Gain knowledge of the nutritional content of the major food groups/categories.
7. Gain skills in meal planning, shopping, storage, sanitation, and meal preparation for one or two persons.
8. Gain an understanding of how to interpret and analyze nutrition labels.
9. Gain an understanding of foods from various cultural and religious backgrounds.

COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

1. Explain how the body, emotions, and the mind change during the aging process and how these changes influence diet and eating.
2. Describe the importance of good nutrition in promoting and maintaining health in the older adult.
3. Maintain the recommended nutritional needs recommended for older adults.

COURSE OBJECTIVES (CONT.)

4. Plan and prepare healthy and nutrient-dense meals and snacks aligned with various culinary traditions.
5. Apply sanitation practices and energy conservation techniques while preparing and storing food.
6. Demonstrate simple time saving cooking and techniques that maximize nutritional retention.
7. Identify and plan nutritionally balanced meals and snacks.
8. Analyze nutrition labels.
9. Demonstrate an understanding of nutrition and how it relates to disease prevention.

SECTION II

COURSE CONTENT AND SCOPE

1. Biological Aspects of Aging
 - 1.1. Physical changes
 - 1.2. Psychological and emotional changes
 - 1.3. Changes in absorption of nutrition
2. Nutrition
 - 2.1. Importance to older adult health
 - 2.2. Basic food groups - nutritional components
 - 2.3. Food and caloric needs
 - 2.4. Estimating food and caloric needs
 - 2.4.1. Intentional weight gain or loss
 - 2.5. Convenience foods
 - 2.5.1. Value
 - 2.5.2. Uses
 - 2.6. Vitamin supplements
 - 2.7. Food additives
 - 2.8. Current nutrition guidelines
 - 2.9. Balanced diet
3. Meal Planning
 - 3.1. Daily meal plan
 - 3.2. Snack options
4. Costing, Shopping, and Storage
 - 4.1. Low-cost meals
 - 4.2. Shopping techniques
 - 4.3. Time-saving preparation techniques
 - 4.4. Storage of food

COURSE CONTENT AND SCOPE (continued)

- 4.5. Sanitation and Safety Sanitation guidelines
- 4.6. Safe food handling
- 5. Resource Management
 - 5.1. Energy Conservation
 - 5.2. Time management
 - 5.3. Travel time when shopping
 - 5.4. Finding support and local resources
 - 5.5. Utilities
- 6. Nutrition for Chronic Conditions and Disease Prevention
 - 6.1. Cancer
 - 6.1.1. Understanding Pre-diabetics and Diabetics Type 2 diabetes
 - 6.1.2. Type 1 diabetes
 - 6.2. Osteoporosis
 - 6.3. Hypertension
 - 6.4. Heart disease
 - 6.5. Neurodegenerative diseases
 - 6.6. Food allergies
 - 6.7. Arthritis
 - 6.8. Dental disease
 - 6.9. Stroke
- 7. Eating Triggers
 - 7.1. Identifying and coping with triggers
 - 7.2. Getting support and finding local resources
- 8. Culinary Traditions
 - 8.1. Foods from various cultural and religious backgrounds
 - 8.2. Adapting Healthy Food Choices to Align with Cultural or Religious Preferences
 - 8.3. Nutritional Values

APPROPRIATE READINGS

Reading assignments may include, but are not limited to, instructor prepared materials; and selected websites, related to physical, social, emotional and mental health; research articles; government notifications and literature related to good nutrition for older adults.

WRITING ASSIGNMENTS

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

1. Creating a comprehensive nutrition plan to include all the components of wellness and health.
2. Students may be encouraged to participate in online written discussion platforms via email, Canvas, assignment platforms, and/or Google class websites.
3. Maintain a personal notebook or journal (hard copy or digital format).
4. Letter, blog, or other writings.
5. Planning daily meals and snacks based on the current nutrition guidelines, and creating a shopping list, daily meal plan, and recipes for one day based on individual nutritional needs.
6. Contribution to a discussion with peers (in-person, virtually in real-time, or asynchronously).

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, meal planning and shopping, exploring various culinary traditions and preparing healthy meals at home.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Students will engage in class activities and group assignments that will enhance their ability to make informed decisions on nutritional needs according to current research findings. These activities may include, but are not limited to, the following:

1. Design a personal meal plan based on individual dietary needs, health conditions, and cultural and/or religious backgrounds.
2. Develop daily shopping and meal-planning activities by analyzing nutrition and ingredient labels.
3. Identifying the health-promoting and disease prevention properties found in foods such as fruits, vegetables and whole grains and applying to daily meal planning.

EVALUATION

Students will be evaluated based on some or all of the following criteria:

1. Regular attendance and participation in all class activities.
2. Pre- and post-test of students' level of fitness: health-related and skill-related.
3. Students' development of personal health and wellness goals program.
4. Students' implementation of health and wellness programs

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to:

1. Demonstrations and presentations
2. Instructor feedback
3. Classroom discussions
4. Peer Review
5. Lecture/lab
6. Field trips
7. Guest speakers
8. Audio-visual presentations
9. Individual study
10. Instructor lead

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

This course is designed with a focus on increasing equity and student success. Instructors adhere to the San Diego College of Continuing Education policies related to encouraging equity in courses in both in-person and online learning modalities. Instructors implement the principles of student equity by understanding identity and implicit bias in the classroom. Create engaging home pages, course outlines, course content, learning strategies, transparent assignments and quizzes, which are designed and implemented with equity in mind. Instructors include accessibility options for students with disabilities or others who prefer alternate format materials. Instructors create an inclusive and empowering learning environment for all students, be it online or in-person.

TEXT AND SUPPLIES

Instructors will supply web links to videos, articles, books, websites and/or apps for further learning which are appropriate to the course topics. All content will include increased accessibility options. Students will supply equipment as suggested in each course.

Senior Fitness: The Diet and Exercise Program for Maximum Health and Longevity, by Ruth Heidrich, Lantern Books, current edition

The Cardiac Recovery Cookbook: Heart Healthy Recipes for Life After Heart Attack or Heart Surgery, by M. Laurel Cutlip, Hatherleigh Press, current edition

Eat What You Love, Love What You Eat with Diabetes: A Mindful Eating Program for Thriving with Prediabetes or Diabetes, Michelle May, M.D. and Megrette Fletcher, M.Ed., RD, CDE., Harbinger Publications, current edition.

TEXT AND SUPPLIES (CONT.)

Mayo Clinic The Essential Diabetes Book: a complete guide to prevent, manage, and live well with diabetes, M. Regina Castro, M.D., Simon & Schuster, current edition

Academy of Nutrition and Dietetics Complete Food and Nutrition Guide, Roberta Duyff, M.S., R. D.N., F.A.N.D., C.F.C.S, Houghton Mifflin Harcourt, current edition

The 30-Minute Mediterranean Diet Cookbook.” by Serena Ball, ~~RD~~ R.D.N., and Deanna Segrave-Daly, R.D.N., Rockridge Press, current edition

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DATE: June, 1986

REVISED BY Instructional Services/SLO's Added

DATE May 7, 2015

REVISED BY Bridget Wright and Charlene Schade

DATE: June 6, 2018

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DATE: June 6, 2018

REVISED BY Bridget Wright, Pey-Lih Littler, and

Claudia Tornsäuer

DATE: November 2, 2022

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
College of Continuing Education Catalog