# Preparing Therapeutic Diet

## Course Design

### 2007-2008

## Course Information

<table>
<thead>
<tr>
<th><strong>Organization</strong></th>
<th>Eastern Arizona College</th>
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<tbody>
<tr>
<td><strong>Division</strong></td>
<td>Nursing &amp; Allied Health</td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
<td>HCE 108</td>
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<tr>
<td><strong>Title</strong></td>
<td>Preparing Therapeutic Diet</td>
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<tr>
<td><strong>Credits</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Developed by</strong></td>
<td>Ralph Miller and Janet Trimble</td>
</tr>
<tr>
<td><strong>Lecture/Lab Ratio</strong></td>
<td>Lecture=1; Lab=2</td>
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<tr>
<td><strong>Transfer Status</strong></td>
<td>Non-transferable</td>
</tr>
<tr>
<td><strong>Activity Course</strong></td>
<td>No</td>
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<tr>
<td><strong>CIP Code</strong></td>
<td>51.0800</td>
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<tr>
<td><strong>Assessment Mode</strong></td>
<td>Pre/post test: Question=20; Points=20</td>
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<tr>
<td><strong>Semester Taught</strong></td>
<td>Offered upon request</td>
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<tr>
<td><strong>GE Category</strong></td>
<td>None</td>
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<tr>
<td><strong>Separate Lab</strong></td>
<td>No</td>
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<tr>
<td><strong>Awareness Course</strong></td>
<td>No</td>
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<tr>
<td><strong>Intensive Writing Course</strong></td>
<td>No</td>
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## Prerequisites

None

## Educational Value

This course is designed to help students learn how to cook in order to promote a healthy lifestyle. Students will learn how to plan, shop, buy, prepare and cook healthy meals for a lifetime of well-being.

## Description

This course is designed to develop an understanding of healthy cooking principles including food preparation for the prevention and control of lifestyle diseases like Type II diabetes, High Blood Pressure and High Cholesterol. Students will take an active roll in their learning process by formulating and learning to read labels, creating menu plans, cooking meals, and sharing their information and discoveries with the class.
**Textbooks**
None

**Supplies**
Food purchases for cooking classes

**Competencies and Performance Standards**

1. Prepare nutritious food, including purchase, preparation, and cooking of meals.

   **Performance Standards**

   *Student will demonstrate competence by*
   - defining what is a healthy fat
   - learning how to use healthy fats in cooking.
   - learning how to shop for food
   - learning healthy alternatives to refined sugar
   - understanding the importance healthy lifestyle
   - understanding the importance of cleanliness in the kitchen
   - identifying the most common errors in food choices and portions
   - learning the basic elements of cooking

   *Student performance will be successful when he/she*
   - demonstrate the ability to choose healthy fats for cooking
   - demonstrates the ability to make healthy food choices while shopping
   - demonstrates the ability to substitute for refined sugar while cooking
   - demonstrates constructive thought processes about healthy lifestyle through self-assessment
   - demonstrates the ability to measure a proper portion
   - demonstrates the ability to work in the kitchen safely and utilize appliances properly

2. Understand how to make healthy food choices.

   **Performance Standards**

   *Student will demonstrate competence by*
   - learning how to read food labels
   - learning how to apply the USDA food guide pyramid to actual shopping experience
   - understanding and identifying trick words on packages and advertising tricks
   - recognizing ingredient lists on packaging and learning how to cut out food items with unhealthy ingredients

   *Student performance will be successful when he/she*
   - demonstrates the ability to read a food label
   - demonstrates the ability to purchase foods for meal preparation that apply the USDA food guide pyramid
o demonstrates the ability to quickly and easily identify false advertising or trick words on packaging while shopping
o demonstrates the ability to compare ingredients between brands and make the best food choice based on ingredients

3. **Understand how food choices affect lifestyle disease like Type II Diabetes, High Blood Pressure and High Cholesterol**

**Performance Standards**

*Student will demonstrate competence by*

- understanding what causes lifestyle diseases.
- understanding what types of foods promote disease
- understanding what types of food promote health and healing
- summarizing the effects a lifetime of healthy habits versus a lifetime of poor lifestyle choices.
- understanding of the Glycemic index

*Student performance will be successful when he/she*

- defines type II diabetes, high blood pressure and high cholesterol
- demonstrates the ability to recognize poor food choices while shopping
- demonstrates an ability to recognize health promoting choices while shopping
- describes in writing the various effects of poor lifestyle choices and what can be done to overcome them
- demonstrates an ability to recognize the Glycemic index of common foods
- cooks a meal that is specifically designed for contributing to the positive health outcome for high blood pressure, type II diabetes and high cholesterol.

4. **Identify other aspects of healthy living**

**Performance Standards**

*Student will demonstrate competence by*

- identifying other aspects that contribute to healthy living including exercise, environmental health, social well-being, spiritual well-being, etc
- identifying and defining healthy living
- learning strategies for implementing healthy living choices into daily life.
- learning how to research and discover reputable sources of information regarding healthy lifestyle.
- preparing a healthy 7-day menu

*Student performance will be successful when he/she*

- demonstrates an awareness of the various elements that contribute to healthy living
- demonstrates implementation of other healthy lifestyle choices
- describes in writing how the student has implemented healthy choices into their daily living
- demonstrates an ability to research and discover healthy living resources and shares those resources with the class
- submits in writing a 7-day healthy menu and shares menu with class

5. **Understand elements of nutrition and body composition**

**Performance Standards**
Student will demonstrate competence by
o learning the six essential nutrients, describing their role in the proper function of the body and learning recommended percentages of calories from each.
o learning the importance of vitamins and minerals and how to optimize them in a typical diet.
o describe assessment of dietary intake
o learning the USDA Food Guide Pyramid

Student performance will be successful when he/she
o defines carbohydrate, protein, fat, vitamins, mineral, and water
o explains how each of these nutrients plays a role in the function of the body
o lists the percentage of calories that should come from carbohydrates, fats and protein
o draws the food guide pyramid
o performs a dietary assessment.

Types of Instruction
Lectures, guest lectures, demonstrations, and participation

Grading Information

Grading Scale
A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  Below 60%