

NUTRITION & WELLNESS

Pierce County Careers Connection

Dual Credit Articulation Agreement

Upon completion of high school courses equivalent to the following competencies:

- Module 1: Balanced Diet, Carbohydrates**
Upon completion of this module students will, in a group discussion, in a written paper, or on written exam, be able to:
 - Define:
 - ~Nutrition
 - ~Malnourishment
 - ~Dietetics
 - ~Cachexia
 - Discuss characteristic of a well-nourished person.
 - List the 3 basic functions that food performs.
 - List the 7 nutrients in food.
 - Explain the concepts and function of the following nutritional guidelines:
 - ~RDA
 - ~Food Pyramid
 - ~U.S. Dietary Guidelines
 - ~Food Exchange Diets
 - List the major functions and food source of carbohydrates.
 - Define glycogen and state where it is stored.
 - State the end product of carbohydrate digestion.
 - Describe the classifications of carbohydrates.
 - State the recommended percentage of daily calorie intake that should come from carbohydrate.

- Module 2: Protein, Fat, Energy Requirements**
Upon completion of this module students will, in a group discussion, in a written paper, or on written exam, be able to:
 - List the major functions of proteins
 - State the end product of protein.
 - Differentiate between the terms “essential” and “nonessential” protein.
 - Describe the quality of and food sources for:
 - ~Complete protein
 - ~Incomplete protein
 - Define the term “nitrogen balance”.
 - State the recommended percentage of daily calorie intake that should come from protein.
 - List the major functions and food sources of fat.
 - State the end product of fat digestion.
 - Describe the 3 classifications of fat.
 - Name the “essential” fatty acid.
 - Define:
 - ~Lipid
 - ~Triglyceride
 - ~Cholesterol
 - ~Lipoprotein
 - Discuss the effect that the classifications of fat have on blood cholesterol levels.

- Module 2: Protein, Fat, Energy Requirements (cont'd)**
 - State the recommended percentage of daily calorie intake that should come from fat.
 - List the 3 nutrients that provide energy and state their “fuel factors”.
 - Discuss the individual factors that influence energy needs.
 - State the minimum number of calorie that should be consumed for safe nutrition.

- Module 3: Vitamins and Minerals**
Upon completion of this module students will, in a group discussion, in a written paper, or on written exam, be able to:
 - List the major functions of minerals.
 - Discuss the function, major food sources, and deficiency disorder of the following specific minerals:
 - ~Calcium
 - ~Phosphorus
 - ~Iron
 - ~Iodine
 - ~Sodium
 - ~Magnesium
 - ~Potassium
 - List the five major functions of vitamins.
 - Differentiate between water-soluble vitamins and fat-soluble vitamins.
 - Discuss the function, major food sources, and deficiency of the following specific vitamins:
 - ~Vitamin A
 - ~ Vitamin D
 - ~ Vitamin E
 - ~ Vitamin K
 - ~ Vitamin C
 - ~B complex vitamins—list separately
 - Summarize the major effects of food preparation/processing on the mineral and vitamin content of food.
 - Discuss the issues of vitamin and mineral supplementation.

- Module 4: Digestion**
Upon completion of this module students will, in a group discussion, in a written paper, or on written exam, be able to:
 - Recall the general anatomy of the GI tract.
 - Discuss the mechanical and chemical characteristics of digestion in the:
 - ~Mouth
 - ~Stomach
 - ~Small intestines
 - ~Large intestines
 - Name the factors that influence GI secretion.

- Module 4: Digestion (cont'd)
 - Recall the form in which each energy nutrient is absorbed and state its route from the small intestine for body use.
 - Discuss factors that aid and/or interfere with the digestive process.

- Module 5: Life Cycle, Food Habits and Fads
 Upon completion of this module students will, in a group discussion, in a written paper, or on written exam, be able to:
 - Discuss how nutrient needs are met in childhood at the following stages:
 - ~Infancy
 - ~Toddler/Preschool
 - ~School age
 - ~Adolescence
 - Identify modern nutritional concerns of the adult.
 - Discuss changing nutrient needs in pregnancy and

- lactation.
 - List the reasons protein is the primary nutrient increased during pregnancy and lactation.
 - Identify major food sources for the increased nutrients required during pregnancy and lactation.
 - Describe some specific problems, of the elderly that affect their nutrition.
 - Discuss points to remember when planning meals for the elderly.
 - Name the government and community resources available to improve nutrition for the elderly.
 - Discuss food habits resulting from regional, cultural, religious, and socio-economic patterns.
 - Discuss “food-fads” and their appeal to consumers.

A student earning a “B” grade or better may earn college credit at the following college:

<u>College</u>	<u>Course</u>	<u>Credits</u>
Clover Park Technical College	REST 122 (CIP Code: 12.0503)	4