

College of Micronesia – FSM

COURSE OUTLINE COVER PAGE**Title:** Food and Nutrition in the Life Cycle**Department No.** PH 131

Course Description: This course provides theoretical principles of basic nutrition and fundamental elements of nutritional needs of different age groups in the lifecycle. The course enables students to relate the nutritional principles to the human growth and development process; and to explore the health consequences of nutrition practices chosen by each person. Students will understand the physiological changes related to nutrition and the important role nutrition plays in maintaining health. This course also introduces the concept of nutritional anthropometry and growth monitoring, which may well help students to detect signs of inadequate intake of key nutrients.

Course Prepared By: Dr Hien Do Cuboni**Campus:** National

	Hours per Week	No. of Week	Total Hours	Semester Credits
Lecture	3	x 16	= 48	= 3
Total Semester Credits				3

Purpose of Course:

Degree Requirement
 Degree Elective
 Certificate
 Other

X

Prerequisite:

None

Signature Chairperson, Curriculum Committee_____
Date Approved by Committee_____
Signature, President, COM-FSM_____
Date Approved by President

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COURSE OUTLINE**I. LEARNING OUTCOMES****A. Program Learning Outcomes:**

1. Recognize, describe and discuss the basic public health science facts and principles;
2. List and discuss the essential public health functions and their interrelationships at community and district level;
3. Describe and discuss adult, children and family health issues;
4. Discuss and demonstrate an understanding and practice of some generic public health competencies;
5. Demonstrate proper public health skills for public health practice in the community as a state or local public health officer;
6. Discuss and demonstrate community and cultural sensitivity in the health care environment;
7. Describe and discuss the health determinants and problems of adults, children and families;
8. Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques;
9. Demonstrate the ability and discuss how to make a community diagnosis based on the determinants of health;
10. Identify and demonstrate good public health practice; and
11. Have had work experience at a public health facility at community and district levels.

B. Course Learning Outcomes:

Upon completion of the course students will be able to:

1. Understand the components and functions of Food and Nutrition in the lifecycle
 - 1.1 Define Food and explain what it means
 - 1.2 Define Nutrition and explain what it means
 - 1.3 Identify and give examples of the factors that may influence dietary choices
 - 1.4 List and explain the three functions of food
 - 1.5 Describe in detail the seven components of food; give examples of the food items (especially of the local food items) in which each of these components is present
 - 1.6 Explain what essential nutrients are and why it is necessary to have an adequate intake of essential nutrients
 - 1.7 Describe the Food Guide Pyramid; MyPyramid and the related recommendations
2. Identify the different socio-economic groups and other special groups and their nutritional requirements
 - 2.1 Identify and describe lifecycle groups, special groups, socio-economic groups, and vulnerable groups
 - 2.2 Describe and explain the nutritional requirements and needs of each group

- 2.3 Explain why it is important to have a knowledge of nutrients and needs at different lifecycle stages
3. Understand the nutritional needs and the factors that affect an individual's ability to meet nutritional needs at different stages of the life cycle
 - 3.1 Define and explain nutritional needs in relation to age and to lifecycle evolution
 - 3.2 Identify and explain the specific nutritional needs, in detail, of at least one specific lifecycle group
 - 3.3 Identify the factors that affect an individual's ability to meet nutritional needs at different stages of the life cycle
4. Identify common nutritional concerns at specific ages, or lifecycle stages, and their possible causes
 - 4.1 Identify common nutritional problems at different lifecycle stages in Micronesia and in the Pacific region
 - 4.2 Identify and discuss possible causes of such nutritional problems in Micronesia as well as in the Pacific
 - 4.3 Propose and discuss possible solutions to address those problems
5. Understand different growth monitoring methods and techniques used to evaluate nutritional status of individuals, groups and populations
 - 5.1 Discuss the purposes and significance of nutritional assessment and of growth monitoring
 - 5.2 Describe the main nutritional assessment techniques/ methods, i.e. dietary, anthropometric and biochemical techniques
 - 5.3 Describe different growth monitoring methods
 - 5.4 Explain the differences between nutritional assessment and growth monitoring
 - 5.5 Identify appropriate nutritional assessment methods using indicators for different age groups
 - 5.6 Differentiate between food/ nutrition facts and food misinformation, e.g. range of sporting supplements, false claims, etc.
 - 5.7 Read and interpret correctly food labels, nutrition facts, and ingredients lists shown on food packaging
6. Demonstrate an understanding of practical means of improving nutrition
 - 6.1 Identify different means through which nutritional status can be improved
 - 6.2 Discuss how nutritional status among low-income groups could be improved through gardening
 - 6.3 Outline the basic elements required for planning, preparing and maintaining a family/ community food garden
 - 6.4 Develop a nutritious and affordable one-week menu for a low-income family
 - 6.5 Reflect, through personal or collective observations, examples of how Micronesian and Pacific communities improve their nutrition/ diet through traditional and/or cultural practices
 - 6.6 Discuss the strengths and limitations of those practices among different cultures and/or traditions

II. COURSE CONTENTS

A. Course Overview and Introduction to the Concept of Food and Nutrition

- 1) Definitions of Food and Nutrition
- 2) Food: components and functions
- 3) Essential nutrients
- 4) Common nutritional deficiency conditions
- 5) Food Guide Pyramid
- 6) Prospective nutritional/ health benefits
- 7) Financial benefit of appropriate nutritional outputs

B. Different Groups of the Lifecycle

- 1) Different age groups
- 2) Special groups: pregnant women, lactating mothers, sport persons/ athletes
- 3) Socio-economic groups: low-income group, middle-income group, high-income group
- 4) Vulnerable groups: women, infants, young people, the elderly, the poor
- 5) Specific nutritional requirements and needs

C. Nutritional Needs at Different Life Cycles

- 1) Nutritional needs in relation to age
- 2) Nutritional needs in relation to lifecycle developmental process
- 3) Specific nutritional needs at different lifecycle stages
- 4) Factors affecting individual's ability to meet nutritional needs at different lifecycle stages

D. Common Nutritional Concerns in Different Groups of the Life Cycle.

- 1) Common nutritional problems at different lifecycle stages – reflection on the Micronesian and Pacific communities
- 2) Possible causes of nutritional inadequacies in Micronesia and in the Pacific
- 3) Possible solutions to address such nutritional problems

E. Nutritional Assessment and Growth Monitoring

- 1) Purposes of nutritional assessment and of growth monitoring
- 2) Nutritional assessment methods:
 - a) Dietary technique
 - b) Anthropometric technique
 - c) Biochemical technique
- 3) Growth monitoring methods:
 - a) Growth charts
 - b) Weight-for-age
 - c) Weight-for-length (height)
- 4) Nutritional assessment methods using indicators for different age groups
- 5) Food and nutrition facts and food misinformation
 - a) How to read food labels
 - b) How to read nutrition facts
 - c) How to read ingredients list

F. Practical Means to Improve Nutrition

- 1) How to improve nutritional status
 - a) The classic ways
 - b) The Micronesian and Pacific approaches
- 2) Improving nutritional status among low-income groups
- 3) Food menu: an adequate, nutritionally balanced and affordable family food menu
- 4) Food garden: planning, preparing and maintaining

III. TEXTBOOK

Wardlaw G.M., Hampl J. (2006) Perspectives in Nutrition. 7th Edition or most recent edition. McGraw-Hill. (ISBN-13: 978-0073228068)

IV. REFERENCE MATERIALS

1. Guthrie HA. (1988) Introductory Nutrition. 7th Edition or most recent edition. Times Mirror/ Morsby College Publishing, Toronto. (ISBN-13: 978-0801622014)
2. Williams SR. (1999) Essentials of Nutrition and Diet Therapy. 7th Edition or most recent edition. Morsby, Sydney.
3. Mahan KL & Escott-Stump S. (2003) Krause's Food, Nutrition and Diet Therapy. 11th Edition or most recent edition. Saunders. (ISBN-13: 978-0721697840)
4. Edlin G., Golanty E. (2007) Health and Wellness. 9th Edition. Jones and Bartlett Publishers, Sudbury, Massachusetts. (ISBN-13: 978-0763741457)
5. NFNC. (1987) Health and Nutrition Guide for Fiji. NFNC, Suva.
6. WHO. (1979) Health Aspects of Food and Nutrition. 3rd Edition or most recent edition. WHO, Manila.
7. UNICEF. (2001) The State of the World's Children, New York, USA.

V. REQUIRED COURSE MATERIALS

Prescribed textbook. Furthermore, perusal of reference materials is encouraged.

VI. INSTRUCTIONAL MATERIALS/ EQUIPMENT AND COST FOR THE COLLEGE

There is no special instructional material/ equipment required for this course. There may be one or more field trips to visit family/ community food gardens, and the required logistic supports for which will be applied for by the Instructor.

VII. METHODS OF INSTRUCTION

1. Lectures: in-class lectures, followed by group discussions and activities relevant to the topics presented.
2. Tutorials: review and revising of the learning objectives; discussions on outcomes of group activities assigned after lectures.

3. One or more field trips to family and/or community food gardens: students would have a chance to observe and reflect on how what they have learnt from the course links to what is being done in practice and what more could be done in real community life.

VIII. EVALUATION

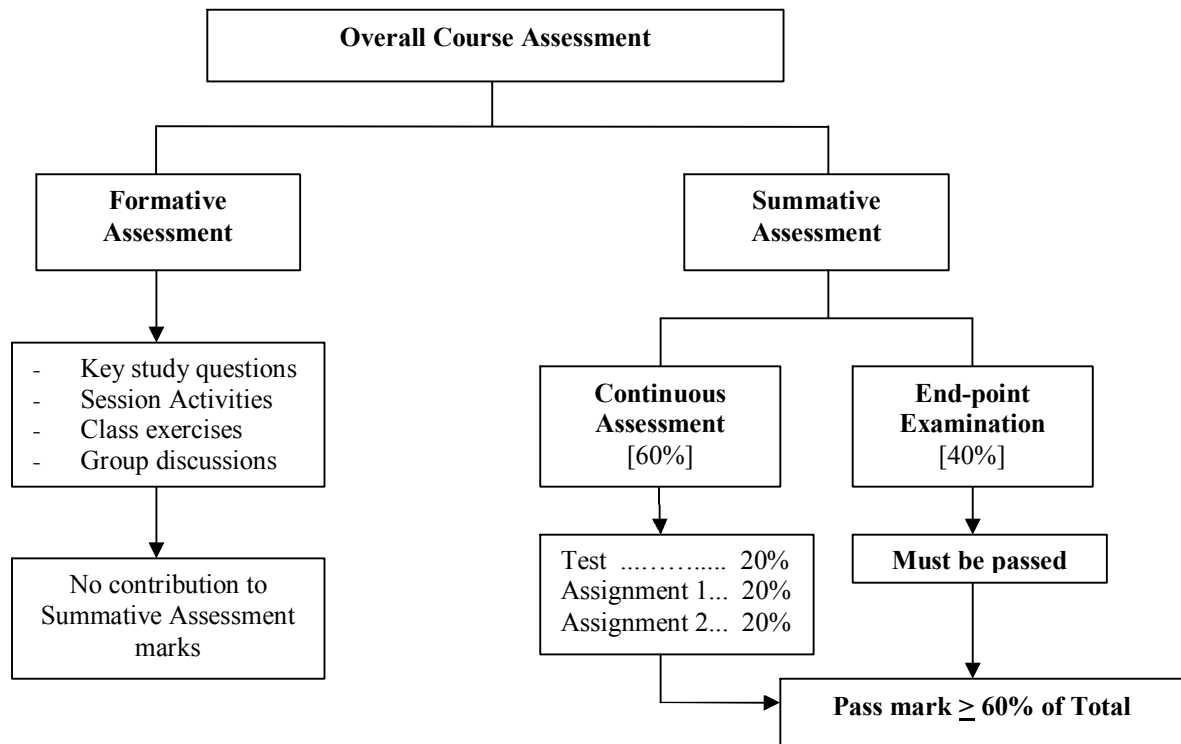
A. Grading scheme: there are two components: Formative and Summative Assessment.

☰ **Formative Assessment:** This type of assessment evaluates how students progress in class. With feedback from the Instructor, the student would be able to answer these questions: *Am I doing well in class? What have I missed? What should I concentrate more on?* This assessment will take the form of tests and quizzes, with or without prior notice.

☰ **Summative Assessment:** This type of assessment implies that the marks a student gets contribute towards the final grade. For this course, this assessment consists of the following:

1. **Continuous Assessment (60%):** comprises 1 written Test; 1 Assignment focusing on nutritional problems; 1 Assignment focusing on nutrition education and the development of a one-week menu; each of these contributes 20% to the total course assessment.
2. **Final Exam (40%):** a 3-hour written paper, at the end of the course.

The Assessment is illustrated in the following diagram:



B. Grading system

Grade	Percentage	Outcome
A	90-100%	Superior
B	80-89%	Above Average
C	70-79%	Average
D	60-69%	Passing
F	Below 60%	Failure

IX. CREDIT-BY-EXAMINATION

None.

X. ATTENDANCE POLICY

As per college policy.

XI. ACADEMIC HONESTY POLICY

As per college policy.