

ELGIN COMMUNITY COLLEGE SYLLABUS
FALL 2011

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**The instructor reserves the right to make changes to the class or syllabus as deemed necessary

I. Course Title

PHR 115 770 (2 credits): Healthy Eating for Life

II. Class days and times

On-line instruction

III. Catalog Description

Healthy Eating for Life is an evidence-based, cognitive behavioral approach to helping people change their diets. Students learn how to identify the reasons for their poor eating choices and acquire the lifestyle management skill they need to improve their eating permanently.

IV. General Course Objectives: At the end of this course the student will be able to:

- Recognize a “serving size” in each of the food groups
- Assess which areas of their diet needs improvement using the HEED food pyramid assessment
- Identify their current stage of motivational readiness to make healthy eating changes by increasing fruits and vegetables, decreasing saturated and trans fat, increasing whole grains, increasing dairy and dairy alternatives and balancing calories
- Distinguish between the cognitive and behavioral skills necessary in the behavior change process
- Understand the elements of successful goal-setting and develop short-term and long-term goals
- Maintain a log of their daily food intake
- Identify personal barriers to making healthy food choices and discuss creative solutions to overcoming these barriers
- Discuss opportunities to eat healthy in different environments and under most circumstances
- Differentiate between physiological hunger and psychological hunger and become conscious of situations that lead to emotional eating
- Locate where foods would fit on the nutrient continuum to assist in making healthy food choices
- Identify healthy meal choices from menus that can be incorporated into their daily diet and can be used to achieve a HEED nutritional goal
- Examine their current negative thinking that may be interfering with healthy eating
- Recognize the most nutrient-dense foods using the food labels as guides
- Identify barriers to shopping for healthy food and plan strategies to overcome these barriers
- Discuss the many different kinds of support and identify the kinds of support you need and where you can find it
- Discuss the benefits of eating a balanced diet
- Differentiate between a lapse, a relapse and a collapse

- Identify people, situations, and events that may prevent them from achieving or maintaining healthy eating goals, and learn to plan ahead for those circumstances
- Discuss ways to modify favorite recipes and prepare foods in a healthier way
- Demonstrate knowledge about the use of nutritional supplements and fad diets
- Recognize the importance of incorporating physical activity into a weight management program
- Examine ways to decrease sedentary time and increase physical activity time
- Plan healthy eating strategies
- Recognize individual signs of physical and emotional stress and how stress can affect eating habits
- Plan strategies for getting back on track with healthy eating habits following a lapse
- Recognize and celebrate changes in healthy eating habits by comparing HEED goals and pyramid assessments from the beginning and end of the class

V. Evaluation and Grading Scale

Grading will be based upon an accumulation of points. All point values for discussion boards and assignments are as follows:

Weekly discussion boards – Intro + 20 chapters @ 4 points per question = 164 pts

Food Log – 12 weeks @ 10 points = 120 points possible

Homework assignments – 31 assignments @ 5 points = 155 points possible

Goals Assessment – 2 @ 10 points each = 20 points possible

Pyramid Assessment – 3 @ 10 points each = 30 points possible

Final Project – 50 points possible

Total points possible: 539

VI. Course Text (Required)

Carpenter, Ruth Ann and Finley, Carrie, (2005) Healthy Eating Every Day. Human Kinetics, Champaign, IL.

VII. Weekly Assignments

Follow the attached course outline and dates provided. Before completing week 1 discussion questions be sure to read the week 1 assignment in the text, and so on. The course grade is based on your active participation in the weekly activities listed in the course outline. Each week of discussion board questions, journal entries, and homework assignments will earn you points toward your total grade. . No work will be accepted after the due dates, this includes discussion board postings and homework submissions.

VIII. Schedule Time for your Assignments

Your goal is to complete each assignment by the due date. Points will be deducted for falling behind in your work or working ahead. Focus only on the assignments for the current week so that the skills taught can be practiced and not rushed. The most difficult challenge to you is to budget time in your schedule every day to work on these important life-changing activities. I would recommend that you block out a certain time in your schedule (write it down in your calendar) to do your documentation (activity logs and other journaling activity). Your success in improving your skills to maintain a healthy lifestyle will be influenced by the time, discipline, and effort you put into this learning experience.

IX. Discussions

Students are expected to participate in weekly discussion boards of D2L and will earn up to 8 points per chapter for exceptional postings and dialogue with classmates. The initial introduction is also worth 4 points. The student is expected to post their response to the discussion board question by Wednesday of each week and then reply to two other student postings by Thursday of each week. No credit will be given for late submissions.

X. Food Log

Students will fill in the food log for 1 weekday and 1 weekend day to help them keep track of their food choices throughout the day. Students should include ALL food and drink taken in for the whole day.

XI. Final Project

Create a 10 slide power point presentation about the Active For Life concept that made the most impact in helping you achieve your goal of incorporating more physical activity into your daily life. The power point presentation should have a title slide and have a bibliography slide with at least three professional sources. At least three of the slides in your presentation should state scientific evidence to support your statements. As an example: if you feel incorporating whole grains into your diet has made the most impact on you, find supporting evidence on the benefits of including whole grains into your diet.