

# **Food for Health Certificate and the ITEC Level 3 Award in Healthy Eating and Well Being For the Complementary Therapy Client**

## **Course outline**

The Food for Health certificate is for anyone who would like to learn more about nutrition for general interest, or if you are considering doing the nutritional therapy degree course at the Centre for Nutrition Education (CNE). The ITEC level 3 Award is aimed at complementary therapists who would like to add nutrition into their remit. Both courses have the same syllabus and are therefore taught together, on Tuesday evenings, starting 7<sup>th</sup> September from 6pm to 9.30pm.

## **Who Teaches the course?**

Michelle Barrow has a first class degree in Nutritional Therapy and a Masters degree in Nutrition. She has achieved the ITEC level 3 Award in Diet and Nutrition as well as a Neuro-Linguistic Programming (NLP) Practitioner qualification. She has completed a teaching diploma (DTLLS) and has Qualified Teacher Status (QTLS). Michelle runs a Nutritional Therapy Practice called Health Generation. Her contact details are provided below should you require any further information.

## **Recommended prior learning**

There are no prior learning requirements for the Food for Health course.

ITEC specify that candidates should have achieved a level of education equivalent to five GCSEs at grades A\*- C (preferably to include English Language, a science subject and/or GCSE in Physical Education) prior to commencing the ITEC Level 3 Award. However, exemptions may be made for adult returners with experience in the work place. Candidates should already hold the pre-requisite of a recognised therapy qualification, otherwise they may be advised to join the Food for Health course.

## **Course Aims**

The main aim of the Food for Health Certificate is to educate you about nutrition so you are able to meet your own nutritional needs and the needs of your family. If you are considering studying a degree in nutritional therapy, this course will give you the opportunity to see if studying nutrition is for you. It is a general interest course and you will not be required to do assignments or an examination.

The main aim of the ITEC Award in Healthy Eating for the Complementary Therapy Client is to enable you to provide healthy eating advice for your clients, whom you already treat with another therapy, for the purpose of improving health and lifestyle. The course culminates in an exam and 5 case studies under the supervision of the tutor.

## **ITEC Assessment scheme**

ITEC students will be required to complete 5 case studies in your own time. The case studies ensure that a variety of clients are consulted and that the outcomes of any dietary changes are documented. This is to gain experience of working with a variety of clients and conditions whilst you are still under supervision. Detailed rationales for the type of dietary changes and outcomes must be shown. The Tutor will provide supervision and monitor the quality of the written case study work throughout to ensure that the content of written documents meets ITEC Criteria.

There is a 30 minute exam at the end of the course which takes the form of 25 Multiple Choice Questions.

## **Attendance**

Attendance is preferred, but if you are unable to attend the course you can study from home. The lessons are recorded and available to download if you have a broadband connection. ITEC students will need to attend the exam.

## **Course Timetable**

**Time 6pm – 9.30pm**

### **DAY 1**

**TUESDAY 7<sup>TH</sup> SEPT 2010**

Course Induction. Structure of exam, case studies, text books.

Introduction to anatomy, physiology and function of the digestive system.

### **DAY 2**

**TUESDAY 14<sup>TH</sup> SEPT 2010**

Anatomy, physiology and functions of digestive system. Processes of absorption. Action of digestive processes e.g. rennin HCl, pepsin. Action of pancreatic juice, bile, intestinal juices, and enzymes.

Interrelationship with other body systems.

### **DAY 3**

**TUESDAY 21<sup>ST</sup> SEPT 2010**

Carbohydrates: definitions, structure, functions, sources, nutritional values, daily intakes for various groups e.g. age, gender body size etc.

### **DAY 4**

**TUESDAY 28<sup>TH</sup> SEPT 2010**

Fats: definitions, structure, functions, sources, nutritional values, daily intakes for various groups e.g. age, gender body size, etc.

### **DAY 5**

**TUESDAY 5<sup>TH</sup> OCTOBER 10**

Proteins: definitions, structure, functions, sources, nutritional values, including enzymes, peptides etc. Daily intakes for various groups e.g. age, gender body size etc. P.E.M. & excess. Vegetarian, vegan, lacto vegetarian.

### **DAY 6**

**TUESDAY 12<sup>TH</sup> OCTOBER 10**

Vitamins & Minerals: Definitions, functions, sources, signs of deficiency, signs of excessive intake

### **DAY 7**

**TUESDAY 19<sup>TH</sup> OCTOBER 10**

Vitamin and mineral review. Signs and symptoms of deficiency. Diets that meet nutrient requirements. Nutritional value of foods, red meat, eggs, milk etc.

### **DAY 8**

**TUESDAY 26<sup>TH</sup> OCTOBER 10**

Free radicals and antioxidant sources and functions. Antioxidant vitamins and minerals. Definitions and functions of phytonutrients.

### **DAY 9**

**TUESDAY 2<sup>ND</sup> NOVEMBER 10**

Discuss taking 5 case studies & feedback. Compile a 'dietary educators questionnaire'. Discuss professional ethics & reflective practice. Optional day for 'Food for Health' students interested in studying the Nutritional Therapy degree.

### **DAY 10**

**TUESDAY 9<sup>TH</sup> NOVEMBER 10**

Energy: Functions and sources, definition of calories, definition of obesity. Basal metabolic rate. Conventional view for obesity and other reasons

### **DAY 11**

**TUESDAY 16<sup>TH</sup> NOVEMBER 10**

Mineral and vitamin losses due to processing, cooking and storage, systems of processing, refined & unrefined, health problems associated with food processing, food hygiene.

**DAY 12** **TUESDAY 23<sup>RD</sup> NOVEMBER 10**  
 Anti-Nutrients and environmental pollutants. Caffeine, alcohol, stress, carbonated drinks, smoking, pesticides, additives, preservatives, plastics, toxic metals, the pill, antibiotics etc. and their effects on health.

**DAY 13** **TUESDAY 30<sup>TH</sup> NOVEMBER 10**  
 Blood sugar imbalance, hypoglycaemia, diabetes, insulin resistance, candida, thrush  
 Cholesterol, HDL, LDL, CVD, dietary measures to reduce cholesterol

**DAY 14** **TUESDAY 4<sup>TH</sup> JANUARY 2011**  
 Gut dysfunctions, allergies & intolerance (including nut & dairy), celiac disease, migraine, asthma, IBS, diarrhoea, constipation, ulcerative colitis, eczema, migraine, ADD.

**DAY 15** **TUESDAY 11<sup>TH</sup> JAN 2011**  
 Immune imbalances, cold, influenza, arthritis, sinusitis, cystitis  
 Obesity – contributing causes, medical conditions, dietary strategies

**DAY 16** **TUESDAY 18<sup>TH</sup> JAN 2011**  
 Hormone imbalances, PMT, osteoporosis. Detoxification, psoriasis, timing of meals.  
 Stress. 25 mock ITEC exam questions.

**DAY 17** **TUESDAY 25<sup>TH</sup> JAN 2011**  
 Anorexia, bulimia & obesity. Water & dehydration effects. Organic V non-organic, GMO, plastics etc.

**DAY 18** **6-7PM** **TUESDAY 1<sup>ST</sup> MARCH 2011**  
 ITEC Examination

**Assignment Deadline Dates:**

Assignment – Submission of 5 case studies **1<sup>st</sup> March 2011**  
 Examination: **1<sup>st</sup> March 2011**  
 FFH written work **1<sup>st</sup> March 2011**

**ITEC Assessment Regulations:**

Unit 7 theory has three grades that a candidate may achieve:

Pass grade 60-70%  
 Credit grade 75-89% and  
 Distinction grade 90-100%

Case studies must also achieve a pass.

If a candidate is unsuccessful in any area, they will be expected to re-sit only the element where they have not achieved a pass grade, to which they will be referred. Referrals should be completed within one year of the original examination. The remainder of the results will stay in the ITEC system until such time as Unit 7 Theory and the case studies have all achieved a pass grade.

Learning outcome	Underpinning knowledge
Students will be able to 1) Understand and explain the structure and function of the organs and accessory organs of the digestive system	To include: • Alimentary canal • Salivary glands • Tongue • Epiglottis • Oesophagus • Stomach • Small intestine (Jejunum, Ileum, Duodenum) • Appendix • Large intestine • Rectum • Anus ♦ Accessory organs • Liver • Gall bladder • Pancreas

2) Understand and explain the process of absorption	To include: <ul style="list-style-type: none"> <li>• Process of absorption of nutrients by the villi and lacteals contained in the small intestine</li> </ul>
3) Understand and explain the process by which food stuffs are broken down by the alimentary canal during the digestive process	To include: <ul style="list-style-type: none"> <li>• Action of Rennin, hydrochloric acid and pepsin in the stomach</li> <li>• Action of pancreatic juice, i.e. trypsin, lipase, amylase on peptones, fats and polysaccharides</li> <li>• Action of bile on fat to include the action of intestinal juice – maltase, sucrase, lactase on dissacharides</li> </ul>
4) Understand and explain the function and where in the digestive system you would find the following:	<ul style="list-style-type: none"> <li>• Enzyme</li> <li>• Proteins</li> <li>• Peptones</li> <li>• Polypeptides</li> <li>• Amino acids</li> <li>• Carbohydrates</li> <li>• Dissacharides</li> <li>• Monosaccharides</li> <li>• Fats</li> <li>• Fatty acids</li> </ul>
5) Understand and explain the causes of the following diseases and disorders of the Digestive system	To include: <ul style="list-style-type: none"> <li>• Appendicitis</li> <li>• Cirrhosis of the liver</li> <li>• Jaundice</li> <li>• Heartburn</li> <li>• Irritable bowel syndrome (IBS)</li> <li>• Ulcer</li> <li>• Hernia</li> <li>• Stress</li> <li>• Anorexia Nervosa</li> <li>• Bulimia Nervosa</li> <li>• Constipation</li> <li>• Gall stones</li> <li>• Diarrhoea</li> <li>• Constipation</li> <li>• Candida</li> <li>• Diverticulitis</li> <li>• Crohn's disease</li> <li>• Coeliac disease</li> <li>• Ulcerative colitis</li> </ul>
6) Understand and explain the interrelationship of the digestive system with other systems of the body	To include: <ul style="list-style-type: none"> <li>• Circulatory</li> <li>• Endocrine</li> <li>• Lymphatic</li> <li>• Muscular</li> <li>• Nervous</li> </ul>
7) Understand and explain the effect of factors on dietary requirements	To include: <ul style="list-style-type: none"> <li>• Age</li> <li>• Body size</li> <li>• Gender</li> <li>• Occupation</li> <li>• Pregnancy</li> <li>• Elderly and sedentary adults</li> <li>• Menopause</li> </ul>
8) Understand and explain the function of water in the diet and it's effects	<ul style="list-style-type: none"> <li>• Hydration</li> <li>• Forms 95% of plasma</li> <li>• Bathes the tissues</li> </ul>
9) Understand and explain the effects of dehydration on the body	To include: <ul style="list-style-type: none"> <li>• Thirst</li> <li>• Headaches</li> <li>• Toxicity and the strain placed on other organs, e.g. skin and liver</li> </ul>
10) Understand and explain calorie and kilojoule	To include: <ul style="list-style-type: none"> <li>• Definition of a calorie</li> <li>• Definition of a kilojoule</li> </ul>
11) Understand and explain the role of carbohydrates in the diet	To include: <ul style="list-style-type: none"> <li>• Monosaccharides</li> <li>• Disaccharides</li> <li>• Starch</li> <li>• Non starch polysaccharides</li> <li>• Sources of carbohydrates</li> <li>• Simple and complex carbohydrates and their nutritional value</li> <li>• Medical conditions resulting form excessive intake of simple sugars</li> </ul>
12) Understand and explain the role of fats/lipids in the diet	To include: <ul style="list-style-type: none"> <li>• Function of fat in the diet</li> <li>• Properties of fat</li> <li>• Differences between saturated, unsaturated, monounsaturated, polyunsaturated fatty acids and essential fatty acids: gamma linolenic acid, omega 3 &amp; 6, trans fats</li> <li>• Identify sources of fat</li> <li>• Recommended daily allowances/intake</li> <li>• Process of hydrogenation and chemical changes resulting from this process</li> <li>• Definition of free radicals and the damage caused by them</li> <li>• Methods of combating free radicals</li> <li>• Good storage methods used to preserve stability of fats</li> </ul>
13) Understand and explain the role of cholesterol in the diet	To include: <ul style="list-style-type: none"> <li>• Definition of cholesterol/High density lipo protein (HDL)/Low density lipo protein (LDL)</li> <li>• Functions and sources of cholesterol</li> <li>• Awareness of lifestyle and factors which affect cholesterol</li> </ul>

	<ul style="list-style-type: none"> <li>• Dietary measures to reduce cholesterol</li> <li>• Suitable and unsuitable foods in planning a diet for a client with high cholesterol levels</li> <li>• Relationship between dietary levels of cholesterol and cholesterol levels in the blood</li> <li>• Implications of high cholesterol in heart disease</li> </ul>
14) Understand and explain the role of protein in the diet	<p>To include:</p> <ul style="list-style-type: none"> <li>• Structure and function of protein and amino acids</li> <li>• Differentiation between essential and non essential amino acids</li> <li>• Recognition of the importance of the quality of a protein</li> <li>• Differences between complete and incomplete proteins/high and low biological values of protein</li> <li>• Methods of combining foods to obtain complete proteins</li> <li>• Effects of protein deficiency</li> <li>• Reasons for protein energy malnutrition (P.E.M.) and examples of conditions where it may be found</li> <li>• Awareness of the debate concerning over-consumption of animal protein and subsequent mineral loss</li> </ul>
15) Understand and explain the role of fibre in the diet	<p>To include:</p> <ul style="list-style-type: none"> <li>• Soluble and insoluble fibre</li> <li>• The effect of fibre on the digestive system</li> </ul>
16) Understand and explain the role of vitamins in the diet	<p>To include:</p> <ul style="list-style-type: none"> <li>• Define vitamin/Oil soluble vitamins/Water soluble vitamins</li> <li>♦ Details of function, sources, deficiencies, over intake (and dangers arising from it) for the following vitamins: <ul style="list-style-type: none"> <li>• A • C • D • E • B1 • B2 • B3 • B6 • B12 • Folic acid • K</li> </ul> </li> </ul>
17) Understand and explain the effects of antioxidants	<p>To include:</p> <ul style="list-style-type: none"> <li>• Sources • Functions</li> </ul>
18) Understand and explain the role of minerals in the diet	<p>To include:</p> <ul style="list-style-type: none"> <li>• Definition of mineral/Macro mineral/Micro mineral</li> <li>• Details of sources, functions and signs of deficiencies</li> <li>♦ Describe any dangers arising from deficiency of the following minerals: <ul style="list-style-type: none"> <li><b>Macro minerals</b> <ul style="list-style-type: none"> <li>• Calcium • Magnesium • Phosphorus • Sodium</li> <li>• Potassium • Iron</li> </ul> </li> <li><b>Micro Minerals</b> <ul style="list-style-type: none"> <li>• Chromium • Zinc • Copper • Selenium • Sulphur</li> <li>• Manganese • Iodine</li> </ul> </li> </ul> </li> <li>♦ Describe the way in which minerals may be lost in the following processes: <ul style="list-style-type: none"> <li>• Processing • Cooking • Storage • Freezing • Blanching</li> <li>• Re-heating</li> </ul> </li> </ul>
19) Understand and explain the dietary/nutritional value of certain foods	<p>To include:</p> <ul style="list-style-type: none"> <li>• Eggs • Fish • Fruit and juices • Grains and legumes</li> <li>• Meat and meat products • Nuts • Seeds • Sugars</li> <li>• Vegetables • Juices • Milk and milk products</li> <li>• Soya products</li> <li>• Describe the nutritional value of the above</li> <li>• Describe the advantages and disadvantages in the diet of the above</li> <li>• Describe the best storage methods of the above</li> <li>Show awareness of current debates on: <ul style="list-style-type: none"> <li>• Red meat in the diet and its effects on cancer</li> <li>• Eggs in the diet • Dairy products and alternatives</li> <li>• Tap water/Bottled water • Water filters • Organic foods</li> <li>• Superfoods • Detoxing</li> <li>• Number of eggs to be eaten each week and the effect on cholesterol levels</li> <li>• Daily intake of milk or use of other sources of calcium in</li> </ul> </li> </ul>

	order to prevent osteoporosis
20) Understand and explain the systems of processing	To include: <ul style="list-style-type: none"> <li>• Additives • Preservatives • Commercial antioxidants</li> <li>• Sequestrant • Flavour enhancer • Thickener • Emulsifiers</li> <li>• Colourings</li> <li>• Awareness of health problems associated with processing</li> <li>• Awareness of nutrients lost through processing</li> </ul>
21) Understand and explain the role of refined and unrefined foods	To include: <ul style="list-style-type: none"> <li>• Definition of refined food</li> <li>• Identity of refined foods and methods of refining</li> <li>◆ Describe changes in: <ul style="list-style-type: none"> <li>• Colour • Texture • Taste • Nutritional value</li> <li>• Vitamin and mineral losses incurred in refining</li> </ul> </li> <li>• Describe medical conditions arising from intake of refined foods</li> <li>• Describe the additional vitamins and minerals needed to be taken to compensate for intake of refined foods</li> </ul>
22) Understand and explain the role of common anti-nutrients	To include: <ul style="list-style-type: none"> <li>• Definition of the term anti-nutrient</li> <li>◆ Description of the anti-nutrient effects of: <ul style="list-style-type: none"> <li>• Tea • Coffee • Alcohol • Carbonated soft drinks</li> <li>• Tranquillisers • Antibiotics • Stress • Smoking</li> <li>• Medication • The Pill</li> </ul> </li> <li>• Describe the effect of anti nutrients on vitamin and mineral absorption</li> <li>• Identify the systems of the body which are affected by anti nutrient intake</li> <li>• Describe mental and physical problems associated with prolonged intakes of anti nutrients</li> </ul>
23) Understand and explain the role of Environmental pollutants	φ Describe the effects of the following pollutants: <ul style="list-style-type: none"> <li>• Pesticides • Car fumes</li> <li>• Describe other sources of pollutants and their effects on the body, mentally and physically in particular, from prolonged contact illness</li> <li>• Identify groups of people vulnerable to pollutants</li> </ul>
24) Understand and explain some of the problems that may be experienced in the digestion of gluten and the various disorders which may be associated with it	To include: <ul style="list-style-type: none"> <li>• Possible side effects of Coeliac Disease</li> <li>• Foods to be avoided • Suitable alternatives</li> <li>• Maintaining a balanced diet</li> </ul>
25) Understand and explain some the problems that may be associated with dairy intolerance	To include: <ul style="list-style-type: none"> <li>• Side effects</li> <li>• Maintaining a balanced diet without the intake of dairy produce and alternative sources of nutrients</li> </ul>
26) Understand and explain the role of probiotics	To include: <ul style="list-style-type: none"> <li>• Sources and effects</li> </ul>
27) Understand and explain the growing level of nut intolerance	To include: <ul style="list-style-type: none"> <li>• Possible reasons • Effects • Alternative sources of nutrients</li> </ul>
28) Understand and explain the dietary requirements for the following	To include: <ul style="list-style-type: none"> <li>• Vegetarian • Vegan • Lacto vegetarian</li> </ul>
29) Understand and explain the possible side effects of additives	To include: <ul style="list-style-type: none"> <li>• Attention Deficit Disorder • Hyperactivity</li> </ul>

30) Understand and explain the condition of obesity	<p>To include:</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Contributing causes of obesity</li> <li>• Define basal metabolic rate, factors affecting metabolism, vitamins and minerals needed for an efficient metabolism</li> <li>• Adverse effects of obesity i.e. medical conditions in which obesity is implicated</li> <li>• Describe healthy dietary strategies for reducing energy input</li> <li>• Describe healthy dietary strategies for increasing energy output</li> </ul>
31) Understand and explain the conditions of Anorexia Nervosa and Bulimia Nervosa	<p>To include:</p> <ul style="list-style-type: none"> <li>• Definitions of the two conditions</li> <li>• Symptoms, physiological and psychological causes of the 2 conditions</li> <li>• Describe the effect of lack of nutrition on the body, particularly vitamins and minerals</li> </ul>
32) Understand and explain the condition of Hypoglycaemia	<p>To include:</p> <ul style="list-style-type: none"> <li>• Definition of hypoglycaemia</li> <li>• Identifying the physical action when insulin is triggered</li> <li>• Recognising the symptoms and causes</li> <li>• Glycaemic index</li> <li>• Identifying foods able to maintain blood sugar levels</li> <li>• Identifying foods bad for blood sugar levels</li> <li>• Identifying strategies for coping with hypoglycaemia</li> </ul>
33) Understand and explain the condition of Diabetes	<p>To include:</p> <ul style="list-style-type: none"> <li>• Definition of the condition Diabetes</li> <li>• Describe the differences between Diabetes 1 &amp; Diabetes 2</li> <li>• Describe the symptoms and causes of the 2 types of diabetes</li> <li>• Describe suitable and unsuitable foods and dietary methods for dealing with diabetes</li> <li>• Describe the importance of control and management of diet for a diabetic</li> <li>• Describe the importance of weight loss to reduce insulin resistance</li> <li>• Describe the importance of regular and even food intake at consistent levels</li> </ul>
34) Understand the importance of regular meals	<p>To include:</p> <ul style="list-style-type: none"> <li>• Breakfast</li> <li>• Importance of eating a little and often and the effects on metabolism</li> </ul>
35) Understand and explain 'common ailments' related to nutritional imbalance	<p>To include ways in which diet may help the following:</p> <ul style="list-style-type: none"> <li>• Common cold</li> <li>• Influenza</li> <li>• Cystitis</li> <li>• Water retention</li> <li>• Arthritis</li> <li>• PMT</li> <li>• Sinusitis</li> <li>• Migraine</li> <li>• Asthma</li> <li>• Stress</li> <li>• Eczema</li> <li>• Psoriasis</li> <li>• Cellulite</li> </ul>
36) Understand and explain guidelines for eating	<ul style="list-style-type: none"> <li>• Guidelines for healthy eating and preparation for a well balanced diet</li> <li>• Best methods of preparation/ Storage/Cooking of foods</li> <li>• Best sources of foods</li> <li>• Benefits of using fresh foods</li> <li>• Benefits of using organic foods</li> <li>• Nutritional values in foods</li> <li>• Effects of chemical and pesticides</li> <li>• Importance of checking nutritional information on labels particularly to identify – additives, flavourings and colourings</li> <li>• Methods employed by shopkeepers to prolong the life of food</li> <li>• Nutritional losses incurred in storage</li> <li>• Awareness of current debates on genetic engineering and other methods of food adulteration</li> <li>• Awareness of possible medical conditions arising from</li> </ul>

### **Opportunities for progression**

The ITEC Award and the Food for Health certificate can be used towards the nutritional therapy degree course at CNELM. Food for health & ITEC candidates will be given the opportunity to do nutrients module at a reduced fee.

Once Candidates have achieved the ITEC Award in Healthy Eating for the Complementary Therapy Client they may progress on to another ITEC or equivalent awards at level 3. Professional indemnity and public liability insurance can be obtained via ITEC.

### **Costs**

Course Fee                    £295

ITEC Exam fee                £58

Fees are payable at the start of the course

### **Further information**

At the start of the Course you will be given additional documents relating to timetabling, specific course details and other relevant information.

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