

Food Allergies & Sensitivities

NUTR*1000

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General information about the course

Purpose of the course

The purpose of this course is to introduce basic concepts of nutrition and food allergies. Students will learn about three of the most common food allergies, as well as choose a topic of interest to them, which will be researched in greater depth. The final assignment is meant to provide the opportunity for students to create their own meaning of the skills and resources they develop in the earlier in the course.

Learning objectives

- Be able to adapt recipes to different allergies
- Understand a variety of food allergies
- Gain resources that support different food allergies
- Build a resource of allergy sensitive recipes

How marks will be assigned

Participation in Forums (group and individual) - 40%

Recipe Book (group) - 20%

Final Assignment Video - 5%

Final Assignment - 35%

Peer and self-evaluation will also be required, but will not directly be a part of your grade.

For more information about the week by week breakdown, go to the [Course Outline](#)



Like our "Learning about Food Allergies" page on Facebook and join in a wider discussion!

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Course Outline

	<u>Individual Tasks</u>	<u>Group Work</u>	<u>Assignments</u>
Week 1	<p>Post to the introduction forum</p> <ol style="list-style-type: none"> 1. Introduce yourself 2. Give a definition of what nutrition means to you 3. Explain any anecdotes you have about food allergies. <p>Like our "Learning About Food Allergies" page on Facebook, invite friends, and join in a wider discussion</p>	<p>Learn your group - gluten, nuts or dairy</p> <p>Begin to gather resources about your group topic (check out the ones already posted on the page for your allergy)</p>	<p>Groups begin to discuss and collect recipes that are sensitive to their given allergy (Continue in Weeks 1-3).</p> <p>Groups are encouraged to find recipes that typically contain their assigned allergy and present a modified version of it. Personal anecdotes and reflections are also encouraged.</p>
			
Week 2	<p>Explore resources about gluten allergies</p> <p>Participate in full group discussion about gluten allergies (led by Gluten Team)</p>	<p>Gluten Team will find and share (through the forum) additional resources on gluten allergies. The use of multimedia or creative approaches to report on the gluten allergy is encouraged.</p> <p>Other groups continue to gather resources</p>	<p>Begin to think about a topic related to food allergies, that is not covered in this course, which might interest you for the final assignment (Continue in Weeks 2-4). More details and suggested topics can be found here.</p>
Week 3	<p>Explore resources about peanut allergies</p> <p>Participate in full group discussion about peanut allergies (led by Peanut Team). Concluding activity is a synchronous Q & A discussion facilitated by the Peanut Team.</p>	<p>Peanut Team will find and share (through the forum) additional resources on peanut allergies. The use of multimedia or creative approaches to report on the peanut allergy is encouraged.</p> <p>Dairy Team continues to gather resources</p>	
Week 4	<p>Explore resources about dairy allergies</p> <p>Participate in full group discussion about dairy allergies (led by Dairy Team)</p>	<p>Dairy Team will find and share (through the forum) additional resources on dairy allergies. The use of multimedia or creative approaches to report on the dairy allergy is encouraged.</p>	
Week 5	<p>Each student will post a maximum 5 minute video describing their topic and presentation method for their final assignment AND</p>	<p>Each group will provide 4 questions: on Gluten, Peanut & Dairy as well as one other allergen or sensitivity. Questions</p>	<p>Groups should at this point have a recipe collection, which will be turned into an online recipe book (due in Week 7,</p>

	comment on at least 3 other videos giving positive and helpful feedback	must be posted to each Group's Forum before guest speaker	using http://www.blurb.ca/cookbooks)
Week 6	Guest Speaker: a synchronous chat will be held featuring a registered dietitian who specializes in food allergies & sensitivities.	Groups participate in guest speaker discussion	
Week 7	Open discussion about topics raised by dietitian Students working on final assignments	Groups post recipe books	Recipe Book Due Peer evaluation of group members due after recipe book is submitted
Week 8	Post final assignment (link to website, video, etc. or attach file)	Gluten group will comment on nut group's recipe book, nut group will comment on dairy group and dairy group will comment on gluten group.	Final assignment Due Self-evaluation due

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5 forums

- 0 posts

[Week 1 Forum](#)

Post your introductory note here

- 1 post

[Small Group Forum 1: Gluten](#)

This forum is led by the gluten allergy group

- 1 post

[Small Group Forum 2: Peanuts](#)

This forum is led by the peanut allergy group

- 1 post

[Small Group Forum 3: Dairy](#)

This forum is led by the shellfish allergy group

- 0 posts

[Assignment forum](#)

All assignments will be shared and peer reviewed here

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Gluten Team Discussion - Team & Class Expectations

posted 2 days ago by [elizabeth.nichols@mail.utoronto.ca](#)

The Gluten Team will be responsible for facilitating the discussion during Week Two of the class. They must provide an overview of a gluten sensitivity, related resources, at least one personal story (within the group or without), and discussion questions. Each student in the Peanut & Dairy teams will be expected to contribute at least two thoughtful responses to the postings.

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Gluten Allergies

On this page, you will find some general resources about gluten allergies and celiac disease. This is a starting point for the gluten group as well as a great place for all students to look for ideas for their final assignment. Once the Gluten Team has presented in Week 2, this page will be updated to include the resources that they identified/created.

[CANADIAN CELIAC ASSOCIATION](#)

[CELIAC.COM](#)

[MAYO CLINIC](#)



An overview of the differences between gluten sensitivity, intolerance and Celiac disease by Dr Peter Osborne



One woman's explanation of her experience having and being diagnosed with Celiac disease

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Peanut Allergies

On this page, you will find some general resources about peanut allergies. This is a starting point for the peanut group as well as a great place for all students to look for ideas for their final assignment. After the Peanut Team has presented in Week 3, this page will be updated to include all of the resources that they identified/created.

[FOOD ALLERGY RESEARCH & EDUCATION](#)

[PEANUTALLERGY.COM](#)

[MAYO CLINIC](#)

[Advice for dealing with a peanut allergy](#)

[Overview of peanut allergies and how they work](#)

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Dairy Allergies and Lactose Intolerance

On this page, you will find some general resources about dairy allergies and lactose intolerance. This is a starting point for the dairy group as well as a great place for all students to look for ideas for their final assignment. After the Dairy Team has presented in Week 4, this page will be updated to include the resources that they identified/created.

[DIETICIANS OF CANADA](#)

[MAYO CLINIC - LACTOSE](#)

[MAYO CLINIC - MILK ALLERGY](#)



Explanation of allergy to milk and the symptoms



Dr. Oz's explanation of the differences between milk allergies and lactose intolerance

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Questions from "Nothing but the Blues"

05/31/2013

0 Comments

What are the advantages and the drawbacks of implementing constructivist principles in a course?

The biggest advantage of constructivist principles is that students relate to material better through the link to their own experience. Teaching in a constructivist way offers a hands-on, real-world approach which is beneficial to the learner as they retain content better if they can relate to it in a sensory way. Constructivism uses working in groups to assist in learning social skills and supporting each other's learning.

What are some foreseeable problems if you were to follow the same principles in your course?

Drawbacks of constructivist approach include the time to customize curriculum for to each student, recognizing that everyone's experiences are so varied, and the lack of a 'correct' answer due to one's interpretation of the material. A drawback from the students' perspective is it often involves more attention and involvement in the curriculum as opposed to the traditionally passive lecture-based course experience. Also, depending on the design of the course, it may not be possible to have face-to-face meetings, which would change some of the delivery methods of the course.

What are the benefits and challenges in integrating technology into a conventional course in higher education?

Technology is ubiquitous part of our world. The better we are able to interact with technology and use it to our advantage, the more successful we will be. There is access to so much information, resources and points of view when we use technology and it can also be used to make connections with people all over the world.

The benefits of integrating technology into a conventional course in higher ed include having more possibilities of interaction between students and teachers as well as subject matter experts. This also includes more possibilities of interaction between students and one another. If a collaborative approach is taken, a faculty members' time could be freed up to do more research, as students gather information and learn from one another, which is a benefit to university administration and sustainability.


Challenges may include faculty and students who are resistant to change. If Introduction to Psychology has been taught the same way for 30+ years, there may be some difficulty with the acceptance of transition to the technological realm. This could also include educating those that are tech-novices. This ties into an additional challenge in ensuring there is adequate technical support for faculty, course developers and students.

How can you ensure that students have a valuable learning experience?

Providing the opportunity to be exposed to different types of technology that take into account the different ways people learn is an important aspect of successful use of technology. There must also be support for those new to the technology as well as those who are experiencing difficulty because frustration with the technology can prevent students from learning the material. Another important thing to consider is taking feedback from students in the course and making changes that reduce anxiety and frustration in order to ensure that students are engaged and that technology is not preventing them from learning the content.

Author

Jo and Beth are students in CTL1799 who are learning to create effective online learning environments

 [RSS Feed](#)

When offering an online course, it is beneficial for the instructor to 'check in' periodically with students to ensure that they are equipped with what they need to absorb the curriculum, share the knowledge gained with one another, and feel confident in their ability to complete any assessment pieces.



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Final Assignment: Details & Suggested Topics

The final assignment for NUTR*1000 is an independent project related to a food allergy not covered in this course. Use the "Final Assignment" forum to brainstorm with others in the class about potential topics. The finished product could be a multimedia project, brochure, PowerPoint or Prezi presentation, etc. It is not limited to these and we encourage creativity.

Suggested Topics

The following is a list of topics that students in previous classes have addressed, as well as some others. You are not limited to these, they are merely to offer some guidance and perhaps spark some ideas of your own.

- Another food allergy (i.e., shellfish, eggs)
- Cooking for someone with a food allergy
- Restaurant guidance and advice for those with food allergies
- Profile of someone suffering from a food allergy
- Food allergies in schools: how are they addressed?
- Other topics are possible, but will need to be approved by your instructor



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TOPIC:

The Reactor

1 Joanne Kehoe* 05-28- 2013 06:14 PM ET (US)	This is a private discussion board for students in the class "Food Allergies & Sensitivities: All About the Big Three". Participation is by invite-only and the instructor does not have access to these postings. This is a safe spot for you to talk about the course, the content, anything!
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