Course Outline

EmpowRD Pathways

Course 1: Ditch the Calories: Embrace Mindful Eating	
Page 01 - Mindful Eating 101	1. **Topic: Defining Mindful Eating** a. Mindful eating is an approach to food that focuses on being fully present while you're eating, by increasing awareness of your feelings, thoughts, senses, before, during, and after you eat.
Page 02 - Mindful Eating Principles	2. **Subtopic: The research behind Principles of Mindful eating:** a. Mindful eating is the practice of paying full attention to your thoughts and senses before, during, and after eating, helping you engage more fully with your eating experience. b. Research has shown that mindful eating supports well-being by improving digestion, reducing stress, and fostering a positive relationship with food (Kristeller & Wolever, 2011). c. By slowing down and tuning into the body's natural signals, individuals can develop a sustainable approach to balance and well-being. **3. Topic: The Principles of Mindful Eating (Daily behaviors)** a. Mindful eating encourages eating at a natural pace. b. Mindful eating promotes an environment without guilt or judgment. c. Mindful eating discourages distractions like TV or phones. d. Mindful eating helps reduce anxiety and stress surrounding food, ultimately leading to improved digestion. e. Mindful eating improves satisfaction. f. Mindful eating focuses on hunger and fullness cues. g. Savoring taste and texture is encouraged in mindful eating. h. Mindful eating helps reduce emotional eating. i. Mindful eating is the enjoyment of all food in moderation.
Page 03 - Mindful Eating Activities	4. **Topic: Strategies of Mindful Eating**: a. The 10-Point Sensory Checklist i. Is the meal a hot, medium, or cold temperature? ii. Does the meal have a scent? iii. What is the texture like? iv. How many textures are there? v. Does the food have a sound to it? vi. How does it taste? vii. What does it look like?

	viii. How many colors are on the plate? ix. Are there multiple sounds, scents, textures, or temperatures on the plate? b. Put away Distractions i. Put your phone away or switch to silent to focus on your meal. ii. Turn off the TV/minimize background noise to allow your senses to engage with the meal fully. iii. A clean table helps you stay present, so clear unnecessary items and set up a calm, inviting space. iv. Appreciate the senses: the flavors, textures, and aromas of your meal, enhancing satisfaction and reducing the urge to focus on numbers. c. Set an Intention before the meal i. This practice helps ground you in the present moment and creates a sense of purpose around your eating experience. Your intention could focus on gratefulness, nourishment, or enjoyment for the food in front of you. 1. Example: to eat slowly; to listen to your body's hunger cues more intuitively; for the nourishment it provides; the people who made it; the company; etc. **5. Subtopic: Reflection** a. Mindful eating is about more than adding in a few behaviors—it's about how you feel physically and emotionally before, during, and after a meal. b. Prompting questions: i. How do you feel physically right now? Describe the state of your body – whether its comfortable, stable, or uncomfortable, in your own words. ii. How does mindful eating influence your physical and emotional well-being? What thoughts or feelings come up for you? iii. What emotions have been most present for you today? c. Benefits: i. Encourages self-compassion ii. Improved relationship with food iii. Increased self-awareness iv. Can apply insights to future meals v. Has no wrong answers, entirely open-ended and free formed
Page 04 - Act it Out!	No new content - this is the Simulation activity to practice the content learned throughout the course, reinforcing: ● Mindful eating environments ○ Putting away distractions (e.g., phones, TVs, gaming devices, iPads, etc ○ Eat calmly (and not in a rush) ○ That Mindful Eating environments welcome all food in moderation ○ Judgemental eating environments (e.g., calorie counting) do not bring a Mindful Eating environment.

Page 05 - Mindful Eating Recap	No new content - this is the Summative Assessment.
Page 06 - Summary	No new content - a full recap of what learners learned during the course.

Course 2: Social Eating: Navigating Food in Social Settings	
Page 01 - Social Eating 101	**Topic: Defining Social Eating Spaces**: ● Family Dinners celebrating holidays, celebrations ● Restaurant meals (e.g., with Friends) ● Community meals (e.g., nonprofits, holiday celebrations) ● Meals surrounding strangers (e.g., work meals)
Page 02 - Reframing Techniques	**Topic: Defining Reframing Techniques**: Reframing techniques change how we think about a situation to see it in a more positive or balanced way. Research shows that reframing can lower stress, improve emotions, and help people solve problems (Gross, 2015). The research: Reframing can make social meals feel less stressful by focusing on the people and the experience instead of worrying about food or judgment (Cardi et al., 2016). **References** (Not shown in the learning experience) Cardi, V., Esposito, M., Clarke, A., Turton, R., & Treasure, J. (2016). The impact of social stress on eating behaviors in patients with eating disorders and the general population. Appetite, 107, 43–49. https://doi.org/10.1016/j.appet.2016.07.037 Gross, J. J. (2015). Emotion regulation: Current status and future prospects. Psychological Inquiry, 26(1), 1–26. https://doi.org/10.1080/1047840X.2014.940781 **Topic: Reframing Techniques:** ● When to use them & in what contexts: ○ "I feel like people are staring at me." ■ Reframing technique: "My brain is convincing me that everyone is focused on me, but that's not true. I need to focus on myself and make myself a priority." ○ “I feel like people are judging me.” ■ Reframing technique: "I do not know what others are thinking. It does not matter what others believe, as long as I am doing what I

	need to do for myself and to honor a peaceful relationship with food." ○ “I feel like I am analyzing people’s eating paces.” ■ Reframing technique: "Everyone has their own relationship with food. It is not my concern what others do with food. I need to focus on myself and my needs." ○ “I feel like I am analyzing people’s portion sizes.” ■ Reframing technique: "Other peoples' needs are different from my own. Nutrition is individualized. I need to focus on meeting my own nutritional needs and make myself a priority."
Page 03 - Social Eating Activities	**Simulation Content**: **<u>Cafeteria / Restaurant Environment</u>**: 1. **I’m feeling watched:** Shift the Perspective ● Reframe the Assumption: Instead of thinking, “Everyone is watching me,” try, “Most people are focused on their own plates and conversations.” ● Normalize Attention: After reminding learners that occasional glances are normal in social settings and are rarely about judgment, we will reinforce that, “Looking around is just what people do in social environments—it doesn’t mean they’re critiquing me.” Following this, learners will be prompted to compose their own reframing technique from this inspiration. 2. **I’m feeling judged:** Shift the Focus ● Reframe Thought: “Everyone is watching and judging me.” ● Technique: Teach learners to remind themselves: ● “Most people are focused on their own plate and conversation, not mine.” ● Activity: Learners will observe and identify two actions or conversations happening around them (e.g., “Who is laughing? What are they talking about?”). This helps them shift their focus outward. 3. **I’m judging others’ pace of eating:** Social Gratitude Practice ● Activity:Provide a list of social elements learners can appreciate at the meal (e.g., laughter, shared stories, festive decorations). ● Learners will pick one and reflect on how it enhances their experience. ● Reframe: “This gathering is about more than eating—it's about celebrating and connecting. I’ll focus on the moments that bring me joy.” 4. **I’m judging others’ portion of eating**: The "Food is Personal" Reflection ● Activity: After being shown examples of various people and portion sizes, learners will select the likely reason(s) for their type of portion (e.g., someone having increased exercise, a hormonal imbalance, an increase in stress, or they missed a meal).

	● Reframe: “There’s no ‘right’ amount of food—each person is making choices that fit their needs, just like I do.” **<u>Holiday Environment</u>**: 1. **I’m feeling watched:** Shift the Focus ● Reframe Thought: “Everyone is watching and judging me.” ● Technique: Teach learners to remind themselves: ● “Most people are focused on their own plate and conversation, not mine.” ● Activity: Learners will observe and identify two actions or conversations happening around them (e.g., “Who is laughing? What are they talking about?”). This helps them shift their focus outward. 2. **I’m feeling judged:** Highlight the Positive Intentions of the Holiday ● Reframe Thought: “I feel pressured to eat more or differently to please others.” ● Technique: Encourage learners to align with the spirit of the holiday: “This meal is about connection and celebration, not about my plate.” “Sharing this meal is an act of being present with loved ones.” ● Activity: After being assigned a random holiday, learners will set a personal intention for the meal, such as enjoying one conversation or savoring a favorite dish. 3. **I’m judging others’ pace of eating:** The "Everyone Has a Story" Exercise ● Activity: We will ask learners to imagine the various reasons why people might eat at different speeds (e.g., excitement, distraction, hunger levels, cultural habits). Then, we will provide prompts like: “What might be influencing their pace?”“How could their experience of this meal be different from mine?” “What’s something I appreciate about being part of this group meal?” ● Reframe: “Everyone approaches a meal differently. Instead of focusing on their speed, I can appreciate the shared experience of this gathering.” 4. **I’m judging others’ portion of eating**: Gratitude Over Judgment ● Activity: Invite learners to focus on what they appreciate about the meal beyond portion sizes. Provide prompts like: “What’s one thing I’m enjoying about this meal (flavor, texture, company, tradition)?” “How can I make a positive memory from this gathering?” ● Reframe: “This meal is an experience to enjoy, not a comparison to make. I choose to focus on gratitude and connection.” **<u>Specific People Environmen</u>**t: 1. **I’m feeling watched:** Focus on Internal Experiences ● Body Neutrality Check-In: Encourage learners to focus on their own hunger cues and the enjoyment of the food rather than external perceptions. Teach them to think, “I’m eating to nourish myself, and that’s what matters right now.”

	● Reflection Technique: Use a reflection technique to refocus their attention on how you maintained your personal comfort and boundaries, and how it calms your nerves. 2. **I'm feeling judged:** Reclaim Personal Control ● Reframe Thought: "I have to eat more to avoid upsetting others." ● Technique: We will empower learners through practicing boundaries: "It's okay to say 'no, thank you' politely. My choices are valid." "I can participate in the meal without eating beyond my comfort zone." ● Activity: Role-play polite ways to decline food or set limits, such as: "This is delicious, but I'm full." "Thank you, but I'd like to save room for dessert." 3. **I'm judging others' pace of eating:** The Connection Shift ● Activity: We will encourage learners to redirect their focus from food pace to social connection. Provide conversation prompts like: "What's a fun memory I can bring up?" "What's a question I can ask someone nearby?" ● Reframe: "This meal is about connection, not comparison. I can engage in conversation and enjoy the moment rather than focusing on how others eat." 4. **I'm judging others' portion of eating:** The Self-Check Pause ● Activity: We will ask learners to shift from external observation to self-awareness. Ask: "Am I enjoying my own food, or am I distracted by others' choices?" "What would help me focus on my own experience instead?" ● Reframe: "I can respect others' choices without judgment. My role at this meal is to enjoy my own food and company."
P04 - Act it out!	No new content - this is the Self-Report Confidence Scale Activity.
P05 - Social Eating Recap	No new content - this is the Summative Assessment.
P06 - Summary	No new content - a full recap/overview of what learners learned during the course.

Course 3: Daily Nutrition: The Foundations

Page 01 - Daily Nutrition 101	**Topic: Daily Nutrition defined**: ● Daily nutrition supports overall health and well-being by providing essential nutrients that regulate bodily functions, including hydration, digestion, energy production, and immune defense. Proper hydration is vital for maintaining body temperature, cognitive function, and cardiovascular health. ● Vitamins and minerals play a crucial role in bodily functions, aiding in energy, bone strength, immune support, and mental clarity. Key nutrients such as Vitamin D for bone health, Vitamin C for immunity, and B vitamins for energy production ensure the body functions efficiently. ● Balanced nutrition enhances long-term health and disease prevention, reducing the risk of deficiencies, fatigue, and chronic conditions. Consuming a variety of foods, such as fruits, vegetables, proteins, and whole grains, helps maintain optimal physical and mental performance.
Page 02 - Daily Nutrition Principles	**Topic: First principle: Carbs, Protein, & Fats** ● Proportions: ○ Carbohydrates: 45-55% of our daily intake ■ Carbohydrates provide our bodies with energy, allow us to utilize proteins for their original purposes instead of being utilized for fuel, aids with immunity and gastro-intestinal function, and provide taste to foods. ○ Fats: 25-30% of our daily intake ■ Fats provide protection for our bodies, regulate hormonal processes, aid with maintaining our internal body temperature, provide taste to foods, and absorb vitamins and minerals that we consume every day. ○ Proteins: 20-25% of our daily intake ■ Proteins are the “building blocks” of life and this macronutrient aids in enzymatic function, pH balance, and water and hydration regulation in the body and ultimately comprises the structure of the human body. **Subtopic: Foods in each Group** ● Carbohydrates: ○ **Grains**, like pasta, bread, oats, rice, quinoa, barley, farro, lentils ○ **Legumes**, like beans and chickpeas. ○ **Vegetables**, like potatoes, sweet potatoes, squash, carrots, corn, beets, parsnips, brussel sprouts, zucchini, and broccoli. ○ **Fruits**, like bananas, apples, strawberries, watermelon, cantaloupe, and peaches. ● Fats: ○ **Oils** like olive oil, canola oil, vegetable oil, avocado oil, coconut oil, along with any other type of oil. ○ **Nut and seed butter** like peanut butter, almond butter, and pumpkin seed butter. ○ **Nuts and seeds** like almonds, walnuts, peanuts, pumpkin seeds, and chia seeds. ○ **Fruits** like avocado and olives. ○ **Foods** like full-fat dairy, dark chocolate, eggs, and tofu.

	● Proteins: ○ **Poultry**, like chicken, turkey, beef, pork, and other meats, ○ **Fish**, like salmon, tilapia, mahi mahi, shrimp, cod, and catfish. ○ **Dairy**, like milk, yogurt, cheeses. ○ **Soy products**, like tofu, edamame, and tempeh. What happens when you do not eat a sufficient amount of any of these food groups? ● Carbs: ● General fatigue & weakness ● Low blood glucose levels, causing dizziness, headaches, irritability ● Constipation ● Ketosis - a metabolic state in which the body burns fat for fuel instead of carbohydrates. This happens when carbohydrate intake is very low, and the liver converts fat into ketones, which become the primary energy source. ● Kidney distress ● Proteins: ● Hair thinning/ loss, nails become brittle, and skin becomes dry ● Muscle begins to breakdown, leading to organ/bone deterioration ● Stunted growth in childhood and adolescence ● Compromised immune function, leading to a slow healing process ● Fluid balance in the body fails, leading to Edema (A collection of fluid under the skin, causing the skin to expand due to an electrolyte balance). ● Difficulty sleeping due to a serotonin deficiency ● Fats: ○ Dry, scaly skin, hair loss, and cold intolerance ○ A low body weight and poor growth ○ Sensitivity to bruising ○ Lower resistance to infection and poor wound healing ○ Loss of menstruation as it sends the body into ketosis as the body turns fat into glucose ■ This is dangerous as it changes the pH of the body and can be damaging on the brain ○
Page 03 - Principle Two	**Topic: Vitamins and Minerals** ● Vitamins are nutrients made primarily outside of the body, by the food we consume. When food intake is inadequate, vitamin deficiency-related disorders are a consequence. Each of the 13 vitamins known today have specific functions in the body: Vitamin A, Provitamin A, Vitamin B1, Vitamin B2, Vitamin B6,

Vitamin B12, Biotin, Vitamin C, Vitamin D, Vitamin E, Folic Acid, Vitamin K, Niacin, and Pantothenic Acid.

- Minerals are inorganic nutrients that also play a key role in our well-being. They include the trace elements like copper, iodine, manganese, selenium, and zinc together with macro elements calcium, magnesium, potassium, and sodium. Alike to vitamins, minerals are primarily obtained from a variety of foods.
- No single food contains all of the vitamins and minerals we need, and therefore, a balanced and varied diet is necessary for adequate vitamin and mineral intake.

Vitamins & Minerals:

Vitamin	Functions	Sources
Vitamin A	Keeps eye and skin tissues healthy, important for bone growth, aids in immune health	Beef, eggs, sweet potatoes, carrots, squash, fortified milk
Thiamin (vitamin B1)	Used in the conversion of food into energy (energy metabolism), membrane and nerve conduction, necessary for muscles to function properly	Pork loin, sweet potato with skin, bran, soy products
Riboflavin (vitamin B2)	Used in energy metabolism, helps prevent neuropathy, needed for healthy red blood cells	Milk, yogurt, eggs, legumes, nuts
Niacin (vitamin B3)	Used in energy metabolism, necessary for healthy skin and nerve function	Chicken, tuna, beef, mushrooms, cereal, peanuts, peanut butter
Vitamin B6	Used in glycogen metabolism, influences brain and immune function, helps in red blood cell production, deficiency of B6 can lead to a niacin deficiency	Chicken, beef, bananas, potatoes, soy products, legumes

Vitamin B12	Important in energy metabolism, protects nerve cells, helps make red blood cells, deficiency can lead to megaloblastic macrocytic anemia	Beef steak and liver, eggs, cheese, milk, soy products, fortified cereals
Biotin	Used in energy metabolism, helps in making healthy bones and hair	Whole grains, egg yolks, soy products, fish
Vitamin C	Antioxidant, helps in making collagen, prevents slow wound healing, helps make serotonin, helps the body absorb iron	Papaya, cauliflower, kiwi, bell peppers, strawberries, spinach, citrus fruits
Choline	Needed in the metabolism and transportation of fats, aids in brain and nerve vitality	Milk, eggs, peanuts
Vitamin D	Helps in regulating blood pressure, plays role in insulin secretion, helps support immune system, helps make teeth and bones	Salmon, tuna, egg yolks, fortified milk, fortified cereals and sunlight!
Vitamin E	Fights free radicals in the body	Sunflower seeds, wheat germ, vegetable oils, salad dressings, avocados
Folate	Important in amino acid synthesis, helps prevent spine defects in babies, helps create red blood cells	Mushrooms, spinach, fortified grains and cereals, legumes, broccoli

Vitamin K	Important for blood clot formation, helps prevent hemorrhaging,	Liver, eggs, milk, green vegetables, leafy green vegetables

Minerals	Functions	Sources
Calcium	Needed in bone formation, nerve transmission, muscle contraction, and maintaining healthy blood pressure	Milk, sardines, cheese, dark leafy green vegetables, tofu, fortified juices
Chloride	Needed to help balance fluids in the body	Table salt, processed foods
Chromium	Helps maintain normal blood sugar levels, boosts insulin activity	Meats, nuts, cheese
Copper	Aids in collagen synthesis and in red blood cell formation, important in metabolizing iron	Oysters, liver, nuts, seeds, shellfish, beans, prunes
Fluoride	Prevention of dental cavities and encourages formation of strong bones	Fluoridated water, marine fish
Iodine	Important for proper thyroid function	Iodized salt, seafood
Iron	Needed for the transportation of oxygen in the body and	Turkey, liver, red meat, eggs, fruits, green vegetables

	for various chemical reactions in the body	
Magnesium	Helps in bone formation, keeps heart rhythm steady, used in muscle contractions	Pinto beans, peanut butter, whole grain breads, green vegetables, seeds
Manganese	Antioxidant, formation of cartilage and bone, used in wound healing, helps metabolize amino acids and carbohydrates	Pecans and other nuts, pineapple, legumes and whole grains
Molybdenum	Cofactor; part of a critical enzyme that helps prevent severe nerve damage in infants; also part of several other enzymes	Legumes, nuts, grains, milk
Phosphorus	Helps form bone and teeth, needed in every cell in body	Milk and dairy, meat eggs, peas, potatoes, almonds
Potassium	Helps in balancing fluids in the body, important for healthy nerve and heart function	Prune juice, meat, milk, potatoes, bananas and many fruits and vegetables
Selenium	Used as an antioxidant in the body, assists in normal thyroid hormone activity	Cottage cheese, beans, mushrooms, grains, walnuts, organ meats, seafood
Sodium	Helps in balancing fluids in the body, important in muscle contractions	Vegetables, bread, deli meats, cheese

	<table><tr><td>Zinc</td><td>Important for immune system and wound healing; needed to maintain a healthy sense of taste and smell</td><td>Meat, oysters and some seafood, pumpkin seeds, nuts, beans, mushrooms, fortified cereals</td></tr></table>
Page 04 - Principle Three	**Topic: Hydration** • Hydration is essential for every function in the body. • Water makes up about 60% of your body. • It plays a crucial role in keeping you healthy, energized, and functioning at your best. Here's why staying hydrated is so important **Subtopic**: a. Regulates Body Temperature ■ Water helps your body stay cool through sweating and circulation. ■ Prevents overheating and heat exhaustion, especially during exercise or hot weather. b. Supports Digestion & Nutrient Absorption ■ Breaks down food for easier digestion. ■ Helps your body absorb vitamins and minerals from food. ■ Prevents constipation and supports a healthy gut. c. Boosts Energy & Prevents Fatigue ■ Even mild dehydration (1-2%) can cause tiredness, headaches, and brain fog. ■ Water delivers oxygen and nutrients to your cells for sustained energy. d. Improves Brain Function & Mood ■ Helps with focus, memory, and problem-solving. ■ Prevents irritability, anxiety, and mood swings caused by dehydration. ■ Keeps you feeling mentally sharp and alert. e. Keeps Joints & Muscles Healthy ■ Lubricates joints to prevent pain and stiffness. ■ Reduces muscle cramps and improves exercise performance. ■ Aids in muscle recovery after workouts. f. Supports Heart Health & Circulation ■ Maintains healthy blood pressure by keeping blood volume stable. ■ Helps the heart pump blood efficiently. ■ Prevents dizziness and fainting from dehydration. g. Strengthens Immune System ■ Helps the body fight infections by transporting nutrients to immune cells.

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Keeps the mucous membranes moist, acting as a barrier against viruses and bacteria.

Subtopic: Recommended Hydration amount:
<ol type="a">
Basic hydration strategies | HPRC

Subtopic: How much water do we need?
Source: https://nutritionsource.hsph.harvard.edu/water/
<table>
<tr><th>Age</th><th>Daily Adequate Intake</th></tr>
<tr><td>1-3 years</td><td>4 cups, or 32 ounces</td></tr>
<tr><td>4-8 years</td><td>5 cups, or 40 ounces</td></tr>
<tr><td>9-13 years</td><td>7-8 cups, or 56-64 ounces</td></tr>
<tr><td>14-18 years</td><td>8-11 cups, or 64-88 ounces</td></tr>
<tr><td>men, 19 and older</td><td>13 cups, or 104 ounces</td></tr>
<tr><td>women, 19 and older</td><td>9 cups, or 72 ounces</td></tr>
<tr><td>pregnant women</td><td>10 cups, or 80 ounces</td></tr>
<tr><td>breastfeeding women</td><td>13 cups, or 104 ounces</td></tr>
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<td>P05 - Act it out!</td>
<td>No new content - this is the Simulation activity to practice the content learned throughout the course, reinforcing all elements of the course, including:

Building a plate of:

Accurate proportions of carbs, proteins, and fats
Vitamins & Minerals on the plate
Staying hydrated throughout the experience

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<td>P06 - Daily Nutrition Recap</td>
<td>No new content - this is the Summative Assessment.</td>
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<td>P07 - Summary</td>
<td>No new content - a full recap of what learners learned during the course.</td>
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