



Health meets Food Culinary Medicine Professional Student Programming Virtual Classroom Guide

Using Health meets Food Courseware in the Virtual Environment

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1. General Instructions

Online Software Platforms

There are a number of steps to holding online programming. The first step is to determine which platform you will use. This may be dictated by your organization and not every one will support the same features. Some programs do support breakout rooms while you might need to create multiple sign-ins so that you can duplicate the breakout into group sessions.

Zoom

<https://zoom.us/pricing> If your organization does not have a license, you can sign up and host for free. Note that for the free versions there is a 40 minute limit on meetings. This is preferred as Zoom has the most efficient methodology for breakout sessions. You can easily create breakout rooms and assign students to the rooms. There is a methodology for pre-assigning the students. Here is the link to those instructions:

<https://support.zoom.us/hc/en-us/articles/360032752671-Pre-assigning-Participants-to-Breakout-Rooms>

Blackboard Collaborate

If your University subscribes to Blackboard Collaborate, note that it has many of the features that Zoom has with the ability to create breakout rooms efficiently manage the class.

WebEx

<https://www.webex.com/pricing/index.html> If your organization does not have a license, you can sign up and host for free. The drawback to WebEx is that it does not have a breakout room feature. Note that for the free versions there is a 40 minute limit on meetings.



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Tech Equipment

Using a mobile device – iPad, iPhone, or Android phone or tablet – appears to be more ideal due to being able to position the camera and switch between selfie mode (to participate in programming) and picture mode (to show food, etc.).

Note: If using Zoom, one instructor must have a laptop or computer to manage the breakout room functions.

Instructors should consider using multiple devices for class, i.e. a device for the cutting board, a device for the stove, a device for the main room. The instructor should keep one device (ideally the laptop or computer managing breakout rooms) in the main room at all times. This will be helpful to seamlessly move participants back into the corresponding breakout sessions if they disconnect from the meeting due to wifi or battery issues.

If using multiple devices, be sure to connect audio on only ONE device. When logging in to the meeting on the other devices, when asked to connect audio via internet or call in, select “cancel”. If audio is connected on multiple devices, it will result in reverberation (even if the device is muted).

Headphones or earbuds are recommended for instructors so the audio is clear no matter where the instructor moves in their kitchen.

Amazon Link: https://www.amazon.com/gp/product/B07GQNRQ86/ref=ppx_yo_dt_b_asin_title_o00_s00?ie=UTF8&psc=1

Assigning Students to their Respective Groups

It is good to schedule a meeting to test the equipment, discuss workflow, and answer student questions with the students. A request that the students let you know about allergies or food preferences is included in the email verbiage (sample email at the end of this document). This allows you to presort them into their groups or let the students choose their own groups.

Assigning groups far enough out to allow for shopping and provisioning equipment is important. Consider asking students their comfort level or current skill level. This can help when you assign groups. Recipes have been designated with Easy, Medium, and Hard based on the skill level needed for the dish. Consider having students provide a quick “tour” of their own kitchen as an ice-breaker.

Google Doc Method for Assigning Groups: Using a Google document to collaborate with the students and allow them to sign up for the group of their choice. A version can be found in the instructor resources in Moodle for you to download and then copy to Google.

Qualtrics Method for Assigning Groups: We have also developed a Qualtrics survey that can be used to automate this and are happy to help get you set up to use it.

Workflow

The goal is to mimic the workflow of the in-person programming as much as possible. The students will start in the main online room with instructors for instruction and discussion. They then move to breakout rooms for collaboration on the case study and hands-on cooking in their respective kitchens. We have found that getting prep started for about 30 to 35 minutes in the breakout rooms, taking a break to complete the case study and then finishing cooking is the most efficient use of time.



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With some software such as Zoom you will be able to create breakout rooms and with others that do not have the breakout room capability, such as Webex, this will require having 5 separate online sessions – one main online room and 4 online breakout rooms.

Recipe, Handout, Shopping and Equipment Lists

New recipe, shopping and equipment lists have been created for Modules 1 through 8 as well as Modules 13 (Celiac), Module 16 (Anti-Inflammatory) and Module 17 (IBS/IBD/GERD) and are included at the bottom of each of those respective sections in the Professional Student Programming.

Recipes have been scaled for the home environment for ease of use. Shopping and Equipment Lists are also included now in the Professional Student Programming for each individual group within the respective modules for your students to use. These can be found under the header “Resources for Online Culinary Medicine Classes”. Students should be instructed to locate the correct recipe for the virtual format as these recipes have been scaled for the home environment and some recipe selections have changed. These are designated with “-Virtual” at the end of the recipe name.

Considerations for Other Activities

1. Presentation by students (from UC Irvine)

Our colleagues at UC Irvine don't require their students to complete the online programming but assign the topic to a group of students who review the material, augment with further research, and create a presentation for their colleagues.

2. Create patient education material (from George Washington University):

Written materials must be tailored to a 6th grade or lower reading level.

The written or oral material must show connection between diet/lifestyle and health conditions or outcomes.

Explain why you chose the topic and describe the population you intend to target.

3. Create a short instructional video or written material (from Virginia Commonwealth University)

Create a public service announcement video on the topic of choice.

4. Review pseudoscience and/or fad diet books or videos (from George Washington University):

Forks Over Knives

Food Inc.

What the Health?

The Gamechangers

The Plant Paradox (book)

The Obesity Code: Unlocking the Secrets of Weight Loss (book)



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5. Schedule Virtual Lectures (from University of Central Florida):

Rob Karch has been having lecturers come in during his program – dietitians, certified diabetic educators, obesity specialists, etc. You could take those lectures online as part of your programming.

6. Revise an unhealthy recipe (from George Washington University, West Virginia University):

Make an original and a new revised recipe—show it to the class. Make 1-2 changes (more than just switching from refined to whole grain)

Explain changes in nutrient composition, calorie density, potential health benefits and costs.

Indicate how the taste and quality of the product is altered and whether or not you feel it is an acceptable modification.



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2. Draft Email to Students

(items in **bold** are those you will change to customize your email):

Good Morning,

We are excited to you have you join us for the Virtual Culinary Medicine hands-on cooking class on **Thursday October XXth from 12:30pm - 3:30 pm EDT!** Our instructors will be here to support you every step of the way while preparing for and cooking during class. Please note that this email contains important information so **please read through.**

Getting Set up for class:

1. Fill out this [survey](#) [here](#) so we can continue to improve our program.
2. **Download the Zoom app on a mobile device and test it.** This will help to reduce any audio or video difficulties during class. We want to make sure both your audio and video are working. Reminder: we ask that you use a mobile device (tablet or phone) so you can switch the camera from selfie to photo mode during class.
3. **Select your recipe group** [here](#). We recommend selecting a recipe based on the ingredients or equipment that is available to you.

Complete Preclass Course Material:

4. **Log on to our “Moodle” site** [here](#) to find all of the important resources including recipes, shopping lists, and equipment lists you will need for class.
 - a. You will be prompted to log in. Click “Continue”
 - b. An account has been created for you. Your username is the email address this email has been sent to. Your password is “changeme,” which you will be prompted to change upon accessing. Enter your user name and password in the log in box and click “Log In”
 - c. Change your password to a secure password of your choice. Click “Save Changes”
 - d. Click “Continue”

You can always navigate back to this page by www.culinarymedicine.org/moodle And click on the “Dashboard” tab. **You will have access to three courseware areas through the “dashboard” tab:**

George Washing University - Health meets Food Professional Student Classes - your quiz is located here
Health Meets Food - Professional Student Programming - this contains the lecture, required readings, recipes, etc.
Health Meets Food - Instructor Resources - you cannot access this content

5. In [Moodle](#) each module includes a 15-20 minute lecture video and a required article that you should watch PRIOR to class.
 - a. For this module you should complete **BOTH** the **Sanitation Module** and **Module X: XXXX**.
 - b. After watching the lecture video complete the Module 2 quiz located [here](#).
6. **Find the recipes based one your group choice and the other resources under the “Resources for Virtual Culinary Medicine Class” header** in the module. Many recipes have been scaled for 1-2 servings. Please be sure to reference the correct recipes during class.
 - a. **Download the recipes** for your chosen group. Print a copy of your recipe or plan to have it pulled up on a separate device from the one that will stream your video into the zoom meeting.
 - b. Download the **shopping list and equipment list** that corresponds to your chosen group.



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7. Shop for ingredients. I am here to help you! If you have any questions on regarding ingredients or wish to make substitutions based on food allergies or dietary preferences. Please reach out if you need any assistance making these changes.

Contact Number: Chef Kerri 504-256-9988; kdotson@gwu.edu

The fun part: COOKING!

The day of class please arrived prepared with any ingredients and equipment that you will need organized and easily accessible.

You do NOT need to cut or cook your ingredients ahead of time.

Join the Zoom meeting [here](#), with the following information:

Meeting ID: 884 0736 0289

Passcode: 039760

One tap mobile: +19292056099,,88407360289#,,,,,0#,,039760# US (New York)

We look forward to seeing you in class. Please let me know if you have any questions.

Best,

Case Study Email (send day of class)

CASE STUDY for Culinary Medicine Class X/XX

Hello,

Please see the attached case study which will be completed with your team collaboratively during class today.

See you soon.

Best,



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3. Pre-Course Logistics

	Student Work	Instructor Work
Prior to Course	<ol style="list-style-type: none"> Students should enroll into the course <ol style="list-style-type: none"> Student Enrollment Instructions should be attached to the welcome email. Students should complete the Module 1ks module: <ol style="list-style-type: none"> Watch the Module 1ks: Safety and Sanitation video lecture. Alternatively students may read the content in the PDF Format or the Study Guide Format. Complete the Module 1ks Quiz. Review Cooking Measurements and Abbreviations Handout as a helpful guide for scaling recipes and shopping for ingredients. 	<ol style="list-style-type: none"> Pre-sort students into groups. <ol style="list-style-type: none"> Assign recipes to students or have students choose groups based on recipes and home equipment Consider food preferences or allergies when assigning recipes (Groups). Assess how you will provision ingredients for the students. <ol style="list-style-type: none"> Provide students with shopping lists. Provide students with Cooking Measurements and Abbreviations Handout. Encourage students to review this guide for assistance when scaling recipes and shopping for ingredients. Assess how you will provision equipment for the students. <ol style="list-style-type: none"> Provide students with equipment lists. Test WebEx or Zoom or other online environment. <ol style="list-style-type: none"> Determine if the online environment allows for breakout sessions for teams. If the online environment does not allow for breakout sessions, you will need one log on session for the whole class and one session for each additional group. Setting these up in advance and testing is key. This may require using multiple accounts – one for each room.

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4. General Module Workflow

	Student Work	Instructor Work
Module Workflow	Prior to Each Class <ol style="list-style-type: none"> 1. Watch the online module video lecture. Alternatively, students may read the content in the PDF Format or the Study Guide Format. 2. Read the Required Readings (we suggest that you download the Optional Readings for reference). 3. Take the module Quiz 4. Use the shopping list to make certain you have the proper ingredients for your assigned recipes. 5. Use the equipment list to make certain you have the proper kitchen tools for your assigned recipes. 6. Set up your kitchen with the correct ingredients and equipment to make the hands-on cooking with your group more efficient. 	Prior to Each Class <ol style="list-style-type: none"> 1. Check quiz results. 2. Confirm with students if there are issues regarding ingredients or equipment. 3. Retest the online environment. 4. Send each group their respective sign in information for the breakout room (if your software does not support breakout rooms from the main online room). <ol style="list-style-type: none"> a. Note that students may be assigned a different group number depending on the day. 5. Send all students the sign-in information for the main online room.
	During Class <ol style="list-style-type: none"> 1. Begin in the main online room. 2. Move to the breakout room for your group. 3. Collaborate to work on the case studies as a group. Make sure you are writing down the answers to the case study so that you can share them at the end of class. 	During Class <ol style="list-style-type: none"> 1. Meet with students in main online room. <ol style="list-style-type: none"> a. Discuss the module and timeline for the session. b. Review quiz results (optional). c. Route students into their groups in the breakout rooms. 2. Breakout rooms <ol style="list-style-type: none"> a. Students complete case study in their group. b. Students complete recipes in their kitchen. c. Ideally one instructor should be in each of the breakout rooms to monitor progress . Communicate via text to make certain of timing between the rooms. d. Students create their show plate at the end of cooking. 3. Return to the main online room. <ol style="list-style-type: none"> a. Review the recipes – calories, fat, sodium, fiber, and calorie density vs. nutrient density. Refer to the Discussion Guide. b. Review the case study as a group. Refer to the Exercise KEY. 4. Review requirements for the next module.



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	Module 1: Introduction to Culinary Medicine	
Recipes Module 1 offers two menu choices. Menu 1 demonstrates four different types of spaghetti, each one progressively using more vegetables and legumes while also using less meat. Menu 2 is four different types of tacos that demonstrate the same concepts as the spaghetti menu.	Spaghetti Group 1 & Group 5 (EASY) Salad with Red Wine Vinaigrette x 1/2 recipe Spaghetti with Meat Sauce (Spaghetti 1) x 1/2 recipe Group 2 & Group 6 (MEDIUM) Spaghetti with Meat Sauce (Spaghetti 2) x 1/2 recipe Group 3 & Group 7 (MEDIUM) Spaghetti with Meat and Lentils (Spaghetti 3) x 1/2 recipe Group 4 & Group 8 (HARD) Spaghetti with Lentils (Spaghetti 4) x 1/2 recipe	Tacos Instructor Group Taco with Beef (Taco 1) – Virtual Group 1 & Group 5 (EASY) Salad with Red Wine Vinaigrette - Virtual Taco Seasoning - Virtual Taco with Beef and Vegetables (Taco 2) - Virtual Group 2 & Group 6 (MEDIUM) Taco Seasoning - Virtual Taco with Beef and Black Beans (Taco 3) - Virtual Group 3 & Group 7 (MEDIUM) Taco Seasoning - Virtual Taco with Beef and Black Beans (Taco 3) - Virtual Group 4 & Group 8 (HARD) Taco Seasoning - Virtual Taco with Black Beans (Taco 4) - Virtual
Handouts	BMI and Caloric Needs Chart Cooking Abbreviations and Measurements Make Your Own Dressing The Mediterranean Diet Safe Reheating Temperatures Making Your Own Stock	BMI and Caloric Needs Chart Cooking Measurement Abbreviations Make Your Own Dressing The Mediterranean Diet Safe Reheating Temperatures Making Your Own Stock
Ingredient Lists	Included in the Professional Student Programming for each module.	
Equipment Lists	Included in the Professional Student Programming for each module.	



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	Module 2: Weight Management and Portion Control
Recipes	<p>Group 1 & Group 5 (MEDIUM)</p> <p>Banana Nut Muffins - Virtual Avocado Smoothie - Virtual</p> <p>Group 2 & Group 6 (MEDIUM)</p> <p>Spinach & Feta Frittata - Virtual Peanut Butter Banana Smoothie - Virtual</p> <p>Group 3 & Group 7 (EASY)</p> <p>Oat Pancakes - Virtual Fruit Sauce - Virtual</p> <p>Group 4 & Group 8 (HARD)</p> <p>Quick Granola with Yogurt - Virtual Tofu Scramble - Virtual</p>
Handouts	<p>1500 Calorie Diet Baking Ingredient Replacements Breakfast Basics Pantry Essentials Recipe Terminology</p>
Ingredient Lists	Included in the Professional Student Programming for each module.
Equipment Lists	Included in the Professional Student Programming for each module.



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	Module 3: Fats, Texture, Increasing Fiber, Lunch
Recipes	<p>Group 1 & Group 5 (EASY)</p> <p>Simple Hummus - Virtual Simple Hummus Sandwich - Virtual Salad with Creamy Parmesan Dressing - Virtual</p> <p>Group 2 & Group 6 (HARD)</p> <p>Quick Red Beans and Rice - Virtual Red Beans and Brown Rice Burrito - Virtual</p> <p>Group 3 & Group 7 (MEDIUM)</p> <p>Creamy Chicken Salad with Apples and Raisins - Virtual Tomato & Cucumber Salad with Red Wine Vinaigrette - Virtual</p> <p>Group 4 & Group 8 (MEDIUM)</p> <p>Avocado Egg Salad Sandwich - Virtual Citrus Green Bean Salad with Almonds - Virtual</p>
Handouts	<p>Do It Yourself Vinaigrette Facts about Fat Oils and Fats</p>
Ingredient Lists	Included in the Professional Student Programming for each module.
Equipment Lists	Included in the Professional Student Programming for each module.



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	Module 4: Food Allergy & Intolerance
Recipes	Group 1 & Group 5 (EASY) Eggless Chocolate Cake - Virtual Taco Seasoning - Virtual Taco Roasted Chickpeas - Virtual Group 2 & Group 6 (MEDIUM) Ratatouille - Virtual Pan Seared Chicken Thighs - Virtual Group 3 & Group 7 (MEDIUM) Summer Quinoa Salad with Lemon Shrimp - Virtual Group 4 & Group 8 (HARD) Fish Tacos with Mango and Red Cabbage - Virtual
Handouts	Food Allergies Antioxidants Celiac Disease
Ingredient Lists	Included in the Professional Student Programming for each module.
Equipment Lists	Included in the Professional Student Programming for each module.



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	Module 5: Protein, Amino Acids, Vegetarian Diets, and Eating Disorders
Recipes	<p>Group 1 & Group 5 (EASY)</p> <p>Chimichurri Shrimp with Grilled Vegetables and Couscous - Virtual Chimichurri Sauce - Virtual</p> <p>Group 2 & Group 6 (HARD)</p> <p>Black Bean Burgers - Virtual Balsamic Marinated Mushrooms - Virtual</p> <p>Group 3 & Group 7 (MEDIUM)</p> <p>White Bean Shakshuka - Virtual Chimichurri Sauce - Virtual</p> <p>Group 4 & Group 8 (MEDIUM)</p> <p>One Pot Bean Chili - Virtual Tortilla Chips - Virtual *Optional* One Pot Bean Chili Nachos - Virtual</p>
Handouts	<p>Buying and Cooking Seafood</p> <p>Tips For Buying and Preparing Meats</p> <p>Complementary Proteins</p> <p>Mercury in Fish</p> <p>Vegetarian Diets Overview</p>
Ingredient Lists	Included in the Professional Student Programming for each module.
Equipment Lists	Included in the Professional Student Programming for each module.



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	Module 6: Renal Physiology, Hypertension, Sodium & Potassium Homeostasis, Sodium Reduction and Flavor Building
Recipes	<p>Group 1 & Group 5 (HARD)</p> <p>Moroccan Spiced Tofu - Virtual Mashed Sweet Potatoes - Virtual Roasted Vegetable Medley - Virtual</p> <p>Group 2 & Group 6 (MEDIUM)</p> <p>Shrimp Fra Diavolo - Virtual Roasted Asparagus - Virtual</p> <p>Group 3 & Group 7 (EASY)</p> <p>Chicken Fajita Bowl - Virtual Cilantro Lime Brown Rice - Virtual Taco Seasoning - Virtual</p> <p>Group 4 & Group 8 (MEDIUM)</p> <p>Sweet and Sour Chicken with Peppers - Virtual Easy Brown Rice - Virtual</p>
Handouts	Flavor Chart
Ingredient Lists	Included in the Professional Student Programming for each module.
Equipment Lists	Included in the Professional Student Programming for each module.



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	Module 7: Carbohydrates, Fiber, Diabetes, Snacking, & Desserts
Recipes	Group 1 & Group 5 (MEDIUM) Mango Salsa - Virtual Tortilla Chips - Virtual Group 2 & Group 6 (MEDIUM) Crunchy Broccoli Bites with Buffalo Sauce - Virtual Coconut Pecan Date Rolls - Virtual Group 3 & Group 7 (HARD) Quinoa Lettuce Wraps with Spicy Peanut Sauce - Virtual Banana Ice Cream - Virtual Group 4 & Group 8 (EASY) Oven Fried Chicken Tenders - Virtual Ranch Dressing - Virtual
Handouts	Smart Snacking
Ingredient Lists	Included in the Professional Student Programming for each module.
Equipment Lists	Included in the Professional Student Programming for each module.



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	Module 8: The Pediatric Diet
Recipes	<p>Group 1 & Group 5 (EASY)</p> <p>Cauliflower Mac & Cheese - Virtual Simple Sautéed Swiss Chard - Virtual</p> <p>Group 2 & Group 6 (MEDIUM)</p> <p>Hidden Veggie Burger - Virtual Sweet Potato Fries - Virtual</p> <p>Group 3 & Group 7 (HARD)</p> <p>Spaghetti Squash Pasta - Virtual Fall Harvest Smoothie - Virtual</p> <p>Group 4 & Group 8 (MEDIUM)</p> <p>Butternut Squash and White Bean Quesadilla - Virtual Salad with Balsamic Vinaigrette - Virtual</p>
Handouts	Smart Snacking
Ingredient Lists	Included in the Professional Student Programming for each module.
Equipment Lists	Included in the Professional Student Programming for each module.



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	Project Module
Recipes	Students will create their own recipes, shopping lists, ingredient lists and either select a handout or create a new one for their project.



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	Module 13: Celiac Disease
Recipes	<p>Group 1 & Group 5 (EASY) Chana Masala - Virtual Brown Basmati Rice and Peas - Virtual</p> <p>Group 2 & Group 6 (MEDIUM) Rustic Fish Stew - Virtual Roasted Asparagus - Virtual</p> <p>Group 3 & Group 7 (HARD) Shrimp & Grits - Virtual Salt-Free Creole Seasoning - Virtual Arugula Salad with Lemon Vinaigrette - Virtual</p> <p>Group 4 & Group 8 (MEDIUM) Vietnamese Chicken, Cabbage, and Mint Salad - Virtual Simple Quinoa - Virtual</p>
Handouts	Gluten Free Foods
Ingredient Lists	Included in the Professional Student Programming for each module.
Equipment Lists	Included in the Professional Student Programming for each module.



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	Module 16: Anti-Inflammatory Diet
Recipes	<p>Group 1 & Group 5 (EASY) Perfect Hardboiled Egg - Virtual Avocado Toast - Virtual Greenie Green Smoothie - Virtual</p> <p>Group 2 & Group 6 (MEDIUM) One Pot Bean Chili - Virtual Loaded Baked Sweet Potatoes - Virtual</p> <p>Group 3 & Group 7 (EASY) Cheesy Tortilla Chips - Virtual Yogurt Whipped Cream - Virtual Grilled Summer Fruit - Virtual</p> <p>Group 4 & Group 8 (HARD) Five Treasure Quinoa - Virtual Simple Baked Fish - Virtual Gremolata - Virtual</p>
Handouts	Antioxidants
Ingredient Lists	Included in the Professional Student Programming for each module.
Equipment Lists	Included in the Professional Student Programming for each module.



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	Module 17: IBS/IBD/GERD
Recipes	<p>Group 1 & Group 5 (EASY) Garlic Infused Oil – FODMAP - Virtual Grilled Flank Steak with Chimichurri – FODMAP - Virtual Citrus Green Bean Salad with Almonds – FODMAP - Virtual</p> <p>Group 2 & Group 6 (MEDIUM) Shrimp and Grits – GERD - Virtual Salt Free Creole Seasoning – Mild - Virtual Roasted Asparagus – GERD - Virtual</p> <p>Group 3 & Group 7 (MEDIUM) Baked Sweet Potato Fries - Virtual Turkey Mushroom Burgers – GERD - Virtual</p> <p>Group 4 & Group 8 (HARD) Chicken and Sweet Potato Stew – IBD - Virtual White Rice Pilaf – IBD - Virtual</p> <p>NOTE: Ask Group 1 participants to make Garlic Infused Oil prior to class for use in recipes</p>
Handouts	Antioxidants
Ingredient Lists	Included in the Professional Student Programming for each module.
Equipment Lists	Included in the Professional Student Programming for each module.

5. Recommendations for virtual knife skills demonstration by module.

Module 1	Knife demo – carrot (half moons, plank, julienne, dice, bias), pepper (plank, julienne, dice), onion (dice, julienne), mushroom (chop, mince), corn tortilla (heating in pan, over stove, or in microwave)
Module 2	Knife demo - avocado (half, pitted, diced), parsley (chopped), kale (removing ribs)
Module 3	Knife demo – apple (plank, dice), green beans (trimmed), lemon (zest and juice), tomato (dice), onion (julienned), avocado (pitted), pepper (diced)
Module 4	Knife demo – eggplant (sliced, salted), basil (chiffonade), chicken thigh (trimming and deboning), shrimp (peeling and deveining), mango (pitted, diced), cabbage (shredded), cucumber (diced), onion (diced)
Module 5	Knife demo – cilantro (stemmed), asparagus (trimmed), pepper (planks, and diced), garlic (minced), onion (diced), mushrooms (minced)
Module 6	Knife demo – broccoli (florets), pepper (julienne), onion (diced), lemon (zested and juiced), sweet potato (diced)
Module 7	Knife demo – breading (wet hand, dry hand), date (pitting), mango (diced), broccoli (florets), tomato (diced)
Module 8	Knife demo – sweet potato (batonnet), butternut squash (dice, peel), orange (supreme - optional), cauliflower (florets), spaghetti squash (halved and seeded)
Module 13	Knife demo – asparagus (trimming), lemon (zest and juicing), cabbage (shredding)
Module 16	Knife demo – egg (cracking and poaching), avocado (slicing), zucchini (dicing), pineapple (slicing), parsley (stemming)
Module 17	Knife demo – green beans (trimming), lemon (zesting and juicing), mushroom (mincing), sweet potato (diced), carrot (diced)