

Syllabus
University of Rochester
School of Nursing

NSG 310: Nutrition and Health

Credit Hours: 3 credit hours

Meeting times and Locations:

Fully Online. No required in class sessions.

Pre-Requisite and/or Co-Requisite:

None.

Course Description:

This online course focuses on basic concepts of nutrition for those students that are pursuing careers in nursing and other allied health fields. This course covers healthy nutrition through the life cycle, selected cultural variation, diet and physical activity, medical nutrition therapy and selected diseases, and food safety.

Student Learning Outcome:

At the conclusion of this course, the student will achieve the following identified course objectives:

- Describe nutritional requirements across the life cycle including selected cultural groups.
- Discuss the role of nutrition in promoting and maintaining health.
- Describe the appropriate methods for safe tracking, storage and preparation of food to prevent illness.
- State interventions to provide adequate nutrition for clients with specific clinical disorders including diabetes, cardiovascular disease, renal insufficiency, and hepatic insufficiency.
- Develop patient and family teaching plans for healthy nutrition.

Teaching Strategies:

- Online Lectures
- Selected literature search
- Online activities
- Readings
- Case studies

- Online Testing

Evaluation Methods/Learning Outcomes:

Course Activities:

1. **Remember to budget your time!** Typically you will spend at least 9 hours per session on class activities for this online class. For a 3 credit class of nutrition education you are expected to:

- review the online lecture/study notes
- complete all assigned readings in the required text
- access and review online web resources as needed
- complete activities as directed
- submit the online test for each session

2. Online sessions will include lecture/study notes (supplemented with your readings in the required text), web resources, activities, and a test to be completed for each session.

3. Online tests, although taken at your geographical and time convenience, should be treated as a classroom based examination experience. This means you should study prior to taking the examination and refrain from using study and lecture material during the test. To prepare for the test you are encouraged to review lecture and reading material, and complete all activities.

4. All online tests must be submitted prior to the end of the course. **Please NOTE:** The online tests are timed according to the number of questions. The time limit will be clearly posted before you begin the test. You can access the test only once. Therefore, once you start the test you must finish it! Academic honesty requires you not share test information with others.

4. **Questions about the course or content should be emailed to the course facilitator, Nellie Wixom at nellie_wixom@urmc.rochester.edu**

Evaluation:

Online tests are 100%. The first 11 tests are weighted for 8% and the last test is weighted for 12% of the overall grade.

Notice of Responsibility for Academic Honesty: "Each student is responsible for her or his own work. Students are expected to have read and to practice principles of academic honesty, as discussed in the School of Nursing and University of Rochester Student Handbooks." Penalties for academic dishonesty will be enforced. Ignorance of the principles of academic honesty is not a valid or acceptable defense of excuse. For guidance on plagiarism, please refer to the University of Rochester website at <http://www.lib.rochester.edu/index.cfm?>

Written work must be original and you must cite all reference sources according to APA (2001). The instructor reserves the right not to accept poorly written papers (e.g., incorrect grammar, spelling, sentence structure, format, etc.). Such papers will be returned to students neither read nor graded. Students will then be expected to resubmit a revised readable document for evaluation on a set date. Papers are to be typewritten, double-spaced, and proofread before submission.

The final numerical grade will be converted to a letter grade based on the following scale for undergraduate credits:

- A = 93-100
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D+ = 67-69
- D = 63-66
- D- = 60-62
- F = Below 60

Required and Recommended Texts

Required: Nutritional Foundations and Clinical Applications, A Nursing Approach by Michele Grodner, 6th edition 2015

PLEASE NOTE: The textbook is required for class activities, readings and to supplement the online lectures! The book can be purchased through the bookstore.

The Barnes and Noble Bookstore at the University of Rochester Medical Center sells texts and materials for all Nursing School classes. The Service Desk will handle any special needs or questions (585-275-4012). You can also order books on-line through the Medical Center bookstore at urochester.bncollege.com

Content Outline:

Session/Topic	Online Assignments	TEXT Readings and Bb Learning Module activities
Session One Wellness, Nutrition, and Community Health	Lecture #1 Test #1 Activity 1	Part 1, Chapters 1 and 2 Bb Activity: Healthy People 2020 (not graded or submitted, enhancement only)
Session Two: Digestion, Absorption, & Metabolism; Carbohydrates; and Fats	Lecture #2 Test #2	Part 2: Chapters 3, 4 and 5
Session Three: Protein; Vitamins; and Water & Minerals	Lecture #3 Test #3 Activity 2	Part 2, Chapters 6, 7 and 8 Bb Activity: Brown Bag Meal Plan (not graded or submitted, enhancement only)
Session Four: Weight management & Fitness	Lecture #4 Test #4 Activity 3	Part 3, Chapter 9 Activity: Fad Diet Literature Search (not graded, enhancement only)
Session Five: Life Span Health Promotion	Lecture #5 Test #5 Activity 4	Part 3, Chapter 10 Bb Activity: Community Research Study (not graded or submitted, enhancement only)

<p>Session Six:</p> <p>Nutrition care, support and Metabolic Stress (surgery)</p>	<p>Lecture #6</p> <p>Test #6</p> <p>Activity 5</p>	<p>Part 4, Chapters 11, 12 and 16</p> <p>Bb Activity: Case Studies</p> <p>(not graded or submitted, enhancement only)</p>
<p>Session Seven:</p> <p>Complementary and Alternative Medicine, Dietary Supplements, and Medications</p>	<p>Lecture #7</p> <p>Test #7</p>	<p>Part 4, Chapter 11</p> <p>Please access NIH websites: (links provided in session notes)</p> <ol style="list-style-type: none"> 1. Office of Dietary Supplements 2. National Center for Complimentary and Alternative Medicine <p>See additional sites in session notes</p>
<p>Session Eight:</p> <p>Disorders of the GI Tract and Liver, Gallbladder, & Pancreas</p>	<p>Lecture #8</p> <p>Test #8</p>	<p>Part 4, Chapters 13 and 14</p>
<p>Session Nine:</p> <p>Diabetes Mellitus</p>	<p>Lecture #9</p> <p>Test #9</p>	<p>Part 4, Chapter 15</p>
<p>Session Ten:</p> <p>Cardiovascular Diseases</p>	<p>Lecture #10</p> <p>Test #10</p>	<p>Part 4, Chapter 17</p>
<p>Session Eleven:</p> <p>Diseases of the Kidney</p>	<p>Lecture #11</p> <p>Test #11</p>	<p>Part 4, Chapter 18</p>

Session Twelve: Cancer, AIDS, and other Special Problems	Lecture #12	Part 4, 19 and 20
	Test #12	COPD: Chapter 17, pages 375-379
	Activity 6	Bb Activity: Therapeutic Diet Teaching Plan (not graded or submitted, enhancement only)

Activities:

Activity 1 Session #1: Healthy People 2020

Access the website for Healthy People 2020 (found in Session 1). Review the Healthy People 2020 documents and identify the goals/objectives that apply to nutrition.

Activity 2 Session #3: "Brown Bag Meal Plan"

Create a full day meal plan with adequate and appropriate choices for a generally healthy intake for yourself. Assure to address:

- Adequacy in meeting DRI (carbohydrate, protein, fat).
- Go to Choosemyplate.gov and go to My Tracker to input your foods for nutritional analysis and identify how your meal plan meets recommended nutritional needs based on the new Choose My Plate icon.
- Identify the percent of CHO, protein, and fat for the total day.
- Rationale of meal plan: defend your choices in terms of cost, palatability, color, age-appropriate, texture, appeal.
- Food safety plan: For the lunch meal, discuss how to prevent spoilage.
- **Activity 3 Session #4: Fad Diet Literature Search**

Complete an online search of the scientific/peer reviewed literature and review an article that critiques a popular "fad diet". Identify the benefits and disadvantages to the diet under review.

Review of the scientific literature for evidence pro and con for a popular fad diet.

Activity 4 Session #5: Community Research Project

Review a community research project assessing the nutritional health of seniors from Washington State. [description.htm#purpose](#)

As you review the study identify:

1. ...Why did the group feel this study was important?
2. ...What were the steps the group went through to implement the study?
3. ...What methods were used to collect the data?
4. ...What are the findings?
5. ...What are the implications for practice?

Activity 5 Session #6: Case Studies

Review the interactive case studies on the link provided in session 6.

Activity 6 Session #12: Therapeutic Diet Teaching Plan Uncomplicated Cardiovascular Patient Case Study

Review the case study, answer select questions, and use the Teaching Plan Outline Template to develop a teaching plan for the patient.

You will be given a case study and Teaching Plan Outline Template for a patient with a new uncomplicated cardiovascular condition.

Outline your teaching plan including topics, content, teaching methods, timeframe, and evaluation. Identify other issues you may need to consider when teaching patients about nutrition therapy to maximize compliance (i.e, lifestyle, preferences, age-specific issues, finances).

ADA Statement

The University of Rochester is committed to providing equal educational and employment opportunities for individuals with disabilities, in accordance with state and federal laws and regulations, including the Americans with Disabilities Act (ADA) of 1991 and Section 504 of the Rehabilitation Act of 1973. To ensure equality of access for students with disabilities, the University provides reasonable accommodations, including auxiliary aids and modifications to courses, programs, services, activities or facilities. Exceptions will be made in those situations where the accommodation would fundamentally alter the nature of the program, cause undue hardship on the school, or jeopardize the health or safety of others. Accommodations must specifically address the functional limitations of the disability. The process of receiving accommodations begins with self-identification. When a student chooses to self-identify a disability, documentation should be forwarded to Nancy Kita, School of Nursing Disability Coordinator, University of Rochester, School of Nursing, Box SON, Rochester, NY 14642, (585) 275-2375.

Academic Honesty Statement:

Students are responsible for their own work. Students are expected to have read and to practice principles of academic honesty, as discussed in the School of Nursing *Student Handbook*.

Professional Behavior/Civility Statement:

The University of Rochester, School of Nursing (SON) seeks to provide an environment for learning and teaching that is respectful of diverse persons and points of view in all classroom, electronic, and clinical settings. Consistent with this goal, it is expected that diverse perspectives and opinions will be expressed and received in a respectful and professional manner. Incivility, intolerance, hate speech, and abusive behaviors are considered professional misconduct

(<http://www.son.rochester.edu/assets/pdf/studenthandbook.pdf>) and will be acted upon in accordance with the statement in the *Student Handbook*.

Sexual Harassment Policy:

Students are to abide by the University of Rochester Student Sexual Misconduct Policy which can be found in the SON student handbook

(<http://www.son.rochester.edu/assets/pdf/studenthandbook.pdf>)