



Undergraduate Course Syllabus

NUR 220: Applied Nutrition for Nurses

Center: Online

Duration: 8 Weeks

3 Credits

Course Prerequisites: Admission into the RN-BSN program or by permission through the Nursing Department

Instructor

Refer to the **My Instructor** link in Blackboard for you instructor's contact information and office hours.

Course Description

An introductory course in normal and therapeutic nutrition designed for students in allied health programs. The course focuses on the application of basic principles of nutrition to health promotion and disease prevention, as well as the role of nutritional intervention as a therapeutic tool in specific pathologies. It will include discussions of contemporary issues in nutrition.

AACN Essentials

This course meets the AACN Essentials of Baccalaureate's Education for Professional Nursing Practice:

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
- Essential VII: Clinical Prevention and Population Health

This course is offered as an elective and for students who have not had this content in their pre-licensure program.

Course Objectives

1. Apply basic concepts of diet planning and evaluate personal dietary habits
2. Identify the classification of, digestion and absorption of, normal metabolism of, recommended intakes and appropriate food sources of each of the following major nutrient classes: carbohydrates, lipids, proteins, vitamins, minerals, water
3. Discuss nutritional requirements and issues across the life span (infancy, teens, pregnancy, lactation, and elderly)
4. Discuss the role of nutritional intervention as a therapeutic tool in specific pathologies

Required Materials

Rolfes, S.R., Pinna, K., & Whitney, E. (2012). Understanding Normal and Clinical Nutrition. (9th ed.). Belmont, CA: Wadsworth, Cengage Learning. ISBN 13: 978-0-8400-6845-3

Methods of Evaluation

Assignments	Number of	Points Each	Total Points
Discussions	8	4	32 points
Worksheets	5	2	10 points
Nutrient Analysis	5	4	20 points
Analysis of Cancer & Cardiac Risk	1	3	3 points
Case Study	1	10	10 points
Quiz	5	2	10 points
Exams	3	5	15 points
			Total Course Points: 100

Grading Guides

The nursing faculty within the online RN-BS program believes that every student comes to learning environment with his or her own unique perspective of nursing and the world at large. The faculty believes that education is a vehicle to achieve personal transformation. To achieve transformation, students must engage with the educational content, consider diverse opinions, and, through engagement and collaboration, create new understanding—transformation. A brief description of the course assignments can be found below. Specific activity directions and grading guides can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. All assignments are due by 11:59 p.m. EST on Sunday evening.

Brief Description of Assignments

Discussion Posts

We believe that each student comes to learning environment with his or her own experiences, culture, and learning. Students are both a resource and a learner. In the **discussion** threads, we ask students to bridge the concepts learned in class to real-world experiences. The goal of the discussion threads is to increase your expertise with articulating your thoughts, increasing your credibility through the use of citations from the literature, and hone your skills with discourse. In this course, you will complete five discussion threads.

There are eight sets of discussions throughout the course. Each week will have four discussions. You will choose two of the discussions of which to make an original post, which is to start a new discussion thread. It is recommended that you prepare and post your original post in the beginning of the week (for example, by Wednesday of the week). Read at least 10 original posts made by your peers and go back to respond to at least two of your peers toward the end of the week. The assignment must be completed before 11:59 PM on Sunday each week.

The original post should contain approximately 250 to 300 words that express your thoughts, opinions, and assessments in an organized, concise manner. The post should clearly connect to the topic and contain questions and/or statements that encourage dialogue. Check each post for writing mechanics: spelling, grammar, and proper citations, as well as utilizing the writing form of introducing the point(s) you will make, develop your point(s), and end with a conclusion and or recommendations about the point(s) you made. Please refer to the information in the Research/Writing tab for resources to help you with scholarly writing.

In addition to the original posts, you will respond to at least two posts made by your peers in approximately 150 to 200 words. It does not matter which of the topics you choose from to respond to. Comments should be appropriate, thoughtful, reflective, and respectful to the other students and stimulate dialogue. Check your responses for writing mechanics as stated above.

The discussion postings are worth up to 4 points each week. Points will be distributed between the original posts and the responses made to peer's original posts. See grading rubrics for details.

Evolving Case study with Worksheets and Nutrient Analysis assignments

In this course you will analyze the nutritional status of Mr. F, a 46-year-old white male. For the next 5 weeks, you will compare his average daily nutritional intake (given through the case study) to the recommended daily requirements (listed in textbook and/or calculations) of certain nutrients week by week. You will use **worksheets** to calculate nutrient values and will use these calculated values to evaluate nutritional status. In Module Six, you will discuss dietary choices that may affect risk for developing cancer and cardiovascular disease using the **Analysis of Cancer and Cardiovascular Risk** assignment. Then you will analyze the data each week, using the **nutrient analysis assignments**, to determine suggestions for diet and lifestyle modifications and using the textbook and personal notes from the lectures to support your analysis.

Within the case study, the **Nutrient Table** (within the course assignment) lists the nutrients and Mr. F's average daily intake (ADI). There are blank columns labeled "Recommended," where you will enter their calculated values week by week. Each week, values from the previous calculations should be entered as well as the new calculations of the week. **Worksheet assignments** include the worksheets from the week, as well as the updated Nutrient Table (exception is week 1). **Nutrient Analysis assignments** may include short-answer questions and/or require longer, narrative responses that provide suggestions for dietary and/or lifestyle modifications with rationales. Be sure to use appropriate APA citations. For example, a citation from your textbook would be: (Rolfe et al., 2012, p. #).

The following information contains the history and exam information about Mr. F:

Scenario: Mr. F is a 46 YOWM who wants to lose weight because of a concern over his blood pressure and cholesterol levels. He lives with his wife and three children and works in a stressful upper-management position. He has had a physical exam in the past year and appears to have several risk factors for chronic diseases. His mother is overweight and developed type II diabetes at age 55. His father survived an acute myocardial infarction at age 61 and is being treated for high blood pressure and angina.

Physical History: Mr. F has been feeling tired recently and has failed several times in the last few years at losing weight on his own or with programs such as Weight Watchers. He weighs himself occasionally and reports that he has gained 30 to 40 pounds over the past 10 to 15 years. The following table represents measurements and lab values from his last physical exam:

Ht – 5'10"	Waist - 48; Hip - 38	Cholesterol - 235
Present Wt - 215 lbs.	BP – 145/98	LDL - 150
Fat weight - 82 lbs.	Blood glucose - 150	HDL - 32

Diet and Exercise History: Mr. F typically skips breakfast or grabs a doughnut/muffin with his coffee at a local coffee shop. He usually has a couple of sandwiches (tuna, ham, or roast beef on white bread) with chips and a large soft drink or a fast food meal for lunch. His wife makes dinner most nights of the week that usually consists of a pasta dish or potatoes or rice with some type of meat product and either a salad with regular dressing or a

vegetable dish with butter or cheese sauce. He claims to dislike most fruits and vegetables but likes most dairy products (especially ice cream), except yogurt. Most days he consumes one or two servings of typical snack foods between meals. He also consumes at least 1 to 2 alcoholic drinks a day after work and 3 to 4 cups of coffee throughout the day (with cream and sugar). He currently engages in no formal exercise.

Case Study

Based on the model of the evolving case studies, in Module Seven you will choose from two case scenarios and write a report that responds to the questions asked about the case. The assignment calls for a narrative response, similar to a short paper, rather than simply answering the questions by number. The paper should have a title page and be set up in APA format. The body of the paper should be 2 to 3 pages, double-spaced, set with one-inch margins and Times New Roman 12-point font. The assignment should end with a reference page that lists the sources used to support your analysis in the paper. Please see the Case Study Rubric for details on how this assignment will be graded.

Quizzes

There are 5 multiple-choice quizzes in the course, each worth 2 points, for a total of 10 points for the course. These are designed to be low-risk (minimal points) to help you assess your understanding of the course content. The expectation is that you will complete the quizzes independently, without consulting other classmates, the textbook, or your class notes. You will have 1 hour to complete the quiz, but most students will be able to complete each quiz within 30 minutes or less.

Exams

There are three multiple-choice exams in the course, one each in Modules Three, Five, and Eight. Each exam is worth 5 points, for a total of 15 points for the course. These exams will have questions from the content of 2 to 3 modules to test your knowledge and application of the course content. You will have 1 ½ hours to complete each exam, but most students will be able to complete the exams in 35 minutes or less. The expectation is that you will complete the exams independently, without consulting with other classmates, the textbook, or your class notes.

University Grading System

UC-COCE Undergraduate Grading System:		
Grade	Numerical Equivalent	Points
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
Grades below	this level are not	passing in Nursing
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	60-66	1.00
F	0-59	0.00

*Incomplete and Incomplete/Failure: Any student requesting an “I” grade must complete see the Nursing Handbook.

Topical Outline by Module

Topic 1.1: What is nutrition and how does it affect my health?

Topic 1.2: How do I plan a “good” diet?

Topic 2.1: What is the difference between sugars and complex carbohydrates?

Topic 2.2: How is diabetes affected by carbohydrate consumption?

Topic 3.1: Are all sources of fat bad for my health?

Topic 3.2: Is fat intake alone the culprit in our obesity epidemic?

Topic 4.1: Is a high protein intake the answer to better weight control?

Topic 4.2: What is energy balance and how does it relate to bodyweight management?

Topic 5.1: Why are vitamins often thought of as “miracle cures” for what ails us?

Topic 5.2: What makes minerals more stable against loss or destruction compared to vitamins?

Topic 6.1: Are there dietary treatments or prevention for cancer?

Topic 6.2: What is atherosclerosis and hypertension?

Topic 7.1: How does pregnancy and lactation change nutrient needs?

Topic 7.2: What are the nutritional needs of infants, toddlers, and school-aged children?

Topic 7.3: How does aging affect our diet and health?

Topic 8.1: Nutrition and upper & lower GI disorders

Topic 8.2: Diet’s relationship to liver and kidney disorders

Module #	Module Title	Readings	CO #	Evaluations
One	Nutrition & Health/Diet Planning	Rolfe et al. (2012): Chapters 1 & 2, highlights #1	1	Discussion Worksheet: My Plate Analysis: Food Labels Quiz
Two	Carbohydrates – Friend or Foe?	Rolfe et al. (2012): Chapters 3, 4, & 26, highlights #3, 4	1,2	Discussion Worksheet: CHO Analysis: Diabetes Risk Quiz
Three	Fat, Fads, and Facts	Rolfe et al. (2012): Chapters 5, 6, & 9, highlights # 5, 9	1,2	Discussion Worksheet: Fat Analysis: Fatty Acids Exam
Four	The Role of Proteins in Health & Bodyweight Management	Rolfe et al. (2012): Chapters 7, 8, 10, & 11	1,2	Discussion Worksheet: protein Analysis: Protein and Weight. Management Quiz
Five	How do Vitamins and Minerals Differ?	Rolfe et al. (2012): Chapters 12 & 13, highlights #12 & 13	1,3 ,5	Discussion Worksheet: micronutrients Analysis: Recommendations for Vit,Min,H2O Exam

Six	Nutritional Intervention	Rolfe et al. (2012): Chapters 18, 27, & 29 Highlights # 21, & 26	1,4	Discussion Analysis: Diet and Cancer or Cardiac Risk Quiz
Seven	Nutritional Needs Across the Life-Span	Rolfe et al. (2012) Chapters 14, 15, 16, & pp. 568-575 of Chapter 17; Highlights # 15, 16, & 17	1,5	Discussion Case Study (choose one) Quiz
Eight	Nutrition and Select Disorders	Rolfe et al. (2012) Chapters 23, 24, & 25; Highlights 23, 24, 25, & 28	1,5	Discussion Exam



In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Instructor Availability and Response Time

Your class interaction with your instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be active in Blackboard at least five days a week, and you will normally communicate with your instructor in the open Blackboard discussion forum so that your questions and the instructor's answers benefit the entire class. You should send emails directly to your instructor only when you need to discuss something of a personal or sensitive nature, and in those cases your instructor will generally provide a response within 24 hours.

Bibliography

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Southern New Hampshire University Policies

More information about SNHU nursing policies can be found at
http://www.snhu.edu/files/pdfs/NSG_Student_Handbook.pdf

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For questions concerning support services, documentation guidelines, or general disability issues:

Office of Disability Services, Exeter Hall, Suite 59
Hyla Jaffe, Director
603.668.2211 ext.2386
h.jaffe@snhu.edu

For questions concerning disability-related compliance matters, grievance, or legal issues:

Ms. Jet Goldberg, ADA/504 Compliance Officer
Director of Wellness Center
603-645-9679
j.goldberg@snhu.edu

Technical Support: Support for technology and Blackboard software issues can be found at
<http://www.snhu.edu/techsupport> or by dialing SNHU 24/7 Live Support at 1-877-708-2909.

Academic Assistance: Online students enrolled in undergraduate courses in the areas of math, writing, accounting, and statistics will have access to Smarthinking online tutoring:
<https://my.snhu.edu/offices/COCE/Tutoring/Pages/default.aspx>.

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SNHU College of Online and Continuing Education Withdrawal Policy

<https://www.snhu.edu/648.asp>

SNHU College of Online and Continuing Education Guide to Student Success

<https://my.snhu.edu/Resources/StudentHandbooks/Pages/default.aspx>

Blackboard Course Tools/Areas Overview

Your course will be delivered through Blackboard. Below are the most often used Blackboard tools and areas.

Tool/Area	Description	You Should...
Announcements	This area is used to post day-to-day course details such as the status of or directions for assignments and discussions.	Check the announcements on a regular basis, at least several times each week.
Course Information	The course syllabus, assignment guidelines and rubrics, technical support, Student Handbook, and advising information can be found here.	Check this area at the start of the class. It is recommended that the syllabus be downloaded for future reference.
Learning Modules	This area contains course content, including lectures, readings, resources, and assignments. This area may also contain a checklist summary of assignments for the module.	Check this area at the start of each module and throughout the module week to review course materials.
Discussion Board	This is one of the primary areas for discussion and collaboration in the class.	Participate and contribute on a regular basis. Refer to the Attendance Policy section for information.
Research/Writing	SNHU library and research information can be found here.	Check this area for links and information on different library-related resources.
My Instructor	Instructor information is located in this area.	Check this area to find out about your instructor's background and contact information.
My Grades	Assignment grades are located in this area.	Check this area to find out your grades for your course assignments.
Communication	The primary communication tool areas for the course are discussion forums and small group areas.	Limit the use of email for comments and questions of a personal or sensitive nature. All course-related questions should be posted on the discussion boards.