Course Title: N 200 Principles of Normal Nutrition

Credits: 3 Credits

Course Description: An introduction of the basic science of human nutrition; principles of normal nutrition, meal planning, computation of diets, physiological and social effects of food and its constituents; and some contemporary local, national and international nutrition problems.

Pre-Requisite Courses: BIO’s 113, 115, 116; CHM 111, ENG 101, PSY 101

Co-Requisite Courses: NSG 214

Placement: Fall semester, Sophomore Third Semester

Faculty: Mary Babcock, RD., MS., LDN

Class:

Textbooks/Materials


Recommended Textbooks/Materials:

Course Outcomes:

At the conclusion of the course, the student will be able to:

1. Discuss basic nutrients and their role in growth, development, health maintenance and restoration
2. Identify and interpret food labels and nutritional information
3. Identify appropriate dietary guidelines across the lifespan to include pregnancy, lactation, and older aged clients
4. Describe how ethnicity can influence dietary behaviors
5. Discuss examples of nursing research in the area of nutrition and how this applies to improving client outcomes
6. Discuss the roles of family and significant others in providing support to the individual with nutritional issues
7. Conduct a nutritional self-assessment to heighten awareness of one’s own dietary habits
8. Articulate the rational for calculating Body Mass Index (BMI) in nutritional assessments

Teaching Strategies:

Lectures, Discussion, Tests, Assignments

Description:

University Mission:
To continue the Wilkes tradition of liberally educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the University’s commitment to community engagement.

Passan School of Nursing Mission:
The mission of the Passan School of Nursing is to promote interprofessional practitioners of nursing, who provide quality health care in a constantly evolving multicultural world, engage in lifelong learning, and expand nursing science through scholarship, technology, and academic excellence, while engaging in community service.

Requirements and Evaluation Components:

Assessment of the student’s progress is an ongoing process involving the student and instructor. The final grade is the composite of the theoretical.

The stated course outcomes serve as the basis of evaluation. Course evaluation tools vary and may include unit quizzes, unit exams, a final exam, term project, and written assignments.
Tests will be objective and/or subjective. Tests will include materials from lectures, readings, and CNSC assignments (Specific to Physical Assessment). If a discrepancy exists among resources, the required textbook is considered the final authority on the subject.

Unannounced quizzes and assignments may be given at any time and additional readings may be assigned.

All unit and final exams must be taken on the scheduled dates. Test dates are subject to change with adequate notification by faculty. If a student is unable to be present for an exam, the student must contact the instructor prior to the exam for permission to miss the exam. If this is not done, a makeup examination will not be given and the test score will result in a “0”.

**Equivalence of grades:**
The theory grade is determined by the following:

- 4.0 = 92 – 100%
- 3.5 = 88 – 91%
- 3.0 = 84 – 87%
- 2.5 = 79 – 83%
- 2.0 = 75 – 78%
- 1.5 = 70 – 74%
- 1.0 = 65 – 69%
- 0.0 = less than 65%

**PROGRESSION POLICY**
In order to progress INTO clinical nursing courses, students must:

- Complete the ATI/TEAS test exam
  - Wilkes University’s Passan School of Nursing requires that the student score 58.7 or higher, including the Accelerated Baccalaureate students.
- Earn a 2.5 or better in all prerequisite nursing courses:
  - BIO 113 (Microbiology); BIO 115, and 116 (Anatomy and Physiology I and II); CHM 111 (Fundamentals of Chemistry); and ENG 101 (Composition).
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.
In order to progress THROUGH the nursing curriculum, all nursing majors must:

- Earn a 2.5 or better in all nursing courses.
- Earn a 2.5 or better in all required science courses.
- Meet expected outcomes in all nursing courses.
  - A nursing student who earns less than a 2.5 in a nursing course may repeat that course once.
  - A nursing student who earns less than a 2.5 in a second nursing course is ineligible to continue in the nursing program.
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

The theory grade will be determined as follows:

**The theory grade will be determined as follows:**

1. Three examinations……………………………..60% (50-85 questions)
2. Final examination (Cumulative)……………30% (100-150 questions)
3. Computer Project………………………………10%
   (Maximum Grade – 92)                                    100%

All tests will include objective and essay questions. ALL material under Student Activity will be covered.

A. Keep up with readings in text.
B. Be prepared for class discussion.
C. Attendance at all classes is expected.
D. Project – prepare an annotated bibliography of five (5) articles (one of which is mandatory) from professional publications in the field of nutritional research. Each article is to be summarized and evaluated. Follow proper bibliographical format, using correct English and proper grammar. This must be typed on computer.

**DUE DATE:**
- Section A: November 7th (Five points deducted from FINAL GRADE if not submitted).
- Section E: November 8th (Five points deducted from FINAL GRADE if not submitted).
- Computer Project Due Date: Section A: November 28th (Specific outline will be given in class).
- Section E: November 29th (Specific outline will be given in class).

**Course Policies:**

The link for the Passan School of Nursing Handbook is:
All students are required to read and submit an attestation document at the beginning of each academic year. Students must adhere to all policies in the Passan School of Nursing Handbook.

Professionalism:
Please see policy in the Passan School of Nursing Student Handbook.

Attendance:
The faculty and staff of the Passan School of Nursing understand that the student is an adult learner. Attendance is required at all classes.

Dress Policy:
Please see policy in the Passan School of Nursing Student Handbook.

Academic Honesty:
At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgement.
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations.
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.

Any student who violates the Intellectual Responsibility and Plagiarism Policy will fail the course.

Communication Policy:
Please see policy in the Passan School of Nursing Student Handbook.

Taping:
The School of Nursing adheres to all university policies on academics published in the Wilkes University Student Handbook. In addition, the student is advised to read and comply with the policies of the School of
Nursing published in the Nursing Student Handbook as noted online. Students are not permitted to tape lectures without specific permission from the instructor.

**Completion of Required Clinical Nursing Simulation (CNSC) Requirements:**
Please see policy in the Passan School of Nursing Student Handbook.

**Examination Policy & Procedure:**
Please see policy in the Passan School of Nursing Student Handbook.

**Medication Proficiency Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Assignment Due Dates:**
Please see policy in the Passan School of Nursing Student Handbook.

**Academic Support:**
If a student earns a grade of less than 79% on any exam, the student is expected to meet with the course instructor. The student may also be asked to meet with the Retention and Remediation Coordinator. At the time of midterm, the student is strongly advised to discuss their academic concerns, if any, with their nursing advisor, course instructor, and Retention & Remediation Coordinator. The student may be referred to University College, located in Conyngham Hall, for academic support services (i.e. peer tutoring, test taking support, time management, note taking, and study skills).

**Clinical Requirements and Evaluations of Components:**
Attendance at all clinical experiences is required. Refer to School of Nursing Student handbook Guidelines Governing Attendance at the Clinical Experience.

All written assignments must be satisfactorily completed in order to pass the clinical component of the course. Students who do not satisfactorily complete assignments at the appropriate time will jeopardize their satisfactory completion of the clinical component of the course.

**Clinical Skill Checklist:**
Each student will receive his/her clinical skills checklist during the first day of class for all incoming students. The nursing student is responsible for bringing the checklist to each clinical experience.
throughout the nursing program. The clinical instructor will be responsible for initialing and dating the
skills when first accomplished and at the point of proficiency. The clinical instructor and student will
review the form for completeness and accuracy at the time of each clinical evaluation. The student is
responsible for maintaining the hard copy of the clinical skills checklist throughout the program. A scanned
copy will be submitted to an electronic drop box at the completion of the clinical rotation.

Student Community Service Requirement:
Please see policy in the Passan School of Nursing Student Handbook.

Policy on Integrated Testing Program:
All students are required to complete the Integrated Testing Program administered by the School of Nursing.
Please see policy in the Passan School of Nursing Student Handbook.

Course Examinations:
Please see policy in the Passan School of Nursing Student Handbook.

Advisement:
Every nursing major is assigned a faculty advisor within the Passan School of Nursing. Students must
check the roster as posted in the Passan School of Nursing.

Please see policy in the Passan School of Nursing Student Handbook.
<table>
<thead>
<tr>
<th>Unit/Module</th>
<th>Topic/Content</th>
<th>Student Learning Outcomes</th>
<th>Resources</th>
<th>Assessment Activities</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td>Course Objectives, Assignments</td>
<td>The student will identify nutrients in food.</td>
<td>D2L, Handouts, Slides, Case Study</td>
<td>Syllabus Review Readings: Chapter 1 Power Point lecture/discussion Handouts</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>Nutrition Overview</td>
<td>The student will be able to define the functions of nutrients in the body.</td>
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<td></td>
<td>Dietary Reference Intakes</td>
<td>The student will be able to interpret the My Plate Icon.</td>
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<tr>
<td></td>
<td>Choose My Plate</td>
<td>The student will be able to define Dietary reference intake</td>
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<td></td>
<td>Dietary Guidelines for Americans 2015-2020</td>
<td>The student will be able to understand nutrition food on labels.</td>
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<td></td>
<td>Nutrition Labeling</td>
<td>The student will be able to understand Dietary Guidelines for Americans 2015-2020.</td>
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<tr>
<td>II. Carbohydrates</td>
<td>Definition Classification Functions</td>
<td>The student will be able to classify carbohydrates.</td>
<td>D2L Handouts, Slides, Case Study</td>
<td>Readings: Chapter 2 Power Point lecture/discussion Review Handouts</td>
<td>2, 6, 7</td>
</tr>
</tbody>
</table>
| Digestion, absorption, and metabolism | The student will define the functions of carbohydrates.  
The student will describe the digestion and absorption of carbohydrates  
The student will describe carbohydrate metabolism  
The student will define normo-, hypo-, and hyperglycemia.  
The student will define the RDA for carbohydrates.  
The student will be able to identify food sources of carbohydrates. | Text | Case Study |
<table>
<thead>
<tr>
<th>III. Proteins</th>
<th>Definition Classification Functions</th>
<th>The student will be able to classify amino acids.</th>
<th>The student will define the functions of proteins.</th>
<th>D2L Handouts Slides Case Study Text</th>
<th>Readings: Chapter 3 Power Point lecture/discussion Review Handouts Case Study Exam 1</th>
<th>2, 5, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amino Acids</td>
<td>Essential and non-essential</td>
<td>Chemical Structure</td>
<td>The student will describe the digestion and absorption of proteins.</td>
<td>The student will describe protein metabolism</td>
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<tr>
<td>Digestion, absorption, and metabolism</td>
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<td>The student will be able to differentiate protein quality.</td>
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<tr>
<td>Protein Requirements</td>
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<td>The student will be able to verbalize food sources of the different proteins.</td>
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<td>Food Sources</td>
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<td>The student will understand the difference between complete and incomplete proteins.</td>
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<td>Vegetarianism</td>
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<td>Protein Deficiency</td>
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<td>IV. Lipids</td>
<td>Definition</td>
<td>The student will define lipids.</td>
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<td></td>
<td>Classification</td>
<td>The student will be able to differentiate between saturated, monounsaturated, and polyunsaturated fats in foods.</td>
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<td></td>
<td>Functions</td>
<td>The student will describe the digestion and absorption of fats.</td>
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<td>Fatty Acids</td>
<td>The student will describe the functions of fat in the body.</td>
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<td></td>
<td>Digestion, absorption, and metabolism</td>
<td>The student will be able to describe fatty acid deficiency.</td>
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<td></td>
<td>Cholesterol, Trans Fat</td>
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<td></td>
<td>Food Sources</td>
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*Handouts, Slides, Case Study, Text, Reading – Chapter 4, Power Point, Lecture/discussion, Review Handouts*
The student will be able to verbalize food sources of the different proteins. The student will be able to give examples of the different fats in food. The student will be able to explain trans-fat on food labels.

| V. Digestion and Absorption | Basic Principles | The student will be able to correlate anatomy and enzyme production. The student will be able to explain the functions of the digestive tract. The student will be able to explain the absorption of nutrients. The student will be able to list the ways that the body eliminates wastes. | D2L Handouts Case Study Text | Readings Discussion Lecture/Handouts | 6, 7, 8 |
| VI. Energy Balance | Definition | The student will define basal metabolism. The student will be able to describe the effect of physical activity on energy needs. The student will be able to explain the Thermic Effect of Food. The student will be able to assess a person’s waist circumference. | D2L Handouts Case Study Text Slides | Reading – Chapter 7 Power Point Lecture/discussion Review Handouts Exam 2 | 1, 8 |
## VII. Vitamins

<table>
<thead>
<tr>
<th>Definition</th>
<th>Classification</th>
<th>Functions</th>
<th>Measurement</th>
<th>Physiology</th>
<th>Deficiency</th>
<th>Food Sources</th>
<th>Supplements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to differentiate between fat and water soluble vitamins.</td>
<td>The student will be able to explain the functions of vitamins in the body.</td>
<td>The student will be able to list the food sources of the vitamins.</td>
<td>The student will be able to cite the vitamin deficiencies.</td>
<td>The student will be able to discuss the prudent use of vitamin supplements.</td>
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</tbody>
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D2L Handouts
Case Study Text Slides

Reading – Chapter 5
Power Point
Lecture/discussion
Review Handouts

3, 5, 6

## VIII. Minerals and Water

<table>
<thead>
<tr>
<th>Major Minerals &amp; Trace Minerals</th>
<th>Functions &amp; Physiology</th>
<th>Food Sources</th>
<th>The student will be able to define minerals</th>
<th>The student will be able to state the functions of mineral in the body.</th>
</tr>
</thead>
</table>

D2L Handouts
Case Study Text Slides

Reading – Chapter 6
Power Point
Lecture/discussion
Review Handouts
Exam 3

2, 6, 7
<table>
<thead>
<tr>
<th>Deficiencies</th>
<th>The student will be able to identify food and sources of the minerals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Balance</td>
<td></td>
</tr>
<tr>
<td>Functions of Water</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>IX. Cultural Food Habits</th>
<th>American Cuisine</th>
<th>The student will be able to discuss the effects of culture on food habits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African-American Food Practices</td>
<td>The students will be able to differentiate between the cultural food patterns of various peoples</td>
</tr>
<tr>
<td></td>
<td>Mexican Food Practices</td>
<td>The student will be able to give examples of how culture influences food choices.</td>
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<tr>
<td></td>
<td>Chinese Americans</td>
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<tr>
<td></td>
<td>Judaism</td>
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<td></td>
<td>Islam</td>
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<td></td>
<td>Hinduism</td>
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<tr>
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</tbody>
</table>

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<thead>
<tr>
<th>Reading – Chapter10</th>
<th>4, 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power Point</td>
<td></td>
</tr>
<tr>
<td>Lecture/discussion</td>
<td></td>
</tr>
<tr>
<td>Review Handouts</td>
<td></td>
</tr>
</tbody>
</table>