



## **COURSE NUMBER AND TITLE**

NR.110.200 Nutrition

## **CREDITS**

*3 credits*

## **ALLOCATION OF CREDITS**

*3 credits*

## **PRE- AND COREQUISITES**

*None*

## **COURSE DESCRIPTION**

This course will cover the science and fundamentals of human nutrition. Topics covered include nutritional requirements related to changing individual and family needs, food choices, health behaviors, food safety, prevention of chronic disease and nutrition-related public health in the United States and globally.

## **OBJECTIVES**

The course objectives are organized in line with the program outcomes. At the end of the course, the student will be able to:

1. Know the six classes of nutrients and explain their role as it relates to promoting optimal health, information on food labels, and the accuracy of statements made in popular media about nutrition.
2. Relate the importance of good nutrition to different stages in human development and the promotion of a healthy lifestyle.
3. Determine, compare and contrast the nutritional value of current eating habits to current recommendations and propose modifications to reduce the risk for developing chronic diseases.
4. Identify strategies to eating a healthy diet in different cultural and environmental settings.

## **REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS**

Sizer, F. & Whitney, E. (2017). *Nutrition: Concepts and Controversies*. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.

**SUMMARY OF LEARNING ASSESSMENTS/ASSIGNMENTS**

<b>LEARNING ASSESSMENT/ ASSIGNMENT</b>	<b>COURSE OBJECTIVES ADDRESSED</b>	<b>WEIGHT TOWARD FINAL COURSE GRADE</b>
Module Quizzes, 8 Quizzes in total (13pts each)	All	20%
Weekly Discussions, 10 Discussion Boards in total (10pts each)	All	20%
Mini Case Studies, 2 in total (50pts each)	All	20%
Dietary Analysis Assignment	All	20%
Major Case Study	All	20%

**LEARNING ASSESSMENTS/ASSIGNMENTS**

- *Lectures and Readings:* Learning modules will include recommended reading from the required text and associated lectures to provide learning opportunities to meet the learning objectives of each module. It is expected that students will read the material and listen to the lectures as to best facilitate their successful completion of course assignments.
- *Blackboard Discussion Board Posts:* Students are required to contribute to weekly discussion board topics. The purpose of these activities is to facilitate discussion among students and incorporate current and emerging topics into the course. Students should post a thoughtful and complete response and reply to at least two classmates' posts by the assigned deadline to receive full credit.
- *Question and Answer Discussion Board:* The Question and Answer discussion board is a space designated for students to pose questions to the class and solicit guidance. Students are encouraged to *email* the instructor with questions related to course materials and the instructor will post relevant questions and answers to the discussion board forum. Students are responsible to read posts in this forum, but students are not required to participate and this activity is not graded.
- *Quizzes:* Regular quizzes will test student understanding of course content. Quizzes can be attempted one time and students are encouraged to consult course materials as needed to complete the quiz.

- *Dietary Analysis Assignment\**: In Module 4, students will be asked to track their diets for 2 days and complete a dietary analysis using the USDA Supertracker resource. The purpose of this assignment is to reinforce the micro- and macronutrients, their dietary sources, and their recommended intakes.
- *Mini Case Study Assignments\**: In Modules 6 and 8, students will complete Mini Case Study assignments designed to illustrate real-world examples of topics covered in earlier modules. Case studies should be written in the third person and follow the case study format, found on Blackboard.
- *Major Case Study\**: In Module 10, students will complete the Major Case Study assignment, designed to demonstrate their knowledge and understanding of the nutrition care plan process and the topics related to the assigned case. Case studies should be written in the third person and follow the case study format, found on Blackboard.
- *Optional Learning Activities*: In some modules, there is an optional learning activity, designed to provide the curious learner with recommendations for additional exploration. Completion of these optional modules is not required, and students will not be graded on their participation.

\*Formal Written Assignments (Dietary Analysis Assignment, Mini Case Studies, and Major Case Studies) should be composed in complete sentences and include proper grammar, spelling, and punctuation. Files can be submitted in .doc and .pdf formats and should follow the outline provided in the respective assignment. All work submitted should include in-text citations and a reference list for any resources consulted. Please cite work in formats consistent with the American Psychological Association. Guidelines for work can be found at: [www.apastyle.org](http://www.apastyle.org)

## **ACADEMIC POLICIES**

For a full list of academic policies, please see the current academic catalog and handbook.

## **COURSE POLICIES**

All course assignments listed under the Evaluation section of the syllabus must be turned in by the specified due date and time. Once the due date and time have passed, 10% of the total points you have earned on the assignment will be deducted per day (per 24 hour period). There are no makeup or extra credit assignments allowed, and assignments submitted more than days late will not receive credit. Please contact the course instructor prior to the due date in the case of extenuating circumstances.

## GRADING SCALE

RANGE	LETTER GRADE	GRADE POINT
97 – 100	A+	4.0
93 – 96	A	4.0
90 – 92	A-	3.7
87 – 89	B+	3.3
83 – 86	B	3.0
80 – 82	B-	2.7
77 – 79	C+	2.3
73 – 76	C	2.0
70 – 72	C-	1.7
67 – 69	D+	1.3
63 – 66	D	1.0
60 – 62	D-	0.7
<60	F	0

## HONOR CODE

Students enrolled in the Johns Hopkins University School of Nursing are expected to conduct themselves in a manner that upholds the values of this institution of higher education. Each student is obligated to refrain from violating academic ethics and maintaining high standards of conduct. In addition, the School of Nursing upholds the professional code of ethics established in the Code of Ethics for Nurses (ANA, 2015). Each student is held accountable for adhering to the American Nurses Association Code of Ethics. For the full Johns Hopkins School of Nursing Honor code, please see the current [academic catalog and handbook](#).

## EXAM INTEGRITY & STUDENT IDENTITY VERIFICATION

This course may require the use of technology and/or software to ensure exam integrity and verify the identity of the student taking the exam. Additional information and directions will be provided in the course website.

## COMMUNICATION POLICY

Students may communicate with the instructor by email, which is provided in the Contact Information area. The instructor will respond to students within 48 hours. Assignment feedback will be provided to students within two weeks of submission.

All official communication, notices, & announcements will be distributed through student JHU-SON e-mail accounts via blackboard. The student is accountable for checking this account regularly and for all course communication sent to it.

Students are responsible for reading “Netiquette” which is located under Syllabus & Course Info on the Blackboard site. Netiquette provides simple guidelines for civil on-line discourse & behavior, that participants are to follow and expect of one another.

## **DISABILITY SERVICES**

If you have a disability and may require accommodation in this course, please contact the *Office of Student Affairs* at (410) 955-7545 or [SON-DSS@jhu.edu](mailto:SON-DSS@jhu.edu) to discuss your specific needs.

**COURSE SCHEDULE**

<b>Module</b>	<b>Module Subtopics</b>	<b>Learning Activities &amp; Resources</b>	<b>Learning Assignments/ Assessments</b>
<b>Welcome – Start Here</b>	Getting Started	Familiarize yourself with Blackboard	Discussion Board: Introduce Yourself Avoiding Plagiarism Module
<b>Module 1: Nutrition in the Body</b>	Food and You Nutrition as Chemistry Digestion	Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i> . (14th ed.). Boston, MA: Wadsworth, Cengage Learning. <ul style="list-style-type: none"> <li>• Chapter 1: Food Choices and Human Health</li> <li>• Chapter 3: The Remarkable Body</li> </ul> Review the lecture materials posted in the module for this week.	Module 1 Discussion Board Module 1 Quiz
<b>Module 2: Macronutrients</b>	Carbohydrates Lipids Proteins	Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i> . (14th ed.). Boston, MA: Wadsworth, Cengage Learning. <ul style="list-style-type: none"> <li>• Chapter 4: The Carbohydrates: Sugar, Starch, Glycogen, and Fiber <ul style="list-style-type: none"> <li>○ pp 113-140</li> <li>○ pp 154-160</li> </ul> </li> <li>• Chapter 5: The Lipids: Fats, Oils, Phospholipids, and Sterols</li> <li>• Chapter 6: The Proteins and</li> </ul>	Module 2 Discussion Board Module 2 Quiz

Module	Module Subtopics	Learning Activities & Resources	Learning Assignments/ Assessments
		<p>Amino Acids</p> <p>Review the lecture materials posted in the module for this week.</p>	
<b>Module 3: Micronutrients</b>	Vitamins Water Major Minerals Trace Minerals	<p>Sizer, F. &amp; Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i>. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.</p> <ul style="list-style-type: none"> <li>• Chapter 7: The Vitamins</li> <li>• Chapter 8: Water and Minerals</li> </ul> <p>Review the lecture materials posted in the module for this week.</p>	Module 3 Discussion Board Module 3 Quiz
<b>Module 4: Nutrition Standards and Guidelines</b>	Dietary Reference Intakes Federal Dietary Guidelines and the USDA Supertracker	<p>Sizer, F. &amp; Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i>. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.</p> <ul style="list-style-type: none"> <li>• Chapter 2: Nutrition Tools – Standards and Guidelines</li> </ul> <p>Review the lecture materials posted in the module for this week.</p>	Module 4 Discussion Board Dietary Analysis Assignment
<b>Module 5: Nutrition Through the Lifespan</b>	Nutrition Before and During Pregnancy Complications of Pregnancy Nutrition During Infancy and Childhood	<p>Sizer, F. &amp; Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i>. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.</p> <ul style="list-style-type: none"> <li>• Chapter 13: Life Cycle</li> </ul>	Module 5 Discussion Board Module 5 Quiz

Module	Module Subtopics	Learning Activities & Resources	Learning Assignments/ Assessments
	Adolescence and Older Age	Nutrition: Mother and Infant <ul style="list-style-type: none"> <li>• Chapter 14: Child, Teen, and Older Adult</li> </ul> Review the lecture materials posted in the module for this week.	
<b>Module 6: Energy Balance and Body Weight</b>	Body Weight Energy Balance and Weight Management Physical Activity	Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i> . (14th ed.). Boston, MA: Wadsworth, Cengage Learning. <ul style="list-style-type: none"> <li>• Chapter 9: Energy Balance and Healthy Body Weight</li> <li>• Chapter 10: Performance Nutrition</li> </ul> Review the lecture materials posted in the module for this week.	Module 6 Discussion Board Module 6 Quiz Mini Case Study #1
<b>Module 7: Nutrition and Disease</b>	Cardiovascular Disease Cancer Diabetes	Sizer, F. & Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i> . (14th ed.). Boston, MA: Wadsworth, Cengage Learning. <ul style="list-style-type: none"> <li>• Chapter 4: The Carbohydrates: Sugar, Starch, Glycogen, and Fiber                             <ul style="list-style-type: none"> <li>○ pp 141-153</li> </ul> </li> <li>• Chapter 11: Diet and Health</li> </ul> Review the lecture materials posted in the module for this week.	Module 7 Discussion Board Module 7 Quiz



Module	Module Subtopics	Learning Activities & Resources	Learning Assignments/ Assessments
<b>Module 8: Hunger and the Global Environment</b>	Hunger and the Global Environment	<p>Sizer, F. &amp; Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i>. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.</p> <ul style="list-style-type: none"> <li>• Chapter 15: Hunger and the Future of Food</li> </ul> <p>Review the lecture materials posted in the module for this week.</p>	<p>Module 8 Discussion Board Module 8 Quiz Mini Case Study #2</p>
<b>Module 9: Food Safety and Food Technology</b>	Food Safety and Food Technology	<p>Sizer, F. &amp; Whitney, E. (2017). <i>Nutrition: Concepts and Controversies</i>. (14th ed.). Boston, MA: Wadsworth, Cengage Learning.</p> <ul style="list-style-type: none"> <li>• Chapter 12: Food Safety and Food Technology</li> </ul> <p>Review the lecture materials posted in the module for this week.</p>	<p>Module 9 Discussion Board Module 9 Quiz</p>
<b>Module 10: Nutrition Counseling</b>	Nutrition Counseling	<p>No required readings.</p> <p>Review the lecture materials posted in the module for this week.</p>	<p>Module 10 Discussion Board Major Case Study</p>