



INSTRUCTIONAL PACKAGE

PNR 111

Basic Nutrition and Diet Therapies
Across the Lifespan

Fall/2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201910

COURSE PREFIX: PNR 111

COURSE TITLE: Basic Nutrition and Diet Therapies Across the Lifespan

CONTACT HOURS: 1.0

CREDIT HOURS: 1.0

RATIONALE FOR THE COURSE:

This course is a study of nutrition and diet therapy as related to healthcare. This course may serve as a required nutrition course in the HGTC Diploma in Health Science with a major in Practical Nursing.

COURSE DESCRIPTION:

This course is a study of basic nutrition and diet therapies related to common health problems experienced by health care clients across the lifespan, including diabetes, coronary artery disease, obesity, osteoporosis, cognitive, renal and gastrointestinal disorders and some forms of cancer.

PREREQUISITES/CO-REQUISITES:

Prerequisites: PNR 120

Corequisites: BIO 211, PNR 130

REQUIRED MATERIALS:

Required text: Grodner, M., Escott-Stump, S., and Dorner, S. (2016). Nutritional Foundations and Clinical Applications: A Nursing Approach. 6th Edition: Elsevier: Mosby. ISBN: 978-0-323-24210-3

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

Kaplan Basics Book

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Upon completion of this course, the student will be able to:

1. **Safety:** Apply basic concepts of safety when administering nursing care to clients with nutritional problems/disorders.
2. **Clinical Decision Making:** Apply clinical decision making skills when administering nursing care to clients with nutritional problems/disorders
3. **Teamwork & Collaboration:** Apply the principles of teamwork and collaboration when administering nursing care to clients with nutritional problems/disorders
4. **Professional Behaviors:** Apply professional behaviors when administering nursing care to clients with nutritional problems/disorders
5. **Patient Centered Care:** Apply the concepts of patient centered care when administering nursing care to clients with nutritional problems/disorders.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module #1

Materials Covered: Chapters 1, 2, 3

***Assessment(s):** Personal Food Journal
Exam 1

Learning Outcomes:

1. Define key terms
2. State the purpose of Healthy People 2020
3. Identify the six nutrient categories and functions of essential nutrients
4. Describe the Dietary Guidelines for Americans, 2010
5. Discuss the relationship between Dietary Guidelines, MyPlate, and Daily Food Plan
6. List the information required on the nutrition facts panel
7. Explain the purpose of food label descriptors and health claims
8. Discuss the digestive and absorption roles of the small intestine

Module #2

Materials Covered: Chapters 4, 5, 6

***Assessment(s):** Exam 1
Nutrition Education Piece

Learning Outcomes:

1. Identify the simple carbohydrates and their components
2. Explain the different types of complex carbohydrates
3. List the dietary recommendations (DRI and ADMR) for carbohydrates
4. Discuss the functions of carbohydrates as a source of energy and dietary fiber
5. Describe the differences and health benefits of soluble and insoluble fiber
6. Compare the nutrient content of refined versus unrefined grains
7. List the major functions of triglyceride in food and physiologically in the body
8. State the functions of phospholipids and cholesterol
9. Summarize the structures and sources of the three types of lipids
10. Discuss the function and sources of the linolenic and linoleic essential fatty acids
11. Explain the digestion, absorption, and transportation of lipids in the body
12. Identify the three different types of lipoproteins and their functions
13. Describe the potential health concerns related to dietary fat intake

Module #3

Materials Covered: Chapters 7, 8, & 9

Assessment(s): Exam 2, Nutrition Education Piece

Learning Outcomes:

1. Define Vitamins
2. Describe the difference between water soluble and fat soluble vitamins
3. List the water-soluble and fat soluble vitamins and their functions and how they are absorbed
4. Explain the level of risk from consuming an excess of water-soluble vitamins and fat-soluble vitamins from food and from supplements
5. List the functions of water
6. Describe dietary sources of water
7. List and define major and trace minerals
8. Discuss plant and animal food sources of minerals
9. Explain the different levels of bioavailability of the food sources of minerals
10. Compare and contrast the two energy pathways
11. State the three major components of daily energy requirements
12. Define a healthy weight
13. List factors that influence body fat levels
14. Describe methods for assessing body fat composition and body weight

Module #4

Materials Covered: Chapters 10, 11, & 12

***Assessment(s):** Exam 2
Nutrition Education Piece

Learning Outcomes:

1. Discuss nutrient needs during pregnancy
2. Explain the process of lactation and the benefits of breast-feeding for mother and infant
3. Identify sound nutrition practices during the first year of life
4. Compare and contrast the nutrient requirements, eating styles, food choices, and community supports for childhood, adolescence, and adulthood
5. Describe approaches to prevent food asphyxiation, lead poisoning, overweight/diabetes, and iron deficiency during childhood and adolescence
6. Summarize nutrition strategies to reduce risk of the chronic disorders osteoporosis, cardiovascular disease, hypertension, and obesity
7. Discuss the basic nutrition status assessment performed by nurses
8. Explain how the nutrition status of patients may be compromised by illness and the impact of nutrition status on recovery
9. Describe the role of the registered dietician (RD/RDN)
10. Summarize the types of potential interactions between food and nutrients and drugs
11. Describe the nutritional therapy rationale for modified diets, including qualitative and quantitative changes
12. Explain appropriate interventions to resolve food allergy or food poisoning incidents
13. Summarize potential interactions of herbal dietary supplements with bioavailability of foods, nutrients, and drugs.
14. Compare and contrast enteral nutrition (EN) and parenteral nutrition (TPN)

Module #5

Materials Covered: Chapters 13, 14, 15, & 16

***Assessment(s):** Exam 3
Nutrition Education Piece

Learning Outcomes:

1. Describe how some disorders affect the flow of sustenance through the GI tract
2. Identify how and why certain disorders cause site-specific tissue inflammation
3. Compare and contrast disorders caused by inability to produce digestive enzymes and those caused by the inability to metabolize substances
4. Explain how inflammatory bowel disorders are autoimmune conditions
5. Discuss levels of individualized nutrition therapy for GI disorders
6. Identify the importance of the liver, the gallbladder, and the pancreas for proper digestion
7. Describe disorders of the liver and the nutritional therapy to treat each disorder
8. Outline the specific nutrition therapy needed of each stage of liver transplantation
9. Discuss the nutrition approaches to reduce the symptoms of gallbladder disorders
10. Explain how pancreatitis alters digestion and absorption of dietary fats and protein
11. Review the potential need for enteral or parenteral nutrition support during treatment of pancreatitis
12. Explain the main goal of diabetes treatment and how it can be achieved
13. Discuss the composition and process of the diabetes management team
14. Outline the responses of the body to starvation

Module #5 Continued

Learning Outcomes Continued:

15. Identify groups for whom special care and individualized goals are needed
16. Describe current nutrition therapy guidelines for diabetes
17. Explain metabolic changes in uncomplicated stress in hypermetabolic state of stress
18. Discuss the relationship among function of the immune system, nutritional status, and metabolic stress
19. List nutrients that are required for immune system functions
20. Describe systemic inflammatory response syndrome (SIRS) and identify conditions under which SIRS may occur
21. Define multiple organ dysfunction syndrome (MODS), including the rationale for close monitoring of nutrition support

Module #6**Materials Covered:** Chapters 17, 18, 19, & 20***Assessment(s):** Exam 3

Nutrition Education Piece

Learning Outcomes Continued:

1. Discuss the goals of nutrition therapy for cardiovascular disease (CVD)
2. Describe nutrition for individuals with hypertension (HTN)
3. Explain the focus of nutrition therapy to reduce risk of myocardial infarctions (MI) and heart failure (HF)
4. Identify the two categories of pulmonary disorders and the importance of nutritional status
5. Describe the goal of nutrition therapy for chronic obstructive pulmonary disease (COPD)
6. Identify determinates of nutrition needs in acute renal failure (ARF)
7. Describe chronic kidney disease (CKD) and the focus of management during CKD and end-stage renal failure
8. Summarize the factors and objectives to be considered in the implementation of the National Renal Diet
9. Explain the composition of renal calculi and ways to reduce risk of stone formation
10. Explain the rationale for nutrition intervention that provide foods rich in certain nutrients for neurologic disorders such as Alzheimer's disease (AD), Parkinson's disease (PD), and amyotrophic (ALS)
11. Identify infections, particularly food-related, after which Guillain-Barre Syndrome (GBS) may occur
12. Discuss the relationship of food-related triggers to migraine occurrence

Module #6 Continued:

Learning Outcomes Continued:

13. List two neurological disorders for which plant-based diet or Mediterranean dietary pattern are suggested
14. Compare and contrast the eating disorders (ED) anorexia (AN) and binge eating disorder (BED)
15. Assess the similarities of nutritional requirements for bipolar spectrum, depression, and schizophrenia
16. Describe common characteristics of cancer and AIDS in term of their effects on the gastrointestinal (GI) tract, on which nutrition therapy focuses
17. List local or systemic effects of cancer that increase risk of malnutrition or cancer cachexia
- 18 Discuss the individualized nature of nutrition support in the management of cancer and the benefits that may result
- 19 Summarize the multiple factors that lead to malnutrition in HIV/AIDs
- 20 Explain the basis of interventions to achieve the goals of HIV nutrition therapy
- 21 Identify indicators that are key to effective nutrition support and related medical therapies for cancer and HIV/AIDS

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	70%
Assignments	10%
Papers/Projects	5%
Final Exam	15%
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	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

A=	90-100
B=	80-89
C=	77-79
D=	69-76
F=	0-69

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent

(90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the "Home" tab in WaveNet.

Website: www.hgtc.edu/techcentral

Locations:

August 2019

Conway Building 1100, Room 132D
Grand Strand Building 200, Room 136

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

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<p>Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.</p>	<p>Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.</p>
<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>