COURSE NUMBER: NURS 299

COURSE TITLE: Nutrition and Development Across the Lifespan

CREDIT HOURS: 3 credits (Theory)
                  5 Modules – Online Self-Paced

PREREQUISITES: BIOL 223 or BIOL 224 (Must achieve a grade of "B" or better)

PLACEMENT IN THE NURSING CURRICULUM: Pre-Nursing

COURSE DESCRIPTION: NURS 299 focuses on application of health promotion and normal growth and development principles as well as the science of nutrition in health across the lifespan, emphasizing sociocultural factors within the United States.

COURSE SCHEDULE: See semester calendar and modules for due dates

COURSE DELIVERY METHOD: WebCampus

FACULTY:
XXXXX
Office Phone: XXX
Email: XXX
Office Hours: XXX

NURS 299 OBJECTIVES: By the end of the semester the student will be able to complete the following objectives. In addition, **pre-nursing students should review the BSN program objectives as well.**

NURS 299 Course Objectives	BSN Program Outcomes (PO)
1. Discuss a variety of theories of human development	PO #4. Integrate principles related to bioethics and professional values, attitudes, knowledge, and behaviors into nursing practice.
2. Analyze the relationship between growth and development theories, nutrition, and culture as they relate to health promotion throughout the lifespan.	PO#8. Use clinical prevention strategies to promote health and prevent disease across lifespan at the individual and population levels.
3. Identify nutrients and define their function in human metabolism, catabolism, and growth and development	PO#1. Use emerging technologies and information systems to support safe and effective nursing practice.
4. Utilize assessment tools for analyzing nutritional intake, daily values, recommended dietary allowances, and dietary reference intakes.	PO#2. Integrate leadership concepts, skills, and decision making in the provision of high-quality nursing care delivery in a variety of settings.

	PO#4. Integrate principles related to bioethics and professional values, attitudes, knowledge, and behaviors into nursing practice.
5. Identify levels of prevention as they relate to health promotion and pathological processes throughout the lifespan.	PO#3. Apply knowledge of healthcare policy, finance and regulatory environments, including state, national and global healthcare trends in nursing practice. PO#8. Use clinical prevention strategies to promote health and prevent disease across lifespan at the individual and population levels.
6. Discuss and describe major disease processes and their relationship to nutrition.	PO#7. Apply principles that enhance safety for patients and health care providers through both individual performance and system effectiveness.
7. Describe and discuss cultural concepts and how one's culture affects health.	PO#6. Demonstrate effective inter- and intra-professional communication and collaboration improving patient outcomes.

REQUIRED RESOURCES:
Edelman, C. L., & Kudzma, E. C., (2018). *Health promotion throughout the life span* (9th ed.). St. Louis, MO: Elsevier.

Grodner, M., Escott-Stump, S., & Dorner, S. (2016). *Nutritional foundations and clinical applications* (6th ed.). St. Louis, MO: Elsevier.

Websites: https://www.healthypeople.gov/ & https://www.choosemyplate.gov/

TEACHING/LEARNING METHODS:
This course will be conducted online utilizing student-centered learning activities. Self-study reading, supplemental videos, exams, and module questions for self-study review.

Collaboration among students in the preparation of any individual activities or assessment exams will be considered a violation of the School of Nursing's Academic Integrity Policy, with all the consequences noted there – including a failure in the course.

EVALUATION METHODS:
Evaluation of student learning will be ascertained through course assignments, exams and learning activities.

Exam I	16%
Exam II	16%
Exam III	16%
Exam IV	16%
Exam V	16%
End of Course Posting	20 %

GRADING SCALE:
Per School of Nursing policy, grades will not be increased to the next highest number, for example 74.99% will not be rounded off to become 75%.

100 – 93 = A	87 – 83 = B	77 – 75 = C	67 – 63 = D
92 – 90 = A-	82 – 80 = B-	74 – 70 = C-	62 – 60 = D-
89 – 88 = B+	79 – 78 = C+	69 – 68 = D+	< 60 = F

PASSING GRADE:
A cumulative average of at least 83% is required to pass this course and to be eligible for admission into the UNLV School of Nursing. Pre-nursing students are required to attain a minimum of 75% average on the exam portion for the final grade. Any student who receives less than a 75% on any assignment, should meet with the course faculty to review content.

Teaching Evaluations - In order to evaluate the effectiveness of teaching at UNLV, it requires course evaluations to be administered at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained.

Your evaluation of instruction is a vital part of maintaining and improving the nursing program's quality and a professional responsibility as well. Your instructors give great weight to your assessments and suggestions for course improvement. Each semester, we modify the courses based on these evaluations so that the courses are improved for the incoming class of students, a type of continuous quality improvement. Finally, the Commission on Collegiate Nursing Education bases part of its accreditation of our program on whether we make course improvements responsive to student evaluations. We appreciate your assistance with this important part of your student career.

Evaluation of Instruction Questions

Delivered on-line by the UNLV Evaluation & Assessment Center

1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. The course objectives were clear.
6. My grades adequately reflected the quality of my performance in this course.
7. The instructor's expectations for assignments were clear.
8. The instructor's assessments reflected what was covered in the course.
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font: *Learning Ratings*, Assessment Ratings, and Instruction Ratings

POLICIES
All School of Nursing and Academic Standards apply. These are described in both the School of Nursing Student Handbook and the University Handbook. Student policies can be found on the School of Nursing website.

UNIVERSITY POLICIES

Academic Misconduct
Academic integrity is a legitimate concern for every member of the Campus community: we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright
The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resources Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic

Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy. Which defines, "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.
UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond he student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website: http://guides.libary.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at: http://ask.library.unlv.edu/.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=6&navoid=531.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all course work for the course.

The policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competition. Academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student

Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

SCHOOL OF NURSING POLICIES

The following School of Nursing (SON) student policies are emphasized in this syllabus. For a full review of all SON policies, refer to the BSN handbook.

Academic Honesty and Integrity Policy
The School of Nursing fully embraces the University policy of accepting no form of academic dishonesty. In accordance with this, the School has adopted a "zero tolerance policy" for any acts of cheating, plagiarism, or other forms of academic dishonesty/misconduct. Under this policy any student found to have committed an act that violates our academic standards of performance will automatically be given a grade of "F" for the course in which the act was discovered. Withdrawing from the class subsequent to the violation will not remove the F from the student's transcript. An individual with a second violation of our academic standards will not be allowed to major or minor in any degree program in the School of Nursing.

Social Media Policy
The School of Nursing supports the use of social media to reach audiences important to the University such as students, prospective students, faculty, and staff. The University presence or participation on social media sites is guided by university policy.

Specific Course Requirements

No late exams will be accepted unless the student contacts the instructor prior to the due date and time with an extenuating circumstance with supporting documentations. All exams will be open for 2 hours (day/time is specified in Canvas).

- If you cannot meet the exam time due to a conflict in schedule (e.g., work or taking another class), please let your instructor know at least **1 week before the scheduled exam time** (unless there is an emergency), but please try to adjust your schedule first.
- You have one week after the due date to discuss an exam with your instructor. Exams will not be reviewed after one week past their due dates.
- **A minimum of 75% of the overall exam average** is required to pass this course.
- You must obtain an overall course grade of at least 83% for your grade to count as acceptable for admission to the UNLV School of Nursing.
- All course-related emails from students should be sent via WebCampus mail; however, all students are expected to also activate their Rebelmail accounts to receive official communication from UNLV. Evaluation notices and other important UNLV-related official

notices from the instructor may be sent via Rebelmail. You can have your Rebelmail forwarded to any other email you use, please check: http://rebelmail.unlv.edu.

Learning Online

Your success in this course depends on your active participation.
- It is an expectation of this class that students will log-in to WebCampus a minimum of **four times weekly** (Monday - Friday) as well as use all aspects of WebCampus to engage fully in the content. Plan on spending at least 8-10 hours per week of study activities (in various forms) for this 3-credit hour course. The instructor will monitor online access.
- Don't hesitate to email the instructor with any questions.
- Master the learning management system, WebCampus. If you have any technical questions, contact the **IT help desk at 702-895-0777.** Phone support is available from 7:00 am – 11:00 pm, seven days a week, including holidays. You may leave voice mails 24 hours a day or submit help requests at ithelp@unlv.edu.
- Make sure you have your computer set up for optimum use. Take the time now to prepare for course content and activities:
  - create a strong Internet connection, preferably a wired connection, not a wireless connection
  - use Mozilla Firefox, which is the preferred browser for WebCampus
  - update your Flash player
  - turn your speakers on
- Check out the Office of Online Education's website for helpful information at https://online.unlv.edu/content/students. It offers tips on using WebCampus and for thriving as an online student.
- You may need to refine strategies that have helped you succeed in classroom-based courses: schedule your time for reading, writing and participation, as in **don't procrastinate**; use the world's greatest research tool already at your fingertips to seek additional information and perspectives; take breaks; and maintain your computer and connectivity. For more practical and time management tips, see Tips for Online Students.
- Use the UNLV Library resources and Google Scholar (http://scholar.google.com/) as you conduct research for this course. Do not use Wikipedia!
- All course-related emails from students should be sent via WebCampus mail; however, all students are expected to also activate their Rebelmail accounts to receive official communication from UNLV. Evaluation notices and other important UNLV-related official notices from the instructor may be sent via Rebelmail. You can have your Rebelmail forwarded to any other email you use, please check: http://rebelmail.unlv.edu.

Instructor Response Time: For e-mails sent Monday through Friday (8 a.m. to 4 p.m.), instructors will respond within 24 hours. For e-mails sent on weekends and holidays, expect a response within 48 hours.

Please refer to the course calendar for all established deadlines.

Course Schedule	Content/Topics	Assignments
Introductions	<u>**REVIEW SYLLABUS**</u>	**Introduce yourself in Discussion Board**
Module 1: **Dates** **Sept. 19 – Oct. 3**	**Health Promotion & Wellness Nutrition** - Emerging populations and health - Developmental wellness and the wellness-illness continuum - The use of functional health pattern framework to assess individuals throughout the lifespan - Dimensions of health, wellness, and disease prevention through nutrition - The similarities and differences in personal and community nutrition	Edelman & Kudzma, Chapter 1 Edelman & Kudzma, Chapter 2 Healthy People 2020 Edelman & Kudzma, Chapter 6 Grodner, Escott-Stump, & Dorner, Chapter 1 Grodner, Escott-Stump, & Dorner, Chapter 2 **See Module for Specific readings/pages/assignments** **Exam I October 3, 2019 3:00-5:00 pm PST**
Module 2: **Dates** **Oct. 3 – Oct. 17**	**Nutrition & Exercise** - The functions and effects of inadequate or excess carbohydrate, fats, proteins, vitamins and minerals intake - Dietary References - Key nutrient recommendations throughout lifespan and how digestion and metabolism change - Major disease processes and relationship to nutrition	Edelman & Kudzma, Chapter 11 & 12 Grodner, Escott-Stump, & Dorner Chapter 3 through 9 **See Module for Specific readings/pages/assignments** **Exam II October 17, 2019 3:00-5:00 pm PST**

Module 3:
 	
Dates
Oct. 17 - Oct. 31
	Health Promotion of Prenatal, Infant and Toddler
	
	   ▪ Importance of growth and development as a framework for assessing and promoting health
	   ▪ Planning, implementation and evaluation in health promotion with families
	   ▪ The influence of external factors on health promotion needs of families
	   ▪ The developmental tasks from infancy through toddler
	   ▪ Recommended health-promotion and disease prevention with the appropriate topics for anticipatory guidance
		Edelman & Kudzma, Chapter 15 -through 18
		
		Grodner, Escott-Stump, & Dorner Chapter 10
		
		See Module for specific readings/pages/assignments
		
		Exam III October 31, 2019 3:00-5:00 pm PST

Module 4:
 	
Dates
Oct. 31 -Nov. 14
	Health Promotion of Preschool, School-Aged and Adolescent
	
	   ▪ Coping skills of preschool school, school-aged, and adolescent individuals
	   ▪ Erikson's theory of psychosocial development and Piaget's theory of cognitive development
	   ▪ Expected psychosocial, physical, and developmental changes occurring from preschool through adolescence.
	   ▪ Cultural, societal, and stress on development
		Edelman & Kudzma, Chapter 19 through 21
		
		Grodner, Escott-Stump, & Dorner Chapter 10
		
		See Module for Specific readings/pages/assignments
		
		Exam IV November 14, 2019 3:00-5:00 pm PST

Module 5:
 	
Dates
Nov. 14 – Dec. 5
	Health Promotion through Young, Middle-Aged and Older Adult
	
	   ▪ Cultural and developmental factors that influence food decisions
	   ▪ Nutrient requirements, eating styles, food choices, and community supports for these age groups
	   ▪ Social and political issues that influence the well-being of these age groups
	   ▪ Morbidity data according to age, gender and race
		Edelman & Kudzma, Chapter 22-25
		
		Grodner, Escott-Stump, & Dorner Chapter 10
		
		See Module for Specific readings/pages/assignments
		
		Exam V & Discussion Board December 5, 2019 3:00-5:00 pm PST