Nutrition and Development Across the Lifespan

Course number: NURS 299

Title: Nutrition and Development Across the Lifespan

Day and time: Online

Credits: 3

Placement in curriculum: Pre-nursing

Prerequisites: BIO 189 and BIO 223

Faculty: Ipuna Black, PhD, RN, PNP

Office location: Online, via the telephone, or I can meet in person with advance notice in the BHS building.

Office hours: Mondays from 9 am-1 pm and by appointment.

Please email me at ipuna.black@unlv.edu. I usually respond within the hour.

Instructor Response Time: For emails sent Monday through Friday (8 am to 4 pm), the instructor will respond within 24 hours. For emails sent on weekends and holidays, expect a response within 48 hours or the next school day.

Course Description

NURS 299 focuses on application of growth and development principles and the science of nutrition in health and illness across the lifespan, emphasizing social, ethnic, religious, cultural, environmental, and economic factors within the United States.

Course Schedule

See the Semester Calendar, located in the Essential Information for Succeeding in the Course folder, for module and due dates.
**Required Textbooks and Supplies**


**Course Objectives**

1. Discuss a variety of theories of human development.
2. Analyze the relationship between growth and development theories, nutrition and culture as they relate to health promotion throughout the lifespan.
3. Identify the nutrients and define their function in human metabolism, catabolism and growth and development.
4. Utilize assessment tools for analyzing nutritional intake, daily values, recommended dietary allowances and dietary reference intakes.
5. Identify levels of prevention as they relate to health promotion and pathological processes throughout the lifespan.
6. Discuss and describe major disease processes and their relationship to nutrition.
7. Describe and discuss cultural concepts and how one’s culture affects health.

**Course Outcomes**

1. The student will be able to verbalize and describe the use nutritional principles for the future provision of culturally competent care to diverse patients across the lifespan.
2. The student will be able to verbalize and describe the use growth and development principles for the future provision of culturally competent care to diverse patients across the lifespan.
3. The student will be able to verbalize and describe cultural concepts needed for the future assessment and care of individuals, families and communities.

**Teaching Strategies**

This course will be conducted online utilizing student-centered learning activities. Self-study reading, supplemental videos, PowerPoint (PPT) presentations, critical thinking case studies, exams, and other group and individual learning activities as assigned. 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 therein — including a failure in the course.

**Course Evaluation Measures**

<table>
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<tr>
<th>Evaluation tool</th>
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<tbody>
<tr>
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<td>0</td>
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<tr>
<td>Module Exams (5)</td>
<td>45</td>
<td>These are due by the end of each module and are taken under the Assessment tab under course content.</td>
</tr>
<tr>
<td>Points</td>
<td>Assignment Description</td>
<td>Points Breakdown</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>5 exams</td>
<td>Nutrition and Culture Assessment paper (this will be an individual project)</td>
<td>141</td>
</tr>
<tr>
<td>225</td>
<td>This is an in-depth individual paper submitted in the assignments tab under course tools. See course calendar in the Essentials folder for due dates.</td>
<td></td>
</tr>
<tr>
<td>450</td>
<td>All assignments must be submitted</td>
<td></td>
</tr>
</tbody>
</table>

### Total |

#### Course Content

**Module 1: Overview**

- Describe health promotion.
- Understand the purpose of *Healthy People 2020*.
- Integrate the role of nutrition into the six dimensions of health (physical, intellectual, emotional, social, spiritual, and environmental).
- Compare the three levels of prevention (primary, secondary and tertiary) across the lifespan.
- Discuss selected cultural factors that have an impact on the health and well-being of emerging populations.

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<td>Grodner, Chapter 1</td>
<td>Introduction of self with a picture</td>
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<td>Understand the purpose of <em>Healthy People 2020</em>.</td>
<td>Edelman, Chapters 1, 2, 6 (pg 133 Box 6-2 only)</td>
<td>Group Case Study 1 (pass/fail) Peer Evaluation Modular Exam 1</td>
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Discuss how susceptibility to disease may differ among individuals in different racial groups.

**Module 2: Nutrition & Exercise**

- Recognize the functions and effects of inadequate or excess intake of carbohydrates, fats, proteins, vitamins and minerals within the body.
- Discuss how dietary reference intakes represent nutrient adequacy especially related to vitamins and minerals.
- Identifies energy and key nutrient recommendations throughout the lifespan.
- Identify how digestion and metabolism change over the lifespan.
- Use tools necessary to assess nutritional status.
- Discuss and describe major disease processes and their relationship to nutrition.
- Explain the physical activity and fitness goals of Healthy People 2010 and Healthy People 2020, and the progress made toward these goals.

Grodner, Chapters 3-9
Edelman, 11, 12

You will need to review all of these chapters to complete your Nutrition/Culture Paper, but you will only be tested on the following chapters for Exam 2:
Edelman, Chapter 11
Grodner, Chapters 4, 6, 8

**Module 3: Health Promotion of Prenatal, Infant and Toddler**

- Explain the importance of growth and development as a framework for assessing and promoting health.
- Describe Erikson’s theory of psychosocial development, Piaget’s theory of cognitive development, and Kohlberg's and Gilligan's theories of moral development.
- Discuss planning, implementing and evaluating nursing interventions in health promotion with families.
- Analyze the influence of factors such as ethnicity, legislative priorities, and the sociopolitical context of the health care delivery system on prenatal and childbirth care and the needs of families.
- Analyze the developmental tasks for the infant and the behavior indicating that these tasks are being met.

Edelman Chapters 6 (pg 139 Box 6-3 only), 15, 16, 17, 18
Grodner Chapter 10 (pgs 187-208 only)

Group Case Study 2 with a Discussion
Peer Evaluation
Modular Exam 3
Describe the physical growth, developmental, and maturational changes that occur during the toddler period.

List the recommended health-promotion and disease-prevention visits for the toddler with the appropriate topics for anticipatory guidance for their parents.

<table>
<thead>
<tr>
<th>Module 4: Health Promotion of Preschool, School-Aged and Adolescent</th>
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<tbody>
<tr>
<td>Compare coping skills of preschool, school-aged, and adolescent children.</td>
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<td>Identify expected psychosocial, physical, and developmental changes occurring in preschool, school-aged, and adolescent children and the influence these have on family health needs.</td>
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<td>Analyze cultural, societal, peer influence, and stress on development in school-aged and adolescent children.</td>
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<tr>
<td>Develop a health teaching plan addressing some of the physical, emotional, social, and spiritual challenges facing school-aged or adolescent children.</td>
</tr>
<tr>
<td>Edelman 19, 20, 21 Grodner Chapter 10 (pgs 208-216 only)</td>
</tr>
<tr>
<td>Group Case Study 3 Peer Evaluation Modular Exam 4</td>
</tr>
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<tr>
<th>Module 5: Health Promotion through Young, Middle-Aged and Older Adult</th>
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<tbody>
<tr>
<td>Identify cultural and developmental factors that influence food decisions.</td>
</tr>
<tr>
<td>Compare and contrast the nutrient requirements, eating styles, food choices, and community supports for childhood, adolescence, and adulthood.</td>
</tr>
<tr>
<td>Discuss nutrient needs during pregnancy.</td>
</tr>
<tr>
<td>Identify sound nutrition practices during the first year of life.</td>
</tr>
<tr>
<td>Summarize nutrition strategies to reduce risk of the chronic disorders osteoporosis, cardiovascular disease, hypertension, and obesity.</td>
</tr>
<tr>
<td>Identify attitudes, behaviors, and habits that frequently compose the lifestyles of young adults.</td>
</tr>
<tr>
<td>Analyze the influence of psychosocial stressors on the middle-age adult and the ways the individual's culture</td>
</tr>
<tr>
<td>Edelman Chapters 22, 23, 24 Grodner Chapter 10 (pgs 216-225 only)</td>
</tr>
<tr>
<td>Group Case Study 4 (PowerPoint/Prezi and teaching handout) Peer Evaluation Modular Exam 5</td>
</tr>
</tbody>
</table>
Course Requirements

- No late assignments will be accepted unless the student contacts the instructor prior to the due date and time with an extenuating circumstance. If an assignment is not complete, turn in the assignment on time to receive partial credit for the completed work. If you do not turn in an assignment on time, you will receive a 0 for the assignment. Please view all due dates on the course calendar.
- All exams will be open on a Friday (please see the calendar for dates) from 3-5 pm PST. You will have 45 minutes to answer 45 questions. Not every student will receive the same questions on the exam (questions are randomized from a pull of questions). You MUST adjust your schedule accordingly. You will have a two hour window to log on and take the exam for 45 minutes. Please make sure you have good internet connection. Firefox works best with WebCampus. Please save each answer before you proceed to the next question. You cannot go back to view a question once you have passed it. The exam needs to be taken alone. 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 as soon as possible, but please try to adjust your schedule first.
- You have one week after the due date to discuss an exam or an assignment with your instructor. Exams and assignments will not be reviewed after one week post their due dates.
- A minimum of 75% of the overall quiz average and final exam is required to pass this course. No other course component grades will be calculated if the 75% threshold is not met. If the 75% threshold is not met, your final grade will consist of the overall average of your assessment quizzes, but cannot exceed 74%.
- Additionally, after meeting the 75% assessment quiz/exam threshold, 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.
- Any applicable criteria sheets or rubrics for assignments, papers, projects etc., will be posted on the course WebCampus web site.
- Please watch the video guide and listen to the PowerPoint voiceovers for each module.
- 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 daily as well as uses all aspects of WebCampus. Again, daily log-on (Monday - Friday) is important 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.
- Ask any questions you have.
Master our learning management system, WebCampus. If you have any technical questions, contact the IT help desk at 702-895-0777. Phone support is available from 7am – 11pm, 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 finger tips 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!

Please review the Web Links in the course. You will find important links that will help you in this course. Please pay attention to the BrainFuse link. When you click on this link, hit the submit button which will direct you to the Brainfuse website. You can receive live tutoring help for FREE (paid through UNLV Academic Success Center). You can also submit your paper to the Brainfuse Writing Lab for expert analysis. I would highly suggest this for all of your papers, but especially, for your individual Nutrition/Culture paper in Module 2.

Grades

The course grading scale follows the approved scale of the School of Nursing. As per School of Nursing policy, there is no rounding (up or down) or scores; thus, a grade of 89.99% will be recorded as 89%. A minimum of a "B" grade (83%) is required to satisfactorily complete the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>75-77</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 59</td>
</tr>
</tbody>
</table>

Policy related to repeating this course: If a student who is a nursing major receives less than a "B" (83%) in this course they must repeat the class. According to the School of Nursing policy, you may only enroll in this class only 2 times. If you enroll and then drop the class, that is considered one of your allowed enrollments.

Evaluation

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

Instruction Ratings

UNLV Academic Policies

All School of Nursing and University academic standards apply. These are described in both the School of Nursing Student Handbook and the University Student Handbook.

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.
An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

**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 information can be found at: http://www.unlv.edu/provost/copyright.

**Disability Resource Center** (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

**Incomplete Grades** - The grade of I - Incomplete - can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring** – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

**Rebelmail** – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students.
It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

**Library Resources** – Students may consult with a librarian (www.library.unlv.edu/consultation) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at www.library.unlv.edu/
### Course Description

NURS 299 focuses on application of growth and development principles and the science of nutrition in health and illness across the lifespan, emphasizing social, ethnic, religious, cultural, environmental, and economic factors within the United States.

### Course Schedule

See the Semester Calendar, located in the Essential Information for Succeeding in the Course folder, for module and due dates.

### Required Textbooks and Supplies

https://webcampus.unlv.edu/courses/1/OE_NURS-299-DEVELOPMENT-WB-MASTER/content/_1730339_1/dir_syllabus_black.zip/syllabus_black_print.html


**Course Objectives**

1. Discuss a variety of theories of human development.
2. Analyze the relationship between growth and development theories, nutrition and culture as they relate to health promotion throughout the lifespan.
3. Identify the nutrients and define their function in human metabolism, catabolism and growth and development.
4. Utilize assessment tools for analyzing nutritional intake, daily values, recommended dietary allowances and dietary reference intakes.
5. Identify levels of prevention as they relate to health promotion and pathological processes throughout the lifespan.
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7. Describe and discuss cultural concepts and how one's culture affects health.

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1. The student will be able to verbalize and describe the use nutritional principles for the future provision of culturally competent care to diverse patients across the lifespan.
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### Nutrition and Culture Assessment paper (this will be an individual project)

| 141 | This is an in-depth individual paper submitted in the assignments tab under course tools. See course calendar in the Essentials folder for due dates. |

### 4 Module Case Studies (these will be done as a group)

| 0 = Case Study 1 | These are group projects due by the end of each module (except Module 2) under the assessment tab in course tools. See course calendar in the Essentials folder for due dates. |
| 28 points x 3 case studies = 84 | PLEASE NOTE that Case Study 1 is pass/fail and Case Studies 2, 3, and 4 are worth 28 points each for a total of 84 points. |
| | If you fail to participate in Case Study 1, you will fail the course. If you fail to participate in Case Studies 2, 3, or 4, you will receive a 0 for each case study you do not participate in or your score will be reduced based on the peer evaluations from your group. |
| | Case Studies 1, 2, and 3 are similar. Case Study 2 has a discussion component and Case Study 4 is a PowerPoint or Prezi presentation with a teaching handout. Please read the Case Study Guidelines thoroughly for each case study. |

| Total | 450 | All assignments must be submitted |

## Topical Outline

Please refer to the course calendar for all established deadlines.

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<th>Course Content</th>
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<td>Group Case Study 1 (pass/fail)</td>
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<td>Peer Evaluation</td>
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<td>Compare the three levels of prevention (primary, secondary and tertiary) across the lifespan.</td>
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<td>Modular Exam 1</td>
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<td>Discuss selected cultural factors that have an impact on the health and well-being of emerging populations.</td>
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<td>Grodner, Chapters 3-9 Edelman, 11, 12 You will need to review all of these chapters to complete your Nutrition/Culture Paper, but you will only be tested on the following chapters for Exam 2: Edelman, Chapter 11 Grodner, Chapters 4, 6, 8</td>
<td>Nutrition/Culture Assessment Paper Modular Exam 2 (Edelman, Chpt 11; Grodner, Chpts 4, 6, 8 only)</td>
</tr>
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<td>---</td>
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<td>Module 3: Health Promotion of Prenatal, Infant and Toddler</td>
<td>Explain the importance of growth and development as a framework for assessing and promoting health. Describe Erikson's theory of psychosocial development, Piaget's theory of cognitive development, and Kohlberg's and Gilligan's theories of moral development. Discuss planning, implementing and evaluating nursing interventions in health promotion with families. Analyze the influence of factors such as ethnicity, legislative priorities, and the sociopolitical context of the health care delivery system on prenatal and childbirth care and the needs of families. Analyze the developmental tasks for the infant and the behavior indicating that these tasks are being met. Describe the physical growth, developmental, and maturational changes that occur during the toddler period. List the recommended health-promotion and disease-</td>
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<td>Group Case Study 2 with a Discussion Peer Evaluation Modular Exam 3</td>
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**Module 4: Health Promotion of Preschool, School-Aged and Adolescent**

- Compare coping skills of preschool, school-aged, and adolescent children.
- Identify expected psychosocial, physical, and developmental changes occurring in preschool, school-aged, and adolescent children and the influence these have on family health needs.
- Analyze cultural, societal, peer influence, and stress on development in school-aged and adolescent children.
- Develop a health teaching plan addressing some of the physical, emotional, social, and spiritual challenges facing school-aged or adolescent children.

**Edelman Chapters 19, 20, 21**

**Grodner Chapter 10 (pgs 208-216 only)**

**Group Case Study 3**

**Peer Evaluation**

**Modular Exam 4**

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**Module 5: Health Promotion through Young, Middle-Aged and Older Adult**

- Identify cultural and developmental factors that influence food decisions.
- Compare and contrast the nutrient requirements, eating styles, food choices, and community supports for childhood, adolescence, and adulthood.
- Discuss nutrient needs during pregnancy.
- Identify sound nutrition practices during the first year of life.
- Summarize nutrition strategies to reduce risk of the chronic disorders osteoporosis, cardiovascular disease, hypertension, and obesity.
- Identify attitudes, behaviors, and habits that frequently compose the lifestyles of young adults.
- Analyze the influence of psychosocial stressors on the middle-age adult and the ways the individual's culture and occupation can affect these stressors.
- Evaluate morbidity data according to age, gender, and race.
- Analyze social and political issues that influence the well-being of the older adult.

**Edelman Chapters 22, 23, 24**

**Grodner Chapter 10 (pgs 216-225 only)**

**Group Case Study 4**

(PowerPoint/Prezi and teaching handout)

**Peer Evaluation**

**Modular Exam 5**
Course Requirements

- No late assignments will be accepted unless the student contacts the instructor prior to the due date and time with an extenuating circumstance. If an assignment is not complete, turn in the assignment on time to receive partial credit for the completed work. If you do not turn in an assignment on time, you will receive a 0 for the assignment. Please view all due dates on the course calendar.
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  - update your Flash player
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**Grades**

The course grading scale follows the approved scale of the School of Nursing. As per School of Nursing policy, there is no rounding (up or down) or scores; thus, a grade of 89.99% will be recorded as 89%. A minimum of a "B" grade (83%) is required to satisfactorily complete the course.

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Policy related to repeating this course: If a student who is a nursing major receives less than a "B" (83%) in this course they must repeat the class. According to the School of Nursing policy, you may only enroll in this class only 2 times. If you enroll and then drop the class, that is considered one of your allowed enrollments.

**Evaluation**

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

Instruction Ratings

UNLV Academic Policies

All School of Nursing and University academic standards apply. These are described in both the School of Nursing Student Handbook and the University Student Handbook.

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

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 information can be found at: http://www.unlv.edu/provost/copyright.
Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Incomplete Grades - The grade of I - Incomplete - can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Library Resources –Students may consult with a librarian (www.library.unlv.edu/consultation) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at www.library.unlv.edu/
University of Nevada Las Vegas
School of Nursing

Course Description

NURS 299 focuses on application of growth and development principles and the science of nutrition in health and illness across the lifespan, emphasizing social, ethnic, religious, cultural, environmental, and economic factors within the United States.

Course Schedule

See the Semester Calendar, located in the Essential Information for Succeeding in the Course folder, for module and due dates.

Required Textbooks and Supplies


**Course Objectives**

1. Discuss a variety of theories of human development.
2. Analyze the relationship between growth and development theories, nutrition and culture as they relate to health promotion throughout the lifespan.
3. Identify the nutrients and define their function in human metabolism, catabolism and growth and development.
4. Utilize assessment tools for analyzing nutritional intake, daily values, recommended dietary allowances and dietary reference intakes.
5. Identify levels of prevention as they relate to health promotion and pathological processes throughout the lifespan.
6. Discuss and describe major disease processes and their relationship to nutrition.
7. Describe and discuss cultural concepts and how one's culture affects health.

**Course Outcomes**

1. The student will be able to verbalize and describe the use nutritional principles for the future provision of culturally competent care to diverse patients across the lifespan.
2. The student will be able to verbalize and describe the use growth and development principles for the future provision of culturally competent care to diverse patients across the lifespan.
3. The student will be able to verbalize and describe cultural concepts needed for the future assessment and care of individuals, families and communities.

**Teaching Strategies**

This course will be conducted online utilizing student-centered learning activities. Self-study reading, supplemental videos, PowerPoint (PPT) presentations, critical thinking case studies, exams, and other group and individual learning activities as assigned. 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 therein — including a failure in the course.

**Course Evaluation Measures**

<table>
<thead>
<tr>
<th>Evaluation tool</th>
<th>Course grade points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for Writing APA Module</td>
<td>0</td>
<td>You must pass a short quiz on APA style to gain access to Learning Module 1. YOU WILL KNOW THAT YOU PASSED IF YOU CAN SEE MODULE 1.</td>
</tr>
<tr>
<td>Module Exams (5)</td>
<td>45 points x 5 exams</td>
<td>These are due by the end of each module and are taken under the Assessment tab under course tools. See course calendar in the Essentials folder for due dates.</td>
</tr>
</tbody>
</table>

https://webcampus.unlv.edu/courses/1/OE_NURS-299-DEVELOPMENT-WB-MASTER/content/_1730243_1/dir_syllabus_black.zip/syllabus_black_print.html
### Nutrition and Culture Assessment paper (this will be an individual project)

<table>
<thead>
<tr>
<th>Score</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>141</td>
<td>225</td>
<td>This is an in-depth individual paper submitted in the assignments tab under course tools. See course calendar in the Essentials folder for due dates.</td>
</tr>
</tbody>
</table>

### 4 Module Case Studies (these will be done as a group)

<table>
<thead>
<tr>
<th>Score</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Case Study 1</td>
<td>28</td>
<td>These are group projects due by the end of each module (except Module 2) under the assessment tab in course tools. See course calendar in the Essentials folder for due dates.</td>
</tr>
<tr>
<td>28 points x 3 case studies = 84</td>
<td></td>
<td><strong>PLEASE NOTE</strong> that Case Study 1 is pass/fail and Case Studies 2, 3, and 4 are worth 28 points each for a total of 84 points.</td>
</tr>
</tbody>
</table>

If you fail to participate in Case Study 1, you will fail the course. If you fail to participate in Case Studies 2, 3, or 4, you will receive a 0 for each case study you do not participate in or your score will be reduced based on the peer evaluations from your group.

Case Studies 1, 2, and 3 are similar. Case Study 2 has a discussion component and Case Study 4 is a PowerPoint or Prezi presentation with a teaching handout. Please read the Case Study Guidelines thoroughly for each case study.

### Total

<table>
<thead>
<tr>
<th>Score</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>450</td>
<td></td>
<td>All assignments must be submitted</td>
</tr>
</tbody>
</table>

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### Topical Outline

Please refer to the course calendar for all established deadlines.

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Module Objectives</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Overview</td>
<td>Describe health promotion.</td>
<td>Grodner, Chapter 1</td>
<td>Introduction of self with a picture</td>
</tr>
<tr>
<td></td>
<td>Understand the purpose of <em>Healthy People 2020</em>.</td>
<td>Edelman, Chapters 1, 2, 6 (pg 133 Box 6-2 only)</td>
<td>Group Case Study 1 (pass/fail)</td>
</tr>
<tr>
<td></td>
<td>Integrate the role of nutrition into the six dimensions of health (physical, intellectual, emotional, social, spiritual, and environmental).</td>
<td></td>
<td>Peer Evaluation</td>
</tr>
<tr>
<td></td>
<td>Compare the three levels of prevention (primary, secondary and tertiary) across the lifespan.</td>
<td></td>
<td>Modular Exam 1</td>
</tr>
<tr>
<td></td>
<td>Discuss selected cultural factors that have an impact on the health and well-being of emerging populations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss how susceptibility to disease may differ among individuals in different racial groups.</td>
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<td></td>
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</tbody>
</table>
| Module 2: Nutrition & Exercise | Recognize the functions and effects of inadequate or excess intake of carbohydrates, fats, proteins, vitamins and minerals within the body.  
Discuss how dietary reference intakes represent nutrient adequacy especially related to vitamins and minerals.  
Identifies energy and key nutrient recommendations throughout the lifespan.  
Identify how digestion and metabolism change over the lifespan.  
Use tools necessary to assess nutritional status.  
Discuss and describe major disease processes and their relationship to nutrition.  
Explain the physical activity and fitness goals of *Healthy People 2010* and *Healthy People 2020*, and the progress made toward these goals. | Grodner, Chapters 3-9  
Edelman, 11, 12  
You will need to review all of these chapters to complete your Nutrition/Culture Paper, but you will only be tested on the following chapters for Exam 2:  
Edelman, Chapter 11  
Grodner, Chapters 4, 6, 8 | Nutrition/Culture Assessment Paper  
Modular Exam 2  
(Edelman, Chpt 11;  
Grodner, Chpts 4, 6, 8 only) |
| Module 3: Health Promotion of Prenatal, Infant and Toddler | Explain the importance of growth and development as a framework for assessing and promoting health.  
Describe Erikson’s theory of psychosocial development, Piaget’s theory of cognitive development, and Kohlberg's and Gilligan’s theories of moral development.  
Discuss planning, implementing and evaluating nursing interventions in health promotion with families.  
Analyze the influence of factors such as ethnicity, legislative priorities, and the sociopolitical context of the health care delivery system on prenatal and childbirth care and the needs of families.  
Analyze the developmental tasks for the infant and the behavior indicating that these tasks are being met.  
Describe the physical growth, developmental, and maturational changes that occur during the toddler period. | Edelman Chapters 6 (pg 139 Box 6-3 only), 15, 16, 17, 18  
Grodner Chapter 10 (pgs 187-208 only) | Group Case Study 2  
with a Discussion  
Peer Evaluation  
Modular Exam 3 |
<table>
<thead>
<tr>
<th>Module 4: Health Promotion of Preschool, School-Aged and Adolescent</th>
<th>List the recommended health-promotion and disease-prevention visits for the toddler with the appropriate topics for anticipatory guidance for their parents.</th>
<th>Edelman Chapters 19, 20, 21</th>
<th>Group Case Study 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compare coping skills of preschool, school-aged, and adolescent children.</td>
<td>Grodner Chapter 10 (pgs 208-216 only)</td>
<td>Peer Evaluation</td>
</tr>
<tr>
<td></td>
<td>Identify expected psychosocial, physical, and developmental changes occurring in preschool, school-aged, and adolescent children and the influence these have on family health needs.</td>
<td></td>
<td>Modular Exam 4</td>
</tr>
<tr>
<td></td>
<td>Analyze cultural, societal, peer influence, and stress on development in school-aged and adolescent children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a health teaching plan addressing some of the physical, emotional, social, and spiritual challenges facing school-aged or adolescent children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 5: Health Promotion through Young, Middle-Aged and Older Adult</td>
<td>Identify cultural and developmental factors that influence food decisions.</td>
<td>Edelman Chapters 22, 23, 24</td>
<td>Group Case Study 4</td>
</tr>
<tr>
<td></td>
<td>Compare and contrast the nutrient requirements, eating styles, food choices, and community supports for childhood, adolescence, and adulthood.</td>
<td>Grodner Chapter 10 (pgs 216-225 only)</td>
<td>(PowerPoint/Prezi and teaching handout)</td>
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<td>Discuss nutrient needs during pregnancy.</td>
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<td>Identify sound nutrition practices during the first year of life.</td>
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<td>Modular Exam 5</td>
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<td>Summarize nutrition strategies to reduce risk of the chronic disorders osteoporosis, cardiovascular disease, hypertension, and obesity.</td>
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Syllabus

University of Nevada Las Vegas
School of Nursing

Course number: NURS 299

Title: Nutrition and Development Across the Lifespan

Day and time: Online

Credits: 3

Placement in curriculum: Pre-nursing

Prerequisites: BIO 189 and BIO 223

Faculty: Catherine Dingley, PhD, RN, FNP

Office location: BHS 430

Office hours: Mondays from 10 am-2 pm and by appointment.

Phone: 702-895-4062

Please use WebCampus email for all course related correspondence. If WebCampus is unavailable, use ipuna.black@unlv.edu. Instructor Response Time: For emails or texts sent Monday through Friday (8 am to 4 pm), the instructor will respond within 24 hours. For emails or texts sent on weekends and holidays, expect a response within 48 hours or the next school day.

Course Description

NURS 299 focuses on application of growth and development principles and the science of nutrition in health and illness across the lifespan, emphasizing social, ethnic, religious, cultural, environmental, and economic factors within the United States.

Course Schedule

See the Semester Calendar, located in the Essential Information for Succeeding in the Course folder, for module and due dates.
Required Textbooks and Supplies


Course Objectives

1. Discuss a variety of theories of human development.
2. Analyze the relationship between growth and development theories, nutrition and culture as they relate to health promotion throughout the lifespan.
3. Identify the nutrients and define their function in human metabolism, catabolism and growth and development.
4. Utilize assessment tools for analyzing nutritional intake, daily values, recommended dietary allowances and dietary reference intakes.
5. Identify levels of prevention as they relate to health promotion and pathological processes throughout the lifespan.
6. Discuss and describe major disease processes and their relationship to nutrition.
7. Describe and discuss cultural concepts and how one’s culture affects health.

Course Outcomes

1. The student will be able to verbalize and describe the use nutritional principles for the future provision of culturally competent care to diverse patients across the lifespan.
2. The student will be able to verbalize and describe the use growth and development principles for the future provision of culturally competent care to diverse patients across the lifespan.
3. The student will be able to verbalize and describe cultural concepts needed for the future assessment and care of individuals, families and communities.

Teaching Strategies

This course will be conducted online utilizing student-centered learning activities. Self-study reading, supplemental videos, PowerPoint (PPT) presentations, critical thinking case studies, exams, and other group and individual learning activities as assigned. 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 therein — including a failure in the course.

Course Evaluation Measures

<table>
<thead>
<tr>
<th>Evaluation tool</th>
<th>Course grade points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for Writing APA Module</td>
<td>0</td>
<td>You must pass a short quiz on APA style to gain access to Learning Module 1. YOU WILL KNOW THAT YOU PASSED IF YOU CAN SEE MODULE 1.</td>
</tr>
<tr>
<td>Module Exams (5)</td>
<td>45</td>
<td>These are due by the end of each module and are taken under the Assessment tab under</td>
</tr>
</tbody>
</table>

https://webcampus.unlv.edu/courses/1/OE_NURS-299-DEVELOPMENT-WB-MASTER/content/_1732114_1/dir_syllabus_black.zip/syllabus_black_print.html
points x 5 exams = 225
course tools. See course calendar in the Essentials folder for due dates.

Nutrition and Culture Assessment paper (this will be an individual project)
141
This is an in-depth individual paper submitted in the assignments tab under course tools. See course calendar in the Essentials folder for due dates.

4 Module Case Studies (these will be done as a group)
0 = Case Study 1
28 points x 3 = case studies = 84
These are group projects due by the end of each module (except Module 2) under the assessment tab in course tools. See course calendar in the Essentials folder for due dates.

PLEASE NOTE that Case Study 1 is pass/fail and Case Studies 2, 3, and 4 are worth 28 points each for a total of 84 points.

If you fail to participate in Case Study 1, you will fail the course. If you fail to participate in Case Studies 2, 3, or 4, you will receive a 0 for each case study you do not participate in or your score will be reduced based on the peer evaluations from your group.

Case Studies 1, 2, and 3 are similar. Case Study 2 has a discussion component and Case Study 4 is a PowerPoint or Prezi presentation with a teaching handout. Please read the Case Study Guidelines thoroughly for each case study.

Total 450
All assignments must be submitted

Topical Outline

Please refer to the course calendar for all established deadlines.

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Module Objectives</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Overview</td>
<td>Describe health promotion.</td>
<td>Grodner, Chapter 1</td>
<td>Introduction of self with a picture</td>
</tr>
<tr>
<td></td>
<td>Understand the purpose of <em>Healthy People 2020</em>.</td>
<td>Edelman, Chapters 1, 2, 6 (pg 133 Box 6-2 only)</td>
<td>Group Case Study 1 (pass/fail)</td>
</tr>
<tr>
<td></td>
<td>Integrate the role of nutrition into the six dimensions of health (physical, intellectual, emotional, social, spiritual, and environmental).</td>
<td></td>
<td>Peer Evaluation</td>
</tr>
<tr>
<td></td>
<td>Compare the three levels of prevention (primary, secondary and tertiary) across the lifespan.</td>
<td></td>
<td>Modular Exam 1</td>
</tr>
<tr>
<td></td>
<td>Discuss selected cultural factors that have an impact on the health and well-being of emerging populations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discuss how susceptibility to disease may differ among individuals in different racial groups.

<table>
<thead>
<tr>
<th>Module 2: Nutrition &amp; Exercise</th>
<th>Recognize the functions and effects of inadequate or excess intake of carbohydrates, fats, proteins, vitamins and minerals within the body. Discuss how dietary reference intakes represent nutrient adequacy especially related to vitamins and minerals. Identifies energy and key nutrient recommendations throughout the lifespan. Identify how digestion and metabolism change over the lifespan. Use tools necessary to assess nutritional status. Discuss and describe major disease processes and their relationship to nutrition. Explain the physical activity and fitness goals of <em>Healthy People 2010</em> and <em>Healthy People 2020</em>, and the progress made toward these goals.</th>
<th>Grodner, Chapters 3-9 Edelman, 11, 12 You will need to review all of these chapters to complete your Nutrition/Culture Paper, but you will only be tested on the following chapters for Exam 2: Edelman, Chapter 11 Grodner, Chapters 4, 6, 8</th>
<th>Nutrition/Culture Assessment Paper Modular Exam 2 (Edelman, Chpt 11; Grodner, Chpts 4, 6, 8 only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 3: Health Promotion of Prenatal, Infant and Toddler</td>
<td>Explain the importance of growth and development as a framework for assessing and promoting health. Describe Erikson's theory of psychosocial development, Piaget's theory of cognitive development, and Kohlberg's and Gilligan's theories of moral development. Discuss planning, implementing and evaluating nursing interventions in health promotion with families. Analyze the influence of factors such as ethnicity, legislative priorities, and the sociopolitical context of the health care delivery system on prenatal and childbirth care and the needs of families. Analyze the developmental tasks for the infant and the behavior indicating that these tasks are being met.</td>
<td>Edelman Chapters 6 (pg 139 Box 6-3 only), 15, 16, 17, 18 Grodner Chapter 10 (pgs 187-208 only)</td>
<td>Group Case Study 2 with a Discussion Peer Evaluation Modular Exam 3</td>
</tr>
</tbody>
</table>
| Module 4: Health Promotion of Preschool, School-Aged and Adolescent | Compare coping skills of preschool, school-aged, and adolescent children.  
Identify expected psychosocial, physical, and developmental changes occurring in preschool, school-aged, and adolescent children and the influence these have on family health needs.  
Analyze cultural, societal, peer influence, and stress on development in school-aged and adolescent children.  
Develop a health teaching plan addressing some of the physical, emotional, social, and spiritual challenges facing school-aged or adolescent children. | Edelman 19, 20, 21  
Grodner Chapter 10 (pgs 208-216 only) | Group Case Study 3  
Peer Evaluation  
Modular Exam 4 |
|---|---|---|---|
| Module 5: Health Promotion through Young, Middle-Aged and Older Adult | Identify cultural and developmental factors that influence food decisions.  
Compare and contrast the nutrient requirements, eating styles, food choices, and community supports for childhood, adolescence, and adulthood.  
Discuss nutrient needs during pregnancy.  
Identify sound nutrition practices during the first year of life.  
Summarize nutrition strategies to reduce risk of the chronic disorders osteoporosis, cardiovascular disease, hypertension, and obesity.  
Identify attitudes, behaviors, and habits that frequently compose the lifestyles of young adults.  
Analyze the influence of psychosocial stressors on the middle-age adult and the ways the individual's culture | Edelman Chapters 22, 23, 24  
Grodner Chapter 10 (pgs 216-225 only) | Group Case Study 4  
(PowerPoint/Prezi and teaching handout)  
Peer Evaluation  
Modular Exam 5 |
ad occupation can affect these stressors.

Evaluate morbidity data according to age, gender, and race.

Analyze social and political issues that influence the well-being of the older adult.

Course Requirements

- All exams will be open on a Friday (please see the calendar for dates) from 3-5 pm PST. You will have 45 minutes to answer 45 questions. Not every student will receive the same questions on the exam (questions are randomized from a pull of questions). You MUST adjust your schedule accordingly. You will have a two hour window to log on and take the exam for 45 minutes. Please make sure you have good internet connection. Firefox works best with WebCampus. Please save each answer before you proceed to the next question. You cannot go back to view a question once you have passed it. The exam needs to be taken alone. 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 as soon as possible, but please try to adjust your schedule first.

- All exams will be open on a Friday (please see the calendar for dates) from 6-8 pm PST. You will have 45 minutes to answer 45 questions. Not every student will receive the same questions on the exam (questions are randomized from a pull of questions). You MUST adjust your schedule accordingly. You will have a two hour window to log on and take the exam for 45 minutes. Please make sure you have good internet connection. Firefox works best with WebCampus. Please save each answer before you proceed to the next question. You cannot go back to view a question once you have passed it. The exam needs to be taken alone.

- You have one week after the due date to discuss an exam or an assignment with your instructor. Exams and assignments will not be reviewed after one week post their due dates.

- A minimum of 75% of the overall quiz average and final exam is required to pass this course. No other course component grades will be calculated if the 75% threshold is not met. If the 75% threshold is not met, your final grade will consist of the overall average of your assessment quizzes, but cannot exceed 74%.

- Additionally, after meeting the 75% assessment quiz/exam threshold, 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.

- Any applicable criteria sheets or rubrics for assignments, papers, projects etc., will be posted on the course WebCampus web site.

- Please watch the video guide and listen to the PowerPoint voiceovers for each module.

- 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 daily as well as uses all aspects of WebCampus. Again, daily log-on (Monday - Friday) is important 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.

- Ask any questions you have.
- Master our learning management system, WebCampus. If you have any technical questions, contact the IT help desk at 702-895-0777. Phone support is available from 7am – 11pm, 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 finger tips 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!
- Please review the Web Links in the course. You will find important links that will help you in this course. Please pay attention to the BrainFuse link. When you click on this link, hit the submit button which will direct you to the Brainfuse website. You can receive live tutoring help for FREE (paid through UNLV Academic Success Center). You can also submit your paper to the Brainfuse Writing Lab for expert analysis. I would highly suggest this for all of your papers, but especially, for your individual Nutrition/Culture paper in Module 2.

**Grades**

The course grading scale follows the approved scale of the School of Nursing. As per School of Nursing policy, there is no rounding (up or down) or scores; thus, a grade of 89.99% will be recorded as 89%. A minimum of a "B" grade (83%) is required to satisfactorily complete the course.

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</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
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<td>75-77</td>
</tr>
<tr>
<td>D</td>
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</tr>
<tr>
<td>D-</td>
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# Nutrition and Development Across the Lifespan

## Syllabus

### University of Nevada Las Vegas

### School of Nursing

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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Nutrition and Development Across the Lifespan</td>
</tr>
<tr>
<td><strong>Day and time</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Placement in curriculum</strong></td>
<td>Pre-nursing</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>BIO 189 and BIO 223</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Hyunhwa (Henna) Lee, PhD, APRN</td>
</tr>
<tr>
<td></td>
<td>Office location: BHS 448</td>
</tr>
<tr>
<td></td>
<td>Office hours: Mondays and Tuesdays 9:30am-11:30am or by appointment</td>
</tr>
<tr>
<td></td>
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</table>

## Course Description

NURS 299 focuses on application of growth and development principles and the science of nutrition in health and illness across the lifespan, emphasizing social, ethnic, religious, cultural, environmental, and economic factors within the United States.

## Course Schedule

See the Semester Calendar, located in the Essential Information for Succeeding in the Course folder, for module and due dates.

## Required Textbooks and Supplies


**Course Objectives**

1. Discuss a variety of theories of human development.
2. Analyze the relationship between growth and development theories, nutrition and culture as they relate to health promotion throughout the lifespan.
3. Identify the nutrients and define their function in human metabolism, catabolism and growth and development.
4. Utilize assessment tools for analyzing nutritional intake, daily values, recommended dietary allowances and dietary reference intakes.
5. Identify levels of prevention as they relate to health promotion and pathological processes throughout the lifespan.
6. Discuss and describe major disease processes and their relationship to nutrition.
7. Describe and discuss cultural concepts and how one's culture affects health.

**Course Outcomes**

1. The student will be able to verbalize and describe the use nutritional principles for the future provision of culturally competent care to diverse patients across the lifespan.
2. The student will be able to verbalize and describe the use growth and development principles for the future provision of culturally competent care to diverse patients across the lifespan.
3. The student will be able to verbalize and describe cultural concepts needed for the future assessment and care of individuals, families and communities.

**Teaching Strategies**

This course will be conducted online utilizing student-centered learning activities. Self-study reading, supplemental videos, PowerPoint (PPT) presentations, critical thinking case studies, exams, and other group and individual learning activities as assigned. 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 therein — including a failure in the course.

**Course Evaluation Measures**

<table>
<thead>
<tr>
<th>Evaluation tool</th>
<th>Course grade points</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Preparation for Writing APA Module</td>
<td>0</td>
<td>You must pass a short quiz on APA style to gain access to Learning Module 1. YOU WILL KNOW THAT YOU PASSED IF YOU CAN SEE MODULE 1.</td>
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<tr>
<td>Module Exams (5)</td>
<td>45 points x 5 exams</td>
<td>These are due by the end of each module and are taken under the Assessment tab under course tools. See course calendar in the Essentials folder for due dates.</td>
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https://webcampus.unlv.edu/courses/1/OE_NURS-299-DEVELOPMENT-WB-MASTER/content/_1732162_1/dir_Syllabus_Lee_fall15.zip/Syllabus_Lee_fall15_print.html
Nutrition and Culture Assessment paper (this will be an individual project)

| 141 | This is an in-depth individual paper submitted in the assignments tab under course tools. See course calendar in the Essentials folder for due dates. |

4 Module Case Studies (these will be done as a group)

| 0 = Case Study 1 28 points x 3 case studies = 84 | These are group projects due by the end of each module (except Module 2) under the assessment tab in course tools. See course calendar in the Essentials folder for due dates. PLEASE NOTE that Case Study 1 is pass/fail and Case Studies 2, 3, and 4 are worth 28 points each for a total of 84 points. If you fail to participate in Case Study 1, you will fail the course. If you fail to participate in Case Studies 2, 3, or 4, you will receive a 0 for each case study you do not participate in or your score will be reduced based on the peer evaluations from your group. Case Studies 1, 2, and 3 are similar. Case Study 2 has a discussion component and Case Study 4 is a PowerPoint or Prezi presentation with a teaching handout. Please read the Case Study Guidelines thoroughly for each case study. |

Total

| 450 | All assignments must be submitted |

Topical Outline

Please refer to the course calendar for all established deadlines.

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<tr>
<th>Course Content</th>
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<th>Assignments</th>
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<tr>
<td>Module 1: Overview</td>
<td>Describe health promotion. Understand the purpose of Healthy People 2020. Integrate the role of nutrition into the six dimensions of health (physical, intellectual, emotional, social, spiritual, and environmental). Compare the three levels of prevention (primary, secondary and tertiary) across the lifespan. Discuss selected cultural factors that have an impact on the health and well-being of emerging populations. Discuss how susceptibility to disease may differ among individuals in different racial groups.</td>
<td>Grodner, Chapter 1 Edelman, Chapters 1, 2, 6 (pg 133 Box 6-2 only)</td>
<td>Introduction of self with a picture Group Case Study 1 (pass/fail) Peer Evaluation Modular Exam 1</td>
</tr>
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</table>
| Module 2: Nutrition & Exercise | Recognize the functions and effects of inadequate or excess intake of carbohydrates, fats, proteins, vitamins and minerals within the body.  
Discuss how dietary reference intakes represent nutrient adequacy especially related to vitamins and minerals.  
Identifies energy and key nutrient recommendations throughout the lifespan.  
Identify how digestion and metabolism change over the lifespan.  
Use tools necessary to assess nutritional status.  
Discuss and describe major disease processes and their relationship to nutrition.  
Explain the physical activity and fitness goals of *Healthy People 2010* and *Healthy People 2020*, and the progress made toward these goals. | Grodner, Chapters 3-9  
Edelman, 11, 12  
You will need to review all of these chapters to complete your Nutrition/Culture Paper, but you will only be tested on the following chapters for Exam 2:  
Edelman, Chapter 11  
Grodner, Chapters 4, 6, 8 | Nutrition/Culture Assessment Paper  
Modular Exam 2  
(Edelman, Chpt 11;  
Grodner, Chpts 4, 6, 8 only) |
| --- | --- | --- | --- |
| Module 3: Health Promotion of Prenatal, Infant and Toddler | Explain the importance of growth and development as a framework for assessing and promoting health.  
Describe Erikson's theory of psychosocial development, Piaget's theory of cognitive development, and Kohlberg's and Gilligan's theories of moral development.  
Discuss planning, implementing and evaluating nursing interventions in health promotion with families.  
Analyze the influence of factors such as ethnicity, legislative priorities, and the sociopolitical context of the health care delivery system on prenatal and childbirth care and the needs of families.  
Analyze the developmental tasks for the infant and the behavior indicating that these tasks are being met.  
Describe the physical growth, developmental, and maturational changes that occur during the toddler period.  
List the recommended health-promotion and disease- | Edelman Chapters 6 (pg 139 Box 6-3 only), 15, 16, 17, 18  
Grodner Chapter 10 (pgs 187-208 only) | Group Case Study 2  
with a Discussion Peer Evaluation  
Modular Exam 3 |
<table>
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<tr>
<th>Module 4: Health Promotion of Preschool, School-Aged and Adolescent</th>
<th>Compare coping skills of preschool, school-aged, and adolescent children.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Identify expected psychosocial, physical, and developmental changes occurring in preschool, school-aged, and adolescent children and the influence these have on family health needs.</td>
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<tr>
<td></td>
<td>Analyze cultural, societal, peer influence, and stress on development in school-aged and adolescent children.</td>
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<tr>
<td></td>
<td>Develop a health teaching plan addressing some of the physical, emotional, social, and spiritual challenges facing school-aged or adolescent children.</td>
</tr>
<tr>
<td>Edelman Chapters 19, 20, 21</td>
<td>Group Case Study 3</td>
</tr>
<tr>
<td>Grodner Chapter 10 (pgs 208-216 only)</td>
<td>Peer Evaluation</td>
</tr>
<tr>
<td>Modular Exam 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 5: Health Promotion through Young, Middle-Aged and Older Adult</th>
<th>Identify cultural and developmental factors that influence food decisions.</th>
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<tbody>
<tr>
<td></td>
<td>Compare and contrast the nutrient requirements, eating styles, food choices, and community supports for childhood, adolescence, and adulthood.</td>
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<tr>
<td></td>
<td>Discuss nutrient needs during pregnancy.</td>
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<td></td>
<td>Identify sound nutrition practices during the first year of life.</td>
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<td></td>
<td>Summarize nutrition strategies to reduce risk of the chronic disorders osteoporosis, cardiovascular disease, hypertension, and obesity.</td>
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<td></td>
<td>Identify attitudes, behaviors, and habits that frequently compose the lifestyles of young adults.</td>
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<td></td>
<td>Analyze the influence of psychosocial stressors on the middle-age adult and the ways the individual's culture and occupation can affect these stressors.</td>
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<tr>
<td></td>
<td>Evaluate morbidity data according to age, gender, and race.</td>
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<tr>
<td></td>
<td>Analyze social and political issues that influence the well-being of the older adult.</td>
</tr>
<tr>
<td>Edelman Chapters 22, 23, 24</td>
<td>Group Case Study 4</td>
</tr>
<tr>
<td>Grodner Chapter 10 (pgs 216-225 only)</td>
<td>(PowerPoint/Prezi and teaching handout) Peer Evaluation</td>
</tr>
<tr>
<td>Modular Exam 5</td>
<td>Modular Exam 5</td>
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</tbody>
</table>
Course Requirements

- No late assignments will be accepted unless the student contacts the instructor prior to the due date and time with an extenuating circumstance. If an assignment is not complete, turn in the assignment on time to receive partial credit for the completed work. If you do not turn in an assignment on time, you will receive a 0 for the assignment. Please view all due dates on the course calendar.
- All exams will be open on a Friday (please see the calendar for dates) from 3-5 pm PST. You will have 45 minutes to answer 45 questions. Not every student will receive the same questions on the exam (questions are randomized from a pull of questions). You MUST adjust your schedule accordingly. You will have a two hour window to log on and take the exam for 45 minutes. Please make sure you have good internet connection. Firefox works best with WebCampus. Please save each answer before you proceed to the next question. You cannot go back to view a question once you have passed it. The exam needs to be taken alone. 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 as soon as possible, but please try to adjust your schedule first.
- You have one week after the due date to discuss an exam or an assignment with your instructor. Exams and assignments will not be reviewed after one week post their due dates.
- A minimum of 75% of the overall quiz average and final exam is required to pass this course. No other course component grades will be calculated if the 75% threshold is not met. If the 75% threshold is not met, your final grade will consist of the overall average of your assessment quizzes, but cannot exceed 74%.
- Additionally, after meeting the 75% assessment quiz/exam threshold, 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.
- Any applicable criteria sheets or rubrics for assignments, papers, projects etc., will be posted on the course WebCampus web site.
- Please watch the video guide and listen to the PowerPoint voiceovers for each module.
- 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 daily as well as uses all aspects of WebCampus. Again, daily log-on (Monday - Friday) is important 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.
- Ask any questions you have.
- Master our learning management system, WebCampus. If you have any technical questions, contact the IT help desk at 702-895-0777. Phone support is available from 7am – 11pm, 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 finger tips 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!
- Please review the Web Links in the course. You will find important links that will help you in this course. Please pay attention to the BrainFuse link. When you click on this link, hit the submit button which will direct you to the Brainfuse website. You can receive live tutoring help for FREE (paid through UNLV Academic Success Center). You can also submit your paper to the Brainfuse Writing Lab for expert analysis. I would highly suggest this for all of your papers, but especially, for your individual Nutrition/Culture paper in Module 2.

Grades

The course grading scale follows the approved scale of the School of Nursing. As per School of Nursing policy, there is no rounding (up or down) or scores; thus, a grade of 89.99% will be recorded as 89%. A minimum of a "B" grade (83%) is required to satisfactorily complete the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>93-100</th>
<th>80-82</th>
<th>68-69</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>78-79</td>
<td>63-67</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>75-77</td>
<td>60-62</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>70-74</td>
<td>Below 59</td>
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<tr>
<td>B-</td>
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<td>C</td>
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<td>C+</td>
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<td>D+</td>
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<td>F</td>
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<td>Below 59</td>
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</table>

Policy related to repeating this course: If a student who is a nursing major receives less than a "B" (83%) in this course they must repeat the class. According to the School of Nursing policy, you may only enroll in this class only 2 times. If you enroll and then drop the class, that is considered one of your allowed enrollments.

Evaluation

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
Instruction Ratings

UNLV Academic Policies

All School of Nursing and University academic standards apply. These are described in both the School of Nursing Student Handbook and the University Student Handbook.

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

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 information can be found
Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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 before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Library Resources – Students may consult with a librarian (www.library.unlv.edu/consultation) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at www.library.unlv.edu/
University of Nevada Las Vegas

School of Nursing

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<thead>
<tr>
<th>Course number</th>
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</thead>
<tbody>
<tr>
<td>Title</td>
<td>Nutrition and Development Across the Lifespan</td>
</tr>
<tr>
<td>Day and time</td>
<td>Online</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Placement in curriculum</td>
<td>Pre-nursing</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>BIO 189 and BIO 223</td>
</tr>
<tr>
<td>Faculty</td>
<td>Nada Lukkahatai, PhD, RN</td>
</tr>
<tr>
<td></td>
<td>Office location: BHS 442</td>
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<tr>
<td></td>
<td>Office hours: Mondays and Tuesdays from 10 am-12 pm and by appointment.</td>
</tr>
<tr>
<td></td>
<td>Phone: 702-895-3527</td>
</tr>
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Please use WebCampus email for all course related correspondence. If WebCampus is unavailable, use ipuna.black@unlv.edu. Instructor Response Time: For emails or texts sent Monday through Friday (8 am to 4 pm), the instructor will respond within 24 hours. For emails or texts sent on weekends and holidays, expect a response within 48 hours or the next school day.

Course Description

NURS 299 focuses on application of growth and development principles and the science of nutrition in health and illness across the lifespan, emphasizing social, ethnic, religious, cultural, environmental, and economic factors within the United States.

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2. Analyze the relationship between growth and development theories, nutrition and culture as they relate to health promotion throughout the lifespan.
3. Identify the nutrients and define their function in human metabolism, catabolism and growth and development.
4. Utilize assessment tools for analyzing nutritional intake, daily values, recommended dietary allowances and dietary reference intakes.
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6. Discuss and describe major disease processes and their relationship to nutrition.
7. Describe and discuss cultural concepts and how one's culture affects health.

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| Points x | 5 exams = 225 | course tools. See course calendar in the Essentials folder for due dates. |

### 4 Module Case Studies (these will be done as a group)

<table>
<thead>
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<td>28</td>
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</table>

These are group projects due by the end of each module (except Module 2) under the assessment tab in course tools. See course calendar in the Essentials folder for due dates.

PLEASE NOTE that Case Study 1 is pass/fail and Case Studies 2, 3, and 4 are worth 28 points each for a total of 84 points.

If you fail to participate in Case Study 1, you will fail the course. If you fail to participate in Case Studies 2, 3, or 4, you will receive a 0 for each case study you do not participate in or your score will be reduced based on the peer evaluations from your group.

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### Total

| Points x | 5 exams = 225 | course tools. See course calendar in the Essentials folder for due dates. |

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<td>Discuss how susceptibility to disease may differ among individuals in different racial groups.</td>
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<td>Identifies energy and key nutrient recommendations throughout the lifespan.</td>
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<td>Identify how digestion and metabolism change over the lifespan.</td>
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<td>Use tools necessary to assess nutritional status.</td>
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<td></td>
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<tr>
<td></td>
<td>Discuss and describe major disease processes and their relationship to nutrition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain the physical activity and fitness goals of <em>Healthy People 2010</em> and <em>Healthy People 2020</em>, and the progress made toward these goals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                               | Grodner, Chapters 3-9  
   Edelman, 11, 12 |

You will need to review all of these chapters to complete your Nutrition/Culture Paper, but you will only be tested on the following chapters for Exam 2:  

Edelman, Chapter 11  
Grodner, Chapters 4, 6, 8

<table>
<thead>
<tr>
<th>Module 3: Health Promotion of Prenatal, Infant and Toddler</th>
<th>Explain the importance of growth and development as a framework for assessing and promoting health.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe Erikson's theory of psychosocial development, Piaget's theory of cognitive development, and Kohlberg's and Gilligan's theories of moral development.</td>
</tr>
<tr>
<td></td>
<td>Discuss planning, implementing and evaluating nursing interventions in health promotion with families.</td>
</tr>
<tr>
<td></td>
<td>Analyze the influence of factors such as ethnicity, legislative priorities, and the sociopolitical context of the health care delivery system on prenatal and childbirth care and the needs of families.</td>
</tr>
<tr>
<td></td>
<td>Analyze the developmental tasks for the infant and the behavior indicating that these tasks are being met.</td>
</tr>
</tbody>
</table>
|                                                         | Edelman Chapters 6 (pg 139 Box 6-3 only), 15, 16, 17, 18  
   Grodner Chapter 10 (pgs 187-208 only) |

| Nutrition/Culture Assessment Paper  
Modular Exam 2  
(Edelman, Chpt 11;  
Grodner, Chpts 4, 6, 8 only) |

| Group Case Study 2 with a Discussion  
Peer Evaluation  
Modular Exam 3 |
<table>
<thead>
<tr>
<th>Module 4: Health Promotion of Preschool, School-Aged and Adolescent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the physical growth, developmental, and maturational changes that occur during the toddler period.</td>
</tr>
<tr>
<td>List the recommended health-promotion and disease-prevention visits for the toddler with the appropriate topics for anticipatory guidance for their parents.</td>
</tr>
<tr>
<td><strong>Module 4: Health Promotion of Preschool, School-Aged and Adolescent</strong></td>
</tr>
<tr>
<td>Compare coping skills of preschool, school-aged, and adolescent children.</td>
</tr>
<tr>
<td>Identify expected psychosocial, physical, and developmental changes occurring in preschool, school-aged, and adolescent children and the influence these have on family health needs.</td>
</tr>
<tr>
<td>Analyze cultural, societal, peer influence, and stress on development in school-aged and adolescent children.</td>
</tr>
<tr>
<td>Develop a health teaching plan addressing some of the physical, emotional, social, and spiritual challenges facing school-aged or adolescent children.</td>
</tr>
<tr>
<td><strong>Edelman 19, 20, 21</strong></td>
</tr>
<tr>
<td><strong>Grodner Chapter 10</strong></td>
</tr>
<tr>
<td><strong>Group Case Study 3</strong></td>
</tr>
<tr>
<td><strong>Peer Evaluation</strong></td>
</tr>
<tr>
<td><strong>Modular Exam 4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 5: Health Promotion through Young, Middle-Aged and Older Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify cultural and developmental factors that influence food decisions.</td>
</tr>
<tr>
<td>Compare and contrast the nutrient requirements, eating styles, food choices, and community supports for childhood, adolescence, and adulthood.</td>
</tr>
<tr>
<td>Discuss nutrient needs during pregnancy.</td>
</tr>
<tr>
<td>Identify sound nutrition practices during the first year of life.</td>
</tr>
<tr>
<td>Summarize nutrition strategies to reduce risk of the chronic disorders osteoporosis, cardiovascular disease, hypertension, and obesity.</td>
</tr>
<tr>
<td>Identify attitudes, behaviors, and habits that frequently compose the lifestyles of young adults.</td>
</tr>
<tr>
<td>Analyze the influence of psychosocial stressors on the middle-age adult and the ways the individual's culture</td>
</tr>
<tr>
<td><strong>Edelman Chapters 22, 23, 24</strong></td>
</tr>
<tr>
<td><strong>Grodner Chapter 10</strong></td>
</tr>
<tr>
<td><strong>Group Case Study 4</strong></td>
</tr>
<tr>
<td>(PowerPoint/Prezi and teaching handout)</td>
</tr>
<tr>
<td><strong>Peer Evaluation</strong></td>
</tr>
<tr>
<td><strong>Modular Exam 5</strong></td>
</tr>
</tbody>
</table>
Course Requirements

- No late assignments will be accepted unless the student contacts the instructor prior to the due date and time with an extenuating circumstance. If an assignment is not complete, turn in the assignment on time to receive partial credit for the completed work. If you do not turn in an assignment on time, you will receive a 0 for the assignment. Please view all due dates on the course calendar.
- All exams will be open on a Friday (please see the calendar for dates) from 3-5 pm PST. You will have 45 minutes to answer 45 questions. Not every student will receive the same questions on the exam (questions are randomized from a pull of questions). You MUST adjust your schedule accordingly. You will have a two hour window to log on and take the exam for 45 minutes. Please make sure you have good internet connection. Firefox works best with WebCampus. Please save each answer before you proceed to the next question. You cannot go back to view a question once you have passed it. The exam needs to be taken alone. 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 as soon as possible, but please try to adjust your schedule first.
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- A minimum of 75% of the overall quiz average and final exam is required to pass this course. No other course component grades will be calculated if the 75% threshold is not met. If the 75% threshold is not met, your final grade will consist of the overall average of your assessment quizzes, but cannot exceed 74%.
- Additionally, after meeting the 75% assessment quiz/exam threshold, 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.
- Any applicable criteria sheets or rubrics for assignments, papers, projects etc., will be posted on the course WebCampus web site.
- Please watch the video guide and listen to the PowerPoint voiceovers for each module.
- 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 daily as well as uses all aspects of WebCampus. Again, daily log-on (Monday - Friday) is important 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.
- Ask any questions you have.
• Master our learning management system, WebCampus. If you have any technical questions, contact the IT help desk at 702-895-0777. Phone support is available from 7am – 11pm, 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:
  o create a strong Internet connection, preferably a wired connection, not a wireless connection
  o use Mozilla Firefox, which is the preferred browser for WebCampus
  o update your Flash player
  o 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 finger tips 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!

• Please review the Web Links in the course. You will find important links that will help you in this course. Please pay attention to the BrainFuse link. When you click on this link, hit the submit button which will direct you to the Brainfuse website. You can receive live tutoring help for FREE (paid through UNLV Academic Success Center). You can also submit your paper to the Brainfuse Writing Lab for expert analysis. I would highly suggest this for all of your papers, but especially, for your individual Nutrition/Culture paper in Module 2.

Grades

The course grading scale follows the approved scale of the School of Nursing. As per School of Nursing policy, there is no rounding (up or down) or scores; thus, a grade of 89.99% will be recorded as 89%. A minimum of a "B" grade (83%) is required to satisfactorily complete the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>75-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-74</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 59</td>
</tr>
</tbody>
</table>

Policy related to repeating this course: If a student who is a nursing major receives less than a "B" (83%) in this course they must repeat the class. According to the School of Nursing policy, you may only enroll in this class only 2 times. If you enroll and then drop the class, that is considered one of your allowed enrollments.

Evaluation

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

Instruction Ratings

UNLV Academic Policies

All School of Nursing and University academic standards apply. These are described in both the School of Nursing Student Handbook and the University Student Handbook.

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.
An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

**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 information can be found at: http://www.unlv.edu/provost/copyright.

**Disability Resource Center (DRC)** – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

**Incomplete Grades** - The grade of I - Incomplete - can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring** – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students.
It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

**Library Resources** – Students may consult with a librarian (www.library.unlv.edu/consultation) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at [www.library.unlv.edu/](http://www.library.unlv.edu/)
### University of Nevada Las Vegas
### School of Nursing

<table>
<thead>
<tr>
<th>Course number</th>
<th>NURS 299</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Nutrition and Development Across the Lifespan</td>
</tr>
<tr>
<td>Day and time</td>
<td>Online</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Placement in curriculum</td>
<td>Pre-nursing</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>BIO 189 and BIO 223</td>
</tr>
<tr>
<td>Faculty</td>
<td>Janelle B. Willis, MSN, RN, FNP, CNE</td>
</tr>
<tr>
<td>Office location</td>
<td>BHS 438</td>
</tr>
<tr>
<td>Office hours</td>
<td>Mondays 08 am - 12 pm and by appointment</td>
</tr>
<tr>
<td>Phone</td>
<td>702-895-5440</td>
</tr>
</tbody>
</table>

Please use WebCampus email for all course related correspondence. If WebCampus is unavailable, use janelle.willis@unlv.edu. Instructor Response Time: For emails or texts sent Monday through Friday (8 am to 4 pm), the instructor will respond within 24 hours. For emails or texts sent on weekends and holidays, expect a response within 48 hours or the next school day.

### Course Description

NURS 299 focuses on application of growth and development principles and the science of nutrition in health and illness across the lifespan, emphasizing social, ethnic, religious, cultural, environmental, and economic factors within the United States.

### Course Schedule

See the Semester Calendar, located in the Essential Information for Succeeding in the Course folder, for module and due dates.

### Required Textbooks and Supplies
Course Objectives

1. Discuss a variety of theories of human development.
2. Analyze the relationship between growth and development theories, nutrition and culture as they relate to health promotion throughout the lifespan.
3. Identify the nutrients and define their function in human metabolism, catabolism and growth and development.
4. Utilize assessment tools for analyzing nutritional intake, daily values, recommended dietary allowances and dietary reference intakes.
5. Identify levels of prevention as they relate to health promotion and pathological processes throughout the lifespan.
6. Discuss and describe major disease processes and their relationship to nutrition.
7. Describe and discuss cultural concepts and how one's culture affects health.

Course Outcomes

1. The student will be able to verbalize and describe the use nutritional principles for the future provision of culturally competent care to diverse patients across the lifespan.
2. The student will be able to verbalize and describe the use growth and development principles for the future provision of culturally competent care to diverse patients across the lifespan.
3. The student will be able to verbalize and describe cultural concepts needed for the future assessment and care of individuals, families and communities.

Teaching Strategies

This course will be conducted online utilizing student-centered learning activities. Self-study reading, supplemental videos, PowerPoint (PPT) presentations, critical thinking case studies, exams, and other group and individual learning activities as assigned. 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 therein — including a failure in the course.

Course Evaluation Measures

<table>
<thead>
<tr>
<th>Evaluation tool</th>
<th>Course grade points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for Writing APA Module</td>
<td>0</td>
<td>You must pass a short quiz on APA style to gain access to Learning Module 1. YOU WILL KNOW THAT YOU PASSED IF YOU CAN SEE MODULE 1.</td>
</tr>
<tr>
<td>Module Exams (5)</td>
<td>45 points x 5 exams</td>
<td>These are due by the end of each module and are taken under the Assessment tab under course tools. See course calendar in the Essentials folder for due dates.</td>
</tr>
</tbody>
</table>
### Nutrition and Culture
Assessment paper (this will be an individual project)

<table>
<thead>
<tr>
<th>141</th>
</tr>
</thead>
</table>

This is an in-depth individual paper submitted in the assignments tab under course tools. See course calendar in the Essentials folder for due dates.

### 4 Module Case Studies (these will be done as a group)

<table>
<thead>
<tr>
<th>0 = Case Study 1</th>
</tr>
</thead>
</table>

These are group projects due by the end of each module (except Module 2) under the assessment tab in course tools. See course calendar in the Essentials folder for due dates.

PLEASE NOTE that Case Study 1 is pass/fail and Case Studies 2, 3, and 4 are worth 28 points each for a total of 84 points.

If you fail to participate in Case Study 1, you will fail the course. If you fail to participate in Case Studies 2, 3, or 4, you will receive a 0 for each case study you do not participate in or your score will be reduced based on the peer evaluations from your group.

Case Studies 1, 2, and 3 are similar. Case Study 2 has a discussion component and Case Study 4 is a PowerPoint or Prezi presentation with a teaching handout. Please read the Case Study Guidelines thoroughly for each case study.

### Total

<table>
<thead>
<tr>
<th>450</th>
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</table>

All assignments must be submitted

### Topical Outline

Please refer to the course calendar for all established deadlines.

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Module Objectives</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Overview</td>
<td>Describe health promotion. Understand the purpose of <em>Healthy People 2020</em>. Integrate the role of nutrition into the six dimensions of health (physical, intellectual, emotional, social, spiritual, and environmental). Compare the three levels of prevention (primary, secondary and tertiary) across the lifespan. Discuss selected cultural factors that have an impact on the health and well-being of emerging populations. Discuss how susceptibility to disease may differ among individuals in different racial groups.</td>
<td>Grodner, Chapter 1 Edelman, Chapters 1, 2, 6 (pg 133 Box 6-2 only)</td>
<td>Introduction of self with a picture Group Case Study 1 (pass/fail) Peer Evaluation Modular Exam 1</td>
</tr>
</tbody>
</table>
| Module 2: Nutrition & Exercise | Recognize the functions and effects of inadequate or excess intake of carbohydrates, fats, proteins, vitamins and minerals within the body.  
Discuss how dietary reference intakes represent nutrient adequacy especially related to vitamins and minerals.  
Identifies energy and key nutrient recommendations throughout the lifespan.  
Identify how digestion and metabolism change over the lifespan.  
Use tools necessary to assess nutritional status.  
Discuss and describe major disease processes and their relationship to nutrition.  
Explain the physical activity and fitness goals of *Healthy People 2010* and *Healthy People 2020*, and the progress made toward these goals. | Grodner, Chapters 3-9  
Edelman, 11, 12  
You will need to review all of these chapters to complete your Nutrition/Culture Paper, but you will only be tested on the following chapters for Exam 2:  
Edelman, Chapter 11  
Grodner, Chapters 4, 6, 8 | Nutrition/Culture Assessment Paper  
Modular Exam 2  
(Edelman, Chpt 11;  
Grodner, Chpts 4, 6, 8 only) |
| --- | --- | --- | --- |
| Module 3: Health Promotion of Prenatal, Infant and Toddler | Explain the importance of growth and development as a framework for assessing and promoting health.  
Describe Erikson’s theory of psychosocial development, Piaget’s theory of cognitive development, and Kohlberg’s and Gilligan’s theories of moral development.  
Discuss planning, implementing and evaluating nursing interventions in health promotion with families.  
Analyze the influence of factors such as ethnicity, legislative priorities, and the sociopolitical context of the health care delivery system on prenatal and childbirth care and the needs of families.  
Analyze the developmental tasks for the infant and the behavior indicating that these tasks are being met.  
Describe the physical growth, developmental, and maturational changes that occur during the toddler period.  
List the recommended health-promotion and disease- | Edelman Chapters 6 (pg 139 box 6-3 only), 15, 16, 17, 18  
Grodner Chapter 10 (pgs 187-208 only) | Group Case Study 2  
with a Discussion Peer Evaluation  
Modular Exam 3 |
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<tr>
<th>Module 4: Health Promotion of Preschool, School-Aged and Adolescent</th>
<th>Compare coping skills of preschool, school-aged, and adolescent children. Identify expected psychosocial, physical, and developmental changes occurring in preschool, school-aged, and adolescent children and the influence these have on family health needs. Analyze cultural, societal, peer influence, and stress on development in school-aged and adolescent children. Develop a health teaching plan addressing some of the physical, emotional, social, and spiritual challenges facing school-aged or adolescent children.</th>
<th>Edelman Chapters 19, 20, 21 Grodner Chapter 10 (pgs 208-216 only)</th>
<th>Group Case Study 3 Peer Evaluation Modular Exam 4</th>
</tr>
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<tbody>
<tr>
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<td>Edelman Chapters 22, 23, 24 Grodner Chapter 10 (pgs 216-225 only)</td>
<td>Group Case Study 4 (PowerPoint/Prezi and teaching handout) Peer Evaluation Modular Exam 5</td>
</tr>
</tbody>
</table>
Course Requirements

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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 finger tips 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!

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The course grading scale follows the approved scale of the School of Nursing. As per School of Nursing policy, there is no rounding (up or down) or scores; thus, a grade of 89.99% will be recorded as 89%. A minimum of a "B" grade (83%) is required to satisfactorily complete the course.

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Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Incomplete Grades - The grade of I - Incomplete - can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Library Resources – Students may consult with a librarian (www.library.unlv.edu/consultation) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at www.library.unlv.edu/
Course number | NURS 299
---|---
Title | Nutrition and Development Across the Lifespan
Day and time | Online
Credits | 3
Placement in curriculum | Pre-nursing
Prerequisites | BIO 189 and BIO 223
Faculty | Minnie Wood, MS, APRN, ANP-BC
Office location: BHS 457
Office hours: Tuesdays 1 pm - 5 pm and by appointment
Phone: 702-895-3717

Please use WebCampus email for all course related correspondence. If WebCampus is unavailable, use minnie.wood@unlv.edu. Instructor Response Time: For emails or texts sent Monday through Friday (8 am to 4 pm), the instructor will respond within 24 hours. For emails or texts sent on weekends and holidays, expect a response within 48 hours or the next school day.

**Course Description**

NURS 299 focuses on application of growth and development principles and the science of nutrition in health and illness across the lifespan, emphasizing social, ethnic, religious, cultural, environmental, and economic factors within the United States.

**Course Schedule**

See the Semester Calendar, located in the Essential Information for Succeeding in the Course folder, for module and due dates.

**Required Textbooks and Supplies**
Course Objectives

1. Discuss a variety of theories of human development.
2. Analyze the relationship between growth and development theories, nutrition and culture as they relate to health promotion throughout the lifespan.
3. Identify the nutrients and define their function in human metabolism, catabolism and growth and development.
4. Utilize assessment tools for analyzing nutritional intake, daily values, recommended dietary allowances and dietary reference intakes.
5. Identify levels of prevention as they relate to health promotion and pathological processes throughout the lifespan.
6. Discuss and describe major disease processes and their relationship to nutrition.
7. Describe and discuss cultural concepts and how one's culture affects health.

Course Outcomes

1. The student will be able to verbalize and describe the use nutritional principles for the future provision of culturally competent care to diverse patients across the lifespan.
2. The student will be able to verbalize and describe the use growth and development principles for the future provision of culturally competent care to diverse patients across the lifespan.
3. The student will be able to verbalize and describe cultural concepts needed for the future assessment and care of individuals, families and communities.

Teaching Strategies

This course will be conducted online utilizing student-centered learning activities. Self-study reading, supplemental videos, PowerPoint (PPT) presentations, critical thinking case studies, exams, and other group and individual learning activities as assigned. 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 therein — including a failure in the course.

Course Evaluation Measures

<table>
<thead>
<tr>
<th>Evaluation tool</th>
<th>Course grade points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for Writing APA Module</td>
<td>0</td>
<td>You must pass a short quiz on APA style to gain access to Learning Module 1. YOU WILL KNOW THAT YOU PASSED IF YOU CAN SEE MODULE 1.</td>
</tr>
<tr>
<td>Module Exams (5)</td>
<td>45 points x 5 exams</td>
<td>These are due by the end of each module and are taken under the Assessment tab under course tools. See course calendar in the Essentials folder for due dates.</td>
</tr>
</tbody>
</table>
### Nutrition and Culture Assessment paper (this will be an individual project)

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>141</td>
<td>This is an in-depth individual paper submitted in the assignments tab under course tools. See course calendar in the Essentials folder for due dates.</td>
</tr>
</tbody>
</table>

### 4 Module Case Studies (these will be done as a group)

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Case Study 1 28 points x 3 case studies = 84</td>
<td>These are group projects due by the end of each module (except Module 2) under the assessment tab in course tools. See course calendar in the Essentials folder for due dates. PLEASE NOTE that Case Study 1 is pass/fail and Case Studies 2, 3, and 4 are worth 28 points each for a total of 84 points. If you fail to participate in Case Study 1, you will fail the course. If you fail to participate in Case Studies 2, 3, or 4, you will receive a 0 for each case study you do not participate in or your score will be reduced based on the peer evaluations from your group. Case Studies 1, 2, and 3 are similar. Case Study 2 has a discussion component and Case Study 4 is a PowerPoint or Prezi presentation with a teaching handout. Please read the Case Study Guidelines thoroughly for each case study.</td>
</tr>
</tbody>
</table>

### Total

<table>
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<tr>
<td>450</td>
<td>All assignments must be submitted</td>
</tr>
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## Topical Outline

Please refer to the course calendar for all established deadlines.

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Module Objectives</th>
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<tr>
<td>Module 1: Overview</td>
<td>Describe health promotion. Understand the purpose of <em>Healthy People 2020</em>. Integrate the role of nutrition into the six dimensions of health (physical, intellectual, emotional, social, spiritual, and environmental). Compare the three levels of prevention (primary, secondary and tertiary) across the lifespan. Discuss selected cultural factors that have an impact on the health and well-being of emerging populations. Discuss how susceptibility to disease may differ among individuals in different racial groups.</td>
<td>Grodner, Chapter 1 Edelman, Chapters 1, 2, 6 (pg 133 Box 6-2 only)</td>
<td>Introduction of self with a picture Group Case Study 1 (pass/fail) Modular Exam 1</td>
</tr>
<tr>
<td>Group Case Study 1</td>
<td></td>
<td>Peer Evaluation</td>
<td></td>
</tr>
</tbody>
</table>
| Module 2: Nutrition & Exercise | Recognize the functions and effects of inadequate or excess intake of carbohydrates, fats, proteins, vitamins and minerals within the body.  
Discuss how dietary reference intakes represent nutrient adequacy especially related to vitamins and minerals.  
Identifies energy and key nutrient recommendations throughout the lifespan.  
Identify how digestion and metabolism change over the lifespan.  
Use tools necessary to assess nutritional status.  
Discuss and describe major disease processes and their relationship to nutrition.  
Explain the physical activity and fitness goals of *Healthy People 2010* and *Healthy People 2020*, and the progress made toward these goals. | Grodner, Chapters 3-9  
Edelman, 11, 12  
You will need to review all of these chapters to complete your Nutrition/Culture Paper, but you will only be tested on the following chapters for Exam 2:  
Edelman, Chapter 11  
Grodner, Chapters 4, 6, 8 | Nutrition/Culture Assessment Paper  
Modular Exam 2  
(Edelman, Chpt 11;  
Grodner, Chpts 4, 6, 8 only) |
| Module 3: Health Promotion of Prenatal, Infant and Toddler | Explain the importance of growth and development as a framework for assessing and promoting health.  
Describe Erikson's theory of psychosocial development, Piaget's theory of cognitive development, and Kohlberg's and Gilligan's theories of moral development.  
Discuss planning, implementing and evaluating nursing interventions in health promotion with families.  
Analyze the influence of factors such as ethnicity, legislative priorities, and the sociopolitical context of the health care delivery system on prenatal and childbirth care and the needs of families.  
Analyze the developmental tasks for the infant and the behavior indicating that these tasks are being met.  
Describe the physical growth, developmental, and maturational changes that occur during the toddler period.  
List the recommended health-promotion and disease- | Edelman Chapters 6 (pg 139 box 6-3 only), 15, 16, 17, 18  
Grodner Chapter 10 (pgs 187-208 only) | Group Case Study 2  
with a Discussion  
Peer Evaluation  
Modular Exam 3 |
### Module 4: Health Promotion of Preschool, School-Aged and Adolescent

- Compare coping skills of preschool, school-aged, and adolescent children.
- Identify expected psychosocial, physical, and developmental changes occurring in preschool, school-aged, and adolescent children and the influence these have on family health needs.
- Analyze cultural, societal, peer influence, and stress on development in school-aged and adolescent children.
- Develop a health teaching plan addressing some of the physical, emotional, social, and spiritual challenges facing school-aged or adolescent children.

**Edelman Chapters 19, 20, 21**

**Grodner Chapter 10 (pgs 208-216 only)**

**Group Case Study 3**

**Peer Evaluation**

**Modular Exam 4**

### Module 5: Health Promotion through Young, Middle-Aged and Older Adult

- Identify cultural and developmental factors that influence food decisions.
- Compare and contrast the nutrient requirements, eating styles, food choices, and community supports for childhood, adolescence, and adulthood.
- Discuss nutrient needs during pregnancy.
- Identify sound nutrition practices during the first year of life.
- Summarize nutrition strategies to reduce risk of the chronic disorders osteoporosis, cardiovascular disease, hypertension, and obesity.
- Identify attitudes, behaviors, and habits that frequently compose the lifestyles of young adults.
- Analyze the influence of psychosocial stressors on the middle-age adult and the ways the individual's culture and occupation can affect these stressors.
- Evaluate morbidity data according to age, gender, and race.
- Analyze social and political issues that influence the well-being of the older adult.

**Edelman Chapters 22, 23, 24**

**Grodner Chapter 10 (pgs 216-225 only)**

**Group Case Study 4**

**(PowerPoint/Prezi and teaching handout)**

**Peer Evaluation**

**Modular Exam 5**
Course Requirements

- No late assignments will be accepted unless the student contacts the instructor prior to the due date and time with an extenuating circumstance. If an assignment is not complete, turn in the assignment on time to receive partial credit for the completed work. If you do not turn in an assignment on time, you will receive a 0 for the assignment. Please view all due dates on the course calendar.
- All exams will be open on a Friday (please see the calendar for dates) from 3-5 pm PST. You will have 45 minutes to answer 45 questions. Not every student will receive the same questions on the exam (questions are randomized from a pull of questions). You MUST adjust your schedule accordingly. You will have a two hour window to log on and take the exam for 45 minutes. Please make sure you have good internet connection. Firefox works best with WebCampus. Please save each answer before you proceed to the next question. You cannot go back to view a question once you have passed it. The exam needs to be taken alone. 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 or an assignment with your instructor. Exams and assignments will not be reviewed after one week post their due dates.
- A minimum of 75% of the overall quiz average and final exam is required to pass this course. No other course component grades will be calculated if the 75% threshold is not met. If the 75% threshold is not met, your final grade will consist of the overall average of your assessment quizzes, but cannot exceed 74%.
- Additionally, after meeting the 75% assessment quiz/exam threshold, 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.
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• turn your speakers on

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Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Incomplete Grades - The grade of I - Incomplete - can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Library Resources – Students may consult with a librarian (www.library.unlv.edu/consultation) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at www.library.unlv.edu/