

Dakota College Bottineau

Course Syllabus

Course Prefix/Number/Title

NUTR 240 – Principles of Nutrition

Number of credits:

3 Credits

Course Description:

Course content includes the science and application of nutrition, nutrition interventions in chronic and acute illness, promoting health and wellness throughout the life span, and national nutrition concerns.

Prerequisites:

None

Course Objectives:

Upon completion of this course the student should be able to:

- Interpret what the scientific facts tell us about nutrition and health
- Understand why we eat what we eat
- Explain the nutrition standards and guidelines
- Describe the processes of digestion, absorption, and transport
- Describe the major nutrients, vitamins, and minerals and their roles in the body
- Understand the concepts of energy balance and weight control
- Recognize the relationship between physical fitness, health, and nutrition
- Explain the relationship between diet and health
- Describe the nutritional needs at various stages of the life cycle
- Understand the basic principles of food safety
- Recognize the growing problem of hunger in the global economy

Instructor:

Joanne Vandal, BSN, RN

Office Hours:

By appointment only

Phone:

Cell Phone: (701) 263-5116

Texting is the fastest way to contact me, if you prefer a phone call and I am unable to take your call, please leave a brief message as well as a return phone number and I will get back to you as soon as I can.

Email:

Joanne.vandal@dakotacollege.edu

Textbook

Book information available through DCB Bookstore

Course Requirements:

Student Responsibilities:

1. The student is expected to attend class regularly. You are responsible for information discussed in the class room which may not be in the textbook. If absent from class, the student is responsible for obtaining the day's information through the instructor or another student.
2. Students are expected to act in a professional manner at all times. In appropriate communication will not be tolerated
3. The instructor reserves the right to give assignments that may not be listed in this syllabus.

Course Evaluation Method:

1. The chapter exams are multiple choice.
2. Each exam will generally be 40-50 multiple choice questions with the possibility of short answer questions also. The final test will not be comprehensive.
3. At least one presentation/report worth 50 pts. is required during the semester.

Grading Scale:

- A (89.5 – 100%)
- B (79.5 – 89.4%)
- C (69.5 – 79.4%)
- D (59.5 – 69.4%)
- F (0 – 59.4%)

Classroom Policies:

1. Cell phone must be muted or turn off.
2. NO texting or phone calls are allowed during class time. If you need to use your phone, leave the classroom as a courtesy to the instructor and your fellow students.
3. No electronic devices, i.e. I-Pods, MP-3, etc. allowed in the classroom, they may cause disturbance with the IVN equipment and are disrespectful to the instructor and your fellow students.
4. The instructor reserves the right to ask any student disregarding these policies to leave the class for that day or longer if there is a continuous disregard for classroom polices. The student is still responsible for all information discussed during that class period.

Academic Integrity:

- Please refer to the student handbook

Disabilities and Special Needs:

The Learning Center provides a variety of academic support services for eligible students with disabilities. Eligible students with disabilities are entitled to reasonable accommodations that allow access to education and services. If you have questions regarding this please contact the learning center.

Jan Nahinurk, Director

Learning Disabilities Specialist

Phone: 701-228-5479

Email: Jan.Nahinurk@dakotacollege.edu

General Education Goals/Objectives:**According to the campus catalog:**

General education exists on the DCB campus to provide students with an opportunity to develop knowledge and skills to become life-long learners in a dynamic, global community that will continue to change. At DCB, general education exists within all programs.

The core of general education includes building knowledge and understanding concepts of the natural and social sciences, mathematics, communication, arts and humanities, technology, and wellness. The specific goals of general education reflect the commitment to the campus focus of Nature, Technology, and Beyond and are as follows:

Nature

1. Explains the interrelationships between humans and their environment and the role of science in their lives

Technology

1. Demonstrates knowledge and application of technology
2. Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems.

And Beyond

1. Demonstrates effective communication
2. Employs the principles of wellness
3. Demonstrates the knowledge of the human experience throughout history
4. Demonstrates the ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society

Specifically, educated people practice and are literate in the various methods of communication. They recognize their place in the history, culture, and diverse heritages of the United States and the world. They appreciate the web of commonality of all humans in a multicultural world and are prepared for the responsibilities of engaged citizenship. They recognize the ethical demands of our common lives. They demonstrate the skills and knowledge of the social and behavioral sciences to analyze their contemporary world. They are familiar with the history and aesthetics of the fine arts. They understand and practice the scientific and mathematical views of the world. They possess critical thinking skills to analyze and develop solutions for problems.

General Education Goals:

- Uses electronic resources for course related assignments and information
- Employs problem solving and critical thinking skills in order to solve a variety of different problems
- Demonstrates effective communication
- Works collaboratively with others
- Identifies the differences between healthy life choices and consequences of negative behaviors

Relationship to Campus Theme:

This course relates to “technology” in the campus theme given the ever changing technology in the healthcare arena.

Tentative Course Outline:

Subject to change at the instructor's discretion.

WEEK ONE

Review of the syllabi
Chapter 1 – Overview of Nutrition and Health
Discussion of student's daily eating habits

WEEK TWO

Chapter 1 continued
Chapter 2 - Carbohydrates
Chapter 3 - Lipids
Chapter 4 - Protein

WEEK THREE

Chapter 8 – Vitamins
Chapter 9 – Water and the Minerals
Test 1 – Chapters 1,2,3,4 ,8 & 9
Chapter 5 – Digestion and Absorption

WEEK FOUR

Chapter 5 – Digestion and Absorption (cont)
Chapter 6 – Metabolism, Energy Balance, and Body Composition

WEEK FIVE

Monday – Test 2 – Chapters 6 & 7
Guest Speakers – Attendance will be taken, students responsible for information discussed and/or presented.

WEEK SIX

Student reports/presentations on Fad Diets

WEEK SEVEN

Chapter 10 – Fitness and Nutrition
Test 3 – Chapter 10 and Fad Diets

WEEK EIGHT

Nutrition through the Life Span:
Chapters 11, 12, 13

WEEK NINE

Continue with Nutrition through the Life Span
Test 4 – Chapters 11, 12 & 13

WEEK TEN

Chapter 16 - Specialized Nutrition Support

WEEK ELEVEN

Fad Diets

WEEK TWELVE

Fad Diets

WEEK THIRTEEN

Culture and Religious Influences on Food and Nutrition

WEEK FOURTEEN

Student Reports/Presentations on Culture and Religion

WEEK FIFTEEN

Final Tests

WEEK SIXTEEN