

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE OVERVIEW**

- COURSE NUMBER:** NUR 3183
- COURSE TITLE:** Food, Nutrition, and Health
- COURSE FORMAT:** Live lecture course
- CREDIT HOURS:** 3 credits
- COURSE SCHEDULE:** Day and time XXXX, NU xxx College of Nursing Bldg, Boca campus
- PLACEMENT IN CURRICULUM:** Required prerequisite course for traditional and accelerated BSN tracks. Can be pre or co-requisite for RN-BSN track. Offered each semester. Freshman direct admit – taken sophomore year.
- PREREQUISITES:** BSC 2085/2085L or BSC 2086/2086L or BCH 3034; pre- or co-requisite CHEM 2032
- FACULTY:** Sareen S. Gropper, PhD, RDN, LD  
Professor  
Office: 322 Christine E. Lynn College of Nursing  
Campus Phone: 561 297 3614  
Email: [sgropper@fau.edu](mailto:sgropper@fau.edu)
- OFFICE HOURS:** xxxxxx or by appointment
- COURSE DESCRIPTION:** Course examines the principles of human nutrition, including nutrient characteristics, digestion, absorption, metabolism, food sources, functions, requirements, and interrelationships with other nutrients, health, and diseases.
- COURSE OBJECTIVES:** Upon completion of NUR 3183 the student will be able to:
1. Discuss guidelines and standards for health and nutrition such as Dietary Reference Intakes, Dietary Guidelines for Americans, food labels, and MyPlate.
  2. Describe how carbohydrates, fats and proteins are digested and absorbed into the body.
  3. Explain carbohydrates, fats, proteins, and water in terms of chemical composition, characteristics, food sources, functions and metabolism in the body.
  4. Identify food sources, factors affecting absorption and excretion, functions, intake recommendations, interrelationships, deficiency disorders, and likelihood of toxicity for vitamins and minerals.
  5. Understand the roles of energy intake and expenditure for the regulation of body weight.
  6. Explain the interrelationships between nutrition and diseases such as diabetes, heart disease, cancer, hypertension, osteoporosis, and anemia, as well as other selected disorders affecting the renal and gastrointestinal systems.
  7. Evaluate a diet for adequacy.

### TEACHING-LEARNING STRATEGIES:

Lectures and activities will be employed. In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions. In addition, personal conversations with other students during lectures should be avoided.

### GRADING AND EVALUATION METHODS:

| Activity / Assignment                            | Points     | Percent of Total Grade |
|--|------------|------------------------|
| Exam 1 (covering lecture topics 1 to 3)          | 100        | 20%                    |
| Exam 2 (covering lecture topics 4 to 7)          | 100        | 20%                    |
| Exam 3 (covering lecture topics 8 to 10)         | 100        | 20%                    |
| Quizzes (best two out of three)                  | 30         | 6%                     |
| Diet Analysis Project                            | 70         | 14%                    |
| Exam 4 Cumulative final (lecture topics 3 to 11) | <u>100</u> | <u>20%</u>             |
|  | 500        | 100%                   |

**Extra credit assignments are not provided.**

**Exams (tests)** - Each of the four exams is multiple choice. A blue scantron (that is NOT WRINKLED), a #2 pencil with eraser, and your owl ID card are needed for each exam. **Cell phones, backpacks and other personal items are not allowed at your seats during exams.** Exams are not returned to students; however, students may review the exam during office hours or by making an appointment. A make-up exam will only be permitted if a student has a valid university-approved excuse. Students missing an exam due to an approved absence must contact the instructor within 1 week of the scheduled exam.

**Quizzes** - Three quizzes will be given through Blackboard. The two highest quiz grades will be counted: in other words, one of the three quiz grades may be dropped. Each quiz is worth 15 points for a total of 30 quiz points. The quizzes must be taken during the designated time periods; **only one attempt to take each quiz is permitted.** Quiz one covers lecture topics 1 to 3, quiz two covers lecture topics 4 to 7, and quiz three covers lecture topics 8 to 10. Additional quiz directions are posted on Blackboard.

**Diet analysis project**, in which students analyze foods consumed as part of his/her diet, directions are posted on Blackboard after exam one. The diet analysis project, part of course objective #7, is due in class or before xxxx. Projects submitted after the due date will lose 20 points for late submission and may lose additional points for incorrect work. The website for the diet analysis program is: [www.supertracker.usda.gov](http://www.supertracker.usda.gov)

**Class attendance** is highly encouraged. NUR 3183 is a *science* course. Make sure you can devote the time that is needed to *understand* and *memorize* the lecture material. Study guides are posted for each lecture. Study the lecture notes and then complete the study guides to determine areas that require more studying. While lecture notes are posted on Blackboard, selected information will be emphasized during lecture and on exams. It is your responsibility to find a classmate to obtain lecture information in the event that you miss or arrive late to class. Lecture notes will not be emailed to students. The option to earn up to a total 16 bonus points is provided in class. Bonus points can not be made up due to class absence. To earn bonus points during designated lectures, students have an iclicker – see the section of this syllabus on “Required text and technology.”

### **GRADING SCALE:**

|                                |    |                                |    |
|--------------------------------|----|--------------------------------|----|
| 93 to 100% (465 – 500 points)  | A  | 73 to 76% (365 - 384.9 points) | C  |
| 90 to 92% (450 – 464.9 points) | A- | 70 to 72% (350 – 364.9 points) | C- |
| 87 to 89% (435 - 449.9 points) | B+ | 67 to 69% (335 – 349.9 points) | D+ |
| 83 to 86% (415 - 434.9 points) | B  | 63 to 66% (315 – 334.9 points) | D  |
| 80 to 82% (400 - 414.9 points) | B- | 60 to 62% (300 – 314.9 points) | D- |
| 77 to 79% (385 - 399.9 points) | C+ | 0 to 59% (0 - 299.9 points)    | F  |

Earned iclicker points and scores earned on examinations, quizzes, and assignments are posted on Blackboard.  
Note: A grade below C is not passing in the undergraduate nursing program.

### **REQUIRED TEXT and TECHNOLOGY:**

**Required Text** – Smolin, LA & Grosvenor, MB. (2013). *Nutrition science and applications*, (3<sup>rd</sup> ed.) Hoboken, NJ: John Wiley & Sons.

**Technology** - The purchase of an iclicker2 is strongly encouraged. Opportunities for bonus points will be provided during lectures and can only be attained with the use an iclicker. To earn bonus points during designated lectures, students must purchase and register an iclicker # with Blackboard

### **TOPICAL OUTLINE:**

1. Standards for health and nutrition
2. The Digestive and other Body Systems and Dietary modifications associated with GI tract disorders
3. Carbohydrates and Diseases needing carbohydrate-modified diets
4. Fats / Lipids and Diseases necessitating fat-modified diets
5. Protein and Diseases requiring protein-modified diets
6. Energy Needs
7. Water and fluid modified and restricted diets
8. Fat Soluble Vitamins and Impact of diseases on vitamin needs
9. Water Soluble Vitamins and Impact of diseases on vitamin needs
10. Major Minerals and Diseases
11. Trace Minerals and Diseases

**SCHEDULE OUTLINE:**

Every effort will be made to provide class content listed below on the class date listed below; however, content may be shifted if needed.

| <b>Class date</b>                            | <b>Class Content</b>  | <b>Assignments / Assigned Readings</b>  |
|--|---|---|
| Lecture Topic 1<br>Week 1                    | Introduction<br>Standards for health and nutrition – objective 1  | Chapters 1 and 2<br>No clicker points   |
| Lecture Topic 2<br>Week 2                    | The Digestive and other Body Systems and Dietary modifications associated with GI tract disorders<br>– objectives 2 and 6 | Chapter 3<br>No clicker points  |
| Lecture Topic 3<br>Week 3                    | Carbohydrates – objectives 2 and 3<br>Diseases needing carbohydrate-modified diets – objective 6                          | Chapter 4<br>Clicker points available   |
| Lecture Topic 4<br>Week 4                    | Fats / Lipids – objectives 2 and 3<br>Diseases necessitating fat-modified diets – objective 6                             | Chapter 5<br>Clicker points available<br><b>Blackboard quiz #1</b>                              |
| <b>Week 5</b>                                | <b>Exam (test) One<br/>(Lecture topics 1 to 3)</b>  | <b>Bring Owl ID card, blue scantron,<br/>and #2 pencils with eraser</b><br>No clicker points    |
| Lecture Topic 5<br>Week 6                    | Protein – objectives 2 and 3<br>Diseases requiring protein-modified diets – objective 6                                   | Chapter 6<br>Clicker points available   |
| Lecture Topic 6<br>Lecture Topic 7<br>Week 7 | Energy Needs – objectives 5 and 6<br>Water and fluid modified and restricted diets<br>– objectives 3 and 6                | Chapter 7<br>Chapter 10<br>Clicker points available   |
| Lecture Topic 8<br>Week 8                    | Fat Soluble Vitamins and Impact of diseases on vitamin needs<br>– objectives 4 and 6                                      | Chapter 9<br>Clicker points available<br><b>Blackboard quiz #2</b>                              |
| <b>Week 9</b>                                | <b>Exam (test) Two<br/>(Lecture topics 4 to 7)</b>  | <b>Bring Owl ID card, blue scantron and<br/>#2 pencils with eraser</b><br>No clicker points     |
| Lecture Topic 9<br>Week 10                   | Water Soluble Vitamins and Impact of diseases on vitamin needs<br>– objectives 4 and 6                                    | Chapter 8<br>Clicker points available   |
| Lecture Topic 10<br>Week 11                  | Major Minerals and Diseases – objectives 4 and 6  | Chapters 10 and 11<br>Clicker points available<br><b>Diet Analysis Project Due</b> –objective 7 |
| Lecture Topic 11<br>Week 12                  | Trace Minerals (part 1) and Diseases – objectives 4 and 6   | Chapter 12<br>Clicker points available<br><b>Blackboard quiz #3</b>                             |
| <b>Week 13</b>                               | <b>Exam (test) Three<br/>(Lecture topics 8 to 10)</b>   | <b>Bring Owl ID card, blue scantron and<br/>#2 pencils with eraser</b><br>No clicker points     |
| Lecture Topic 11<br>Week 14                  | More Trace Minerals (part 2) and Diseases<br>– objectives 4 and 6<br>Review for Final                                     | Chapter 12<br>No clicker points available   |
| Week 15<br>If in schedule                    | Review for Final  | No clicker points available   |
| <b>Scheduled Final<br/>Exam Time</b>         | <b>Exam (test) Four - Final Exam<br/>(Cumulative - Lecture topics 3 to 11)</b>  | <b>Bring Owl ID card, blue scantron,<br/>and #2 pencils with eraser</b><br>No clicker points    |

## COLLEGE OF NURSING AND UNIVERSITY POLICIES

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at <http://nursing.fau.edu/index.php?main=3&nav=526>
- c). Florida Atlantic University's Academic Policies and Regulations  
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>  
and <http://www.fau.edu/regulations>

### **CODE OF ACADEMIC INTEGRITY:**

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: [http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880) and follow all OSD procedures.

### **INCOMPLETE POLICY:**

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

**COLLEGE OF NURSING AND UNIVERSITY  
POLICIES – continued**

**ATTENDANCE AND UNIVERSITY APPROVED ABSENCE POLICIES:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

**RELIGIOUS ACCOMMODATION:**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

**USE OF STUDENT COURSE MATERIAL:**

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.



CHRISTINE E. LYNN COLLEGE OF NURSING

### **STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.