**UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL**

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
</table>

Proposal Submitted By Richard Finkelstein & Pam McCullough  
Date Prepared: 2/6/2017

Course Title: Essentials of Nutrition for Health Professionals

Department/discipline and course number*: HSCI 220

Prerequisites: none  
Enrolled in the 1+2+1 BSN Plan or POI

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

| Number of credits: | 3 | Will this course meet for at least 700 contact minutes for each credit hour proposed? **If no, provide a credit hour justification.** | YES | X | NO |

Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)  
NO | X | YES

Date of first offering of this new course: SEMESTER, year  
Spring 2019

Proposed frequency of offering of the course:  
Every Spring semester

List the faculty who will likely teach the course:  
Nursing Adjunct Faculty

Are ANY new resources required?  
NO | X | YES  
Document in attached impact statement

This new course will be (check all that apply):

- Required in the Major: 1+2+1 BSN  
  X | Required in the minor  
  General Elective

- Elective in the major
- Elective in the minor  
  General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

**Catalog Description (suggested length – less than 50 words):

This course covers the essentials of nutritional processes with emphasis on health promotion and disease prevention across the lifespan. Students will explore specific health problems influenced by dietary intake. Students will explore controversies surrounding traditional nutritional teaching.

**COURSE HISTORY:**  
Was this course taught previously as a topics or experimental course?  
YES | NO | X

**Course Number and Title of the Previous Course**

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. If equated, students who took the earlier “topics” course will only be able to take the new course as a repeat (C-grade or lower).

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.1)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.
4. **Sample Syllabus**

Department Chair Approval:  
Date: 02/06/2017

CCC Chair Approval:  
Date: 03/02/2017

UCC Chair Approval:  
Date:  

Dr. Adams
Rationale

The Institute of Medicine (IOM) report of 2001, *Crossing the Quality Chasm*, recommended interdisciplinary reform of health professions education to enhance quality and patient safety. The IOM report of 2002, *Health Professions Education: A Bridge to Quality*, presented a set of core competencies to be incorporated into the education of all health professions. The report recommended all health professionals be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.

In 2008, the Robert Wood Johnson Foundation (RWJF) and the Institute of Medicine (IOM) began a two-year initiative to assess and transform the nursing profession. The 2010 IOM Report, *The Future of Nursing: Leading Change, Advancing Health*, included the recommendation that nurses achieve higher levels of education through seamless academic progression. In response to this recommendation, in March 2014, the State Council of Higher Education for Virginia (SCHEV) granted approval to the University of Mary Washington (UMW) to initiate the Bachelor of Science in Nursing (BSN) degree program. The purpose of this degree program was to take registered nurses who are skilled in administering nursing care and transform them into clinical decision makers.

The University of Mary Washington (UMW) and Germanna Community College (GCC), recognized the need for registered nurses (RNs) to achieve baccalaureate degrees in nursing. Therefore an improved education system which promotes seamless academic progression was developed. Both parties adopted a Bachelor of Science in Nursing (BSN) Academic Partnership Plan (BSN-APP), commonly referred to as the 1 + 2 + 1 BSN Plan. This agreement requires UMW students to earn a pre-licensure Associate of Applied Science (A.A.S.) degree in nursing from GCC and a post-licensure BSN from UMW.

Students enrolled in the 1 + 2 + 1 BSN Plan receive the majority of their education at the community college, and earn their final 30 credits at UMW. Specific courses designed to strengthen the link between two degrees in nursing, and also focus on the core competencies of health professionals, have not been available at GCC or UMW. By offering new courses at UMW, the BSN Completion program can oversee the overall quality of nursing prerequisite and elective courses related to health care, taken by students on the 1 + 2 + 1 BSN Plan. UMW 1+2+1 pre-nursing students will be required to take these courses.

The new courses have the Health Science (HSCI) prefix. UMW offers a post-licensure BSN degree. Students are required to hold an RN license to enroll in UMW NURS courses. As space permits, the HSCI courses are available to all students, to encourage interdisciplinary education of students interested in health disciplines.

At present, UMW is diverting potential tuition revenue to GCC for nursing prerequisite courses and elective credits related to healthcare. By offering these courses, UMW will be able to increase their total tuition revenue. These courses have been designed to be offered online, to remove scheduling conflicts with other required course work. It is recognized following curriculum approval, the course needs to be approved by the UMW Distance and Blended Learning Committee prior to be offered online.

The creation of HSCI 220 *Nutrition for Health Professionals* was created at the request of the Dean of the Colleges of Arts and Sciences and the Provost as part of the 1 + 2 + 1 BSN Plan. This course is #3 of 4 new courses. This course counts towards the 120 total credits of the BSN degree. Students will no longer take this course at GCC and transfer the credits to UMW.

The HSCI courses were developed to meet the requirements of the:

- *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), (American Association of Colleges of Nursing (AACN));
- *Crossing the Quality Chasm: New Health System for the 21st Century* (2001), (Institute of Medicine);
- *Health Professions Education: A Bridge to Quality* (2002), (Institute of Medicine);

Credit Hour Justification

This course will be offered during the spring semester and has a minimum of 42 contact hours of online activity. The weekly modules are designed to deliver course content over 14 weeks at 150 minutes per week. Students are expected to have a minimum of two hours of outside of class responsibility (homework, assigned projects, class preparation, writing assignments, etc.) for each credit hour.

Impact Statement

The proposed HSCI courses will be administered by the BSN Completion Program and will be
taught by a nurse with a graduate or terminal degree in nursing. This course will generate additional tuition revenue, which will cover the cost of an adjunct nursing faculty member. This course does not require additional space. The library resources available to BSN Completion and other undergraduate students is sufficient.

Sample Syllabus
(See Attached)

# HSCI 220 Essentials of Nutrition for Health Professionals

## Course Syllabus

<table>
<thead>
<tr>
<th>Course Number: HSCI 220</th>
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<tbody>
<tr>
<td><strong>Course Title:</strong> Essentials of Nutrition for Health Professionals</td>
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<td><strong>Dates:</strong> XX</td>
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<td><strong>Semester:</strong> Spring 2019</td>
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<td><strong>Format:</strong> Online</td>
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<td><strong>Number of Credits:</strong> 3</td>
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<td><strong>Prerequisite:</strong> Enrolled in the 1+2+1 BSN Plan or POI</td>
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<td><strong>Instructor:</strong> TBA</td>
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<td><strong>Preferred communication:</strong> TBA</td>
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<td><strong>Virtual Office Hours:</strong> TBA</td>
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# Syllabus Table of Contents

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Course Description

Course Description:
This course covers the essentials of nutritional processes with emphasis on health promotion and disease prevention across the lifespan. Students will explore specific health problems influenced by dietary intake. Students will explore controversies surrounding traditional nutritional teaching.

Student Learning Outcomes:

<table>
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<tr>
<th>SLO</th>
<th>Measurement</th>
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<tr>
<td>1</td>
<td>Explain the role of nutrients in the human body.</td>
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<td>2</td>
<td>Discuss issues and controversies surrounding traditional nutritional teaching.</td>
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<tr>
<td>3</td>
<td>Recognize Family &amp; Community Nutritional needs and issues.</td>
</tr>
<tr>
<td>4</td>
<td>Identify common health problems influenced by dietary intake.</td>
</tr>
<tr>
<td>5</td>
<td>Analyze a personal diet history using current national guidelines and create a health promotion and disease prevention plan.</td>
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ONLINE EDUCATION AND LIBERAL ARTS VALUES AT UMW

One of the hallmarks of online courses at UMW is that they embody the values of the quality liberal arts curriculum. These values are community, interactivity, active learning, reflection, and self-directed learning.

Value 1: Community

Within a liberal arts institution, we believe that learning needs to occur as a social activity and that students should develop a strong sense of belonging to a networked learning community. Learning communities serve many important purposes: They support and sustain the work of individual learners; they help to frame the work of individuals within larger intellectual conversations; and they offer the possibility of building something greater through collaboration.

Value 2: Interactivity

One of the signal characteristics of the quality learning experience is small class size and what it enables: a high degree of interaction between student and instructor, as well as between the student and other students. Sometimes characterized as “high-touch,” this interaction leads to highly personalized instruction, where students are treated as individuals rather than part of a collective who sink or swim largely on their own efforts.

Value 3: Active Learning
Another characteristic of quality education is an emphasis on active, rather than passive learning, including intensive use of writing and speech, as both tools of analysis and also communication. Active learning leads to a focus on critical thinking rather than merely memorization. Another example is activities that engender genuine inquiry by students into real issues/problems, problems that matter to people outside the classroom, as well as exploring and being challenged by diverse perspectives.

**Value 4: Reflection**

Part of the justification for the study of humanities in liberal education is that such study addresses the human yearning for meaning. Such reflection is not limited, though, to the humanities. The question, “What does it mean?” is an important means of transforming learning from passive to active, from memorization to a deeper understanding.

**Value 5: Self-Directed Learning**

The successful learner is expected to take ownership for her learning experiences. While faculty play a critical role in framing, guiding, and, sometimes, directing the path of these experiences, ultimately the learner must be able to rely on herself to make intellectual choices. These skills lay the foundation for life-long, adaptive learning as well as cultivating intellectual curiosity, creativity, flexibility, and self-discipline.

**Methods of Instruction**

Recognizing the diverse learning styles present in any group of students, a variety of instructional techniques will be used to encourage learning. Examples include the following teaching-learning strategies:

- Online group discussions
- Online activities and assignments
- Required assigned readings
- Required online video lectures
- Required readings
- Independent research
- Student presentations

**Student Support Services for Online Learners:**

**Accommodations/Disability Resources:**

The Office of Disability Resources (ODR) has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.
If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, I will be happy to help you contact them. The office will require appropriate documentation of a disability.

- Phone: 540-654-1266
- Website: http://academics.umw.edu/disability
- Office Location: Lee Hall, Room 401

UMW Writing Center
The UMW Writing Center offers assistance with all types of writing projects: reports, papers, cover letters and resumes, research projects, and citations. The Writing Center can also help you prepare for in-class essay exams and for standardized tests that include essays such as the Praxis I Writing Exam.

If you are an online, commuting student or Stafford Campus student, you can schedule online or face-to-face appointments. Please ensure you are choosing the appropriate appointment type and date.

- Phone: 540-654-5653
- Website: https://universityofmarywashington.fullslate.com
- Office Location: Hurley Convergence Center (HCC), Room 430

UMW Libraries
UMW Libraries have both a physical and online presence. The physical locations are the Stafford Campus Library on UMW’s Stafford campus and the Simpson Library on the Fredericksburg campus. Both libraries are open to UMW students, and librarians are available to assist you via phone, email, chat message, or face-to-face.

UMW Libraries offers online databases, research guides, and e-books that are accessible off-campus by using your network ID and password. An online interlibrary loan service is also available so that students can request articles and books not available in the collections of UMW Libraries

- Website: http://libraries.umw.edu/
- Research Guides: http://libguides.umw.edu/
- Stafford Campus Library: 540-286-8025, stafflib@umw.edu
- Simpson Library: 540-654-1148, refdesk@umw.edu
- Hours: http://libraries.umw.edu/hours-and-directions/

Help Desk/Computer Problems:
If you are having difficulties with Canvas or connecting to online University resources, seek assistance from the Help Desk:

- Call 540-654-2255 or leave a voicemail
- Send an email message to helpdesk@umw.edu
- Submit your problem via online form: http://technology.umw.edu/helpdesk/submit-a-service-request/
Digital Knowledge Center (DKC)

The Digital Knowledge Center (DKC) provides UMW students with peer tutoring on digital projects and assignments. Any student at the University can take advantage of the Center’s services by scheduling an appointment to work one-on-one or in a group with a student tutor; when a tutor is available, the Center also provides walk-in assistance. Tutorials can cover a wide-range of topics related to common digital systems, technologies, new media, and tools used in courses at UMW; the Center also provides training to students interested in learning how to use the Advanced Media Production Studio (HCC 115). DKC tutors adhere to the UMW Honor Code in all tutorials; they are available to provide guidance and advice, but they cannot create, produce, or edit work on a student’s behalf.

- Website: [http://dkc.umw.edu/](http://dkc.umw.edu/)
- Email: info@dkc.umw.edu
- Phone: 540-654-5815

**Computer Specifications**

Please see link for a list of basic computer system requirements to use Canvas. It is always recommended to use the most up-to-date versions and better connections. Canvas will still run with the minimum specifications, but you may experience slower loading times.


**Screen Size**

Canvas is best viewed at a minimum of 800x600, which is the average size of a notebook computer. If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas mobile app.

**Operating Systems**

- Windows 7 and newer (users on Windows 10 need to download the Windows 10 Anniversary Update to submit Canvas assignments)
- Mac OSX 10.6 and newer
- Linux - chromeOS

**Mobile Operating System Native App Support**

- iOS 7 and newer (versions vary by device)
- Android 4.2 and newer

**Computer Speed and Processor** (Use a computer 5 years old or newer when possible)

- 1GB of RAM
- 2GHz processor

**Internet Speed**

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps
Screen Readers
- Macintosh: VoiceOver (latest version for Safari)
- PC: JAWS (latest version for Internet Explorer)
- PC: NVDA (latest version for Firefox)
- There is no screen reader support for Canvas in Chrome

Canvas supports the current and first previous major releases of the following browsers:

Internet Explorer 11 and Edge (Windows only—please make sure your operating system is also current as noted in the computer specifications lesson; you may need to download the Windows 10 Anniversary Update to submit Canvas assignments)
- Safari 9 and 10 (Macintosh only)
- Chrome 55 and 56
- Firefox 50 and 51 (Extended Releases are not supported)
- Flash 22 and 23 (used for recording or viewing audio/video and uploading files)
- Respondus Lockdown Browser (supporting the latest system requirements)

Online classes also require:
Speakers and microphone, or a headset
Broadband Internet Connection for online access.
Software Requirements: MS Office or Open Office; Adobe Acrobat Reader; Windows® Media Player.
GoogleDocs

Online Etiquette

Netiquette Guide "Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

Online classes also require:

- speakers and microphone, or a headset
- Broadband Internet Connection for online access.
- Software Requirements: MS Office or Open Office; Adobe Acrobat Reader; Windows® Media Player; Google Docs

**Textbooks & Resources**

Required text:

Nutrition and Diet Therapy, 6 Edition
by Carroll A. Lutz MA RN, Erin E. Mazur MSN RN FNP-BC, Nancy A. Litch MS RD
ISBN-10: 0803637187

**Using the BIG BLUE BUTTON FOR Conferencing in an ONLINE Course**

What are Conferences on CANVAS?

Conferences are primarily used for virtual lectures, virtual office hours, and student groups. They can also be used to demonstrate technologies or troubleshoot technology issues online. Conferences can accommodate up to 50 people.

View Conferences
Conferences makes it easy to conduct synchronous (real-time) lectures for all of the students in the course. Conferences allows the instructor to broadcast real-time audio, video, demo applications on their desktop, share presentation slides, or demo any online resources. Currently, Canvas integrates with Big Blue Button.

Note: Big Blue Button can accommodate up to 50 users in a conference at one time. A conference will remain active on Big Blue Button as long as one person is part of the conference room. When the last person leaves, the conference will conclude and all files and chats will be removed.

When would I use Conferences?
Use Conferences to:

- Connect with course students for online office hours, live presentations, or special study sessions.
- Practice presenting online. Students can set up practice presentations in their student Groups.
- Broadcast a live event or lecture to the students that can't be onsite.
- Record the conferences so students can view them at a later date. **Note:** Recordings are automatically deleted 14 days after the conference ends.

**How do I use the Conference Index Page?**


**Note:** Students can only view conferences to which they have been invited.
New Conferences

New Conferences are either ready to start [1], or in progress [2] where invited participants can join.

Note: Students cannot join a conference until the instructor has started it.

Concluded Conferences

Once a conference has ended, it will be displayed in Concluded conferences. Concluded conferences show the date of the conference [1].

For recorded conferences, Canvas displays the length of the conference [2]. The length of the conference is indicated in hours: minutes (e.g. 0:10 is 10 minutes).

When the conference is rendered for playback, the conference displays the View button [3]. Depending on the length of your conference, this process may take several hours.

Note: Recordings are automatically deleted 14 days after the conference ends.
Welcome to the Health Sciences Courses

The IOM Report of 2003 calls for all health professionals to be educated to deliver patient-centered care as members of an interdisciplinary team. Paramount is the emphasize of evidence-based practice, quality improvement approaches, and informatics.\(^1\) HSCI 220 Essentials of Nutrition for Health Professionals is the third in a series of four courses designed for students interested in further study in the health disciplines. It is essential students become skilled in a set of simple, core competencies that all health care members should possess, regardless of their discipline, to meet the needs of the 21st-century health care system. HSCI courses are offered online and are complimentary courses to the student’s declared major.

**Institute of Medicine Core Competencies**

**Provide patient-centered care**
Identify, respect, and care about patients' differences, values, preferences, and expressed needs; listen to, clearly inform, communicate with, and educate patients; share decision-making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health.

**Work in interdisciplinary teams**
Cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.

**Employ evidence-based practice**
Integrate the best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible.

**Apply quality improvement**
Identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and design and test interventions to change processes and systems of care, with the objective of improving quality.

**Utilize informatics**
Communicate, manage knowledge, mitigate error, and support decision-making using information technology.

--From *Health Professions Education: A Bridge to Quality*. Institute of Medicine, 2003.


The course is managed through the Learning Management System (LMS) used by the University of Mary Washington (UMW) “Canvas.” All course content is available on the course page. It is recommended to login to the course page every 1-3 days to ensure prompt communication with your instructor and peers.
All assignments, homework, readings and activities will be posted on the course page. It is important students use the course page to upload all graded assignments to ensure correct grading because grading is done through the LMS.

- The week starts Monday at 12am and ends Sunday at 11:59 pm.
- Course Assignments are to be uploaded onto Canvas by SUNDAY at 11:59 pm.
- **10 points will be deducted for each day late.** The student has one week to “make-up” a late posting. The grade will be “0” after being 7 days late and no submissions will be accepted after that time.

Students are expected to do their own, original work on each assignment. A plagiarized assignment will result in a zero for the assignment and a referral to the University of Mary Washington’s Student Honor Council

**Evaluation/Grading**

*Students must participate in all of the Assignment Areas to pass the course.*

I. Reflective Writings  20
II. Discussions  20
III. Quizzes/Exams  30
IV. Group Project and Presentation  15
V. Personal Diet Analysis and Plan  15

| I. Reflective writings (4) 5 pts each | 20 |
| II. Discussion Threads (4) 5 pts each | 20 |
| III. Quizzes/Exams (3) 10 pts each | 30 |
| IV. Group Project and Presentation | 15 |
| V. Personal Diet Analysis and Plan | 15 |

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**COURSE OUTLINE**

"Let your food be your medicine, and your medicine be your food."

Hippocrates

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Online Assignments</th>
<th>Graded Deliverable Assignments</th>
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| 1 | Part 1: The Role of Nutrients in the Human Body  
Ch. 1: Nutrition in Human Health  
Ch. 2: Carbohydrates  
Ch. 3: Fats  
Ch. 4: Proteins | Lutz, pp. 3-83  
Video Lecture:  
Video Lecture: Katie Couric: Fed Up Full Movie (1 hr. 42 min)  
https://www.youtube.com/watch?v=do1sB6Wele8  
deo: Fed Up  
Private profit VS Public Health | Reflective Writing #1: Personal thoughts related to the movie Fed Up. |
| 2 | Ch. 5: Energy Balance  
Ch. 6: Vitamin  
Ch. 7: Minerals | Lutz, pp. 84-172 | Discussion Thread Question #1: The Role of Nutrients in the Human Body |
| 3 | Ch. 8: Water  
Ch. 9: Digestion, Absorption, Metabolism, Excretion | Lutz, pp.173-214  
Video Lecture: Michael Moore, Food Inc (1 hr. 33 min)  
https://www.youtube.com/watch?v=jRp71BwRW8c | Reflective Writing #2: Response to video Food Inc |
| 4 | Part 1: Formative Learning Assessment 1 |   | Quiz/Exam 1: The Role of Nutrients in the Human Body |
| 5 | **Part 2: Family and Community Nutrition**  
Ch. 10: Lifecycle Nutrition: Pregnancy & Lactation  
Ch. 11: Lifecycle: Infancy, Childhood & Adolescence | Lutz, pp. 215-268  
Fork Over Knives 1 hr. 36 min)  
https://www.youtube.com/watch?v=n1LUj3kxB9M | Reflective Writing #3: Fork Over Knives |
| 6 | Ch. 12: The Mature Adult  
Ch. 13: Food Management | Lutz, pp. 269-304 | Discussion Thread Question #2: Family & Community Nutrition |
| 7 | Part 2: Formative Learning Assessment 2 |   | Quiz/Exam 2: Family & Community Nutrition |
| 8 | **Part 3: Clinical Nutrition**  
Ch. 14: Nutrient Delivery  
Ch. 15: Interactions: Food and Nutrients VS Medications and Supplements | The Fat Summit: Dr. Barry Sears and Dr. Mark Hyman  
https://www.youtube.com/watch?v=Zh5Rd7qpUeY | Reflective Writing #4: The Fat Summit |
| 9 | Ch. 16: Weight Management  
Ch. 17: Diet in Diabetes Mellitus & Hypoglycemia  
Ch. 18: Diet in Cardiovascular Disease | Lutz, pp. 305-363 | Discussion Thread Question #3: Supplements and Interactions |
| 10 | Ch. 20: Diet in HIV & AIDS  
Ch. 21: Diet and Cancer | Lutz, pp. 364-435 | Discussion Thread Question #4: Obesity in America |
| 11 | Ch. 22: Nutrition in Critical Care  
Ch. 23: Diet in Renal Disease  
Ch. 24: Nutrition Care of the Terminally Ill | Lutz, pp.436-515 | Group Projects:  
Renal Disease  
Digestive Disease  
Cancer Disease  
Nutrition in Critical Care  
Nutrition in HIV & AIDS  
Nutrition in The Terminally Ill |
Below are broadly recommended and expected guidelines for studying:
1. Read your textbook and utilize chapter exercises and other learning tools provided with text.
2. Use study aids that are available in your textbook CD and the associated online internet site.
3. Study the syllabus and dates, so you are prepared for the course content.
4. Develop a habit of studying and time for reflection on concepts being discussed.
5. Ask questions - We cannot help you if we do not know you are having problems.

Online Weekly Modules
- Each module contains objectives, reading assignments, and lecture/PowerPoint presentations.
- The module also may contain optional activities such as an open book quiz, flash cards, or cross-word puzzle for student review of content. These assignments are not submitted to the faculty for grading.
- The module may contain a video related to criticism of the current dietary situation. A Reflective Writing exercise follows each video.
- The module may contain a discussion thread topic.

Deliverable Assignments
I. Reflective Writing Assignments
Reflective writing is used to develop a student's learning. The student explores a learning experience, creates insight, and can further understand the emotion and feelings which may be sparked by a learning experience. This course offers four opportunities for reflective writings. The writing prompts on which to reflect appear with the assignment on the Canvas course page.

II. Online: Discussion Board Forums
The purpose of the discussions is to demonstrate your ability to synthesize, critically analyze and apply key concepts from the readings and lecture material. You are expected to monitor the discussions during the selected weeks. The faculty base grading upon the quality of the discussion, substance, relevance, logic and support of the argument. You need to show evidence of synthesis of assigned readings, and classroom lectures/discussion.
   a. The week starts Monday at 12:01 am and ends Sunday at 11:55 pm.
   b. For each required Discussion Board Forum, the student will submit an initial thread by THURSDAY 11:55 pm.
   c. Discussion threads are a method to share learning. The student must support his/her thread and each reply with at least one citation from the assigned readings, PowerPoint presentations, or video lectures. You may use other literature. All citation must be in APA format.
   d. Late discussion posts are not graded.
1. You are expected to respond to two of your peers by SUNDAY 1155 pm. See Grading Criteria for details.
2. Professionalism is reflected in the quality of your writing so be cognizant of your grammar and spelling.
3. You are expected to use correct APA formatting for citations and references.
4. Students are expected to submit their work. Postings that are copied and pasted from internet sites and other sources do not reflect a synthesis of information and will receive a score of “0”. Copying and pasting are plagiarism and is an Honor Code violation.
5. There are Four (4) Discussion Board Questions

**Discussion Board Rubric and Grading**

Interaction in the discussion thread is expected. An initial posting is due by Thursday, 11:55 pm. You will respond to two of your peers, by Sunday, 11:55 pm.

Grading of the initial posting and responses to peers will be graded using the following rubric:

<table>
<thead>
<tr>
<th>Discussions Health Sciences: Ideas, Organization, Critical Thinking &amp; Integration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Proficient – INITIAL POST: well-developed (about two fully developed paragraphs); answers the questions asked; introduces new ideas; incorporates readings. Responses to peers are articulate; specific references made to course content that indicate an understanding and synthesis of key principles under study; reflect critical thinking.</td>
<td>5</td>
</tr>
<tr>
<td>* Basic – INITIAL POST: primary ideas are posted; organization of ideas is weak. Responses to peers as required, but support is weak, vague, or largely conjecture</td>
<td>4</td>
</tr>
<tr>
<td>* Minimal/Below average – INITIAL POST: Poorly developed: does not add to the discussion; misses the questions; late work. Responses to peers but support is lacking, and response is based on conjecture with no reference made to readings or coursework</td>
<td>3</td>
</tr>
<tr>
<td>* Unacceptable</td>
<td>1</td>
</tr>
<tr>
<td>Failure to submit</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL: 5</td>
<td></td>
</tr>
</tbody>
</table>

**III. Online Quizzes/Exams**

Due Sunday, 11:55 pm

1. There are three exams administered through the QUIZ app on Canvas.
2. The quiz is available from Monday 00:01 am to Sunday 11:59 pm the week it is scheduled.
3. All of the quizzes consist of 50 questions. You have a maximum of 90 minutes to complete each quiz. When you are ready to take a quiz, you will need to find a quiet place where you will not be interrupted. Use the university’s online access to Canvas. You are to take the quiz alone without the use of books, notes, or other reference material. There is not enough time to use outside resources so be sure that you are academically prepared when you take each quiz. Only one question will appear at a time and once submitted you will not be able to retake the quiz.
4. The online quiz will close after 90 minutes.
5. You are encouraged to avoid waiting until the last minute to take the quiz as inevitability this is when problems occur and will only serve to increase your stress level.
6. Faculty members and students are notified if the university internet access is not accessible.
7. Do not rely on other internet access modes during quiz and exam time.

IV. Group Project: Interactions of Disease and Diet
Students will be assigned to one of six groups. The group will select a disease process from a list posted on Canvas. Throughout the semester the groups will be working on their group project presentation related to the disease process and the interaction the disease has with dietary intake. Groups present either on weeks 11 of 12 as listed in the course outline. Explicit explanation of this assignment and grading can be found on the Canvas page.

V. Personal Diet Analysis and Health Promotion and Disease Prevention Plan
"Let your food be your medicine, and your medicine be your food."
Hippocrates
Students will be working on this project throughout the course. This assignment provides a platform to synthesize your learning experiences.
Part 1: Individual Diet History & Analysis
Part 2: Family History of Diseases
Part 3: Health Promotion & Disease Prevention Personal Dietary Plan
Explicit explanation of this assignment and grading can be found on the Canvas page.

Health Sciences Grading Policy
The following grading scale is used to determine a letter grade for the course associated with a point value.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Quality Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.0 – 100</td>
<td>A</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>90.0 – 92.9</td>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>87.0 – 89.9</td>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>83.0 – 86.9</td>
<td>B</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>80.0 – 82.9</td>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>77.0 – 79.9</td>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>73.0 – 76.9</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70.0 – 72.9</td>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>67.0 – 69.9</td>
<td>D+</td>
<td>1.33</td>
<td>Poor</td>
</tr>
<tr>
<td>60.0 – 66.9</td>
<td>D</td>
<td>1.00</td>
<td>Very Poor</td>
</tr>
<tr>
<td>Below 60.0</td>
<td>F</td>
<td>0.00</td>
<td>Fail</td>
</tr>
</tbody>
</table>
Course Expectations

Attendance and Make-up Policy
Students are expected to participate in all assignments in the course during the designated timeframe. Should absences be necessary, students are responsible for the material covered during the absences. Excessive absences make it almost impossible for a student to meet the academic objectives of a course and frequently cause a student to receive a lower grade, even though, the absences were unavoidable.

It is important the students remain up-to-date in turning-in assignments. If a student is unable to complete an assignment by the due date, the student must contact the instructor before the assignment due date. The faculty member and the student will determine the details of completing the assignment.

University Notices

University Closures
If the University Mary Washington is closed on a regularly scheduled day, HSCI courses continue as scheduled online.

Sexual Assault Prevention Specialist
Sexual harassment in education includes any unwanted and unwelcome sexual behavior that significantly interferes with an individual’s access to educational opportunities. The University of Mary Washington is committed to preventing and addressing harassment, regardless of whether the harassment is perpetrated by peers, teachers, or other school officials. Confidential support services provided by:
Avina Ross, Sexual Assault Prevention Specialist  AROSS@UMW.edu 540-654-1166.

The Importance of Academic Integrity:
Students enrolled at the University of Mary Washington are expected to comply with the highest standards of academic integrity particularly in regards to plagiarism and cheating. Students are expected to do their own, original work on each assignment. Furthermore, information gathered from all published sources (including Internet sources) must be properly cited.

Assignments which are submitted and found to violate the principles associated with Academic integrity (i.e. plagiarism, cheating) will receive a zero (0). University faculty will report academic integrity violations to the University of Mary Washington Honor Council for further review and disciplinary action. Further details about the University of Mary Washington Honor Council can be found at http://students.umw.edu/fredericksburghonorcouncil/
The following pledge statement to be written out in full on each assignment turned in for credit (homework, quizzes, tests, papers, examinations, etc.) is as follows:

**Honor Pledge**

In order to reaffirm commitment to the Honor System, the student shall write out in full and sign the following pledge on all quizzes, examinations, papers, and other assignments, as appropriate:

"I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work."

This pledge verifies that the work submitted is the student’s own and has been done in accordance with the requirements set forth by the instructor.

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“I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work.”
Name: ______________________________________________ (Print Name)
Signature: __________________________________________ (electronic signature)

By writing and signing this statement, the student affirms his or her promise to uphold the Honor Pledge. This pledge verifies that the work submitted is the student’s own and has been done in accordance with the requirements set forth by the instructor.
INSERT ACADEMIC CALENDAR FOR THE TERM HERE