UNIVERSITY OF MICHIGAN-FLINT
COURSE CHANGE REQUEST for GenEd Distribution

** This change is not effective for registration or publication until this request has been reviewed by the Provost. **

Change Effective for Term: Fall 2010  School/College: School of Health Professions and Studies
Department: Nursing (NUR)

Subject: NSC  Course Number: 209  Check here for NO CHANGE: 

☐ INACTIVATE Course  ☐ INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

AS CURRENTLY OFFERED

1. Title: Basic Nutrition for Health Care Practitioners

2. Credit Hours: (3).

3. Repeat Status: (see CURRENT Course Description below)

4. Crosslisting(s):

5. GE Distribution:

REQUESTED CHANGE

to:

to: Total ___ -or- Variable ___ to ___

to: Max of ___ credits -or- ______

to:

to: FYE First Year Experience  CAP Capstone
H Humanities  S Social Science
GB Global Studies  F Fine Arts
HW Health & Well Being  FQ Finance & Qnt Lit
N Nat Science and/or NL Nat Sci Lab
T Technology

6. CURRENT Course Description:

Part I: Basic principles of nutrition science. Macronutrients and micronutrients are defined, including sources, functions, deficiency states, toxicity states, and intake recommendations. Part II: Nutrition therapy in diseases in hospitalized and non-hospitalized clients, emphasizing treatment and prevention. Part III: Nutrition throughout the life cycle. Course provides general information in the science of nutrition and translates that information into healthy food choices in both health and disease. Offered on campus in Fall, online in Winter and Spring.

7. NEW Course Description (as it should appear in the Catalog):

REQUESTED BY:

[Signature]
Department Chair  Date

Department Chair of Crosslist(s) or Prerequisite(s)  Date

Barbara [Signature]
Dean  Date

Dean of Crosslist(s) or Prerequisite(s)  Date

GECAC  Date

REVIEWED BY:

Catalog Editor  Date

Provost  Date

Catalog Coordinator (Registrar’s Office)  Date

I:\Catalog\Course Change Request Form for GenEd Dist.doc  Revised 7/22/09
# Request for General Education Distribution Designation

**Request for NSC209 to receive Health and Well Being designation**

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

<table>
<thead>
<tr>
<th>Course Title: Nutrition for Healthcare Professionals</th>
<th>Department: Nursing</th>
<th>Course Prefix: NSC</th>
<th>Course Number: 209</th>
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</thead>
<tbody>
<tr>
<td>No. 1 Learning Outcome: Reflect one’s own learning process</td>
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<tr>
<td>Narrative: This course utilizes different methods within Blackboard that enhance different learning perspectives and styles. Specifically, students will utilize Course Documents, Threaded Discussions, Case Reviews, Personal journals, Group Presentations, Professional internet sites, and testing tools for personal learning and growth.</td>
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<td>Assessment tools: Assessment will include food record journals and analysis, Powerpoint presentation and discussion, case study reviews, threaded discussions on food faddism and weight loss strategies, and online testing.</td>
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<td>No. 3 Learning Outcome: Demonstrate the ability to think critically</td>
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<td>Narrative: The skills and dispositional attitudes of critical thinking are central to nursing and embody a search for best knowledge in a given situation. Critical thinking drives the processes of knowledge development and critical judgment and tolerance of multiple perspectives. This course addresses general information in the science of nutrition, prescriptive information on nutrition care in chronic and acute disease states, and translate this information into healthy food choices in both health and disease. Students apply principles of nutrition science as it relates to diseases in hospitalized and non-hospitalized clients, emphasizing treatment and prevention. The nutritional needs of patients throughout the life cycle are identified and critical thinking skills are practiced.</td>
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<tr>
<td>Assessment tools: Assessment includes the review of clinical case studies, using critical thinking skills, and the development of nutrition care plans focusing around acute and chronic disease.</td>
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<td>No. 4 Learning Outcome: Demonstrate the ability to think creatively</td>
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<td>Narrative: This course utilizes different methods to present nutrition health information in an organized, effective manner that incorporates knowledge of various nutrition topics, current research, and encourages learning.</td>
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<tr>
<td>Assessment tools: Students incorporate use of text information, current research, and learning principles to present a nutrition topic to classmates, via Powerpoint. Assessment is conducted on student’s use of this venue of presentation and their ability to conduct interactive discussion with classmates via Blackboard’s Threaded Discussion.</td>
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<td>No. 5 Learning Outcome: Produce competent written work</td>
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<td>Narrative: The ability to clearly, accurately, and succinctly complete Nutrition Care Plans, Case Reviews, and Food Journal assignments and to communicate within Blackboard is essential to online learning.</td>
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<td>Assessment tools: All written assignments are assessed on accuracy and completeness of answers and responses, which are submitted in Word, Powerpoint and/or Excel documents through Blackboard.</td>
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<td>No. 6 Learning Outcome: Participates in dialogue that involves respectful and careful listening</td>
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<td>Narrative: Evaluation and assessment tools are employed in assignments, specifically threaded discussions, to help determine validity of key nutrition concepts. Nutrition faddism and the ability to determine nutrition fact from fiction is key to being a good consumer as well as a professional responsible for patient consultation, the development of nutrition care plans, critical thinking as it relates to a specific disease process etc.</td>
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<td>Assessment tools: This course gives students the opportunity to present diet information, evaluate the diet using assessment tools, and discuss points of view with their classmates.</td>
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