

# North Hennepin Community College

## NURS 2750: Nutrition and the Role of the Professional Nurse

### A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites:

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Corequisites: NURS 2700

MnTC Goals: None

This course introduces the student to the role of the nurse in promoting and supporting nutritional health. Emphasis is on the role nutrition plays in health promotion/prevention of illness, recovery from acute illness and/or management of chronic illness. Students learn to access evidence to support healthy nutritional choices that reduce risk factors for disease and/or illness across the lifespan. Students explore how culture, ethnicity, socio-economic status, nutritional trends and controversies, and integrative therapies influence the nutritional health of the client.

Prerequisites: Admission to Nursing program, BIOL 2100, BIOL 2111, PSYC 1250, and COMM 1110

Co-requisites: NURS 2700 or NURS 2720

Strongly Recommended to be taken prior to or concurrently: BIOL 2112

### B. COURSE EFFECTIVE DATES: 12/31/2013 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. The Nurses' role in promoting nutritional health throughout the lifespan.
2. Develop an understanding of sources and functions of essential nutrients.
3. Develop an understanding of various influences on nutritional health.
4. Develop a greater appreciation for community service through the use of service learning.
5. Relate therapeutic diets to the impact they have on health.

### D. LEARNING OUTCOMES (General)

1. Apply theories and concepts from the arts and sciences to provide prevention-based nutritional care of clients (ELO 1, 2, 3, 4).
2. Incorporate evidence, clinical judgment and client preferences in planning nutritional care of the client (ELO 1, 2, 3).
3. Identify the impact of sociocultural, economic, legal and political factors influencing nutritional health (ELO 1, 2, 3).
4. Discuss the unique nursing perspective in inter-professional teams to optimize client nutritional health (ELO 2).
5. Assess protective and predictive factors, including genetics, which influence the nutritional health of individuals, families and communities (ELO 1, 3).
6. Assume accountability, through reflection, for personal nutritional self-care behaviors (ELO 3).
7. Identify integrative modalities and their role in nutritional health (ELO 2, 4).

### E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

1. Knowledge of Human Cultures and the Physical and Natural World --Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement including: Civic knowledge and involvement; campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.