

Washtenaw Community College Comprehensive Report

HSC 139 General and Therapeutic Nutrition Effective Term: Winter 2025

Course Cover

College: Health Sciences

Division: Health Sciences

Department: Health Science

Discipline: Health Science

Course Number: 139

Org Number: 15290

Full Course Title: General and Therapeutic Nutrition

Transcript Title: General & Therapeutic Nutrition

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Course discipline code & number

Course description

Credit hours

Total Contact Hours

Outcomes/Assessment

Objectives/Evaluation

Rationale: This new (3) credit course will meet the new requirements to transfer into EMU's dietetics program.

Proposed Start Semester: Fall 2024

Course Description: In this course, students will explore the fundamentals of nutrition and its relationship to health. The course includes a study of nutrients and nutrition planning guides. Nutritional needs throughout the lifecycle will also be addressed. Students will apply concepts of general nutrition to various diet therapies prescribed from common disease states in clinical practice. This course contains material previously taught in HSC 138.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 Student: 45

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 45 Student: 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

General Education

Request Course Transfer

Proposed For:

Eastern Michigan University
Michigan State University
University of Michigan
Wayne State University
Central Michigan University

Student Learning Outcomes

1. Describe and explain general nutrition concepts across the life span.

Assessment 1

Assessment Tool: Outcome-related test questions

Assessment Date: Fall 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key and departmentally-developed rubric

Standard of success to be used for this assessment: 90% of students will score 70% or higher.

Who will score and analyze the data: Departmental faculty

2. Apply general nutrition concepts and knowledge of common disease states to describe the therapeutic nutritional needs used for diet therapy.

Assessment 1

Assessment Tool: Outcome-related test questions

Assessment Date: Fall 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key and departmentally-developed rubric

Standard of success to be used for this assessment: 90% of students will score 70% or higher.

Who will score and analyze the data: Departmental faculty

3. Apply critical learning skills to nutrition concepts across the life span and therapeutic nutritional needs for diet therapy.

Assessment 1

Assessment Tool: Two outcome-related case studies

Assessment Date: Fall 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: A random sample of a minimum of 50% of students

How the assessment will be scored: Departmentally-developed rubrics

Standard of success to be used for this assessment: 90% of students will score 75% or higher on the combined rubrics.

Who will score and analyze the data: Departmental faculty

4. Evaluate emerging research for application in nutrition and dietetics.

Assessment 1

Assessment Tool: Outcome-related short paper

Assessment Date: Fall 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: A random sample of a minimum of 50% of students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 90% of all students assessed will score 75% or higher.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Describe essential nutrients and identify factors that relate to food and human health.
2. Define current nutrition standards and guidelines as well as how these are used in evaluating and planning nutritious meals.
3. Identify foods that contain carbohydrates and describe their functions, health benefits, and/or associated problems in the diet.
4. Identify food sources that contain lipids and describe their functions, health benefits, and/or associated problems in the diet.
5. Identify food sources that contain proteins and describe their functions, health benefits, and/or associated problems in the diet.
6. Describe fat-soluble and water-soluble vitamins and their functions, and identify food sources of each vitamin.
7. Describe the functions of water and major and trace minerals in maintaining the body's fluid, electrolyte, and acid-base balance.
8. Describe the relationship between energy balance and weight, as well as strategies for maintaining a healthy weight.
9. Identify nutritional needs of mother and infant during pregnancy, lactation, and early life.
10. Describe nutritional needs during the following lifecycle changes: child, teen, and older adult.
11. Describe the use of a therapeutic diet or prescribed diet therapy in treating the following common disease states: cardiovascular disease, alcohol abuse, eating disorders, renal disease, gastrointestinal disease, intestinal and pancreatic diseases, diabetes mellitus, cancer, and pulmonary disease.
12. Describe different forms of nutritional support used to treat some of these disease states: internal (tube feeding) and total parenteral nutrition.
13. Describe elements of a global food environment.
14. Describe nutritional needs for health during athletic performance.

New Resources for Course

Textbook and a Manual

Textbook: Nutrition- Author: Insel, Paul M. Publisher: Jones & Bartlett Edition: 7th Manual: Essential Pocket Guide for Clinicals- Author: Width Publisher: Jones & Bartlett Edition: 3rd

Course Textbooks/Resources

Textbooks

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Reviewer**Action****Date****Faculty Preparer:**

<i>Valerie Greaves</i>	<i>Faculty Preparer</i>	<i>Apr 03, 2024</i>
Department Chair/Area Director:		
<i>Rene Stark</i>	<i>Recommend Approval</i>	<i>Apr 16, 2024</i>
Dean:		
<i>Shari Lambert</i>	<i>Recommend Approval</i>	<i>Apr 25, 2024</i>
Curriculum Committee Chair:		
<i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Oct 31, 2024</i>
Assessment Committee Chair:		
<i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Nov 06, 2024</i>
Vice President for Instruction:		
<i>Brandon Tucker</i>	<i>Approve</i>	<i>Nov 12, 2024</i>

MASTER SYLLABUS

Course Discipline Code & No: HSC 138 Title: General and Therapeutic Nutrition Effective Term W 2010
 Division Code: HAT Department Code: NHSD Org #: 15200
 Don't publish: College Catalog Time Schedule Web Page

Reason for Submission. Check all that apply.
 New course approval Reactivation of inactive course
 Three-year syllabus review/Assessment report Inactivation (Submit this page only.)
 Course change

Change information: Note all changes that are being made. Form applies only to changes noted.
 Consultation with all departments affected by this course is required. Total Contact Hours (total contact hours were: _____)
 Course discipline code & number (was _____)* Distribution of contact hours (contact hours were: lecture: _____ lab _____ clinical _____ other _____)
 *Must submit inactivation form for previous course. Pre-requisite, co-requisite, or enrollment restrictions
 Course title (was _____) Change in Grading Method
 Course description Outcomes/Assessment
 Course objectives (minor changes) Objectives/Evaluation
 Credit hours (credits were: _____) Other _____

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.
 Regular three year review.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson New resources needed All relevant departments consulted
 Print: Gloria A. Velarde Signature Gloria A. Velarde Date: 9/22/09
 Faculty/Preparer
 Dept. Chair Recommendation Yes No
 Print: Gloria A. Velarde Signature Gloria A. Velarde Date: 9/22/09
 Department Chair

Division Review by Dean
 Request for conditional approval
 Recommendation Yes No [Signature] Date: 9/22/09
 Dean's/Administrator's Signature

Curriculum Committee Review
 Recommendation Tabled Yes No [Signature] Date: 10/27/09
 Curriculum Committee Chair's Signature

Vice President for Instruction Approval
[Signature] Date: 10/28/09
 Vice President's Signature

Approval Yes No Conditional

Do not write in shaded area.
 Log File 9/22/09 j Copy Banner C&A Database C&A Log File Basic skills Contact fee

Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to sjohn@wccnet.edu for posting on the website.

MASTER SYLLABUS

*Complete ALL sections which apply to the course, even if changes are not being made.

Course: HSC 138	Course title: General and Therapeutic Nutrition
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Credit hours: 2 If variable credit, give range: _____ to _____ credits	Contact hours per semester: <table border="1"> <tr> <td></td> <td><u>Student</u></td> <td><u>Instructor</u></td> </tr> <tr> <td>Lecture:</td> <td>30</td> <td>30</td> </tr> <tr> <td>Lab:</td> <td>___</td> <td>___</td> </tr> <tr> <td>Clinical:</td> <td>___</td> <td>___</td> </tr> <tr> <td>Practicum:</td> <td>___</td> <td>___</td> </tr> <tr> <td>Other:</td> <td>___</td> <td>___</td> </tr> <tr> <td>Totals:</td> <td>30</td> <td>30</td> </tr> </table>		<u>Student</u>	<u>Instructor</u>	Lecture:	30	30	Lab:	___	___	Clinical:	___	___	Practicum:	___	___	Other:	___	___	Totals:	30	30	Are lectures, labs, or clinicals offered as separate sections? <input type="checkbox"/> Yes - lectures, labs, or clinicals are offered in separate sections <input type="checkbox"/> No - lectures, labs, or clinicals are offered in the same section	Grading options: <input type="checkbox"/> P/NP (limited to clinical & practica) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
		<u>Student</u>	<u>Instructor</u>																					
Lecture:	30	30																						
Lab:	___	___																						
Clinical:	___	___																						
Practicum:	___	___																						
Other:	___	___																						
Totals:	30	30																						

Prerequisites. Select one:

College-level Reading & Writing
 Reduced Reading/Writing Scores (Add information at Level I prerequisite)
 No Basic Skills Prerequisite (College-level Reading and Writing is not required.)

In addition to Basic Skills in Reading/Writing:

Level I (enforced in Banner)

Course	Grade	Test	Min. Score	Concurrent Enrollment <small>Can be taken together</small>	Corequisites <small>Must be enrolled in this class also during the same semester</small>
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____

Level II (enforced by instructor on first day of class)

Course	Grade	Test	Min. Score
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____

Enrollment restrictions (In addition to prerequisites, if applicable.)

and or Consent required
 and or Admission to program required
 and or Other (please specify): _____
 Program: _____

Please send syllabus for transfer evaluation to:

Conditionally approved courses are not sent for evaluation. Insert course number and title you wish the course to transfer as.

E.M.U. as _____ _____ as _____
 U of M as _____ _____ as _____
 _____ as _____ _____ as _____

MASTER SYLLABUS

<p>Course HSC 138</p>	<p>Course title General and Therapeutic Nutrition</p>	
<p>Course description State the purpose and content of the course. Please limit to <u>500</u> characters.</p>	<p>This course presents normal nutrition and its relationship to health. It includes a study of the nutrients and nutrition planning guides. Nutritional needs throughout the lifecycle are studied. Concepts of general nutrition are applied to various diet therapies prescribed from common disease states in clinical practice (Previously, taught in two courses: HSC 118 General Nutrition and HSC 128 Therapeutic Nutrition).</p>	
<p>Course outcomes List skills and knowledge students will have after taking the course. Assessment method Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.</p>	<p>Outcomes (applicable in all sections)</p> <ol style="list-style-type: none"> 1. Describe and explain general nutrition concepts across the life span. 2. Apply general nutrition concepts and knowledge of common disease states to describe the therapeutic nutritional needs used for diet therapy. 	<p>Assessment Methods for determining course effectiveness</p> <p>Four (4) unit tests-multiple-choice, short-answer</p> <p>Four (4) unit tests-multiple-choice, short-answer</p>
<p>Course Objectives Indicate the objectives that support the course outcomes given above.</p> <p>Course Evaluations Indicate how instructors will determine the degree to which each objective is met for each student.</p>	<p>Objectives (applicable in all sections)</p> <p><u>Outcome 1</u></p> <ol style="list-style-type: none"> 1. Describe essential nutrients and identify factors that relate to food choices and human health. 2. Define current nutrition standards and guidelines and how these are used in evaluating and planning nutritious meals. 3. Identify foods that contain carbohydrates and describe their functions and health benefits and/or associated problems in the diet. 4. Identify food sources that contain lipids and describe their functions and health benefits and /or associated problems in the diet. 5. Identify food sources that contain proteins and describe their functions and health benefits and/or associated problems in the diet. 6. Describe fat-soluble and water-soluble vitamins, and their functions and identify food sources of each vitamin. 7. Describe the functions of water and major and trace minerals in maintaining the body's fluid, electrolyte, and acid-base balance. 8. Describe the relationship between energy balance and weight and strategies for maintaining a healthy weight. 9. Identify nutritional needs of mother and infant during pregnancy, lactation, and early life. 10. Describe nutritional needs during the following lifecycle changes: child, teen and older adult. 	<p>Evaluation Methods for determining level of student performance of objectives</p> <p><u>For Outcome 1, Objectives 1-10:</u></p> <ul style="list-style-type: none"> • Multiple-choice tests • Food diary assignment <p><u>For Outcome 2, Objectives, 1-2:</u></p> <ul style="list-style-type: none"> • Multiple-choice tests • Case review assignments

MASTER SYLLABUS

	<p><u>Outcome 2</u></p> <p>1. Describe the use of a therapeutic diet or prescribed diet therapy in treating the following common disease states:</p> <ul style="list-style-type: none"> a. cardiovascular disease b. alcohol abuse c. eating disorders d. renal disease e. gastrointestinal disease f. intestinal and pancreatic diseases g. diabetes mellitus h. cancer I. pulmonary disease <p>2. Describe different forms of nutritional support used to treat some of these disease states:</p> <ul style="list-style-type: none"> a. internal (tube feeding) b. total parenteral nutrition 	
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List all new resources needed for course, including library materials.

Student Materials:

List examples of types		Estimated costs
Texts	Insel, Turner, & Ross: Nutrition	\$ 135.00
Supplemental reading	(current edition)- required	
Supplies		
Uniforms		
Equipment	Mosby's Pocket Guide Series	\$ 37.00
Tools	'Nutritional Assessment and Care'- Required	
Software		

Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level only if the specified equipment is needed for all sections of a course.

<input type="checkbox"/> Level I classroom Permanent screen & overhead projector	<input checked="" type="checkbox"/> Off-Campus Sites <input checked="" type="checkbox"/> Testing Center <input type="checkbox"/> Computer workstations/lab <input type="checkbox"/> ITV <input type="checkbox"/> TV/VCR <input type="checkbox"/> Data projector/computer <input type="checkbox"/> Other _____
<input type="checkbox"/> Level II classroom Level I equipment plus TV/VCR	
<input checked="" type="checkbox"/> Level III classroom Level II equipment plus data projector, computer, faculty workstation	

MASTER SYLLABUS

Assessment plan:

Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place (semester & year)	Course section(s)/other population	Number students to be assessed
1. Describe and explain general nutrition concepts across the life span.	Four (4) unit tests- multiple-choice, short-answer	Sp/Su 2010 and every 3 years thereafter	All sections	All Students enrolled in HSC 138 (approx. 150)
2. Apply general nutrition concepts and knowledge of common disease states to describe the therapeutic nutritional needs used for diet therapy.	Four (4) unit tests- multiple-choice, short-answer	Sp/Su 2010 and every 3 years thereafter	All sections	All Students enrolled in HSC 138 (approx. 150)

Scoring and analysis of assessment:

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide.

The four (4) unit tests will be scored using an answer sheet and a departmentally-developed rubric.

2. Indicate the standard of success to be used for this assessment.

90 percent of students taking all four tests will have an overall average of 70 percent or higher.

3. Indicate who will score and analyze the data (data must be blind-scored).

Instructors who teach the course will score and analyze the assessment data.

4. Explain the process for using assessment data to improve the course.

a. All Instructors who teach the course will review the assessment data, identify and discuss changes that must be made to the course, and/or instructional methods at a HSC 138 faculty meeting.

b. At the Nursing & Health Science department, all faculty will review the results of the assessment, the proposed changes, and make recommendations, where necessary. Course changes may be implemented as soon as possible, or by the following semester