

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA TITLE</b>	<u>Health Services/Allied Health/Health Sciences, General</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>FDNS 1341</u>
<b>COURSE TITLE</b>	<u>Nutrition in the Life Cycle</u>
<b>COURSE CREDIT HOURS</b>	<u>3      3    :    0</u> Credits    Lec        Lab

### I. Catalog Description

Analyzes nutrition assessment indicators for each age group. Includes social consideration to growth standards, maternal weight gains, eating behaviors of various age groups, and the physiology of aging as it relates to nutrient adequacy in the mature adult. A grade of "C" or better is required in this course to take the next course. (3:0).

### II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Explain life cycle (pre-pregnancy through old age) body balance concepts.
- B. Describe life cycle body composition changes.
- C. Explain life stage nutrition assessment concepts.
- D. Explain women's special nutritional needs.
- E. Describe physiological changes during pregnancy.
- F. Describe fetal/infant and child/adolescent growth as it relates to nutrition.
- G. Describe nutritional needs/assessment through the life cycle.
- H. Explain geriatric nutritional disorders, drug/nutrition interactions, and food selection patterns.
- I. Identify community family resources for different life stages.
- J. Conduct computer diet analysis.
- K. Utilize calorie count calculation for assessing a food intake report.
- L. Research a topic related to the life cycle or environment utilizing the Internet.
- M. Develop menu(s) for a specific life stage client based on the nutritional needs identified from the diet analysis.

### III. THECB Learning Outcomes (WECM)

1. Explain life cycle (pre-pregnancy through old age) body balance concepts
2. Describe life cycle body composition changes.
3. Explain life stage nutrition assessment concepts.
4. Explain special women's nutritional needs.
5. Explain pregnancy physiological changes.
6. Describe fetal/infant, child/adolescent growth as it relates to nutrition.
7. Describe nutritional needs/assessment through the life cycle.
8. Explain geriatric nutritional disorders, drug/nutrient interactions, food selection patterns.

### IV. Evaluation

- A. Pre-assessment  
Successful completion of FDNS 1305 Nutrition with a grade of "C" or better. Instructors may check each student's prerequisite the first week of class; those who do not qualify should be sent back to Admissions.

- B. Post-assessment  
The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
- C. Examinations 55-60% of Grade  
There will be a minimum of three examinations or two examinations and two quizzes. Examinations given during finals week may be in the form of a written unit exam or comprehensive exam.
- D. Written Assignments 40-45% of Grade
1. Utilize the Diet Analysis program to evaluate the intake of an individual who represents at least one of the life cycle stages.
  2. Plan a menu for an individual who represents at least one of the life cycle stages. An explanation of this menu may be written and/or oral.
  3. Research a topic related to the life cycle or hunger and the environment. The paper should be typed, contain a minimum of two professional journal articles, use proper referencing methods, and contain a works cited or reference page.
  4. Extra credit assignments an/or attendance and participation may be used when calculating the student's grade. However, points for these activities should not exceed 5 percentage points.
- E. Grading Percentages  
Weighting of examinations and written assignments may be devised by the individual instructor. Grades will be rounded to the nearest 10<sup>th</sup> of a percent.
- F. Grading Scale:  
A = 89.5 – 100  
B = 79.5 - 89.4  
C = 69.5 - 79.4  
D = 59.5- 69.4  
F = 59.4 and below
- G. Remediation  
At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students requiring additional help may be referred to tutoring services such as the Writing Center.
- V. Disability Statement (American with/Disabilities Act [ADA])**  
EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).
- VI. 6 Drop Rule**  
Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.