

**Ralph R. Willis Career and Technical Center
School of Practical Nursing
Basic Nutrition**

OUTLINE	Lesson	Testing	Skills
Chapter 26 Concepts of Basic Nutrition & Cultural Considerations (deWit – Fundamental Concepts & Nursing Skills 5 th edition)	1	.5	
Chapter 27 Diet Therapy & Assisted (deWit – Fundamental Concepts & Nursing Skills 5 th edition)	1	.5	2
Chapter 46 Nutrition (Willihnganz, Gurevitz, Clayton – Clayton’s Basic Pharmacology for Nurses)	1	.5	
Chapter 47 Herbal and Dietary Supplement Therapy (Willihnganz, Gurevitz, Clayton – Clayton’s Basic Pharmacology for Nurses)	1	.5	
Therapeutic Diets Presentation (PBL)	6		
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Course Hours: 40 HRS

Theory Hours: 14 HRS

Clinical Hours: 26 HRS

WVEIS:

Textbooks

1. deWitt, Susan C. / O'Neal, Patricia; FUNDAMENTAL CONCEPTS AND SKILLS FOR NURSING Saunders/Elsevier; 5th. edition; 2017.
2. Willihnganz, Michelle J. / Gurevitz, Samuel L. / Clayton, Bruce D.; CLAYTON'S BASIC PHARMACOLOGY for NURSES, St. Luis, Elsevier; 18th edition; 2020.

Course Description

This is a beginning course for the practical nursing student. This course is designed to teach the fundamentals of nutrition based on basic nutrition principles. Scientific standard recommendations of levels of nutrient intake for a healthy population are discussed. Sources and functions of carbohydrates, proteins, fats, vitamins and minerals are also studied. Awareness of nutritional preferences of different ethnic groups, and nutritional requirements throughout the life span are discussed. Nutritional requirements associated with specific disease process is integrated throughout medical-surgical course.

Course Objectives

At the end of this course the student will:

1. Demonstrate knowledge of nutrition (macro- and micronutrients, nutrient requirements for optimal health), and appropriate nutrition for different life stages.
2. Demonstrate knowledge of critical thinking skill about nutritional issues and controversies.
3. Describe cultural influences on nutritional practices.
4. Discuss components of a basic nutritional assessment.
5. Identify patients at risk for nutritional deficits.
6. Implement dietary requirements associated with disease process.

Clinical Practicum

Completed in Acute and Long-Term Care.

Methods of Teaching

1. Lecture, discussion, role playing emphasizing critical thinking
2. Videos
3. PowerPoint
4. Computer-assisted instruction- VCE – Case Studies
5. Demonstration
6. Individual and Group Conference
7. Written Exams
9. Clinical Lab Practice/ Clinical Setting
10. Evaluations

Student Responsibilities

1. Read assigned chapter.
2. Refer to and follow student monthly calendar for exam dates.
3. Attend lectures and demonstrations.
3. Complete activities as assigned.
5. Participate in class/lab activities.
6. Discuss critical thinking activities associated with the lesson.
7. Refer and follow the policies as outlined and discussed in the Student Handbook.
8. Pass exams with a grade of 80% or higher.

Methods of Evaluation

1. The following letter grade system is utilized for theory:
A 93 - 100
B 86 - 92
C 80 - 85
F 79 - 0
2. The following grading calculation is utilized for theory:
Exams 80% Quizzes 20%
3. Evaluation Tools:
 - a. Oral Presentations
 - b. Written Exams
 - c. Laboratory Skills
 - d. Homework Assignments
 - e. Computer Exams
 - f. Clinical Skills
4. Make-up Exam:
A student who misses an exam must be prepared to take the exam upon immediate return or as designated by the instructor. Students will automatically have **5% deducted**. Students not making up exam on designated make-up day will receive a **(0) zero**.
5. Quizzes:
Students who are absent during a quiz will receive a Zero. Quizzes are NOT made up.
6. See student monthly calendar for schedule of exam dates.
7. See Student Handbook for clinical grading guidelines.

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Chapter 26

Concepts of Basic Nutrition and Cultural Considerations
(deWit – Fundamental Concepts & Nursing Skills 5th edition)

Instructor Provided

Lesson Content: HR

Testing: .5 HR

Lesson Content:

- I. Keys Terms

- II. Overview of Structure and Function of the Gastrointestinal System
 - A. Which Structures Are Involved In The Gastrointestinal (Digestive) System?
 - B. What Are The Functions Of The Organs Of The Gastrointestinal System?
 - C. What Changes In The digestive System Occur With Aging?

- III. Dietary Guidelines
 - A. USDA My PLATE

- IV. Protein
 - A. Functions Of Protein
 - B. Food Sources Of Protein
 - C. Dietary References Intakes Of Protein
 - D. Protein Deficiency
 - E. Protein Excess

- V. Vegetarian Diets

- VI. Carbohydrates
 - A. Functions Of Carbohydrates
 - B. Simple Carbohydrates
 - C. Complex Carbohydrates (Starches)
 - D. Recommendations For Intake
 - E. Fiber

- VII. Fats (Lipids)
 - A. Functions Of Fat
 - B. Food Sources Of Fat

- VIII. Vitamins

- IX. Minerals

- X. Water

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- XI. Factors That Influence Nutrition
 - A. Age
 - B. Illness
 - C. Emotional Status
 - D. Economic Status
 - E. Religion
 - F. Culture
 - G. Food Safety

- XII. Cultural Influences On Nutrition
 - A. African American
 - B. Hispanic American
 - C. Asian American
 - D. Middle Eastern American
 - E. Nutrition Counseling

- XIII. Nutritional Needs Throughout the Life Span
 - A. Infants
 - B. Toddlers and Preschool Children
 - C. School-Age Children
 - D. Adolescents
 - E. Adults
 - F. Older Adults

- XIV. Application of The Nursing Process
 - A. Assessment (Data Collection)
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

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Lesson Objectives:

After completion of this chapter the student will:

1. Review the structure and function of the gastrointestinal system.
2. Use the components of the USDA My Plate website to assist patients in planning their diets.
3. List medical conditions that may occur as a result of protein, calorie, vitamin, or mineral deficiency or excess.
4. Discuss the function of proteins, carbohydrates, fats, vitamins, minerals, and water in the human body.
5. Identify food sources of proteins, carbohydrates, fats, vitamins, and minerals.
6. Identify a variety of factors that influence nutrition.
7. Explore cultural influences on nutritional practices.
8. Compare nutritional needs throughout life's stages.

Clinical Practice:

1. Identify patients at risk for nutritional deficits.
2. Complete a nutritional assessment on an assigned patient.
3. Use therapeutic communication with a patient while discussing needed diet modification.
4. Develop a teaching plan for the patient for whom a therapeutic diet is prescribed.

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Chapter 27

Diet Therapy and Assisted Feeding

(deWit – Fundamental Concepts & Nursing Skills 5th edition)

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HR

Skills: 2 HRS

Lesson Content:

- I. Keys Terms

- II. The Goals of Diet Therapy

- III. The Postoperative Patient

- IV. Health Issues Related To Nutrition
 - A. Anorexia Nervosa
 - B. Bulimia
 - C. Obesity
 - D. Pregnancy
 - E. Substance Abuse

- V. Disease Processes That Benefit From Diet Therapy
 - A. Cardiovascular Disease
 - B. Diabetes Mellitus
 - C. HIV/AIDS

- VI. Assisted Feeding
 - A. Nasogastric and Enteral Tubes
 - B. Percutaneous Endoscopic Gastrostomy Tubes
 - C. Feeding Tubes and Pumps
 - D. Total Parenteral Nutrition

- VII. Application of The Nursing Process
 - A. Assessment (Data Collection)
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation
 - F. Documentation

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Lesson Objectives:

After completion of this chapter the student will:

1. Identify the nurse's role related to diet therapy and special diet.
2. Compare and contrast a full liquid diet with a clear liquid diet.
3. Explain the different dietary modification levels: pureed, mechanically altered, advanced, and regular.
4. Describe health issues related to nutrition.
5. List disease processes that may benefit from diet therapy.
6. Verbalize the rationale for assisted feedings and tube feedings.
7. List the steps for the procedure to insert, irrigate, and remove a nasogastric tube.
8. Discuss the procedure for tube feeding.
9. Identify the medical rationale and nursing care for a patient receiving peripheral parenteral nutrition (PPN) and parenteral nutrition (TPN).
10. Understand the possible complications associated with modified diets, tube feedings, PPN, and TPN.

Clinical Practice:

1. Use therapeutic communication with a patient who needs a special diet.
2. Develop a teaching plan for nutritional therapy.
3. Demonstrate insertion, irrigation, and removal of a nasogastric tube.
4. Demonstrate feeding a patient through a nasogastric tube.
5. Know your facility's policies, procedures, and protocols for nutrition-related problems and complications with tube feedings.

Skills & Steps:

Clinical Lab 2 HRS

1. Skill 27-1 Assisting a Patient with Feeding
2. Skill 27-2 Inserting a Nasogastric Tube
3. Skill 27-3 Using a Feeding Pump
4. Skill 27-4 Administering a Nasogastric, Duodenal, or Percutaneous Endoscopic
Gastrostomy Tube Feeding.
5. Steps 27-1 Nasogastric Tube Irrigation
6. Steps 27-2 Nasogastric Tube Removal

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Chapter 46

Nutrition

(Willihnganz, Gurevitz, Clayton – Clayton's Basic Pharmacology for Nurses)

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HR

Lesson Content:

- I Key Terms
- II Principles of Nutrition
 - A. Methods for Assessing Nutrition
 - B. Alternatives to Governmental Guidelines
 - C. Counting Calories
 - D. Dietary Reference Intakes
 - E. Macronutrients
 - F. Vitamins
 - G. Minerals
 - H. Water
 - I. Physical Activity
- III Malnutrition
- IV Therapy for Malnutrition
 - A. Enteral Nutrition
 - B. Parenteral Nutrition

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Identify sources of dietary fiber and dietary fats.
3. Differentiate between fat-soluble and water-soluble vitamins and their functions.
4. Discuss the functions of minerals in the body.
5. Describe the physical changes associated with a malnourished state.
6. Discuss nursing assessments and interventions required during the administration of enteral nutrition.
7. Describe the advantages and disadvantages of providing nutrition by peripheral parenteral nutrition (PPN), and central parenteral nutrition (CPN).

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Chapter 47: Herbal and Dietary Supplement Therapy

(Willihnganz, Gurevitz, Clayton – Clayton's Basic Pharmacology for Nurses)

Instructor Provided

Lesson Content: 1 HR

Testing: .5 HR

Lesson Content

- I Key Terms
- II Herbal Medicines, Dietary Supplements, and Rational Therapy
 - A. Regulatory Legislation
 - B. Independent Product Testing
- III Herbal Therapy
- IV Other Dietary Supplements

Lesson Objectives:

Upon completion of this chapter the student will:

1. Define key terms.
2. Summarize the primary actions and potential uses of the herbal and dietary supplement products cited.
3. Describe the interactions between commonly used herbal and dietary supplement products and prescription medications.

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Therapeutic Diets Exam (PBL) 6 hr.

Students will complete/present a Nutritional Diet Assignment

Nutrition Diet Presentation

Instructions

1. Pick a Partner
2. Pick a Diet
3. Research Diet and create power point to present to class. Include what the diet is, foods it contains, foods to avoid, and the types of patients that would be on this diet.
4. Make a food label of a food that is part of your diet.
5. Create a menu for breakfast, lunch, dinner and 2 snacks.
6. Bring a sample of your diet to share with classmates.

Diets

Mechanical Soft
Clear Liquid
Full Liquid
GI Soft
Low-Fiber
Low Sodium
Fat Restricted/Low Fat
Cholesterol Restricted/Low Cholesterol
Vegetarian
Vegan
Consistent Carb (Diabetic Diet)
Renal Diet
Cardiac Diet
Gastric Bypass Diet
Low Carb
Gluten Free
Anti-Reflux Diet
Kosher Diet

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CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic, how it pertains to nursing, and the care of patients.	Shows a good understanding of the topic, how it pertains to nursing, and the care of patients.	Shows a good understanding of parts of the topic, how it pertains to nursing, and the care of patients.	Does not seem to understand the topic very well, how it pertains to nursing, and the care of patients.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Time Limit	Presentation is 10-15 minutes long.	Presentation is 9 minutes long.	Presentation is 8 minutes long.	Presentation is less than 7 minutes OR more than 15 minutes.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Props	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) of the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) of the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Listens to others Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises and movements

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