Course Description: DIET 416. Medical Nutrition Therapy I. 3-3-0.
Prerequisite: DIET 410 and CHEM 208.
The Nutrition Care Process, nutrition assessment, nutrition counseling skills, and dietary modifications related to biochemical and physiological changes for selected diseases. (51.3199)

Instructor: Sherry Foret Smith
Course Location: BCAH 216
Title: Instructor
Office: Gouaux 228
Office Hours: Mon/Wed 10:00am-12:00pm, 1:00pm-1:40pm
T/Th 8:30-8:55am, 10:30am-12pm, 1-1:25pm
Phone: 985-448-4732
Email: Sherry.foret-smith@nicholls.edu

Required Text:


REQUIRED MEMBERSHIP: Academy of Nutrition and Dietetics www.eatright.org

Supplemental Materials:
Nutritioncaremanual.org (log-in information will be provided in class)
Academy of Nutrition and Dietetics website www.eatright.org

Student Learning Outcomes:
Upon completion of the course the student will:
1. Relate the use of scientific information and research using critical thinking in medical nutrition therapy.
2. Examine beliefs, values, and behaviors for the professional dietitian level of practice when providing medical nutrition therapy.
3. Summarize dietetics information, products, and services for various individuals, groups, and populations in need of medical nutrition therapy.
4. Discuss principles of management and systems in provision of medical nutrition therapy services to individuals.

Methods of Evaluation

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>SLO Assessed</th>
<th>Available Points</th>
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<tbody>
<tr>
<td>1. Exams – will assess knowledge of content discussed in class and from</td>
<td>1,2,3,4</td>
<td>3 Exams@100 pts each Final 200 pts</td>
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</tbody>
</table>
2. Nutrition Care Process – will assess knowledge of Medical Nutrition Therapy documentation as it relates to scientific research and the needs of individuals. 1,2 50 pts

3. Interviewing and counseling – will examine the behaviors and critical thinking skills of the student during counseling of individuals in need of Medical Nutrition Therapy 1,2,3,4 50 pts

4. Case Study – will assess the student’s ability to apply scientific evidence 1,2,3,4 2 @ 50 pts each

Total Points Available: 700 points

Grading Scale:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 59% = F

Course Policies

Attendance/Punctuality
(Attendance in this online class will be measured by participation in forums and completion of assignments.)

As stated in the 2012-2013 University Bulletin (www.nicholls.edu/bulletin/index) “Class attendance is regarded as an obligation as well as a privilege, and all students are expected to be punctual and to attend all classes in which they are enrolled. Failure to do so may jeopardize a student’s scholastic standing and may lead to suspension from the university.” Students are responsible for adhering to the participation and attendance policy in each of their classes and for knowing the consequences that may result from excessive absences.

Professionalism and Student Responsibilities:
Professionals are respectful of all individuals. Students can contribute to an atmosphere of mutual respect in the laboratory classroom by following these guidelines:

o TURN OFF ALL ELECTRONIC DEVICES BEFORE CLASS BEGINS.

o Text messaging and or emailing during lab is a misuse of a student’s time as well as disrespectful to professor and classmates and must be avoided.

o Do not hold conversations with classmates when the professor or a classmate is speaking.

o Raise your hand and ask the professor to repeat anything that you did not hear or understand rather than asking your neighbor to repeat what was said.
If, through necessity, you arrive after lab has begun, enter the classroom through the rear of the room and be seated there.

**Communication Policy:**
Each student must have a computer account to access Moodle. Course communication, including emails, in dietetics courses is conducted via Moodle. It is the student’s responsibility to check Moodle frequently for course announcements from the instructor. The instructor will also utilize the student’s Nicholls email account for communication. The student should check this email address at least twice a week. Moodle will be used to post grades. They cannot be given out by phone or by email. Grades are not final until they appear in the Banner system at the end of a semester.

Moodle will be used for this course. Recommended minimum browser for Moodle include Firefox 4, Internet Explorer 8 (IE 10 required for drag and drop of files from outside the browser into Moodle), Safari 5, Google Chrome 11. The best browser suggestion is to use the latest version of your chosen browser. The URL is http://moodle2.nicholls.edu/moodle. Enter your Username and Password. Your username is the first part of your Nicholls’ email address before the “@” sign. Your password is your N number; you must use a capital N.

**Make-up Exam Policy:**
Exams should be taken on assigned dates. Only legitimate excuses of illness or death in the family will be accepted for missing an exam. Students are responsible for contacting the instructor to inform them of their absence. If excused by the faculty, an arrangement can be made for completion of the exam within a week of the student’s return to class.

**Extra Credit Policy:**
Work is expected to be completed as assigned no extra credit assignments are made in dietetics courses.

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**University Policies**

**Academic Misconduct**

**Academic Dishonesty Policy**
Academic dishonesty will be dealt with severely. All proven or suspected cases of cheating, plagiarism, purchased papers, borrowed papers, work copied from the Internet, and any other act deemed dishonest will be reported to the Academic Integrity Committee (AIC) of the college in which the course is offered for permanent record keeping and disciplinary action.

It is especially important that students understand how to avoid plagiarism before enrolling in a course. The following resource is available for guidance in this manner. [http://www.nicholls.edu/library/student-portal/#PLAGIARISM](http://www.nicholls.edu/library/student-portal/#PLAGIARISM)

Records of academic dishonesty will be maintained in the Office of Academic Affairs. If a student is recorded as a multiple offender (more than one listing in the data file) of the academic
honesty policy, the student will be brought before the Academic Affairs Integrity committee for review as per Section 5.46 of the Code of Student Conduct.

Multiple cheating offenses:
Section Five of the Code of Student Conduct, ‘Academic Dishonesty and Disruptive Behavior,’ includes a requirement that faculty file a charge complaint statement with their respective dean whenever a student is confronted or disciplined for cheating. The Office of Academic Affairs will maintain these records, and any student confronted and/or disciplined for multiple offenses of academic dishonesty will be brought before the Academic Affairs Integrity Committee for further review and potential sanctions. Please read the Code of Student Conduct for further details regarding this policy.”

Academic Grievances:
The proper procedure for filing grade appeals or grievances related to academic matters is listed in Section 5 of the Code of Student Conduct and at the following link:  

Continued Learning Following an Extreme Emergency

In order to make continued learning possible following an extreme emergency, faculty and students will be responsible for the items listed below:

Faculty responsibilities include:

- Creating a plan for continuing their courses using only Blackboard and email
- Continuing their course in whatever way suits the completion of the course best and are encouraged to be creative in the continuation of the course
- Any adjustments or compensations made to a student’s progress in special programs with labs, clinical sequences, or the like, should be made only in the immediate semester following the emergency.

Student responsibilities include:

- Reading regular emergency notifications on the NSU website;
- Knowing how to use and access Blackboard (or university designated electronic delivery system);
- Being familiar with emergency guidelines;
- Evacuating textbooks and other course materials;
- Knowing their Blackboard (or designated system) student login and password

Technical Problems:
If you are having problems with the technology involved in this course, you can either e-mail the instructor or itsupport@its.nicholls.edu
Grievance:
If you have an issue relating to the instructor or your fellow classmates, you can follow the procedures set up in the Code of Student Conduct. This document and the Student Academic Grievance Form are located at http://www.nicholls.edu/sja/

Library:
The Library Home Page has a link to a specific webpage dedicated to distance education students. This webpage contains tutorials on accessing the library from home, finding and using electronic books, using the electronic research databases, emailing a reference librarian, and other useful information. The page also offers a direct contact with reference librarian through e-mail or telephone. http://www.nicholls.edu/library/distance.htm

Counseling:
Nicholls Counseling Center provides professional assistance for students dealing with a range of mental health, wellness, and adjustment issues through individual, couple, and group counseling; consultation; and various forms of outreach, you can go to the following website http://www.nicholls.edu/counseling/

Disability Services:
Disability Services acts as a liaison between students and faculty to facilitate the provision of accommodations as per Americans with Disabilities Act. http://www.nicholls.edu/disability/

Career Services:
Career Services offers placement assistance for students and alumni for temporary and permanent part-time and full-time employment and internships in addition to professional coaching in resume writing, interviewing, and dressing for success. http://www.nicholls.edu/career/ and http://www.collegecentral.com/nicholls/.

Tutoring:
Questions concerning academic tutoring can be sent to: tutoring@nicholls.edu. This e-mail is usually staffed during normal business hours.

Course Outline
1. Nutrition Care Process
2. Assessment of clinical and dietary data for individuals
3. Nutritional Screening
4. Nutrition Focused Physical Examination
5. Assessment of Biochemical Data
6. Nutrition Diagnosis and Standardized Language
7. Interviewing Techniques
8. Counseling Theories and Models
9. Demonstration of Counseling Techniques
10. Food-Drug Interactions
11. Medical Nutrition Therapy for Diabetes Mellitus
12. Medical Nutrition Therapy for Cardiovascular Disease
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Assigned Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course</td>
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<tr>
<td>Week 2</td>
<td>Intake: Analysis of Diet</td>
<td>(chp 4)</td>
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<td>Week 3</td>
<td>Clinical: Inflammation, Physical &amp; Functional Assessments</td>
<td>(chp 6)</td>
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<tr>
<td>Week 4</td>
<td>Clinical: Biochemical Assessment</td>
<td>(chp 8)</td>
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<tr>
<td>Week 5</td>
<td><strong>Exam 1 (Chps 4,6,8)</strong></td>
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<td>Week 6</td>
<td>Overview: Nutrition Diagnosis &amp; Intervention</td>
<td>(chp 11)</td>
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<td>Week 7</td>
<td>Planning the Diet with Cultural Competency</td>
<td>(chp 12)</td>
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<tr>
<td>Week 8</td>
<td>Bioactive Substances and Integrative Care</td>
<td>(chp 13)</td>
<td><strong>NCP Assignment Due</strong></td>
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<tr>
<td>Week 9</td>
<td>Education and Counseling: Behavioral Changes</td>
<td>(chp 15)</td>
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<tr>
<td>Week 10</td>
<td><strong>Exam 2 (chp 9, 12, 13, 15)</strong></td>
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<tr>
<td>Week 11</td>
<td>MNT for DM &amp; Hypoglycemia of Non-diabetic Origin</td>
<td>(ch31)</td>
<td><strong>Interviewing and Counseling Skills due 10/30</strong></td>
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<tr>
<td>Week 12</td>
<td>MNT for Thyroid &amp; Related Disorders</td>
<td>(chp 32)</td>
<td><strong>DM case study due 11/11</strong></td>
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<tr>
<td>Week 13</td>
<td>MNT for Anemia</td>
<td>(chp 33)</td>
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<tr>
<td>Week 14</td>
<td>MNT for Cardiovascular Disease</td>
<td>(chp 34)</td>
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<tr>
<td>Week 15</td>
<td><strong>Exam 3 (chp 31, 32, 33, 34)</strong></td>
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<td><strong>CVD case study due 12/2</strong></td>
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Last Day to Drop with a “W” grade is 11/5
Adult Learning Theory

1. Adults have a need to know why they should learn something.

Adults spend a considerable amount of time and energy exploring what the benefits are of them learning something and the costs of them not learning something before they are willing to invest time in learning it. It is seldom convincing for them to be told by someone (even the boss) that it would be good for them.

Training should be based on valid needs of the intended audience. All information provided about the training, including lesson plans, should include reasons for learning. The benefits of learning should be clearly shown. Activities should be based around real work experiences.

2. Adults have a deep need to be self-directing.

The psychological definition of "adult" is one who has achieved a self-concept of being in charge of his or her own life, of being responsible for making his or her own decisions and living with the consequences. Adults develop a deep need to be seen by others as being capable of taking responsibility for themselves. Too often as trainers we design training situations that place adults back in their childhood where they are told what where and when and how to learn. Self-directed is not the same as self-paced. Self-paced means that the learner is only in charge of when to experience what the trainer has produced. Self-directed learning puts the learner in charge of much more.

Incorporate as much "search and discovery" into the training as possible for experienced learners. Present training with as many options for learning as possible.

3. Adults have a greater volume and different quality of experience than youth.

Adults bring into the learning situation a background of experience that is a rich resource. Adults have a broader base of experience on which to attach new ideas and skills and give them richer meaning. The more explicit these relationships (between the old and the new) are made through discussion and reflection - the deeper and more permanent the learning will be. Experience is to adults, the chief source of self-identity. If adults' experience is not made use of in a training experience, adults may see it as a rejection of themselves.

Design training activities that reflect the actual work the learners perform. Provide activities that permit learners to compare the theoretical aspects of the training with their experiences.

4. Adults become ready to learn when they experience in their life situations a need to know or be able to do in order to perform more effectively and satisfyingly.

Some of the greatest goofs of training have occurred as a result of forcing people into training activities before they perceived a need for them. Adults again must see a need for training before learning will take place.

Provide training, as close to the time it is needed as possible. Don't do an information dump on learners, calling it training, and tell learners they need to
know the information for future use. See 5 below.

5. Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning.

Youth (conditioned by schools) have a subject-centered orientation to learning where they focus on learning content to pass a test. Adults by virtue of life and work experiences develop a task-centered or problem-centered orientation to learning. If training is developed around problem solving, then adults will learn content with the intention of using it.

Design training so that learners are solving problems or are performing tasks as close to those encountered back on the job as possible. When large amounts of information support the problem solving activities, present this information as reference material. Teach learners how to use the information to successfully complete the problem solving activities. Again, don't do an information dump.

Focus activities on "doing" something with information rather than simply "knowing" the information.

6. Adults are motivated to learn by both extrinsic and intrinsic motivators.

Adult learners respond to extrinsic motivators - promotion, bonuses, etc. - up to the point that they are reasonably well satisfied. But the more potent and persistent motivators are such intrinsic motivators as the need for self-esteem, broadened responsibilities, power, and achievement. And back to point one. Adults may not be motivated to learn what we tell them to learn unless they perceive a need to learn.

Learning activities should clearly demonstrate to the learner where he or she would benefit in their jobs. Quality training is built around the concept of nourishing those intrinsic motivators. Learning feeds on itself and suggests to the learner to become even more proficient in the job.