

COURSE PLAN

COURSE NO: NTR 327

COURSE TITLE: Medical Nutrition Therapy I

COURSE DESCRIPTION: A comparative view of nutrition as it relates to the treatment of disease. Emphasis will be placed on evaluation of assessment data, the nutrition care process, methods of nutrition support, food and drug interactions, herbal remedies, weight management and applications of nutrition interventions for cardiovascular disease, hypertension, and diabetes. Medical Nutrition Therapy I and Medical Nutrition Therapy II is a two-semester course. Medical Nutrition Therapy I must be taken before Medical Nutrition Therapy II.

CREDITS: 4 credit hours

CLOCK HOURS/WEEK: 4 hours total, 3 hours didactic, 2 hours clinical

INSTRUCTOR: Marcia Kalista-Richards MPH, RD, CNSC, LDN
The Allen Center for Nutrition
Miller Building, room 16

I have not listed a phone number since I am not in the office or on campus except for class time. It is best to email me. Emergency messages can be left with Lesley Jones at the Allen Center by calling 610-606 -4666 and leaving message for me. She can leave me a message on my cell phone when necessary.

Office Hours Wednesday 6-7 PM and prior to classes taught.

Other hours by appointment only, please email to inquire about my availability and so that we can set up appointment.

makalist@cedarcrest.edu

Marcia Kalista-Richards, MPH, RD, LDN, CNSC

PREREQUISITE: Nutrition 300 and 305 Advanced Nutrition I and II (may be taken concurrently)

COURSE OBJECTIVES:

1. The students will have a basic knowledge of:
 - A. Alternative nutrition and herbal therapies
 - Define and give examples of alternative/herbal therapies.
 - Critically examine the risk-benefit relationships of alternative/herbal therapies.
 - Explain how to professionally work with clients who use alternative/herbal therapies.
 - B. Evolving methods of assessing health status
 - Discuss newer methods of assessing health status.
2. The students will have a working knowledge of:
 - A. Pathophysiology related to nutrition care
 - Explain the pathophysiology related to obesity, cardiovascular disease, diabetes, and malnutrition.
 - B. Fluid and electrolyte requirements
 - Identify fluid and electrolyte requirements for patients with cardiovascular disease,

- diabetes, disorders of the upper gastrointestinal tract, or on parenteral/enteral nutrition.
 - C. Pharmacology: Nutrient-nutrient and drug-nutrient interaction
 - Use and interpret resources appropriately to identify nutrient-nutrient and drug-nutrient interactions.
 - D. Assessment and treatment of nutritional health risks
 - Assess and plan treatment for patients with cardiovascular disease, diabetes, and malnutrition.
 - E. Medical nutrition therapy, including alternative feeding modalities, chronic diseases, dental health, mental health, and eating disorders
 - Apply appropriate parenteral/enteral principles in case studies.
 - Apply appropriate treatment principles for persons with cardiovascular disease, diabetes, and malnutrition in case studies.
 - F. Strategies to assess need for adaptive feeding techniques and equipment
 - Identify appropriate special feeding devices for patients with feeding disabilities.
 - Explain strategies for feeding patients with different feeding disabilities (such as inability to suck, inability to chew, inability to swallow, inability to grasp, poor hand-mouth coordination, impaired vision, etc).
 - G. Influence of socioeconomic, cultural, and psychological factors on food and nutrition behavior
 - Evaluate the influence of socioeconomic, cultural, and psychological factors on food and nutrition behavior using case studies.
 - H. Current reimbursement issues
3. The students will demonstrate the ability to:
- A. Present an educational session for a group
 - B. Use current information technologies
 - C. Interpret medical terminology
 - D. Interpret laboratory parameters in multiple disease states relating to nutrition
 - E. Interpret current nutrition research
 - F. Interpret basic statistics
 - G. Calculate and interpret nutrient composition of foods
 - H. Translate nutrition needs into menus for individuals and groups
 - I. Calculate and/or define diets for common/complex conditions
 - J. Screen individuals for nutrition risk
 - K. Collect pertinent information for comprehensive nutrition assessments
 - L. Determine nutrient requirements across the lifespan
 - M. Measure, calculate, and interpret body composition data
 - N. Calculate enteral and parenteral nutrition formulations

REQUIRED TEXTS:

1. Food-Medication Interactions. Pronsky, Zaneta. Newest edition
2. Krause's Food, Nutrition and Diet Therapy by Mahan, Escott-Stump. Saunders, 12th ed., 2008.
3. ADA Pocket Guide to Nutrition Assessment. P. Charney, A. Malone. American Dietetic Association. 2008 edition is available in August of 2008
4. ADA Pocket Guide to Enteral Nutrition. P. Charney, A. Malone. American Dietetic Association. 2006.
5. ADA Pocket Guide to Parenteral Nutrition. P. Charney, A. Malone. American Dietetic Association. 2007.
6. Nutrition Diagnosis and Intervention: Standardized Language for the Nutrition Care Process. American Dietetic Association. 2007
7. Speakman Elizabeth & Weldy Norma Jean. Body Fluids & Electrolytes – A Programmed Presentation- eighth edition. 2002. (there is not an updated version of this book)

Suggested Book: (not required)

1. Nutrition & Diagnosis-Related Care 6th edition by Sylvia Escott Stump. Lippincott Williams & Wilkins (About \$80).
2. Shirley Soltesz Steiner. Quick Medical Terminology: A Self Teaching Guide 4th edition. John Wiley & Sons.,INC. publisher; (about \$20).

EVALUATION:

Assessment of the student's progress is an ongoing process and involves the student as well as the instructor. The stated course objectives serve as the basis for evaluation. All assignments are due on the date scheduled. NO EXCEPTIONS.

Midterm #1	100 points
Midterm #2	100 points
Final Exam	100 points
Clinical residency	100 points
100 points	
Assignments (8)	<u>400 (50 points each X 8 = 400)</u>
	800 Total points

You are expected to participate in classroom events and discussion and you are expected to be prepared for these interactive activities via reading of chapter, review of slides before class, completion of assignments, etc. Failure to do this can result in lowering of your score.

If you are late more than two times, or absent more than twice without a doctor's note, your final numerical grade (on a scale of 1 to 100) will be lowered by 3 points for each absence or tardiness.

<u>POINTS</u>	<u>GRADE</u>
744 +	A
720-743	A -
696-719	B+
664-695	B
640-663	B-
616-639	C+
584-615	C
560-583	C-
536-559	D+
480-535	D
Below 480	F

TEACHING METHODS:

1. Lecture/Teacher-centered discussion
2. Student-centered discussion
3. Online discussions
4. Simulations – Case studies
5. Demonstration
6. Practice/Skill Rehearsal
7. Clinical Observation
8. Student Presentations
9. Reading in textbooks, reference books, periodicals, newspapers, journals, Internet
10. Assignments involving researching, organizing information, and writing

WORK EXPECTED OF THE STUDENTS:

1. Students are expected to have read the assignment prior to class and to actively participate in class discussions.
2. Students are responsible for all terms defined in the textbook.
3. Written assignments must be word processed and completed on 8-1/2" x 11" paper. Spelling, punctuation and grammar will constitute part of the grade for the assignment. One-inch margins and double-spacing is required. Indent for paragraphs.
4. Class attendance is expected. If you must miss a class, a phone call is expected.
5. Assignments are due on the date indicated. **NO EXCEPTIONS.**
6. There are no make-up tests. If you miss the day of the test you will receive a 0 for the grade.
7. You will be expected to complete case studies.
8. You will complete 28 clinical observation hours during the semester.
9. **"Your obligations for this course include attendance at the final exam, on the day and time scheduled by the Registrar's Office. You should not make travel arrangements until the final exam schedule is published; if you must make plans early, you should schedule your travel after the last final exam day."**

CLASSROOM PROTOCOL

Appropriate classroom behavior is implicit in the Cedar Crest honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education. **TURN YOUR CELL PHONES OFF!**

Honor Code: The Cedar Crest Honor Code will prevail at all times. Please verify on each test and assignment that the work done is your own with your SIGNATURE. You are not to consult with ANY OTHER STUDENTS when you are given take-home tests, projects, and assignments. PLAGIARISM or any other form of academic dishonesty will result in no points on the paper/exam on which you plagiarized or cheated. In addition, such an act may result in failing the entire course. Please refer to your customs book for a complete explanation of the Cedar Crest Honor Code.

Assignments and Nutrition Cases : Objectives

1. Identify fluid and electrolyte requirements
2. Use and interpret resources to identify nutrient-nutrient and drug-nutrient interactions
3. Assess and plan treatment of nutritional health risks
4. Apply medical nutrition therapy principles
5. Identify the influence of socioeconomic, cultural, and psychological factors on food and nutrition behavior
6. Interpret medical terminology
7. Interpret laboratory parameters relating to nutrition
8. Calculate and interpret nutrient composition of foods
9. Translate nutrition needs into menus for individuals and groups
10. Calculate and/or define diets for common conditions
11. Screen individuals for nutrition risk
12. Collect pertinent information for comprehensive nutrition assessments
13. Determine nutrient requirements across the lifespan

Procedure: Using your textbooks and other reference materials, you are to complete the assignments and case studies.

Evaluation: Assignments and written case studies are graded by the instructor based on accuracy.

Due Date Per instructor

**Medical Nutrition Management I
Nutrition 327 Fall 2008**

Proposed Schedule (SUBJECT TO CHANGE)

<u>DATE</u>	<u>TOPIC</u>	<u>Chapter Reading</u>
Aug 25	The Nutrition Care Process	Mahan Ch 17 Articles Nutrition Diagnosis and Intervention
Sept. 8	Nutrition and Laboratory Assessment	Mahan 14, 15 ADA Pocket Guide to Nutrition Assessment Handouts/Articles
Sept. 15	Nutrition and Laboratory Assessment Physical Assessment	As above
Sept. 22	Physical Assessment Video on Physical Assessment Video on Subjective Global Assessment	Articles/Handouts Mahan 398-435
Sept 29	TEST	All previous material
Oct 6.	Nutrition & Diabetes	Mahan Ch 30 Articles/Handouts www.cyberounds.com (under endocrinology) Insulin for type 2 DM2C New treatments for type 2
Oct 13	NO Class Fall break	
Oct 20	Nutrition & Diabetes	Mahan Ch 30 Articles/Handouts
Oct 27	FNCE CONFERENCE Schedule To be discussed Pharmacology & Integrative Medicine	Mahan 16,18 Articles/Handouts
Nov 3	Weight Management	Mahan 21, 32

Nov 10	TEST	Chapters and information covered since exam 1. To be confirmed in class.
Nov 17	Cardiovascular Disease Hypertension	Handouts/Articles Mahan 32, 33 Articles/Handouts www.cyberrounds.com (under CVD) Hypertension (under nutrition & Hypertension)
Nov 24	Enteral Nutrition	ADA Pocket Guide Enteral Nutrition Articles/Handouts
Dec 1	Parenteral Nutrition	ADA Pocket Guide Parenteral Nutrition Articles/Handout
Dec 8	Metabolic Stress	Mahan 39 Articles/Handouts
Dec 15	Comprehensive Final	

Additional information will be provided in class setting. Many worksheets and materials can be found under doc sharing of computer.

Resources and books are also available for use in the department. Please talk to instructor regarding resource needs and information or books you do not have available.

www.Cyberrounds.com are a good resource for you currently and in future.

NOTE: There may be adjustments in schedule based on my attendance of the FNCE conference in October and based on whether on line exams will be used.

Consideration will be given to the administering of the final exam December 8th, pending schedule completion and curriculum for MNT 328. Do not schedule vacations until this is decided in class as previously mentioned.