#### FN 455/655 Medical Nutrition Therapy

Spring 2022

**Course Description**: 4 cr. In-depth study of nutrition altered metabolism and evidenced-based medical nutrition therapy. Completion of FN 454 Medical Nutrition Therapy I and FN 457 Advanced Nutrition and Human Metabolism is required.

**Class Schedule**:

* Monday Face-to-Face Lecture 4:00-5:50pm in CPS 210
* Asynchronous lecture will be posted Wednesday

**Instructor:** Kylie DeSmet, MS, RD

email: [kdesmet@uwsp.edu](mailto:kdesmet@uwsp.edu)

CPS, Room 240C

**Office Hours**: Monday and Wednesday 1:30-3:30 OR Email for availability

**Texts:**

Text rental: Raymond and Morrow, eds. Krause and Mahan’s Food and the Nutrition Care Process, 15th ed. ELSEVIER, 2021.

Purchase Text: For use in FN 454 AND FN 455: Nelms and Anderson, *Medical Nutrition Therapy, A Case Study Approach,*

3rd, 4th, 5th ed. 2009.

**Library Resources:**

[Nutrition Care Manual](http://metalib.wisconsin.edu:80/V/ISMGF4GG55MDA429U844XGU5S9CLSUBMBQ6XQ5XNJFXEI26MI9-36491?func=native-link&resource=UWI50170) Icon: fulltext

The ADA Nutrition Care Manual (NCM) is a publication of the Academy of Nutrition and Dietetics. It is the preeminent source of research-based nutrition information and clinical tools available to dietitians, dietetic technicians, and other health care professionals. Full text information is available concerning the nutritional needs of various medical disorders and diseases.

Even though this is an E-Book it is actually listed among the Library Article Databases, use either: [Find article databases](http://metalib.wisconsin.edu.ezproxy.uwsp.edu/V/?func=find-db-1) ; [Browse databases A-Z](http://metalib.wisconsin.edu.ezproxy.uwsp.edu/V/?func=find-db-1-locate&mode=locate&F-WCL=&F-WPB=&F-WFL=&F-WRD=&F-WTY=Index&restricted=all) ; and the [Article databases by subject](http://library.uwsp.edu/researchpoint/categories.htm) > in the Health/Medicine and Wellness categories.

*Electronic Dietetics & Nutrition Terminology Reference Manual: Standardized Language for the Nutrition Care Process*-online; 4th ed. American Academy of Nutrition and Dietetics, Chicago, IL, 2012.

**Other Resources:**

<https://www.dmu.edu/medterms/>

**Course Objectives:**

Students will be able to:

1. Apply the nutrition care process to specific disease states.
2. Summarize pathophysiology & MNT for specific diseases
3. Select and apply appropriate strategies when presented with nutrition problems
4. Demonstrate effective use of tools for nutrition counseling and communication skills in appropriate settings
5. Apply and adapt counseling strategies based on self-evaluations and client evaluations
6. Demonstrate cultural competency in nutrition assessment and counseling

**ACEND: 2012 Standards for Didactic Programs in Nutrition & Dietetics**

KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods.

KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KRD 3.2: The curriculum must include the role of environment, food, nutrition, and lifestyle choices in health promotion and disease prevention.

KRD 4.4: The curriculum must include content related to health care systems.

KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.

**LEARNING ENVIRONMENT**

Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. The *Rights and Responsibilities* document explains how instructors and students are expected to maintain this environment. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

Academic Integrity

Academic integrity is central to the mission of higher education and dishonesty is not tolerated. Please refer to the UWSP “Student Academic Standards and Disciplinary Procedures” section of *the Rights and Responsibilities* document, Chapter 14.

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

Special Accommodations

If you require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course.

http://www4.uwsp.edu/special/disability/

In-class use of electronic devices

* Cell-phones, ipods, and other electronic devices are not to be used during class. Laptop computers may be used during class only for class-related work such as note taking. You are on your honor to not access unrelated websites, play games, text message, tweet, etc. during class.

Attendance

Students should plan to attend as many classes as possible and are responsible for all information presented in class, as well as all information covered in online format during independent learning sessions. Notify the instructor by email if an absence is anticipated. If you are unable to attend class due to health status, please email the instructor, so an attempt can be made to coordinate alternative learning opportunities.

Assignments

Assignments will be graded on professionalism, appropriate grammar, use of scientific, medical or nutrition professional terminology, proper punctuation and spelling. Promptness is expected. Late assignments which have not been discussed prior to the deadline will have **5% deducted each day the assignment is late.**

**Learning Activities**

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| --- | --- | --- | --- |
| **Activity** | **Points** | **Description** | **Objective** |
| Case Studies (2)  1 oral presentation   * 75 points   1 written case study   * 50 points | 125  17% | The case studies are found in *Nelms Medical Nutrition Therapy: a Case Study Approach*. The purpose of the case studies is to increase critical thinking skills and identify appropriate disease-specific nutrition interventions. See Canvas Case Study Assignments under content assignments. | Apply the nutrition care process to specific disease case studies. |
| Interview Evaluation (part 1) | 50  7% | The interview evaluation consists of evaluating a video recording of you conducting a mock interview with another student. You will work in groups to complete this assignment. See Canvas for grading rubric and further instructions. | Self-evaluate counseling techniques and identify areas to improve. |
| Interview Observation/Reflection (part 2) | 25  3% | Evaluate interview techniques, how you could use nutrition counseling techniques in the field and how you can apply them to the NCP. | Apply and adapt counseling strategies based on self-evaluations. |
| Counseling, Philosophy, & Assessment Self-reflection Paper | 50  7% | This activity consists of 3 parts:  1. Increase understanding counseling techniques  2. Assessment of client during interview session  3. Description of own counseling philosophy  See Canvas for grading rubric & instructions. | Develop counseling philosophy |
| Worksheets | 125  17% | The purpose of the worksheets is to create a **quick** reference guide for each condition. It may be used in your internship. | Summarize pathophysiology & MNT for specific diseases. Demonstrate calculation skills. |
| In class activities, participation, lecture quizzes | 135  18% | Quizzes and activities contain questions related to specific conditions. Counseling activities allow observance and practice in class setting. Activities will be provided in class unless otherwise stated during class. | Apply information obtained during lecture and from text. Apply counseling techniques. |
| Exams: 3 exams, 50 points each; final exam, 75 points | 225  29% |  | Assess knowledge, understanding, & application of key concepts in the NCP, conditions, & MNT. |
| Total Points | 735 |  |  |

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| --- | --- | --- | --- |
| **Percent** | | **Letter Grade** | |
| 93-100 | | A | |
| 90-92 | | A- | |
| 87-89 | | B+ | |
| 83-86 | | B | |
| 80-82 | | B- | |
| 77-79 | | C+ | |
| 73-76 | | C | |
| 70-72 | | C- | |
| 67-69 | | D+ | |
| 63-66 | | D | |
| 60-62 | | D- | |
| <59 | | F | |
| **Week** | **Date** | | **Topic** | | **Readings, Videos, Exercises** | **In Class Activity/Case presentation** | **Assignment/**  **Quiz Due** |
| **1** | **Jan 24** | | Overview of Course  Open-ended ?’s in class | | **Ch. 13** |  | **Quiz 1: 1/30** |
|  | **Jan 26**  **Online** | | Intervention-counseling  Behavior chg strategies  HBM, TPB, SFT, SCT, Stages of change, CBT | | **Ch. 13; view slides, videos** |  |  |
| **2** | **Jan 31** | | Intervention-counseling  Communication Skills | | **Ch. 13** | **Open-ended ? & MI activities** | **Quiz 2: 2/6** |
|  | **Feb 2**  **Online** | | Intervention-counseling  Motivational Interviewing | | Motivational Interviewing |  |  |
| **3** | **Feb 7** | | Renal | | **Ch. 34, NCM** |  |  |
|  | **Feb 9**  **Online** | | Renal | | **Ch. 34, NCM** |  | **Renal Wrksht: 2/13** |
| **4** | **Feb 14** | | Renal  Intro to Upper GI: GERD, ulcers | | **Ch. 34, NCM** |  | **Written Case Study: 2/20** |
|  | **Feb 16**  **Online** | | UGI: gastroparesis, LGI: constipation, diarrhea, SIBO | | **Ch. 26 & 27, NCM** |  |  |
| **5** | **Feb 21** | | Upper GI: cancer, gastrectomy, gastric bypass surgery | | **Ch 26, NCM** | **CKD Presentation** |  |
|  | **Feb 23**  **Online** | | **Exam 1 (50 points)** | |  |  |  |
| **6** | **Feb 28** | | Lower GI: celiac, IBD, SBR/SBS, ostomies, fistulas | | **Ch. 27** | **IBD Presentation** | **Quiz 3: 3/6** |
|  | **Mar 2**  **Online** | | Intro Hepatobiliary, Pancreas | | **Ch. 28** |  |  |
| **7** | **Mar 7** | | Hepatic | | **Chapter 28, NCM** |  | **Interview Evaluation (part 1& 2): 3/13** |
|  | **Mar 9**  **Online** | | Hepatic, Pancreatic | | **Chapter 28, NCM** |  |  |
| **8** | **Mar 14** | | Pancreatic | | **Ch 28, NCM** |  | **Quiz 4: 3/20** |
|  | **Mar 16**  **Online** | | Pulmonary | | **Ch. 33, NCM** |  |  |
|  | ***Mar 21/23*** | | *SPRING BREAK* | |  |  |  |
| **9** | **Mar 28** | | Pulmonary | | **Ch. 33, NCM** | **COPD and CF Presentation** | **Counseling Philosophy Self-Reflection: 4/3** |
|  | **Mar 30**  **Online** | | **Exam 2 (50 points)** | |  |  |  |
| **10** | **April 4** | | Pulmonary  Intro Cancer | | **Ch. 33, NCM** |  | **Pulmonary Wrksht: 4/10** |
|  | **April 6**  **Online** | | Cancer | | **Ch. 35, NCM** |  |  |
| **11** | **Apr 11** | | Cancer; HIV/AIDS | | **Ch. 36** | **Lymphoma Presentation** | **Quiz 5: 4/17**  **Cancer Wrksht: 4/17** |
|  | **Apr 13**  **Online** | | Neurologic | | **Ch. 39** |  |  |
| **12** | **Apr 18** | | Neurologic | | **Ch. 39, NCM** | **Stroke Presentation** | **Neuro Wrksht: 4/24** |
|  | **Apr 20**  **Online** | | Exam 3 (50 points)  Diabetes, CVD, renal, GI, pulmonary, cancer, HIV/AIDS, neurologic | |  |  |  |
| **13** | **Apr 25** | | Hypermetabolic stress-critical illness, surgery, (burns) | | **Ch. 37, NCM** |  |  |
|  | **Apr 27**  **Online** | | Hypermetabolic stress-critical illness, surgery | | **Ch. 37, NCM** |  |  |
| **14** | **May 2** | | Hypermetabolic stress-critical illness, surgery | | **Ch. 37, NCM** | **EN/PN review** | **Quiz 6: 5/8** |
|  | **May 4**  **Online** | | Anorexia/Bulimia Nervosa  Psych/substance use | | **Ch 21, NCM** |  |  |
| **15** | **May 9** | | Wounds  Review | | **NCM** | **Anorexia/Bulimia Presentation** | **Critical Illness Wrksht: 5/13**  **Quiz 7 (from independent lectures): 5/13** |
|  | **May 11**  **Online** | | Anemia | | **Ch. 31** |  |  |