## Request for CHANGING an Existing Course

**Department:** School of Nutrition and Food Sciences  
**Course Number:** NFS 4111  
**College:** Agriculture  
**Date:** November 5, 2016

### Present Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Nutrition and Disease I</th>
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<tbody>
<tr>
<td>Semester Hours of Credit</td>
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If combination course type, # hrs. of credit for

<table>
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Repeat Credit Max. (if repeatable): None

<table>
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<tr>
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Credit will not be given for this course and:

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Contact Hours Per Week: (Indicate hours in appropriate course type.)

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<th>Lab</th>
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<th>Recitation</th>
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Total Weekly Contact Hours: 4

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Course Description:
(NFS 4111 Nutrition and Disease I (4) Prereq.: BIOL 2160 or BIOL 2153; NFS 2112, 3110, and 3115. Majors and Minors only. Nutrition assessment and interpretation; drug/nutrient interactions; biochemical and physiological changes that occur in dental, gastrointestinal, and absorption abnormalities that require clinical diet modification.)

### Proposed Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Nutrition and Disease I</th>
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<td>Short Title</td>
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If combination course type, # hrs. of credit for

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Repeat Credit Max. (if repeatable): N/A

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Credit will not be given for this course and:

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Contact Hours Per Week: (Indicate hours in appropriate course type.)

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<th>Lecture</th>
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Total Weekly Contact Hours: 6

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Course Description:
(Include course number, title, etc. exactly as it appears in the General Catalog) NFS 4111 Nutrition and Disease I (4) Prereq.: BIOL 2160 or BIOL 2153; NFS 2112, 3110, and 3115. 3 hrs. lecture; 3 hrs. lab. Majors and Minors only. Nutrition assessment and interpretation; drug/nutrient interactions; biochemical and physiological changes that occur in dental, gastrointestinal, and absorption abnormalities that require clinical diet modification.

### These Questions Must Be Answered Completely and Accurately or Proposal Will Be Returned

Has this change been discussed with and approved by all departments/colleges affected? Yes X No N/A

Is this course included in any curricula, concentrations, or minors? Yes X No N/A If yes, please list on a separate sheet.

Is this course a prerequisite or corequisite for other courses? Yes X No If yes, list courses; use separate sheet.

Is this course on the General Education list? Yes X No

### Justification/Explanations

Use separate sheet.

**Note:** IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

### Approvals

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<thead>
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<th><a href="mailto:jshorn@svu.edu">jshorn@svu.edu</a></th>
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<th>Chair, FSCC Committee Signature</th>
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Instructions for Form C · Request for Changing a Course

1 This course should be approved for graduate credit when taught by a member of the graduate faculty. The course may be taught by different instructors, so a sample syllabus is provided (see attached).

This change applies only to students in the Dietetics Concentration and the Nutritional Sciences Pre-Medical Concentration; the other two undergraduate concentrations in the School of Nutrition and Food Sciences: Nutrition Health and Society or Food Science and Technology are not affected by this change. In addition, the course is required by one of the two minors in the School of Human Nutrition and Food, i.e. the Nutrition Minor.

This course is a pre-requisite for NFS 4114 Nutrition and Disease II, also taught in the School of Nutrition and Food Sciences.

This course is not cross-listed.

Justification: The Dietetics program is the largest undergraduate program in the School of Nutrition and Food Sciences; this program has an outside accrediting agency—ACEND (Accreditation Council for Education in Nutrition and Dietetics. Every five years the accreditation standards are reviewed and revised if necessary; the 2017 Standards were recently released and must be in place by June, 2017. The number of mandated knowledge requirements (existing ones and ones that were added with the new standards) that fall under NFS 4111 cannot be met with the current class structure of 4 hours of lecture. ACEND is mandating more "hands on" work and with the volume of subject matter that must now be covered in the two Nutrition and Disease classes (see change request for NFS 4114—attached), and the limit of 120 credit hours for the degree, the only viable option is to have a lecture/lab format. This will allow students to practice nutrition assessment methods, discuss and complete case studies, and work on projects, such as billing procedures. The case study approach is more in line with the current ACEND philosophy and these cannot be completed in the relatively short lecture class.
Instructor: Michele Ball MS, RD, LDN  
Office: Room 251 Knapp Hall  
Office phone: 225 578-6046  
mball6@lsu.edu

Office Hours:  
Tuesday: 2:30-3:30pm
Thursday: 12:30-2:30
By Appointment

Required Texts/Materials: Nutrition Therapy & Pathophysiology 4/e. Nelms, Sucher, Lacey, Roth. Wadsworth (hardcover or e-text)

Medical Nutrition Therapy A Case Study Approach 5th Edition. Marcia Nahikian Nelms


**Student membership with American Academy of Nutrition & Dietetics

GENERAL COMMENT (to be read aloud in class): I want to remind all students that the State of Louisiana has a licensing law for the practice of dietetics. At this time only RDs (RDNs) can obtain a license to practice dietetics in Louisiana. Therefore, students need to refrain from providing nutrition/diet advice to individuals since students violating this law will be referred to the Licensing Board. In addition, since providing such advice is a violation of Louisiana law, this is a violation of the Code of Student Conduct. If you choose to violate this law, under no circumstances, should you identify yourself as being an LSU student, since LSU certainly does not condone this behavior. If you have any questions about this, please contact Dr. O'Neil, who, in addition to teaching this course, directs the Didactic Program in Dietetics.

CREDIT HOUR DEFINITION: To comply with Federal requirements, a credit hour at LSU has been defined as “not less than one hour (50 minutes) of lecture/classroom or direct faculty instruction and a minimum of two hours out-of-class student work across 15 weeks for one semester or the equivalent amount of work over a different amount of time.” Many professors consider a minimum of three hours outside of class more appropriate.

GRADUATE STUDENTS: When this course is taught by a member of the graduate faculty, it may be taken for graduate credit. In addition to the assignments outlined below, graduate students are expected to write a paper (2,000-2,500 words) on a topic related to class material, but not covered in class. For example, nutrition consequences and treatment of prolonged vomiting or diarrhea.
Course Policies

1. **Courtesey and respect** for the instructor and classmates is first and foremost. There may be points of disagreement that arise during the semester and I expect that students will participate in a calm and courteous discussion until we reach a solution. This class begins at 7:30am. Please come to class on time and quiet down when the instructor arrives and it is time to begin class. **TURN OFF CELL PHONES!**

2. **Emails:** since you will hopefully be entering the work force soon, I would like to recommend we include a focus on work appropriate emails. **Emails** sent to the instructor should be written in a polite and respectful manner similar to what you might send to a work supervisor. Guidelines for emailing the instructor:
   
   1. **Begin** **all** emails with instructor’s name (avoid use of “hey”), and **end** with a courteous closing remark (thank you is always good), and sign your name.
   2. **Always** make an effort to be polite and respectful and avoid demanding remarks. “Let me know” should include “please.”
   3. **Always re read** the email prior to hitting send. Check for errors in spelling, grammar and be sure the message is clear, concise and professional.

3. **Class Attendance:** Points will not be awarded directly for class attendance but participation in activities, such as class discussion of case studies, will be crucial to success in the course. Also, as you will see in policy #4, **participation assignments** (such as case studies and questions from assigned readings), **WILL ONLY BE ACCEPTED IN CLASS.** It will be important to **read the chapters and other assigned reading BEFORE the topics are discussed in class and for most days, related assignments will be due on the day the topic will be introduced.** If you miss a class, it is your responsibility to talk to another student to find out what you missed. The lecture notes and assignments will be posted on moodle, but they may not be comprehensive. **Students are also held accountable for the material presented and discussed by guest speakers.** Again, this information may not be posted on moodle.

4. **Participation Points:** There will be class time spent discussing answers for case studies and other assignments including practice calculations and techniques used in medical nutrition therapy. The more each student participates in these discussions, the better understanding you will each have of the topic being discussed. I sincerely hope that each student will make a great effort to **verbally participate in these discussions!** Because we might discuss participation assignments at any time during each class session, students **must be present in the classroom by 7:45am to receive credit for any participation point assignment.** (ie: students can not show up to class at 9:10 just to submit assignments due on that date. This type of behavior would not be productive for the individual student or for the class as a whole. Thank you for your compliance with this policy.)

   a. **Case studies** will be awarded **5 points each,** with a **total of 35 possible points for the semester (7 case studies total).** As noted above, case studies will only be accepted in class on the due date noted on the course schedule. Late assignments will be considered with University approved written excuses (based on PS -22).

   b. **Additional assignments and activities** will be awarded **3 points each.** This will include questions from assigned readings, and in class participation activities. This will include a total of 12-14 assignments with a **total of 30 possible points.** These
assignments must also be submitted in class on the due date listed in the course schedule and will NOT be accepted late under any circumstances. As you can calculate by looking at the total possible points vs. total number of additional assignments, there is built in “room” for missing 2-4 assignments. This will allow for absences due to illness, funerals and other University accepted excuses without the need for submission of a written excuse. (This “leeway” is not meant for students to purposely choose not to complete an assignment. If you do this early in the semester and then become ill or have a funeral to attend later, you might not be able to earn the full 30 points)

c. Full points will be awarded for work that is completed in a thorough and professional manner. All assignments must reflect individual student work. Though it is acceptable to DISCUSS participation assignments with peers, the written work MUST be completed INDIVIDUALLY.

d. Please bring blank paper to class daily as you may need it for a participation point activity. For assignments completed at home, include additional space or attach an extra page for in class additions to the assignment. “Additional assignments” for participation points WILL NOT BE ACCEPTED outside of class time. Participation points will only be awarded for work submitted ON TIME, in class. Please do NOT email me this work or bring it to my office.

5. Due to the great quantity of didactic and experiential material that must be covered in this course, assignments may be started and/or finished in class, but MOST of assigned work will need to be completed outside of the scheduled class time.

6. All assignments completed outside of class must be typed and stapled. All assignments will be judged for professionalism - free from spelling errors and grammatical errors, organization, clarity, accuracy, completeness and correctly cited references (JAND format). No other referencing style will be accepted. It is your responsibility to become familiar with and use the JAND referencing format.

DO NOT use paper clips or fold over the corners of your pages to connect. TWO (2) points will be deducted if you do not staple pages together. A cover page is also required for each case study and for larger assignments submitted. This should include your name, instructor’s name, course #, title of assignment and date.

7. LATE Assignments: All assignments are due on the assigned date. Only Case studies will be accepted late with a valid, written LSU approved excuse submitted within 1 week of the assigned due date. Other assignments for participation points will not be accepted outside of class time. Participation points will only be awarded for work submitted in class and when students are present in the classroom by 7:45am. Please DO NOT email me this work. Please note, as there may be a valid reason for a student to miss class, there are 12-14 “other” assignments (3 points each) that will be awarded participation points, with a maximum of 30 points. In other words, you could potentially miss 2-4 “other” assignments and still receive the maximum points for this category.

8. EXTRA CREDIT: there will be several extra credit opportunities during the course. These will all be short writing assignments for AND journal articles that are selected by the instructor and related to course content. These opportunities will be listed on the course schedule and/or posted on moodle as we progress through the semester. Guidelines for completion of the extra credit writing assignments will be posted on moodle. Each assignment will be eligible to earn up to 5 points.
9. **EXAMS:** This class will have 2 exams worth 100 points each and a comprehensive final exam worth 150 points. **Make up exams will only be allowed if a student notifies the instructor within 24 hours of the missed exam and schedules the make up exam to be taken within 1 week of the original exam date.** If a student presents a valid written excuse (based on PS-22) but is not well enough to take the make up exam within one week of the original exam date, they will receive a proportion of the points earned on the final exam for the missed exam.

10. You must bring a calculator to every class and every exam. The calculator used on the exams should be non-programmable.

11. You also should bring your text book (or online access) and class notes to every class. You should also bring your IDNT manual on the days when the NCP and case studies will be discussed.

12. As mentioned above, students will be given many assignments to work on outside of class. I expect each student’s work to be original in accordance with the University’s academic standards. (This means that it IS NOT ACCEPTABLE to cut and paste material from printed texts, articles or other student’s work when writing answers to assigned questions or for any assigned work for this course). Academic dishonesty shall be handled according to University policy. All students are expected to read and be familiar with the LSU Student Code of Conduct and Commitment to Community, found online. It is your responsibility as a student at LSU to know and understand the academic standards for our community. Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

13. Students with disabilities are advised to register with the Office of Disability Services located at 112 Johnston Hall. It is necessary to provide the instructor with written explanation of special needs no later than the end of the first week of classes. This should be done IN PERSON, not via email. These materials should be provided to the instructor as a hard copy, during the class break, after class, or in the instructor’s office.

14. **Course notes, assignments, and announcements can be found on Moodle. Please check this on a regular basis. The instructor may also send out group or individual emails. It is important that you CHECK your LSU email DAILY for adjustments made to the course schedule as the course progresses.**

**All course materials are the property of the instructor/LSU. Students may NOT alter materials for other use or post assignments, answer keys, notes, or power points to Note hall or Note swap. Written permission from the instructor is required for any use of course materials for purposes other than this course.**
Electronic Submissions:
When you turn in an assignment electronically—the subject line of the email should read:
STUDENT LAST NAME_ASSIGNMENT TITLE.

BACK UP YOUR WORK and do not wait until 10 minutes before class to print out your assignments (and print out draft copies so that if there is a computer disaster you won’t need to start at the beginning.) Computer readiness is part of expectations and computer disasters happen. Computer problems are not an acceptable excuse for late work.

Course Objectives: At the end of the semester, you should be able to:

1.  
   A. Dietetics students: Describe the role of an RD in the care of patients and how the RD interacts with other health professionals in a clinical nutrition type setting.  
   B. Nutritional Sciences pre-medical students or minors: Describe the role of nutrition in the health and care of patients, and explain how an MD or other health professional would interact professionally with dietetics professionals and how you would provide nutrition information to patients or describe how the information presented in this class provides a basis for graduate education in nutrition or a related field.

2.  
   Describe the nutritional care process; assess laboratory values, medications, clinical symptoms, disease states, and pathophysiology to distinguish between patients at high and low nutritional risk, assess adult patients for malnutrition using the currently accepted standards, and develop a plan for all patients.

3.  
   Determine appropriate feeding options for all patients with diseases covered this semester.

4.  
   Integrate ethics of care, standards of care, and evidenced based practice into the decision making process.

5.  
   Explain the relationship between pathophysiology of disease and treatments to nutrition or the patient’s nutritional status to a patient, family member, or to a physician or other health professionals. This will pertain principally to impairment of fluid and electrolyte balance, iron deficiency anemia, and diseases of the digestive tract and ancillary organs this semester, but the objective will continue into NFS 4114 for other diseases/systems.

6.  
   Demonstrate the ability to read and understand the peer-reviewed literature, complete a writing assignment, and prepare and present a technical presentation to a technical audience.
Knowledge Requirements and Demonstrated Learning Outcomes for 4111 and 4114:

Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.

Upon completion of these sequential courses, students are able to:

KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
KRDN 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols.
KRDN 1.3 Apply critical thinking skills.

Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.
KRDN 2.2 Describe interprofessional relationships in various practice settings.
KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.
KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.
KRDN 2.6 Demonstrate an understanding of cultural competence/sensitivity.
KRDN 2.8 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

Domain 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.
KRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.
KRDN 3.2 Develop an educational session or program/educational strategy for a target population.
KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.
**Grading Scale:**

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<td>Counseling Practices in Lab 6 @ 10 pts</td>
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Course Schedule: Topics, Assignments, and Labs NFS 4111

Week 1:
Introductions/ Syllabus
Assign groups
Review individual assignments
Role of the RD
Activity: Scope of Practice questions

Assigned Readings: Chapter 1: Role of the Dietitian in the Health Care System; Academy of Nutrition and Dietetics: Scope of Practice in Nutrition and Dietetics. JAND. 2013:113 (5)
Supplement: S11–S15; Chapter 7: Fluid and Electrolyte Balance

Assignments:
Scope of practice questions (questions posted on Moodle)
Chapter 7 Questions posted on Moodle: questions 1-12 (3 pts)

LAB: Case Study the Role of the Dietitian in the Health Care System

Week 2:
Fluid & Electrolyte Balance: Chapter 7

Activity:
Fluid & Electrolyte questions (posted on Moodle)

LAB: Case study: Fluid & Electrolyte Disorder

Week 3:
Conclude Fluid & Electrolyte Balance

Chapter 2: The Nutrition Care Process: Screening and Assessment Sections
Chapter 3: Nutrition Assessment

IDNT Manual: Assessment Section

Assignment: JAND Marra article—questions posted on Moodle

LAB: No Lab 2nd Labor Day Holiday
Week 4:

Nutrition Care Process: Assessment Part I (Overview, screening, 5 components of assessment)  
NCP: Assessment Part II (Anthropometrics, Energy & Protein Requirements)


LAB: Conduct diet histories on sample patients and another individual (usually a classmate)  
Calculate energy and protein needs of patients with malnutrition

Week 5:

Biochemical Assessment and Guidelines for assessment of malnutrition in adults  
Chapter 2: The Nutrition Care Process: Nutrition Diagnosis and PES Statement Sections  
IDNT Manual: Nutrition Diagnosis/PES statement section  
Chapter 16 (pages 461-463): Diseases of the liver, gallbladder, and exocrine pancreas

Activities: Consensus statement questions; Calculation of % weight change assignment

LAB: Case Study: Malnutrition and complete practice PES statements

Week 6:

Exam #1.  
Chapter 19: Diseases of the Hematologic System

GI topic—acute pancreatitis (used as a format guide for student presentations)

LAB: Complete Malnutrition Case Study

Week 7:

Nutritional Anemias: Introduction and Iron Deficiency Anemia  
Begin Chapter 5: Enteral Nutrition Support

LAB: Anemia Case Study

Begin calculations for enteral feedings
Week 8:

Conclude Enteral Feedings
Chapter 4: Nutrition Interventions
IDNT: Intervention Section
Begin Intervention: Education, Counseling and Coordination of Care

LAB: Conclude calculations for enteral feedings
Begin counseling for Change; practice counseling techniques
Case Study: Counseling for change

Week 9:

FNCE no class period on Monday
Continue Interventions

Intervention Documentation Assignment Due

Chapter 14: Diseases of the Upper GI tract (p.342-359)

LAB: No Lab, re FNCE

Week 10:

Chapter 14 continued (p.363-367)
Begin Student Presentations: Hiatal Hernia and GERD/PUB

Continue discussion of Intervention documentation practice assignment
Nutrition Therapy for PUD—instructor

Assignment due on Dysphagia

LAB: Case Study GERD
Counseling Patients with GERD

Week 11:

Chapter 14 continued (p 367-372)
Guest Speaker: Nicole Simmons, MA, CCC-SPL.

Exam 2

Activities: Preparation and sampling of thickened liquids
Dysphagia Questions
LAB: Case Study Dysphagia
   Counseling Patients with Dysphagia

Week 12:

Chapter 15: Diseases of the Lower GI Tract p. 389-415; 423
Student Presentations: Gastroparesis and Dumping Syndrome; IBS
Begin Nutrition Therapy for IBS

LAB: Case Studies: PUD and Celiac Disease
   Counseling Patients with Celiac Disease

Week 13:

Chapter 15, continued p. 418-427

Student Presentations: Diverticular Disease and GI Surgery with Ostomy and SBS

LAB: Case Study Crohn’s Disease
   Counseling Patients with Crohn’s Disease

Week 14:

Chapter 16 continued, p. 450
Student Presentations: Gallbladder disease: cholecystitis, cholelithiasis, and cholangitis; non-alcoholic statohepatitis and non-alcoholic fatty liver disease

Nutrition Therapy for Gallbladder Disease

LAB: Case Study Cholelithiasis
   Counseling Patients with Gall Stones