MEDICAL NUTRITION THERAPY I
NUTR 406 – 3 units
Fall 2016, T/TH 12:30-1:45

Contact Information
Amy Woods, RD
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E-mail: adub619@gmail.com
Office Hours: by appointment

Course Prerequisites
Nutrition 302 and 302L. Proof of completion of prerequisites required: Copy of transcript.

Course Materials
Optional: A medical dictionary.
There is one copy of the textbook (12th edition) on reserve in the library.
Additional reading assignments will be posted on Blackboard.

Course Description:
Nutr 406 is designed to provide students with an understanding of the pathophysiology of selected diseases and the related components of nutritional care. The course will emphasize use of critical thinking skills and knowledge of nutrition, pathophysiology and assessment principles to determine the nutritional status, nutritional risks and appropriate medical nutrition therapy (MNT) for individuals with chronic disease. Nutr 406 lectures and class discussions will begin with a review of the principles and components of nutrition assessment followed by a focus on nutrition diagnosis and intervention. These lectures will provide a foundation for remaining course discussions on the pathophysiology of varied disease states and current evidence-based principles and practices in MNT.

ENS Learning Goals and Objectives
Nutr 406 will provide multiple learning opportunities to support the following goals and objectives of the School of Exercise and Nutritional Sciences:

Learning Goal 1. Demonstrate core critical thinking skills and dispositions to ask and answer questions relevant to nutritional science.
Objective 1.2: Evaluate alternative solutions to a discipline-based problem.
Objective 1.4: Critically evaluate current trends and practices using disciplinary knowledge.
Objective 1.5: Actively seek out discipline-based questions as opportunities to apply core critical thinking skills.
Evaluation by: Exams # 1, 2 and 3

Learning Goal 6. Use biological, behavioral, psychosocial, and ecological theory-based perspectives to design and evaluate behavior change interventions in nutritional science.
Objective 6.1: Differentiate between biomedical and biopsychosocial explanations of health and wellness.
Objective 6.2: Describe the biological, psychological, social, and environmental correlates and determinants of behavior change relevant to nutrition and diet.
Objective 6.4: Evaluate the efficacy and effectiveness of behavior change interventions in nutritional science.
Evaluation by: Exams # 1, 2 and 3

Learning Goal 7. Use the principles of assessment to evaluate a variety of measurement tools in nutritional science.
Objective 7.2: Evaluate the validity and reliability for a variety of assessment measures to determine their quality.
Objective 7.3: Evaluate the responsiveness, sensitivity, and specificity of measurement tools used in MNT.
Objective 7.5: Evaluate the feasibility of measurement tools in various settings.
Evaluation by: Exams # 1, 2 and 3

Student Learning Objectives:
At the end of this course, students will be able to:
1) Describe methods of nutritional assessment in health and disease states.
2) Identify nutritional risk factors and classify nutritional status for selected diseases.
3) Describe the Nutrition Care Process (NCP).
4) Discuss the pathophysiology of specific disease states.
4) Explain the medical nutrition therapy for specific disease states.

Accreditation Council for Education in Nutrition and Dietetics Core Knowledge for the RD
1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice
   KRD 1.1 The curriculum must reflect the scientific basis of the dietetics profession and must include
   research methodology, interpretation of research literature and integration of research principles into
   evidence-based practice.
2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of
   practice
   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.
3. Clinical and Customer Services: development and delivery of information, products and services to individuals,
   groups and populations
   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.
5. Support Knowledge: knowledge underlying the requirements specified above.
   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.

Attendance: It is in the best interest of the student to attend all classes. Credit for any in-class work will only be
given to students in attendance during the class period. No make-up work will be given (except in the case of
documented illness or emergency situations). Material may be presented in class that is not in the text. Students
are responsible for knowing information presented in class, in the text, and in other assigned readings. Students
are also responsible for knowing of any schedule changes that may be announced in class (this includes possible
changes in test dates and lectures).

Assessment and Grading:
Grades will be derived from four exams and two assignments. All exam scores will be used in calculating a final
grade. The four exams given during the semester will assess knowledge in the areas covered since the last exam
and up to the new exam date. The final exam will cover material presented after the previous exam. The exam
questions will cover lecture, text, and other assigned reading material. Students are required to bring a #2 pencil
and red ParSCORE half-sheet (F-289-PAR-L) to each examination. Students will be responsible for marking the
ParSCORE form correctly with their student ID and chosen answers. Incorrectly scored ParSCORE forms will
NOT be rescored and may result in a lower overall test score. Students arriving late will not be given any
additional time to complete the exam.

Detailed instructions for the assignments will be given in class and posted on Blackboard. For the diet history
assignment, students will partner up and complete a diet history intake on each other using Box 4-2 in the
textbook. The intake should be typed and submitted via Blackboard by the beginning of class on the date
indicated in the schedule. For the subjective global assessment (SGA) assignment, each student will perform a
subjective global assessment on his/her partner using the form provided on Blackboard. The SGA assignment must be turned in to the instructor at the beginning of class on the date indicated in the schedule. Late assignments will be accepted one day after the assignment was due, but no assignments will be accepted after that. Five points will be subtracted from late assignments.

**Grading Criteria**
Total points possible = 450
Each exam is worth 100 points, and each assignment is worth 25 points.
Grades are calculated and assigned according to percentage of total points received:

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<thead>
<tr>
<th>GRADE</th>
<th>Percentage</th>
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<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92.5 - 100</td>
<td>C</td>
<td>72.5 – 77.49</td>
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<tr>
<td>A-</td>
<td>89.5 – 92.49</td>
<td>C-</td>
<td>69.5 – 72.49</td>
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<td>B+</td>
<td>87.5 – 89.49</td>
<td>D+</td>
<td>67.5 – 69.49</td>
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<tr>
<td>B</td>
<td>82.5 – 87.49</td>
<td>D</td>
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<td>B-</td>
<td>79.5 – 82.49</td>
<td>D-</td>
<td>59.5 – 62.49</td>
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<td>C+</td>
<td>77.5 – 79.49</td>
<td>F</td>
<td>Below 59.5</td>
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**Academic Integrity**
All work submitted in this course must be your own and produced exclusively for this course. Academic dishonesty of any form will not be tolerated and will result in a zero or failing grade. If in doubt, you are encouraged to review guidelines for the proper use of sources, as well as the University guidelines (including definition and policy) regarding cheating and plagiarism: [http://its.sdsu.edu/docs/TURN_Plagiarism_AcadSen.pdf](http://its.sdsu.edu/docs/TURN_Plagiarism_AcadSen.pdf)

**Expectations and Class Policies**
1. Class announcements, lecture outlines, assigned readings, and assignments will be posted on Blackboard. Students will be expected to check Blackboard regularly.
2. No make-up exams will be given except in the case of documented illness or emergency situations. Travel is not considered an emergency situation. Make-up exams will NOT be given because of travel planned during the course. Emergency situations forcing a student to miss an exam must be discussed with the instructor prior to the exam. Written documentation of health or other emergency situations must be provided to the instructor.
3. Mobile phones and portable electronic devices must be turned off and put away during the entire class period. Laptop or tablet computers may be used for taking notes only.
4. Students will be expected to demonstrate respect for the instructor, fellow students and the classroom by considering the ideas of others, not interrupting or making inappropriate comments, and by maintaining a clean and orderly learning environment.

**Students with Disabilities**
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services (SDS) at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact SDS as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from SDS. Your cooperation is appreciated.
### Tentative Course Outline – Subject to change

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Textbook Chapter(s)</th>
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<tbody>
<tr>
<td>8/30</td>
<td>Introduction to MNT and the NCP</td>
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<tr>
<td>9/1</td>
<td>Nutrition Assessment: Intake: Analysis of the Diet</td>
<td>4</td>
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<tr>
<td>9/6</td>
<td>Nutrition Assessment: Clinical: Biochemical, Physical, and Functional Assessment</td>
<td>7 (Ch. 6 is highly recommended)</td>
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<tr>
<td>9/8</td>
<td>Nutrition Assessment: Clinical: Biochemical, Physical, and Functional Assessment</td>
<td>7, Diet History Assignment Due</td>
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<td>9/13</td>
<td>Nutrition Assessment: Clinical: Food-Drug Interactions</td>
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<td>9/15</td>
<td>Nutrition Diagnosis and Intervention: Overview</td>
<td>10, SGA Assignment Due</td>
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<tr>
<td>9/20</td>
<td>EXAM #1</td>
<td>4, 7, 8</td>
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<tr>
<td>9/22</td>
<td>Enteral Nutrition – Guest Speaker</td>
<td>13</td>
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<tr>
<td>9/27</td>
<td>Parenteral Nutrition – Guest Speaker</td>
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<tr>
<td>9/29, 10/4, 10/6</td>
<td>Weight Management</td>
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<td>10/11</td>
<td>EXAM #2</td>
<td>10, 13, 21</td>
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<td>10/13</td>
<td>Upper GI Disorders</td>
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<td>10/18, 10/20</td>
<td>Lower GI Disorders</td>
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<td>10/25, 10/27</td>
<td>Diabetes</td>
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<td>11/1</td>
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<td>11/3</td>
<td>EXAM #3</td>
<td>27, 28, 30</td>
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<td>11/8, 11/10</td>
<td>Cardiovascular Disease</td>
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<td>11/15</td>
<td>Pulmonary Disease</td>
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<td>11/17</td>
<td>Nutrition and Bone Health</td>
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<tr>
<td>11/22</td>
<td>Nutrition and Bone Health</td>
<td>24</td>
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<td>11/24</td>
<td>Thanksgiving Break</td>
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<td>11/29</td>
<td>Nutrition and Bone Health- Guest Speaker</td>
<td>24</td>
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<tr>
<td>12/1</td>
<td>Review</td>
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<td>12/6</td>
<td>Final Exam</td>
<td>33, 34, 24</td>
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<tr>
<td>12/8</td>
<td>Extra Credit Due</td>
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