Course description: This clinical nutrition course is designed to prepare future registered dietitians for their dietetic internship and practice as an entry-level dietitian. Medical nutrition therapy will be discussed for various disease states and populations. Prerequisites for this course include NUTR 201, NUTR 311/L, NUTR 426 or consent of the instructor. Co-requisites are NUTR 431 and 450. This course will be taught and graded at the appropriate level. No leniency will be made in covering of material or grading due to lack of prerequisite courses. Some out of class meetings and assignments will be required.

Course Texts/Readings (Most current editions.)

- Krause’s Food, Nutrition, & Diet Therapy, W.B. Saunders Company (Required).
- Nutrition and Diagnosis-Related Care, Lippincott, Williams, & Wilkins, (Required).
- Food Medication Interactions, (Required).
- Mosby’s Nutritional Care (Pocket Guide Series), Mosby (Recommended).
- A Manual of Laboratory and Diagnostic Tests, Lippincott, Williams, & Wilkins (Recommended).
- A medical dictionary of your choice (Recommended).

Course Objectives:

Upon completion of the course the student will:

- Learn the differences between lay nutrition information and peer-reviewed scientific literature
- Identify accurate nutrition information and be able to better interpret nutrition information
- Understand the basis for dietary standards & guidelines
- Know the basic principles of macronutrient and micronutrient metabolism
- Know how to complete a dietary and clinical nutrition assessment
- Understand nutrient & drug interactions
- Know nutrient requirements throughout the lifecycle
- Know medical nutrition therapy for various disease states including critical care patients

Foundation Knowledge and Skills

At the completion of this course, the students will have met the following ACEND Foundation Knowledge Requirements and Learning Outcomes:
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.

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

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.

### Course Evaluation:

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mock Case Study (Written)</td>
<td>25% (250)</td>
</tr>
<tr>
<td>100 points-ADIME + 100 points-CS questions + 50 points-listening/participation forms = 250 possible</td>
<td></td>
</tr>
<tr>
<td>Mock Case Study (Presentation)</td>
<td>20% (200)</td>
</tr>
<tr>
<td>150 points-presentation, slides, use of NCP, content, answering questions + 50 points-peer attendance = 200 possible</td>
<td></td>
</tr>
<tr>
<td>Modules (8 @ 25 points each = possible)</td>
<td>20% (200)</td>
</tr>
<tr>
<td>Midterm Exam (50 questions, 3 points each = 150 possible)</td>
<td>15% (150)</td>
</tr>
<tr>
<td>Tube Feeding Homework</td>
<td>10% (100)</td>
</tr>
<tr>
<td>TPN Homework</td>
<td>10% (100)</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>100% 1000</strong></td>
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</tbody>
</table>

**Course 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-; <60% = F

### Course Format:

Assigned textbook chapters or other materials are to be read prior to each class meeting. Lectures may contain information not presented in the textbook. It will be the student’s responsibility to ask questions in class or during an appointment if any information is unclear. Exams may contain material from the textbook, readings, and from class lectures. Missed exams and projects must be discussed with the instructor prior to the exam date or project due date, and make-ups will be at the discretion of the instructor. In the event of a legitimate emergency, the instructor must be contacted within a reasonable amount of time. Failure to do so will result in a zero. Late assignments will be deducted 10% per day (including weekend days) until received by the instructor.

Academic integrity is expected at all times. Violating this will result in penalties ranging from a zero on the assignment/quiz/exam, failing grade in the course, or academic suspension. Examples of academic misconduct include cheating in any manner or plagiarizing. Please refer to your student handbook for further definitions and examples.

It is expected that all students will behave in a professional and courteous manner. Side conversations, use of cellular phones, or other disturbing behavior during the class period will not be tolerated. If you engage in any of these behaviors, you will be asked to leave the class. A student who chooses not to comply is subject to an administrative course drop. Participation via
questions and comments directed toward the instructor and/or other students is encouraged.

Modules:
To assist students with more thorough comprehension of certain topics, modules will be used. Module exercises will be provided in class (not via email – students must be present in class to receive a printed copy), and students are encouraged to work independently to generate answers. Students are encouraged to use this information for their MNT notebooks. Students should rely on main texts for modules, but are permitted to use other resources as well.

Assignments:
Each assignment’s instructions/guidelines will be provided throughout the semester. Sometimes the subject matter of classes overlap and an assignment can meet the requirements for more than one class. If this is the case, standards of academic honesty require that you inform your instructors of your intentions and get written approval before pursuing the assignments.

Mock Case Studies and Presentations

For this assignment, students will be assigned a mock case study. Each student’s case study is different. Each student will receive a case study and questions to accompany that case study.

Written Portion: Your written work will consist of an ADIME and answers to specific case study questions. You will be evaluated based on the accuracy and completeness of answers, reference format, and grammar/spelling/punctuation. Please answer in complete sentences so it is obvious to the reader which question you are addressing. Answers should be brief, but thorough. There is no specific recommendation for the length of this portion of the assignment. However, please be aware of the point value to help guide you. Be sure to provide references within the text for all information provided in your answers. TURN IN: COPY OF CASE STUDY; ADIME; CASE STUDY QUESTIONS/ANSWERS with references

Presentation Portion: You will be presenting the case study to the class. Two (school) days prior to your presentation, you will need to post the patient profile (a short summary and description of the case study that was provided to you) on WebCampus for your classmates. (So, if you are presenting on Monday, you should post this information on the Thursday prior. If you are presenting on Wednesday, you should post this information on the Monday prior.) All non-presenting students are expected to read this information in advance, and answer brief questions provided by the instructor using the “listener/participation/question form” provided on WebCampus. This is to be completed in advance, and should be typed. The form includes some questions that will need to be answered during the presentations, and those responses will be handwritten. The forms are to be turned in at the end of the presentations that day. Part of your grade is your participation (asking questions) and attendance at your peers’ presentations, as described in the evaluation portion of the syllabus. TURN IN: LISTENER/PARTICIPATION FORMS (you will turn in forms for all presentations except your own)

The presentation should be 8 minutes, and there will be 4 minutes for questions from the audience. You will be timed, and are expected to use the full time without going over. You will be presenting your use of the Nutrition Care Process and the MNT you are recommending for your patient (assessment, diagnosis, intervention, monitoring and evaluation plans) as they pertain to your specific case/patient. In addition, you’ll want to highlight areas of your case. This will vary from person to person and may include items such as: details and explanation of a particular medical procedure or test; how the patient’s medications/nutrients interact; specific recipe and diet.
modifications (with sample menu plans/recipe adjustments); rationale for particular medications or procedures for this specific patient, and so forth. The idea is to really be the expert on this patient – to know the most in the room about them and enlighten the rest of us on all that is going on with that patient’s care.

You will also want to acknowledge where you obtained the information throughout your presentation (references). You are expected to dress professionally for this presentation, as though you have been asked to present an actual case as part of a medical team. You are expected to use visual aids (Power Point) for the presentation. Bring a flash drive with your presentation on it, and you need to be sure ahead of time that it will work. The references should be science-based, peer-reviewed, and evidence-based as you have been guided to use throughout your courses in NUTR.

To assist you with this assignment, you are advised to refer to your 426/427 texts, the NCM, and the EAL, suggested references from the medical librarian along with any relevant journal articles.

TURN IN: COPY OF PPT SLIDES (black & white is fine) and REFERENCE LIST. Please review the rubric for clarification on how you will be evaluated for this project.

Announcements

Professional Behavior - It is expected that all students will behave in a professional and courteous manner when communicating with their instructor, teaching assistants, and fellow students. Rude behavior will not be tolerated. If you engage in any of these behaviors, and fail to correct the problem, a report will be sent to the UNLV Office of Student Conduct. A student who chooses not to comply is subject to an administrative course drop. Of course, professional participation via questions and comments directed toward the instructor, TA, and/or other student is encouraged.

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at:
http://studentconduct.unlv.edu/misconduct/policy.html

Copyright – The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/,702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you
provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, January 29, 2016, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: [http://catalog.unlv.edu/content.php?catoid=6&navoid=531](http://catalog.unlv.edu/content.php?catoid=6&navoid=531).

**Incomplete Grades** - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring** – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: [http://academicsuccess.unlv.edu/tutoring/](http://academicsuccess.unlv.edu/tutoring/).

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/)

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

**Final Examinations** – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: [http://www.unlv.edu/registrar/calendars](http://www.unlv.edu/registrar/calendars). Any other class specific information - (e.g., absences, make-up exams, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)
Library Resources – Students may consult with a librarian (www.library.unlv.edu/consultation) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at www.library.unlv.edu/

Once points are issued via WebCampus for quiz, assignment, or project, students have 72 hours to ask questions about earned points. After that, points cannot be changed. It is important for you to check WebCampus daily.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/18 NO CLASS - MLK Day</td>
<td>1/20 Course Overview, Capstone Details</td>
</tr>
</tbody>
</table>
| 2  | 1/25 Upper/Lower GI | 1/27 Upper/Lower GI
**Due Module 1:** Upper/Lower GI Due |
| 3  | 2/1 Liver, Biliary, Pancreas | 2/3 Liver, Biliary, Pancreas
**Due Module 2:** Liver, Biliary, Pancreas |
| 4  | 2/8 Bone Health
**Due Module 3:** Bone Health | 2/10 Diabetes
Julie Suckow, RDN, LD
**Due Module 4:** Diabetes |
| 5  | 2/15 NO CLASS – President’s Day | 2/17 Case Study Library Day
Xan Goodman |
| 6  | 2/22 Wound Care | 2/24 Eating Disorders (no module)
National Eating Disorders Awareness Week |
| 7  | 2/29 CVD
**Due Module 5:** CVD | 3/2 Cancer
**Due Module 6:** Cancer |
| 8  | 3/7 Anna Evans, MS, RDN, LD – Davita (Renal)
**Due Module 7:** Renal | 3/9 HIV/AIDS
**Due Module 8:** HIV/Metabolic Stress |
| 9  | 3/14 Midterm Exam Review | 3/16 Midterm Exam |
| 10 | 3/21 SPRING BREAK – NO CLASS | 3/23 SPRING BREAK – NO CLASS |
| 11 | 3/28 Outside Assignment – Case Study Preparation | 3/30 Outside Assignment – Case Study Preparation |
|    | 4/4 EN/PN | 4/6 Dr. Kruskall – Tube Feeding and PN Calculations
(She will assign TF/PN work, due dates TBD by Dr. K) |
| 12 | 4/11 Case Study Presentations – Day 1 (1, 2, 3, 4, 5) | 4/13 Case Study Presentations – Day 2 (6, 7, 8, 9, 10, 11) |
| 13 | 4/18 Case Study Presentations – Day 3 (12, 13, 14, 15, 16) | 4/20 Case Study Presentations – Day 4 (17, 18, 19, 20, 21, 22) |
| 15 | 5/2 Case Study Presentations – Day 7 (35, 36, 37, 38, 39, 40) | 5/4 Case Study Presentations – Day 8 (41, 42, 43, 44, 45) |
| 16 | 5/9 Finals Week NO CLASS MEETING | 5/11 Finals Week NO CLASS MEETING |