

UNIVERSITY OF NEVADA, LAS VEGAS  
SCHOOL OF ALLIED HEALTH SCIENCES  
DEPARTMENT OF KINESIOLOGY AND NUTRITION SCIENCES  
**Medical Nutrition Therapy II (NUTR 427)**  
**Course Syllabus, Spring 2018**

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**Office Hours:** Mondays & Wednesdays 9:00am – 10:00am (appointment preferred)

**Class Credits, Time & Location:** 3 credits, MW 1:00pm-2:15pm, BHS 133

**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).
- Exchange Lists for Meal Planning, The American Dietetic Association (Required).
- Food Medication Interactions, (Required).
- Nutrition and Diagnosis-Related Care, Lippincott, Williams, & Wilkins, (Recommended).
- Herb-Drug Interaction Handbook, Church Street Books, (Recommended).
- 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:

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.

KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation.

KRDN 2.2: Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.

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 3.1: Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.

### Course Evaluation:

Item	% of Total Grade
Mock Case Study (Written) ADIME (100 points) + CS questions (100 points) + Listening/participation forms (50 points) = 250 possible points	25% (250)
Mock Case Study (Presentation) Presentation, slides, use of NCP, content, answering questions (150 points) + Peer Attendance (50 points) = 200 possible	20% (200)
Modules (8 @ 25 points each) = 200 possible points	20% (200)
Midterm Exam (50 questions, 3 points each) = 150 possible	15% (150)
Tube Feeding Homework (100 points)	10% (100)
TPN Homework (100 points)	10% (100)
<b>TOTAL POINTS</b>	<b>100% 1000</b>
<b>Course Grade:</b> 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 25% 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 via WebCampus 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. All modules will be due by **11:59AM (NOON)** to WebCampus of the given day of deadline.

**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 via WebCampus.**

**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) in class.**

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 via WebCampus. Please review the rubric for clarification on how you will be evaluated for this project.**

**Photography/Recordings:** Any photography and/or recording of the instructor, lecture notes, guest speakers, class discussions and/or student/intern presentations is strictly prohibited without the consent of the instructor/guest speaker. All items are available to you via WebCampus and should not be shared via social media outlets.

#### **University Announcements:**

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**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 at 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: <https://www.unlv.edu/studentconduct/student-conduct>.

**Classroom Conduct**—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor.

The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

**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.

**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. The general schedule is typically available at the start of the semester, and the classroom locations are available about a month before the end of the semester. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**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.

**Library Resources**—Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website: <http://guides.library.unlv.edu/appointments/librarian>. You can also ask questions via chat and text message at <http://ask.library.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should email students’ Rebelmail accounts only. Rebelmail is UNLV’s official email system for students. As such, it is a primary way students receive official university communications 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. **Emailing within WebCampus is acceptable.**

**Missed Classwork**—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 within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, 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>.

In accordance with the UNLV Faculty Senate-approved policy regarding class time and assignments missed, students who represent UNLV in any official extracurricular activity shall also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy is to offer fair and equitable opportunities to all students, including those representing the university in extracurricular activities. Instructors should consider, for example, that in courses which offer a “drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work and fairly earn her or his grade in the course.

This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be a good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

**Transparency in Learning and Teaching**—The University encourages students to use a transparency template to discuss with their instructors how assignments and course activities benefit student success:

[https://www.unlv.edu/sites/default/files/page\\_files/27/TILT-Framework-Students.pdf](https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf).

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**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 <http://writingcenter.unlv.edu/> possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at:

**Any other class specific information**—(e.g., absences, make-up exams, status reporting, 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.)

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.

**TENTATIVE Course Outline, Spring 2018**  
**Modules due via WebCampus on dates listed by 11:59AM (NOON)**

<b>Wk</b>	<b>Monday</b>	<b>Wednesday</b>
<b>1</b>	1/15 <i>Martin Luther King, Jr. Day</i> No Class Meeting	1/17 Course Overview; Capstone Details; <i>How to Accept Feedback</i> Article
<b>2</b>	1/22 Upper GI	1/24 Lower GI <b>Due Module 1:</b> Upper/Lower GI Due
<b>3</b>	1/29 Liver, Biliary, Pancreas	1/31 Liver, Biliary, Pancreas <b>Due Module 2:</b> Liver, Biliary, Pancreas
<b>4</b>	2/5 Bone Health <b>Due Module 3:</b> Bone Health	2/7 Diabetes
<b>5</b>	2/12 Diabetes <b>Due Module 4:</b> Diabetes	2/14 Wound Care
<b>6</b>	2/19 <i>President's Day</i> No Class Meeting	2/21 Eating Disorders (no module) National Eating Disorders Awareness Week
<b>7</b>	2/26 CVD <b>Due Module 5:</b> CVD	2/28 Cancer <b>Due Module 6:</b> Cancer
<b>8</b>	3/5 Renal <b>Due Module 7:</b> Renal	3/7 HIV/AIDS <b>Due Module 8:</b> HIV/Metabolic Stress
<b>9</b>	3/12 EN/PN	3/14 Dr. Kruskall – Tube Feeding and Parenteral Nutrition Calculations (Dr. K to assign TF/PN work, due dates TBD by Dr. K)
<b>10</b>	3/19 Midterm Exam Review	3/21 <b>Midterm Exam</b>
	3/26 <i>Spring Break Recess</i>	3/28 <i>Spring Break Recess</i>
<b>11</b>	4/2 Case Study Presentations – Day 1 (1, 2, 3, 4)	4/4 Case Study Presentations – Day 2 (5, 6, 7, 8)
<b>12</b>	4/9 Case Study Presentations – Day 3 (9, 10, 11, 12)	4/11 Case Study Presentations – Day 4 (13, 14, 15, 16)
<b>13</b>	4/16 Case Study Presentations – Day 5 (17, 18, 19, 20)	4/18 Case Study Presentations – Day 6 (21, 22, 23, 24)
<b>14</b>	4/23 Case Study Presentations – Day 7 (25, 26, 27, 28)	4/25 Case Study Presentations – Day 8 (29, 30, 31, 32)
<b>15</b>	4/30 Case Study Presentations – Day 9 (33, 34, 35, 36)	5/2 Case Study Presentations – Day 10 (37, 38, 39, 40)
<b>16</b>	5/7 No Class Meeting	5/9 No Class Meeting