Objectives of the Course:
Through class participation and clinical assignments students, upon completion of this course, will be able to:
1. Apply various established nutrition guidelines for the healthy population.
2. Explain the functions of carbohydrate, fat, protein, vitamins, minerals and water in normal nutrition.
3. Describe the consequences of deficiencies and excesses of nutrients.
4. Identify food sources of the nutrients.
5. Describe the processes of digestion, absorption and transportation of nutrients.
6. Explain how nutrients are metabolized to satisfy the body’s energy needs.
7. Describe factors that affect energy balance, obesity and under nutrition.
8. Distinguish between nutrition information based upon scientific research vs. quackery.
9. Evaluate their own diet and develop and implement realistic strategies to improve their nutritional well being.
10. Demonstrate computer skills in word processing, nutritional analysis, use of the Internet and e-mail
11. Demonstrate ethical behavior in accordance with the code of ethics for the profession of dietetics
12. Evaluate nutritional status using appropriate clinical assessment strategies

Procedures for Accomplishing These Objectives:
1. Lecture
2. Active participation in classroom discussions
3. Clinical assignments
4. Written and oral assignments
5. Collaborative work

Student Requirements for Successful Completion of the Course:
1. Read all assigned materials prior to class and be prepared to respond to questions relating to them.
2. Take all examinations. No make up exams will be given.
3. Complete all clinical assignments.
4. Participate in class discussions and activities.
5. Attend a minimum of four (4) professional meetings approved by your clinical instructor.
6. Communicate with the instructor regarding classroom concerns and questions related to course subject matter.
7. Write a two-page typed paper analyzing and critiquing a research article on a normal nutrition topic published in the JADA within the last year.

Grading Practices:
Classroom Grade:
- Exams (4) ........................................ 20%
- Comprehensive Final Examination ............ 15%
- Class participation & attendance ............. 5%
- Analysis of research article .................. 10%

50%

Clinical Experience:
- Nursing Home Project ............................ 15%
- School District Project .......................... 10%
- Mentally Challenged Project ................. 5%
- Community Agency Project ..................... 5%
- Instructor Evaluation .......................... 10%
- Inservice .......................................... 5%

50%

Total Grade: 100%

Rules Concerning Student Absence and Tardiness:
The college expects that each student will exercise personal responsibility with regard to class attendance. All students are expected to attend every class session of each course for which they are registered. Students are responsible for all that transpires in class whether or not they are in attendance. The college defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Excessive absence or lateness may lead to failure in a course or removal from the class roster. A student may be removed from the class roster by an instructor at any time when in the judgment of the instructor, absences have been excessive or when other valid reasons exist.

1. No more than 2 absences are permitted during the semester in the lecture portion of the course. More than the allowed absences will result in withdrawal or reduction of the final grade. The student is expected to complete a minimum of 90 hours of supervised clinical experience. If necessary, the clinical instructor will arrange make-up hours at the convenience of the clinical site.

2. Tardiness is identified as arriving in class after the session has begun. Two instances of lateness or leaving class early will be counted as an absence.

3. If a student is aware in advance of being tardy or is unable to attend a class session, he/she is to call the college and leave a message for the instructor at (548-2590).

Textbook:
- Understanding Normal and Clinical Nutrition, Whitney, Cataldo and Rolfes; West Publishing Co., 6th Edition. (Note: This text is to be used for FM24 and FM40).
- Medical dictionary
**Weekly Outline of Topics to be Covered:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/25</td>
<td>Tues</td>
<td>Course Overview, Standards &amp; Expectations Overview of Nutrition</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/27</td>
<td>Thurs</td>
<td>Illness &amp; Nutrition Status</td>
<td>Chapter 17 pp. 568-579</td>
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<tr>
<td>2/1</td>
<td>Tues</td>
<td>Nutrition Intervention</td>
<td>Chapter 19</td>
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<tr>
<td>2/3</td>
<td>Thurs</td>
<td>Planning a Healthy Diet</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>2/8</td>
<td>Tues</td>
<td><strong>Exam #1 ~ Chapters 1, 2, 17, 19</strong></td>
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<tr>
<td>2/10</td>
<td>Thurs</td>
<td>Digestion, Absorption &amp; Transportation</td>
<td>Chapter 3</td>
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<tr>
<td>2/15</td>
<td>Tues</td>
<td>(cont.)</td>
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<tr>
<td>2/17</td>
<td>Thurs</td>
<td>Carbohydrates</td>
<td>Chapter 4</td>
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<tr>
<td>2/22</td>
<td>Tues</td>
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<tr>
<td>2/24</td>
<td>Thurs</td>
<td><strong>Exam #2 ~ Chapters 3, 4</strong></td>
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<td>3/1</td>
<td>Tues</td>
<td>Lipids</td>
<td>Chapter 5</td>
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<td>3/3</td>
<td>Thurs</td>
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<td>3/8</td>
<td>Tues</td>
<td>Protein <strong>Research Article Due</strong></td>
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<tr>
<td>3/10</td>
<td>Thurs</td>
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<td>3/15</td>
<td>Tues</td>
<td>Metabolism</td>
<td>Chapter 7</td>
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<td>3/17</td>
<td>Thurs</td>
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<td>3/22</td>
<td>Tues</td>
<td><strong>Exam #3 ~ Chapters 5, 6, 7</strong></td>
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<td>3/24</td>
<td>Thurs</td>
<td>Guest Speaker (TBA)</td>
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<tr>
<td>4/5</td>
<td>Tues</td>
<td>Water Soluble Vitamins</td>
<td>Chapter 10</td>
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<tr>
<td>4/7</td>
<td>Thurs</td>
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<tr>
<td>4/12</td>
<td>Tues</td>
<td>Fat Soluble Vitamins</td>
<td>Chapter 11</td>
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<td>4/14</td>
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<td>Tues</td>
<td>Water &amp; Major Minerals</td>
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<td>Thurs</td>
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<td>4/26</td>
<td>Tues</td>
<td>Trace Minerals</td>
<td>Chapter 13</td>
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<td>4/28</td>
<td>Thurs</td>
<td><strong>Take Home Exam #4 ~ Chapters 10, 11, 12, 13 Energy Balance</strong></td>
<td>Chapter 8</td>
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<td>5/3</td>
<td>Tues</td>
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<td>5/5</td>
<td>Thurs</td>
<td>Guest Speaker (TBA)</td>
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<td>5/10</td>
<td>Tues</td>
<td>Weight Management</td>
<td>Chapter 9</td>
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<tr>
<td>5/12</td>
<td>Thurs</td>
<td><strong>Final Examination</strong></td>
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**Supplementary Readings:**
Library articles and publications as requested by the instructor.

*American Journal of Clinical Nutrition*
*Currents*
*FDA Consumer*
*Food and Life Sciences*
*Journal of Nutrition*
*Journal of Nutrition Education*
*Journal of the American Dietetic Association*
*Nutrition Action Health Letter*
*Nutrition and the M.D.*
*Nutrition Reviews*
*Nutrition Today*
FM24 ~ CLINICAL EXPERIENCE

Student Requirements for Successful Completion of This Course:

1. Complete assignments based upon the nursing home, school district, mentally challenged, and community agency visits.

2. Prepare and present an in-service at one of the clinical sites, as assigned.

3. Participate in clinical discussions and activities.

4. Complete a **minimum** of 90 hours of clinical experience.

5. Attend **four (4)** professional meetings and be prepared to discuss the experience with your instructor and classmates. Obtain prior approval for each meeting from your instructor.

Grading Practice

- Nursing Home Project ........................................ 15%
- School District Project ........................................ 10%
- Facility for the Mentally Challenged Project .......... 5%
- Community Agency Project ............................... 5%
- Instructor Evaluation ........................................ 10%
- Inservice ...................................................... 5%

**50%**
CLINICAL ASSIGNMENT FOR THE NURSING HOME ROTATION

得意

WEEKS: 6
HOURS: 36

1. Orientation ~ 15 points
   a. Tour of facility – Facility overview
   b. Fire procedure – Evacuation for disaster
   c. Role of the health care team – Review in text
   d. Patient rights/abuse – Policy from N.H.
   e. Identify the responsibilities for the following:
      I. Food Service Director
      II. Clinical Dietitian
      III. Dietetic Technician
   f. Patient Confidentiality / HIPA

2. Manuals and forms – Describe the purposes of each ~ 10 points
   a. Diet Manual
   b. Policy and Procedure Manual

3. Medical records ~ 15 points
   a. Identify the sections of the medical record and describe the information found in each.
   b. Identify the format and focus in which the medical record is organized. (Traditional POMR, outcome-or-goal-oriented medical record or problem-oriented medical record)
   c. Other than the medical record, where can you obtain information pertinent to the nutritional care plan of the resident?
   d. Make a list of at least 30 new terms or abbreviations that you found in the medical records and define each. (Examples: medications, diagnosis, lab values).

4. Nutritional assessment and care plan ~ 30 points
   a. Explain the purpose of the nutritional assessment, care plan and progress notes.
   b. Why it is important to define goals for nutrition care in terms of measurable outcomes?
   c. Review the medical record of three (3) patients and complete the chart retrieval form.
   d. Interview each resident to determine his/her diet history and food preference.
   e. Review the patients’ meal plan in the kitchen and determine if it is consistent with his/her diet prescription and preferences.
   f. What is the role of nourishments/supplements in the nutritional care of the patient?
   g. Describe the role of adaptive feeding devises and comment upon their use in the facility.

5. Meal Service ~ 10 points
   a. Observe the tray line.
   b. Assist in the distribution of meals.
   c. Evaluate the meals for appearance, taste and temperature.
   d. Observe for plate waste.
6. **Menus ~ 20 points**
   a. Review the cycle menu and therapeutic extensions. Analyze **three days** of the menu using a computer-based analysis. Compare the menus with RDA for males, age 71+. What is the percentage of calories that come from protein, fat and CHO? Was the RDA met for all nutrients? If not, offer suggestions to improve the menus.
   b. Describe the rationale for the puree diet. Identify liquids that are used to puree solid foods. How are puree foods prepared?
   c. Review some recipes
   d. How is portion control implemented?
CLINICAL ASSIGNMENT FOR THE SCHOOL DISTRICT ROTATION

WEEKS: 4
HOURS: 24

1. Describe the goals, policies and procedures of the School Lunch Program. (15 points)

2. Identify the responsibilities of the following: Director of School Food Services, Senior Cook, and Food Service Worker. (10 points)

3. Is there a role for a Dietetic Technician in School Food Service? Explain. (10 points)

4. Explain the breakfast and lunch requirements. Describe three advantages of these guidelines. (15 points)

5. Plan a one-week lunch and breakfast menu for a secondary school. Consider the emotional, social, psychological, physiological and nutritional requirements of a healthy adolescent. Include portion sizes and government commodities. Using computer software, analyze three days of the menu to determine if they meet 2/3 of the RDA for the age group. If not, adjust the menus to meet the RDA’s. Submit the menu, data inputed and analysis. (25 points)

6. Observe and assist lunch preparation and service where possible. Comment on your participation. (10 points)

7. Observe children eating their lunches. What choices are available for the students to purchase? In a one page paper, discuss the relationship of eating habits and the impact of peer pressure on the child’s dietary intake. (15 points)
CLINICAL ASSIGNMENT FOR FACILITIES FOR THE MENTALLY CHALLENGED ROTATION

◆ WEEKS: 1
◆ HOURS: 6

1. Participate in an orientation of the facility. (15 points)

2. What are the responsibilities of the Food Service Director, Consultant Dietitian, and Dietetic Technician? (15 points)

3. Is there a role for a Dietetic Technician at this type of facility? Explain. (15 points)

4. What are the special medical, social, emotional and psychological needs of this population? (20 points)

5. What adaptive feeding devices are in use? (15 points)

6. How important is the team approach in assessing the needs of this population? Explain. (20 points)
1. Identify the nutrition programs offered by this agency. (20 points)

2. Identify criteria for clients to receive services. (20 points)

3. Identify local food contributors. How many volunteers are involved with this organization? (20 points)

4. Participate in meal distribution. (20 points)

5. Is there a role for a Dietetic Technician in this agency? Explain. (20 points)

Perform three hours of clinical time at a local soup kitchen, church or shelter which provides food to those less fortunate and attend the Hunger 101 Program.
SUFFOLK COUNTY COMMUNITY COLLEGE  
RIVERHEAD, NEW YORK  

INSERVICE PROJECT  
(5% of clinical grade)  

1. Prepare and present a 30-minute talk on nutrition to school age children as assigned.  

- OR -  

2. Develop a 10-15 minute in-service program on a topic of food service/nutrition as assigned.  
Give the in-service to dietary employees and evaluate for effectiveness.