I. **Course Description:**
This course teaches the future nutrition professional the art and science of working with individuals. It emphasizes the development of interviewing and counseling skills including nutritional assessment. Over the course of the semester, students will practice interviewing individuals, completing nutritional assessments, counseling individuals and documenting the services provided. Prerequisites: NUTR 240 (or equivalent courses) and senior status.

II. **Instructor:** Amanda Holliday, MS, RD, LDN
Office: 261 Rosenau Hall
Office Hours: By Appointment
Telephone: 966-7214
Email: Amanda_Holliday@unc.edu

III. **Textbook**
*Required Texts/Resources:*
- Course pack for Nutrition 630
- For articles from the Journal of the American Dietetic Association that were published after January 1993 and are not included in the course pack, go to www.eatright.org/Public/On the left, link to ADA Journal; on the left link to Search the Journal; then at the bottom of the page, Search by Citation. Print them out if you want them.
- Position Papers are on line at www.eatright.org/Member/PolicyInitiatives/index_21012.cfm

*Resource Texts:*

IV. **Course Goals**
*Foundation Knowledge and Skills incorporated into this course*
By the end of this course, the students will have knowledge of:
1. lay and technical writing;
2. media presentations and public speaking;
3. interpersonal communication skills;
4. interviewing techniques;
5. counseling theory using psychological theories and methods along with educational theory and techniques;
6. techniques to use in the development of educational materials taking into account the educational needs of diverse populations;
7. general health assessment practices and evolving methods of assessing health status;
8. the role of food in the promotion of a healthy lifestyle and pleasurable eating;
9. the influence of socioeconomic, cultural and psychological factors on food and nutrition behavior.

By the end of this course, the students will have demonstrated the ability to:
1. critique a counseling session
2. conduct a basic interview with a "client"
3. measure, calculate and interpret pertinent anthropometric, biochemical, clinical, and dietary data
4. calculate and interpret the nutrient intake of a "client"
5. assess this data to determine the nutritional needs of a "client"
6. develop a nutrition counseling session to meet the identified needs of a "client"
7. counsel a “client” on a dietary issue using appropriate counseling theory and educational techniques
8. write a note suitable for entry into the medical record that documents the services provided to the "client"
9. use current technologies in the research and design of the cultural foods presentation;
10. work effectively as a team member in the development of the course projects;
11. use oral communication in the counseling session and written communication in the development of an educational tool.

V. Attendance Policy
This is an upper level undergraduate and graduate student course. Students are expected to attend class regularly. Students are responsible for all material and assignments made or discussed in class whether they are in attendance or not. Students are expected to be in class on time with cell phones turned off. It is distracting to your fellow students and to the presenter when you come in late. It is also very distracting when you carry on your own conversations while the presenter is speaking.

VI. Learning Experiences
A. Class lectures/discussions
Material will be presented and discussed that will allow the student to develop a picture of what the interviewing, assessment and counseling process is all about.

B. Assignments
Written assignments will be made during the semester. They will vary in nature from practice in interpreting nutritional status to the evaluation of videotapes. Optional portions of these assignments will be identified and completion of these portions is voluntary depending on the grade desired by the student. A listing of the assignments and due dates is contained in this packet. All pages of assignments must be stapled or clipped together for your protection to prevent them from getting separated.

C. Counseling Experience
Each student will explore how an outpatient nutrition clinic operates. The student should shadow one registered dietitian during a nutrition counseling session. In addition, the student should complete a 1-2 page critique of the counseling session in an effort to identify habits and/or skills that are perceived as both beneficial and/or troublesome. The student should discuss the flow of the interview and how the interaction was documented in his/her critique. See project description for more details.

D. Videotape of an interview and counseling session
Each student will identify an individual to serve as a "client". Each student will videotape an interview with his/her client during which anthropometric data and a dietary history will be obtained and assessed. Continuing with the same videotape and "client", the student will conduct a follow-up visit/counseling session. Following the counseling session, a note documenting the services provided will be written by the student. Finally, the student will review the tape and critique his/her own performance in an effort to identify those skills that are good and those that need additional practice.

E. Communication between students and the instructor is essential throughout the semester to communicate course concerns and to assist the instructor in developing effective teaching and learning strategies. All students are encouraged to ask questions of or talk with the instructor during or outside class. Questions and issues raised in email communications may be shared with the class if appropriate.

VII. Evaluation Criteria
Evaluation of student performance in this course will be based on a total of accumulated points according to the breakdown below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams</td>
<td>300</td>
<td>A+ (&gt;97)</td>
</tr>
<tr>
<td>Assignments</td>
<td>120</td>
<td>A (93-96)</td>
</tr>
<tr>
<td>Counseling Experience</td>
<td>50</td>
<td>A- (90-92)</td>
</tr>
<tr>
<td>Video Tape Project</td>
<td></td>
<td>B+ (87-89)</td>
</tr>
<tr>
<td>Part A</td>
<td>20</td>
<td>B (83-86)</td>
</tr>
<tr>
<td>Part B</td>
<td>20</td>
<td>B- (80-82)</td>
</tr>
<tr>
<td>Part C</td>
<td>20</td>
<td>C+ (77-79)</td>
</tr>
<tr>
<td>Part D</td>
<td>20</td>
<td>C (73-76)</td>
</tr>
<tr>
<td>Part E</td>
<td>50</td>
<td>C- (70-72)</td>
</tr>
<tr>
<td>Total points</td>
<td>600</td>
<td>D (60-69)</td>
</tr>
</tbody>
</table>

Grade: A+ (>97) 579-600   H (>93) 555-600
A (93-96) 555-578   P (75-92) 477-554
A- (90-92) 537-554  L (70-74) 417-446
B+ (87-89) 519-536  F (<69) 416
B (83-86) 495-518  D (60-69) 357-416
B- (80-82) 477-494
C+ (77-79) 459-476
C (73-76) 435-458
C- (70-72) 417-434
D (60-69) 357-416
F (≤59) ≤356
Exam and Grade Policies
- If the assigned day for an exam or the due date for an assignment is not good for the class in general, I will consider changing it. However, dates have been selected to allow for timely return of materials so that errors made and/or suggestions given can be incorporated into the next assignment or exam.
- If you are unable to take an exam on the assigned day, I will consider letting you take it early.
- Grading guidelines have been provided with assignments so you know what is expected of you. Assignments will be collected in class but are due no later than the end of the due day. Five points will be deducted from assignments for each day of unexcused lateness.
- Opportunities are provided during the semester for optional extra credit points. No one will be permitted to do additional work or outside assignments for extra credit after the semester.
- The Honor Code is in effect in this class and all others at the University. I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at http://instrument.unc.edu. If you have questions, it is your responsibility to ask me about the Code’s application. All exams, written work and other projects must be submitted with a statement that you have complied with the requirements of the Honor Code in all aspects of the submitted work.

VIII. Course Outline
1. W 8/26 Introductions, intentions and format of the course
2. F 8/28 Getting ready for the challenge
   Readings: Holli, Chapter 1
   Spring 2008 House of Delegates Report: American Dietetic Association ADA Organizational Units
3. M 8/31 It’s all about communication
   Readings: Holli, Chapter 2
4. W 9/2 Preparing for the interview
   Readings: Holli, Chapter 3
5. F 9/4 Conducting the interview
   Readings: Holli, Chapter 3
6. M 9/7 No Class: Labor Day Holiday
7. W 9/9 Oh, Oh, something’s different . . . When English is the second language
   Readings: Holli, Chapter 8, p. 163-169
   On Blackboard: Kittler – Chapter 3, Intercultural Communication
   Keenan, D.P. In the face of diversity: Modifying nutrition education delivery to meet the needs of an increasingly multicultural consumer base. JNE 28: 86-91, 1996.
8. F 9/11 Nutrition Assessment and Screening
   Readings: Lee, Chapter 1
9. M 9/14 Reimbursement Update: Getting Paid for your Services
   Guest Lecture: Michelle Easterling MPH, RD, LDN
10. W 9/16 Exam #1 (Intro through Standards of Nutrient Intake)
11. F 9/18 Anthropometric Data - Adult
    Readings: Lee, Chapter 6
12. M 9/21 Anthropometrics – Adult (con’t)

13. W 9/23 Assessment of the Hospitalized Patient
   Readings: Chapter 7

14. F 9/25 Anthropometric Data
   Video: NHANES III Anthropometric Procedures

15. M 9/28 Practice session (Adult) - Collecting anthropometric data
   (Be sure to wear clothing appropriate for taking measurements)
   Bring Lee Book as a reference tool

16. W 9/30 Anthropometric Data - Pediatrics
   NCHS 2000 CDC Growth Charts: United States: Background located at CDC
   Web site: www.cdc.gov/growthcharts/

17. F 10/2 Practice session (Pediatric)

18. M 10/5 Biochemical Data
   Readings: Lee, Chapter 9

19. W 10/7 Biochemical Data (con’t)

20. F 10/9 Clinical Data
   Readings: Lee, Chapter 10
   On Blackboard: Merck Manual, Section 1, Chapter 1 General considerations and Nutrition in clinical medicine; Chapter 2 General

21. M 10/12 Obtaining Dietary Data – Tools of the Trade
   Readings: Lee, Chapter 3
   On Blackboard:
   Tran, K., et. al. In-person vs. telephone-administered multiple-pass 24 hour recalls in women: Validation with doubly labeled water. JADA 100(7): 777-780, 783, 2000.

   Assignment #1 due

22. W 10/14 Qualitative Assessment of Dietary Data
   Readings: Lee, Chapter 4
   MyPyramid at: http://www.mypyramid.gov/ (Explore the site and learn about the tool)
23. **F 10/16**  
Quantitative Assessment of Dietary Data  
Become familiar with what is available at the web site for Handbook 8: www.nal.usda.gov/fnic/foodcomp/  
USDA Food Plans at http://www.usda.gov/cnpp/  

24. **M 10/19**  
Practice Session - Collecting and assessing dietary data  
**Assignment #2 due**

25. **W 10/21**  
Analyzing Dietary Data – class will meet in the computer lab classroom  
Readings: Lee, Chapter 5  
On Blackboard: Lee, R., et al, Comparison of Eight Microcomputer Dietary Analysis Programs with the USDA Nutrient Data Base for Standard Reference, JADA 95(8): 858-867, 1995. (Still the most frequently sited article)  

26. **F 10/23**  
**Fall Break - no class**

27. **M 10/26**  
So, where are we - Pulling it all together so far

28. **W 10/28**  
**Exam #2** (Nutrition ABCs through and including Analyzing Dietary Data)

29. **F 10/30**  
Determining readiness for change  
Readings: Holli, Chapter 5  
**Assignment #3 due**

30. **M 11/2**  
Motivational Interviewing and Modifying Behavior  
Readings: Bauer – Chapters 6  
**GOAL: Observed Counseling Session with RD**

31. **W 11/4**  
Modifying cognitions  
Readings: Holli, Chapter 7  

32. **F 11/6**  
Learning Theories  
Readings: Holli – Chapters 9 and 10  
**Counseling Experience: RD’s in Action, Part I Due**

33. **M 11/9**  
Planning Educational Sessions  
Readings: Holli - Chapter 11
PART A of Project due (Analysis of intake)

34. W 11/11  Evaluating Educational Sessions
   Readings: Holli – Chapter 12

35. F 11/13  Presenting Educational Sessions
   Readings: Holli – Chapters 14 and 15
   Equipment reserved this weekend for video taping project. Sign up on door.

36. M 11/16  Hospital Based Nutrition Counseling

37. W 11/18  Documenting Services Provided
   On Blackboard: Nutrition Terminology

PART B of Project due (Video tape)

38. F 11/20  Practice Session - writing chart notes
   On Blackboard: Nutrition Terminology

PART D-1 (video and critique #1) due.

   Readings: Holli, Chapter 8, p. 169-181
   On Blackboard: Position of the American Dietetic Association: Dietary guidance for
   healthy children aged 2 to 11 years.
   Position of the American Dietetic Association and Dietitians of Canada: Nutrition and Women’s Health.
   Position of the American Dietetic Association: Nutrition across the spectrum of aging.
   Kicklighter, J., Characteristics of older adult learners: A guide for dietetics practitioners, JADA 91(11): 418-422. (Old but one of the best)

PART D-2 (video and critique #2) due.

40. W 11/25  No Class-Thanksgiving Break

41. F 11/27  No Class-Thanksgiving Break

42. M 11/30  Exam #3 (Determining readiness for change through and including Counseling across
   the lifespan)

43. W 12/2  Counseling Experience, RD’s in Action, Class Presentations
   Obesity, Renal and HTN

44. F 12/4  Counseling Experience, RD’s In Action, Class Presentations
   Diabetes, CHD, Pregnancy

PART C of Project due (NCP/Nutrition Dx Language Note)

45. M 12/7  Counseling Experience, RD’s in Action, Class Presentations
   Cancer AND
   Tips on counseling in the real world
   Guest Speakers: TBA (ask 2nd year students to share experiences from clinical)

46. W 12/9  Points of interest with the video tapes
   Wrap up and course evaluations
   Assignment #4 due

47. F 12/11  Part E of Project due (Self Analysis) due by 11:00 AM