

Nutrition 630: Nutrition Assessment and Counseling Skills

Fall 2009

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
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III. Textbook

Required Texts/Resources:

- Lee, R and Nieman, D. Nutritional Assessment McGraw Hill, New York, NY, 4th Edition, 2007.
- Holli, B. B. and Calabrese, R. J. Communication and Education Skills for Dietetics Professionals. Williams & Wilkins, Baltimore, 5th Edition, 2008.
- Diet Analysis+, Version 8.0 Thomson Wadsworth, 2007, ISBN: 0-534-63982-8
- Course pack for Nutrition 630
- International Dietetics & Nutrition Terminology (IDNT) Reference Manual: Standardized Language for the Nutrition Care Process. The American Dietetic Association, 2009. Posted on Blackboard for you to print out. We will use this next semester as well.
- 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:

- Kittler, P. G. Food and Culture: A Nutrition Handbook. Wadsworth/Thomson Learning, Belmont, CA, 3rd Edition, 2001.
- Bauer, K and Sokolik, C. Basic Nutrition Counseling Skill Development. Wadsworth, 2002

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;
10. 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:

3 Exams	300	Grade: A+ (≥ 97)	579-600	H (≥ 93)	555-600
Assignments	120	A (93-96)	555-578	P (75-92)	477-554
Counseling Experience	50	A- (90-92)	537-554	L (70-74)	417-446
Video Tape Project		B+ (87-89)	519-536	F (≤ 69)	≤ 416
Part A	20	B (83-86)	495-518		
Part B	20	B- (80-82)	477-494		
Part C	20	C+ (77-79)	459-476		
Part D	20	C (73-76)	435-458		
Part E	<u>50</u>	C- (70-72)	417-434		
Total points	600	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
On Blackboard: Position of the American Dietetic Association: The roles of registered dietitians and dietetic technicians, registered in health promotion and disease prevention; JADA 106(11): 1875-1884, 2006
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
On Blackboard: Stein, Karen. Communication is the heart of provider-Patient Relationship; JADA 106(4): 508-512, 2006.
4. W 9/2 Preparing for the interview
Readings: Holli, Chapter 3
Blackboard: Picus, S. S. Evaluation of the nutrition counseling environment of hospitalized patients. JADA 89(3): 403-404, 1989. (Old but interesting)
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.
Stein, Karen. Cultural literacy in health care. JADA 104 (11): 1657-1659, 2004.
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
In course pack: Fox, Maggie. Americans a bit taller, much heavier than in 1960.
Reuters Health Information, October 27, 2005.

12. M 9/21 Anthropometrics – Adult (con't)
In Course pack: Schlegel-Pratt, K. and Heizer, W. D. The accuracy of scales used to weigh patients. Nutrition in Clinical Practice 5: 254-257, 1990. (Old but still worth reading!)
On Blackboard: Kuczmarski, M., et.al. Effects of age on validity of self-reported height, weight and body mass index: Findings from the third National Health and Nutrition Examination Survey, 1988-1994. JADA 101(1): 28-34, 2001.
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
In course pack: Bernstein, G. Medical tests explained: A guide to routine lab work. Diabetes Self-Management, p. 6-13, March/April 1998.
19. W 10/7 Biochemical Data (con't)
20. F 10/9 Clinical Data
Readings: Lee, Chapter 10
In course pack: Owen, G. Physical examination as an assessment tool. Chapter 6 from Nutrition Assessment, Aspen Publishers, 1995 (old but still a standard).
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:
Novotny, J., et. al., Diet interviews of subject pairs: How different persons recall eating the same foods. JADA 101(10): 1189-1193, 2001.
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.
Kubena, K. Accuracy in dietary assessment: On the road to good science. JADA 100(7): 775-776, 2000.
- Assignment #1 due**
22. W 10/14 Qualitative Assessment of Dietary Data
Readings: Lee, Chapter 4
On Blackboard: Executive Summary of the Dietary Guidelines for Americans 2005 at www.healthierus.gov/dietaryguidelines/
Goldberg, J.P., et. al. The obesity crisis: Don't blame it on the Pyramid. JADA 104(7): 1141-1147, 2004.
MyPyramid at: <http://www.mypyramid.gov/> (Explore the site and learn about the tool)

23. F 10/16 Quantitative Assessment of Dietary Data
Readings: Exchange Lists for Weight Management, American Dietetic Association and the American Diabetes Association, 2003.
Become familiar with what is available at the web site for Handbook 8:
www.nal.usda.gov/fnic/foodcomp/
Dietary Reference Intakes: <http://www.nal.usda.gov/fnic/etext/000105.html>
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 cited article)
Neighbors-Dembereckyj, L. and Painter, J. Online diet analysis tools: functional comparison. JADA 102(12): 1738-1742, 2002.
A
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
On Blackboard: Greene, G. W., et. al, Dietary applications of the Stages of Change Model, JADA 99(6): 673-678, 1999.
Kristal, A. R., et. al., How can stages of change be best used in dietary interventions? JADA 99(6): 679-684, 1999.
Krummel, D.A., et. al., Stages of change for weight management in postpartum women, JADA 104(7): 1102-1108, 2004.
Assignment #3 due
Equipment reserved this weekend for video taping project. Sign up on door.
30. M 11/2 Motivational Interviewing and Modifying Behavior
Readings: Bauer – Chapters 6
On Blackboard: Rosal, M., et. al., Facilitating dietary change: The patient-centered counseling model, JADA 101(3): 332-338, 341, 2001.
Cullen, K., et. al. Using goal setting as a strategy for dietary behavior change. JADA 101 (5): 562-566, 2001.
Nothwehr, F., et. al. Stage of Change for Healthful Eating and Use of Behavioral Strategies, JADA 106 (7):1035-1041, 2006.
Fiske, C. and Clark, J. Negotiation Skills. Access at:
<http://muextension.missouri.edu/xplor/hesguide/humanrel/gh6830.htm>
GOAL: Observed Counseling Session with RD
31. W 11/4 Modifying cognitions
Readings: Holli, Chapter 7
On Blackboard: Bowen, D., et. al., Results of an adjunct dietary intervention program in the Women's Health Initiative., JADA 102(11): 1631-1637, 2002.
Atreja, Ashish, et.al. Strategies to Enhance Patient Adherence: Making it Simple. Medscape General Medicine 7(1): 1-7, 2005.
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.
39. M 11/23 Group Counseling and Counseling Across the Lifespan
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**