

# NC A280: INTERMEDIATE NUTRITION CARE

| Item                               | Value                                           |
|------------------------------------|-------------------------------------------------|
| Curriculum Committee Approval Date | 12/02/2020                                      |
| Top Code                           | 130660 - Dietetic Technology                    |
| Units                              | 2 Total Units                                   |
| Hours                              | 72 Total Hours (Lecture Hours 18; Lab Hours 54) |
| Total Outside of Class Hours       | 0                                               |
| Course Credit Status               | Credit: Degree Applicable (D)                   |
| Material Fee                       | No                                              |
| Basic Skills                       | Not Basic Skills (N)                            |
| Repeatable                         | No                                              |
| Open Entry/Open Exit               | No                                              |
| Grading Policy                     | Standard Letter (S)                             |

## Course Description

Nutrition education principles and techniques for individual, family, and small group instruction in normal and preventive nutrition care. Consideration is given to community and cultural influences on nutrition. PREREQUISITE: NC A180. COREQUISITE: NC A281. Transfer Credit: CSU.

## Course Level Student Learning Outcome(s)

1. Demonstrate the use of appropriate educational techniques incorporating accurate nutrition information and dietary instructions in counseling individuals and groups in the classroom setting.

## Course Objectives

- 1. Identify and demonstrate basic principles and methods of education for individuals, the family, and small groups. (SCANS: Information, Thinking, Systems, Interpersonal)
- 2. Identify basic concepts of lesson planning and application of such in preparing class presentations. (SCANS: Basic, Thinking)
- 3. Demonstrate ability to use a variety of audio-visual aids in class presentations. (SCANS: Technology)
- 4. Identify food habits and attitudes of various ethnic, socio-economic, and religious groups. (SCANS: INFORMATION, Interpersonal)
- 5. Discuss problems encountered with dietary modifications for such groups, and suggest possible solutions. (SCANS: Information, Thinking)
- 6. Research, design, and implement a minimum of one nutrition promotional activity on campus. (SCANS: Thinking, Personal, Resources)

## Lecture Content

Orientation to course Principles of effective education Review of nutrition tools used to evaluate nutritional status Nutrition resources for educational purposes Marketing concepts applied to nutrition education Target your market - review of California Dept. of Education Program Evaluation of advertising techniques - marketing to college students Student presentations on teaching normal nutrition Nutrition sense and

nonsense Evaluation of current trends in nutrition, supplements, weight management Food fadism and quackery - resources for combating A Look at various cultural eating patterns and food choices Evaluation of cultural foods using the Food Pyramid Nutritional status and health problems of various population groups Reports/discussion/evaluation of books related to minority experiences in the U.S. Student presentations on food patterns, celebration foods, foods used during illness A variety of cultures, religions, philosophies will be researched and presented - includes guest speakers and trips to ethnic markets, food samples Effective teaching by demonstration Modeling positive methods/ techniques Evaluation of videos using both good and poor teaching techniques Education for individual client - incorporating individual values/beliefs/lifestyles Importance of small bytes of information versus the deluge Motivating and teaching the individual client Identifying patient readiness to learn/ assessing ability to comprehend Patient responsibility and instructor responsibility Student presentations on teaching therapeutic diets to individual client Role-playing given student client of different ages, abilities, disease state Review of diabetes mellitus Causes - symptoms - nutrition management - related health problems Evaluation of recent videotapes on diabetes mellitus Carbohydrate counting/current diabetic exchange system Blood glucose monitoring What to watch for - and emergency response to hyper- and hypoglycemia Student presentations on teaching the diabetic diet and related areas Responsibilities of dietetic technicians - competency review - professional ethics

## Lab Content

I. Orientation to coursea. Review of nutrition tools used in education - Dietary Guidelines for Americans, MyPlate, Carbohydrate countingII. Communication and Education Skillsa. Write lesson plans for nutrition educationb. Critique nutrition flyers and brochuresc. Student presentations on normal nutrition topicsIII. Cultural influences on Food and Healtha. Evaluate cultural food patternsb. Student presentations on selected cultureIV. Individual Nutrition Counseling/Medical Nutrition Therapya. Model nutrition counselingb. Role-playingc. Student delivery of individual nutrition counselingV. Group Nutrition Counseling/ Counseling on Diabetesa. Meal planning for clients with diabetesb. Role-playing in a group settingc. Student delivery of nutrition counseling to a client with diabetesVI. Dietetic Practicea. Evaluate professional ethics scenarios

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- Lab (04)
- DE Live Online Lab (04S)

## Instructional Techniques

Lecture, small-group discussion, demonstrations, use of transparencies, video-tapes, computer programs/case studies for problem solving, field trips, guest lecturers

## Reading Assignments

## Writing Assignments

Develop lesson plans (4) - measurable objectives, outline of presentation, application, and evaluation. Implement lesson plans by instructing small group or individual in the classroom. Evaluate effectiveness.

## **Out-of-class Assignments**

### **Demonstration of Critical Thinking**

Tests, lesson plan development and implementation, demonstrated skill of effective education techniques

### **Required Writing, Problem Solving, Skills Demonstration**

Develop lesson plans (4) - measurable objectives, outline of presentation, application, and evaluation. Implement lesson plans by instructing small group or individual in the classroom. Evaluate effectiveness.

### **Other Resources**

1. Resources available on reserve in the OCC Library. 2. Nutrition Counseling and Education Skills for Dietetics Professionals. 6th Edition. Holli, Betsy B. and Beto, Judith A.