



NUTRITION

&

**DIAGNOSIS-
RELATED
CARE**

**INSTRUCTOR'S
RESOURCE MANUAL**

 Academy of Nutrition
and Dietetics

Academy of Nutrition and Dietetics
120 S. Riverside Plaza, Suite 2190
Chicago, IL 60606

Nutrition and Diagnosis-Related Care, 9th Edition—Instructor’s Resource Manual

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INTRODUCTION TO THE *NUTRITION & DIAGNOSIS-RELATED CARE* INSTRUCTOR ANCILLARIES

Nutrition & Diagnosis-Related Care has served as a key reference for the registered dietitian nutritionist (RDN) since 1985, providing quick and concise guidance on nutrition care for over 250 conditions.

Nutrition & Diagnosis-Related Care can be incorporated into dietetics education and practice in multiple ways; this Instructor's Resource Manual was created as a guide for using the ninth edition of *Nutrition & Diagnosis-Related Care* in your setting. Throughout this manual, the term “learners” is used in place of “students” or “interns” since even experienced RDNs may use this text and benefit from its learning activities. The Instructor's Resource Manual is divided into sections that mirror the textbook. Each section includes two components:

READINESS ASSESSMENT QUESTIONS

Each of these questions tests the learner's knowledge of the main ideas in each section. Instead of simple reading comprehension, learners must apply principles from the text to dietetics practice. Ten to 15 questions are available per section. All questions are four-option multiple choice format and provide feedback and reference (with a corresponding page number from the book).

LEARNING ACTIVITIES

Each section includes five Learning Activities that can be completed either as individual learners or in groups. These activities are all different and will help learners focus on different skill sets. Some activities draw on additional resources from the Academy of Nutrition and Dietetics, such as the Evidence Analysis Library, to help learners navigate evidence-based resources ready for incorporation into practice.

Learning Activity categories include:

- **Case Study**—A mix of shorter, more targeted case studies and longer, more in-depth scenarios. Some build on the Nutrition Care Process Mini Case Studies presented in the textbook. Case studies noted as *Advanced* are more difficult case presentations with multiple “correct” answers. These are designed to facilitate team-based learning and are best completed in a group setting, although an individual can complete them alone. Encourage learners to describe the justification for their answer over the selection of a single “right” answer.
- **Discussion**—These include a variety of activities designed to promote discussion such as role-playing, guideline assessment, nutrition support calculations, and medication, supplement, or laboratory evaluation. Most can also be completed individually.
- **Interprofessional**—These activities offer guidance on how to learn with or from other professions, such as nurses, speech-language pathologists, physical therapists, pharmacists, etc.

- ***Menu Planning and Food Science***—These activities include meal planning, menu planning, and/or recipe modification and work well as a crossover between medical nutrition therapy and food science courses.
- ***Tours and Facility Knowledge***—These activities are designed to be completed at a (typically in-patient) facility to encourage familiarity with the medical care, policies and procedures, and standards of care at the facility.

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TEACHING NUTRITION & DIAGNOSIS-RELATED CARE IN THE CLASSROOM

READINESS ASSESSMENT QUESTIONS

The Readiness Assessment Questions can be used in two different ways in the classroom setting:

- Questions can be incorporated into quizzes or exams.
- Questions can be used to assess preparation for group learning activities, such as in a team-based learning model. By requiring a minimum score on a readiness assessment quiz, students in the classroom setting have a level of accountability to their peers for preparation.

LEARNING ACTIVITIES

Consider incorporating these into an active learning model in your classroom:

- Some activities will work well in the team- or problem-based learning models where students must choose from multiple “correct” answers in order to practice critical thinking. See the Pregnancy Case Study in Section 1 for an example.
- Some activities can include interprofessional students; the activity could be supervised by a clinician in the instructor role, or interprofessional students could engage in peer learning. As an example, in the Dental and Oral Disorders Interprofessional Activity in Section 2, a dentist or dental hygienist could guide the students through an oral exam, or dietetics students could pair with and learn from a dental or dental hygiene student.
- Some activities could cross over between courses. Several activities include menu and meal planning components; these can reinforce concepts learned in other courses (see the Irritable Bowel Syndrome Case Study in Section 7). Others incorporate recipe modification and may draw on concepts learned in a food science course; even better, students could test their recipe modifications! (See the Sodium Restriction Menu Planning and Food Science Activity in Section 8 as an example.)

Note: In order to maintain applicability to the learner in a variety of settings, activities often draw on the home facility’s menus, enteral formulary, and policies and procedures for nutrition support; these will need to be provided to a student in a classroom setting.

EXAMPLE CURRICULUM FOR THE CLASSROOM: ATHEROSCLEROTIC CARDIOVASCULAR DISEASE

- Required preparatory reading before class includes Section 6 Overview and the chapter on Atherosclerotic Cardiovascular Disease (ASCVD).
- Faculty provides a traditional lecture on ASCVD.

- Either as an in-class activity or homework, students complete the Atherosclerotic Cardiovascular Disease Discussion Activity, where they will use the Academy's Evidence Analysis Library Disorders of Lipid Metabolism Saturated Fat Systematic Review (2018-2021) to find evidence-based answers to health claims such as “saturated fat from coconut is plant-based and is not detrimental to heart health.”
- In the last class before an exam, students complete a team-based learning activity using the Metabolic Syndrome and Atherosclerosis Advanced Case Study, a three-part case study of a patient before, during, and after a coronary artery bypass graft.
- Section 6 Readiness Assessment Questions are incorporated into an exam covering the content.

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USING NUTRITION & DIAGNOSIS-RELATED CARE IN A DIETETIC INTERNSHIP

READINESS ASSESSMENT QUESTIONS

The Readiness Assessment Questions can be used in two different ways throughout an internship:

- Questions and the associated reading assignment can be used as mandatory preparation prior to interns beginning their work in specialized rotations (such as a week spent in pediatrics).
- Questions can also be available to guide interns studying for the RDN exam, either as a practice test or as a formative way of identifying areas to study.

LEARNING ACTIVITIES

Consider using these activities for dietetic interns:

- Several guided tours are included in the Learning Activities. These tours are designed to introduce interns to a space such as the intensive care unit (ICU). They prompt interns to learn how these spaces function without the constant oversight of a preceptor. Many involve working with interprofessional colleagues to learn about their work and how the RDN can function as an effective member of the team. Consider assigning these to interns before they rotate into specific areas. Guided tours are available for the following settings: adult ICU, neonatal ICU, pediatric ICU, hemodialysis unit, chemotherapy infusion unit, radiation therapy unit, birthing center or mother/baby unit, pediatric floor, gastrointestinal procedure area, and physical therapy gym.
- Some activities incorporate facility policies and procedures; these can be used to familiarize interns with the facility's menus, formulary, and nutrition support guidelines. For example, the Dysphagia Tours and Facility Knowledge/Interprofessional Activity in Section 7 reviews the texture alterations available for foods and beverages at the facility and prompts learners to describe the procedure an RDN would use to consult a speech-language pathologist at the facility (and includes an optional taste test of available thickened beverages).

All of the Learning Activities described in the For Practicing RDNs section could also be used with dietetic interns. When groups of interns rotate through the same facility, these could be intern-only group discussions, or individual interns could work with staff RDNs on these discussions.

EXAMPLE CURRICULUM FOR THE DIETETIC INTERNSHIP: CANCER

- Before beginning a rotation in the cancer unit, interns must complete a knowledge quiz using the Section 13 Readiness Assessment Questions. Unacceptable scores indicate that an intern does not have adequate knowledge to begin the rotation.

- On the first day of the rotation in the cancer unit, interns complete the Cancer Treatment Tours and Facility Knowledge/Interprofessional Activity, where they shadow interprofessional team members (such as a nurse or pharmacist) in the cancer therapy unit(s) of the facility to gain a thorough understanding of the medical treatment of cancer.
- Either as a formative assessment for feedback or a summative assessment to demonstrate competence, interns complete the Pancreatic Cancer Case Study for review by the preceptor.

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USING NUTRITION & DIAGNOSIS-RELATED CARE WITH PRACTICING REGISTERED DIETITIAN NUTRITIONISTS

READINESS ASSESSMENT QUESTIONS

Readiness Assessment Questions can be used as either formative feedback (to suggest areas in which the RDN may want to focus continuing education to maintain competence) or summative assessment (perhaps included in annual skill evaluations).

LEARNING ACTIVITIES

Even seasoned RDNs can find meaningful experiences in the Learning Activities; encourage RDNs with varying levels of expertise to work together on discussions.

- Case discussions are brief case presentations. Some are designed to be entry-level (see Hemochromatosis Case Study/Menu Planning and Food Science Activity in Section 12); others will include discussion of how care is actually implemented at the facility to encourage RDNs to share their ideas (see Scleroderma Case Study/Tours and Facility Knowledge Activity in Section 11 as an example).
- Some of the case studies provided are expanded scenarios taken from the Nutrition Care Process Mini Case Studies in the textbook. These include a more comprehensive history of present illness and past medical history, a nutrition focused physical exam and interview, and laboratory data and may include a diet recall. Discussion questions are also provided. These expanded case studies were created to provide options for learners of varying levels and often include ideas on how to adjust the difficulty level. For example, learners may be asked to include advanced skills such as nutrition-related medication management or electrolyte management in parenteral nutrition. See the Pancreatic Cancer Case Study in Section 13 as an example.
- The guided tours may be used as part of orientation for an RDN who is new to the facility.

EXAMPLE CURRICULUM FOR THE PRACTICING RDN: NUTRITION SUPPORT

- Readiness Assessment Questions may be used to identify areas of further training for a newly hired RDN or during a performance review process.
- Newer RDNs can be paired with more experienced colleagues for activities such as the Parenteral Nutrition Case Study in Section 14 for peer discussion and learning, particularly if the more advanced optional questions on micronutrients and electrolytes are included.
- Staff meetings could incorporate activities like the Order Writing Privileges Tours and Facility Knowledge Activity in Section 14 to stimulate evaluation of current practices and discussion of potential quality improvement or progress initiatives.

NUTRITION & DIAGNOSIS-RELATED CARE ANCILLARIES SECTIONS AND ACTIVITIES

SECTION 1 Normal Life Stages

- 1. Case Study (Advanced):** Pregnancy—Assess a pregnant patient with iron deficiency, excess weight gain, and gestational diabetes.
- 2. Case Study (Advanced):** Infancy—Assess growth and feeding adequacy in a healthy 1-month-old infant with an upset mother.
- 3. Case Study (Advanced):** Nutrition in Aging—Prioritize nutrition interventions for an older female after a fracture through her inpatient stay and discharge planning.
- 4. Discussion Activity:** Childhood—Role-play a case scenario between an RDN and the mother of a child who is increasing in growth percentiles to practice interviewing and counseling skills.
- 5. Discussion Activity:** Adolescence—Review US Department of Agriculture’s *Take Charge of Your Health: A Guide for Teenagers* and identify examples of counseling on adolescent-specific issues.

SECTION 2 Oral, Sensory, Skin Conditions, and Adverse Reactions to Food

- 1. Case Study:** Sensory Impairments—Create and deliver a safe and effective nutrition intervention for an older patient with low vision.
- 2. Case Study:** Pressure Injuries—Assess and create an intervention for a patient with partial paralysis due to spinal cord injury and pressure injuries.
- 3. Interprofessional Activity:** Dental and Oral Disorders/Periodontal Disease and Gingivitis—Complete an oral exam with a partner and describe signs of oral and dental health issues.
- 4. Menu Planning and Food Science Activity:** Dental and Oral Disorders/TMJ—Assess the growth of and create a 2-day menu for an adolescent with a wired jaw.
- 5. Menu Planning and Food Science Activity:** Food Allergy—Identify allergens and suggest recipe substitutions to eliminate all major allergens in a given meal.

SECTION 3 Pediatrics: Birth Defects and Genetic and Acquired Disorders

- 1. Case Study:** Neonatal Malnutrition—Use recommended indicators published in the *Journal of the Academy of Nutrition and Dietetics* to diagnose malnutrition in a neonate.
- 2. Case Study (Advanced):** Pediatric Feeding Difficulty—Troubleshoot gastrointestinal distress in an infant during initial food introduction.
- 3. Case Study:** Pediatric Malnutrition Assessment—Assess the growth of an infant.
- 4. Case Study:** Pediatric Weight Gain—Assess and intervene for a child with an increasing BMI-for-age percentile in an outpatient setting.
- 5. Tours and Facility Knowledge/Interprofessional Activity:** Neonatal and Pediatric Care—Tour units centered on neonatal and pediatric care, including a prenatal clinic, birthing center or mother/baby unit, neonatal intensive care unit, pediatric intensive care unit, and pediatric floor. Speak with lactation consultants. Describe how each unit functions by learning from the interprofessional team.

SECTION 4 Neuropsychiatric Disorders

- 1. Case Study:** Alzheimer Disease and Dementias—Come up with creative interventions for an older adult with dementia in a memory care facility.
- 2. Case Study:** Stroke—Evaluate and adjust the diet of a patient to help prevent a second stroke.
- 3. Case Study (Advanced):** Depression—Discuss and weigh pros and cons of aggressive dietary intervention for a patient with depression in an inpatient mental health unit.
- 4. Discussion Activity:** Disorders of Consciousness—Role-play a discussion on enteral nutrition and hydration between the RDN and the patient's spouse in three different scenarios (dementia, coma, vegetative state).
- 5. Menu Planning and Food Science Activity:** Epilepsy and Seizure Disorders—Compare and contrast ketogenic diets for epilepsy and utilize food science and meal planning to meet the diet's goals.

SECTION 5 Pulmonary Disorders

1. **Case Study:** Chylothorax—Troubleshoot nutrition support options for a patient with chylothorax following lung resection for early-stage cancer.
2. **Case Study:** Cystic Fibrosis—Assess a pediatric patient with cystic fibrosis.
3. **Discussion Activity:** Pulmonary Enteral Formulas—Compare and contrast enteral formulas designed for pulmonary disorders and the evidence for their use.
4. **Interprofessional/Tours and Facility Knowledge Activity:** Respiratory Failure and Mechanical Ventilation—Shadow an interprofessional member of the health care team to understand medical management of respiratory failure.
5. **Menu Planning and Food Science/Tours and Facility Knowledge Activity:** Chronic Obstructive Pulmonary Disease—Evaluate a hospital menu for calorie and protein content to meet the elevated nutrition needs of this population.

SECTION 6 Cardiovascular Disorders

1. **Case Study:** Heart Failure and Cardiac Cachexia—Assess the diet of and create an intervention for a patient with heart failure and weight loss.
2. **Case Study (Advanced):** Metabolic Syndrome and Atherosclerosis—Choose between several interventions for a patient with metabolic syndrome and atherosclerosis at multiple time points throughout his care: upon diagnosis of metabolic syndrome, immediately following coronary artery bypass grafting, and during outpatient cardiac rehabilitation.
3. **Discussion Activity:** Atherosclerotic Cardiovascular Disease—Use the Academy of Nutrition and Dietetics Evidence Analysis Library to find evidence-based answers to health claims.
4. **Menu Planning and Food Science Activity:** DASH Diet—Evaluate menus for their adherence to the DASH Diet.
5. **Menu Planning and Food Science Activity:** Mediterranean Diet—Adapt the principles of the Mediterranean Diet to include foods commonly consumed in other cultures.

SECTION 7 Gastrointestinal Disorders

- 1. Case Study:** Irritable Bowel Syndrome—Consider the effects of implementation of a low-FODMAP diet for a patient with irritable bowel syndrome.
- 2. Case Study:** Short Bowel Syndrome—Navigate a scenario involving a complex patient with short bowel syndrome and nutrition support in the setting of housing insecurity.
- 3. Discussion Activity:** Pancreatic Enzymes—Review the mechanism of pancreatic enzymes and provide appropriate dosing recommendations for a patient with pancreatic enzyme insufficiency.
- 4. Tours and Facility Knowledge/Interprofessional Activity:** Dysphagia—Understand available interventions, policies, and procedures for dysphagia at a home facility.
- 5. Tours and Facility Knowledge/Interprofessional Activity:** Gastrointestinal Testing and Intervention—Understand the work of the interprofessional health care team during gastrointestinal procedures, including a barium swallow study, gastric emptying study, feeding tube placement, esophagogastroduodenoscopy, colonoscopy, gastrointestinal surgery, and catheter placement.

SECTION 8 Hepatic, Pancreatic, and Biliary Disorders

- 1. Case Study:** Hepatic Cirrhosis—Provide nutrition intervention for a patient with cirrhosis prior to transplant; a follow-up is presented in the Liver Transplantation Case Study.
- 2. Case Study:** Liver Transplantation—Provide follow-up care to the patient from the Hepatic Cirrhosis Case Study after transplant.
- 3. Case Study:** Acute and Chronic Pancreatitis—Determine what information is critical for a nutrition assessment and gather data in a difficult but common clinical scenario.
- 4. Case Study/Menu Planning and Food Science Activity:** Gallbladder Disease—Assess a patient's diet following cholecystectomy who has multiple competing comorbidities.
- 5. Menu Planning and Food Science Activity:** Sodium Restriction—Create recipe items or meals that are both easy to prepare and low in sodium.

SECTION 9 Endocrine Disorders

1. **Case Study (Advanced):** Diabetes Mellitus—Choose nutrition interventions for a patient with newly diagnosed type 1 diabetes mellitus.
2. **Case Study/Menu Planning and Food Science Activity:** Prediabetes—Consider lifestyle factors when making dietary changes for a patient with prediabetes and polycystic ovary syndrome.
3. **Discussion Activity:** Diabetes Mellitus—Interpret laboratory values by understanding the underlying physiology of diabetes.
4. **Discussion Activity:** Hypothyroid Supplement—Evaluate supplements marketed for thyroid health using the Dietary Supplement Label Database from National Institutes of Health Office of Dietary Supplements.
5. **Discussion/Interprofessional Activity:** Drug-Nutrient Interactions—Review the nutritional pathophysiology of adrenal, thyroid, and parathyroid disorders through evaluation of drug-nutrient interactions.

SECTION 10 Malnutrition: Overnutrition and Undernutrition

1. **Case Study:** Malnutrition and GLIM—Use the Global Leadership in Malnutrition (GLIM) model to diagnose malnutrition based on short case presentations.
2. **Discussion Activity:** Refeeding Syndrome—Relate principles of the biochemistry of carbohydrate metabolism to the pathophysiology of refeeding syndrome.
3. **Discussion Activity:** Overnutrition, Overweight, and Obesity—Use the Academy of Nutrition and Dietetics Evidence Analysis Library to evaluate clinical outcomes from a weight-neutral approach.
4. **Discussion Activity:** Malnutrition in Children and Adults—Compare and contrast two sets of diagnostic criteria for malnutrition (the Academy of Nutrition and Dietetics/American Society for Parenteral and Enteral Nutrition criteria published in 2012 and the Global Leadership in Malnutrition model published in 2019).
5. **Discussion/Tours and Facility Knowledge Activity:** Undernutrition—Compare screening tools for malnutrition to the Malnutrition Screening Tool.

SECTION 11 Musculoskeletal and Collagen Disorders

- 1. Case Study:** Osteomalacia, Osteoporosis, and Osteopenia—Assess the diet of a patient at risk for osteoporosis.
- 2. Case Study/Tours and Facility Knowledge Activity:** Scleroderma—Transition a patient from enteral nutrition to an oral diet using interventions available at a home facility.
- 3. Discussion Activity:** Osteoarthritis and Dietary Supplements—Evaluate information on the safety and efficacy of common supplements marketed for arthritis.
- 4. Interprofessional/Tours and Facility Knowledge Activity:** Immobilization and Physical Therapy—Shadow a physical therapist to address immobilization through interprofessional coordination of care.
- 5. Menu Planning and Food Science Activity:** Planning an Anti-Inflammatory Diet—Modify recipes and create a meal that could be considered anti-inflammatory.

SECTION 12 Hematology: Anemias and Blood Disorders

- 1. Case Study:** Anemia of Renal Disease—Diagnose nutrition-related anemia in a patient on hemodialysis based on laboratory values.
- 2. Case Study:** Macrocytic Nutritional Anemia—Interpret laboratory values to diagnose anemia and provide appropriate follow-up care.
- 3. Case Study/Menu Planning and Food Science Activity:** Hemochromatosis and Iron Overload—Navigate a scenario involving a patient with hemochromatosis and health beliefs and a lifestyle that may make dietary changes difficult.
- 4. Discussion Activity:** Microcytic Nutritional Anemia—Use a laboratory report to screen for potential nutrition-related anemias and order additional laboratory tests.
- 5. Discussion Activity:** Sickle Cell Disease—Use patient stories from the Centers for Disease Control and Prevention National Center on Birth Defects and Developmental Disabilities to understand physical and psychological effects of sickle cell disease.

SECTION 13 Cancer

- 1. Case Study:** Pancreatic Cancer—Critically assess the nutrition screening process for a complex patient with pancreatic cancer after surgery and provide nutrition intervention.
- 2. Case Study/Menu Planning and Food Science Activity:** Gastric Cancer—Assess and develop a plan for nutrition support for a patient with metastatic gastric cancer.
- 3. Menu Planning and Food Science Activity:** Cancer Prevention—Create menus and recipes for cancer prevention and describe why certain nutrients and foods are beneficial.
- 4. Menu Planning and Food Science Activity:** Cancer Side Effects—Balance recommendations for side effect management with providing adequate nutrients in a patient with cancer.
- 5. Tours and Facility Knowledge/Interprofessional Activity:** Cancer Treatment—Tour cancer treatment facilities to understand the work of the interprofessional team and the role of the RDN for these patients.

SECTION 14 Surgery and Nutrition Support

- 1. Case Study:** Enteral Nutrition—Write a basic enteral nutrition order for a patient with dysphagia and fluid overload.
- 2. Case Study:** Parenteral Nutrition—Write a basic parenteral nutrition order for a patient with an ileus following repair of a perforated bowel.
- 3. Discussion Activity:** Parenteral Nutrition Calculations—Calculate the nutrient content of a parenteral nutrition order using several different methods.
- 4. Tours and Facility Knowledge Activity:** Perioperative Nutrition—Identify how Enhanced Recovery After Surgery ideas are or are not incorporated into a facility's perioperative care.
- 5. Tours and Facility Knowledge Activity:** Nutrition Support Order Writing Privileges—Understand the implications of national, state, and institutional regulations for RDN order writing privileges.

SECTION 15 Immunology and Critical Care

- 1. Case Study:** Critical Care—Complete the nutrition care process for a patient in the intensive care unit with an open abdomen and intestine in discontinuity.
- 2. Discussion Activity:** Burn Injury Calculations—Compare and contrast various methods of calculating energy needs for patients with burn injuries.
- 3. Interprofessional/Tours and Facility Knowledge Activity:** AIDS and HIV Infection—Interact with interprofessional colleagues to understand resources available for patients at your facility living with food insecurity.
- 4. Tours and Facility Knowledge Activity:** Immunonutrition Product Review—Evaluate immunonutrition formula(s) available at your facility and identify patients who may or may not benefit from these formulas.
- 5. Tours and Facility Knowledge Activity:** Intensive Care Unit—Understand the functioning of the interprofessional health care team and its work in the ICU.

SECTION 16 Kidney Disorders

- 1. Case Study:** Chronic Kidney Disease and Acute Kidney Injury—Evaluate nutrition support in a patient with chronic kidney disease.
- 2. Discussion/Tours and Facility Knowledge Activity:** EAL-KDOQI 2020 Guideline—Compare recommendations for nutrition assessment from the Academy of Nutrition and Dietetics Evidence Analysis Library/Kidney Disease Outcomes Quality Initiatives guideline with current practice.
- 3. Menu Planning and Food Science Activity:** Chronic Kidney Disease—Plan a diet with multiple dietary restrictions for a patient with chronic kidney disease.
- 4. Tours and Facility Knowledge/Menu Planning and Food Science Activity:** Renal Diet—Evaluate the renal diet(s) available at your facility and describe ways to minimize restrictions within the context of available menus.
- 5. Tours and Facility Knowledge/Interprofessional Activity:** Hemodialysis—Understand the medical treatment of patients undergoing hemodialysis at your facility.

OVERVIEW OF NUTRITION & DIAGNOSIS-RELATED CARE APPENDIXES

The four appendixes in *Nutrition & Diagnosis-Related Care* contain additional valuable information useful to students, interns, and experienced practitioners. These can be used as reference or support material for completing the activities and case discussions. Additional activities can also be developed to utilize the appendix content in more depth.

Appendix A—Basic Nutrition Principles, Nutrients and Dietary Supplements contains foundational information on the Dietary Reference Intakes, macronutrients, micronutrients, probiotics, antioxidants, and dietary supplements; information on nutrient metabolism; and lists of common food sources of macronutrients and micronutrients.

Appendix B—Nutrition Assessment Tools and Forms contains explanations and examples of various nutrition assessment tools, discussion of the nutrition focused physical exam, and a collection of tables and boxes useful for calculating energy and protein needs and for assessing laboratory values and potential food-nutrient-drug interactions.

Appendix C—Culturally Sensitive and Inclusive Nutrition Care, Education, and Counseling contains theoretical and practice-based information on cultural humility as well as guidance for overcoming communication barriers, counseling gender-diverse patients, and providing effective nutrition education.

Appendix D—The Practice of Nutrition and Dietetics: Nutrition Services and Management contains an introduction to the Standards of Practice, Standards of Professional Performance, and Scope of Practice for the RDN and nutrition and dietetics technician, registered; the Nutrition Care Process Model; the importance of evidence-based practice; and Standards of Excellence in Nutrition and Dietetics.