

Nutrition Care Process and Terminology

A Practical Approach

REVISED AND UPDATED

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STUDENTS

COMPLETE DIGITAL SOLUTIONS FOR LEARNING THE NUTRITION CARE PROCESS

TEXTBOOK AND VIRTUAL LEARNING ENVIRONMENT

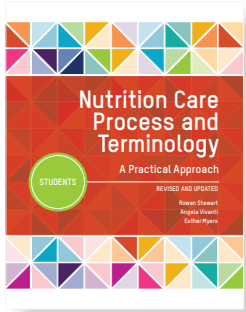
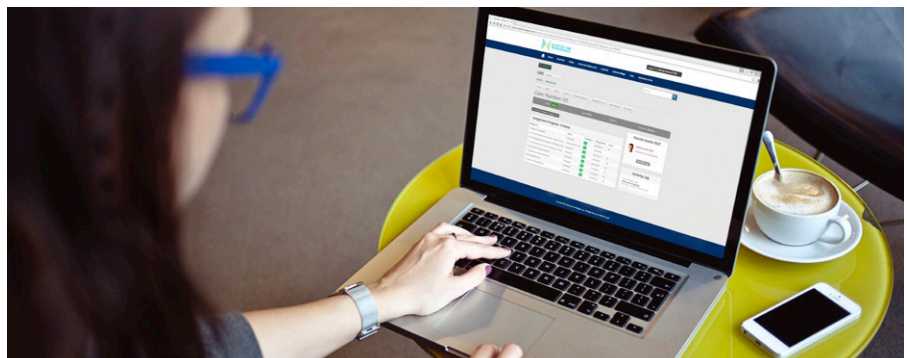
- » **Interactive and engaging** content
- » **Evidence-based** dialogue
- » **Opportunities to apply the NCPT** terms and codes
- » **Instant access** to essential resources and external websites
- » **Personalized learning** in and out of the lecture theatre
- » **Instructions** to hyperlinks for assignments

STUDENT FEATURES

- » **Problem-based learning** with fully-piloted activities
- » Comprehensive **learning outcomes**
- » **Evidence-based** science on nutrition, health and disease
- » **Clinical Mind Maps** on the NCPT terms and codes
- » Comprehensive **dietary analysis** using exchange lists and software
- » **Practice Considerations** making explicit the **critical thinking and judgments** arising in dietetic practice
- » The first case study provides **questions and answers** to allow students to "See one" and then "Do one" on their own

YOUR TEXTBOOK FEATURES A VIRTUAL LEARNING ENVIRONMENT — AN ELECTRONIC VERSION OF THE ENTIRE BOOK WITH MULTIMEDIA RESOURCES.

The NCPro Virtual Learning Environment is accessible online through laptop, tablet or smart phone via multiple browsers at www.nutritioncarepro.com.



EDUCATORS

READY-MADE INTERACTIVE ASSIGNMENTS COMPLETE WITH EDUCATOR-ONLY ANSWERS FOR SIX OF THE SEVEN CASES

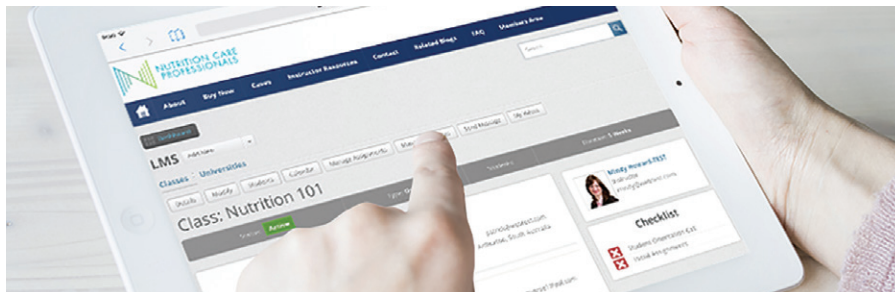
EDUCATOR FEATURES

- » Virtual Learning Environment – an electronic version of the entire textbook with supporting multimedia resources
- » Online access to ALL course content, assessments and grading
- » Virtual classroom – teach anywhere, anytime
- » Time-savers including Power Point presentations
- » **Interactive activities** allowing students to submit online
- » **Grading rubric** to help you to evaluate the quality of student responses
- » Remedial assignments
- » Can be applied over two years of course work in a variety of subjects
- » **Simulations** of patient-dietitian interactions
- » Video recordings of medical specialists
- » Access to international guidelines, papers and nutrition tools
- » **Online service desk** with direct-line communication
- » Skype calls and Ourmeeting services

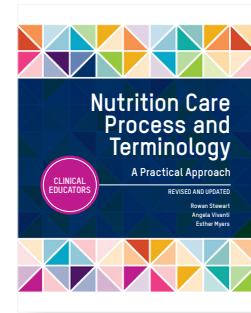
YOU CAN

- » Upload your class-specific **activities and learning materials**
- » Track educator-student communications via website
- » Track student progress via online, interactive activities
- » Access to FAQs and site-user webinars

FOR YOUR ONLINE VERSION OF TEXT CONNECT TO THE NCPRO VIRTUAL LEARNING ENVIRONMENT



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CONTENTS IN BRIEF

WELCOME TO THE NUTRITION CARE PROCESS™

The Nutrition Care Process (NCP) is a systematic framework for guiding dietitians in the provision of high-quality individual, family- and population-oriented nutrition care.™ Recommended by the International Confederation of Dietetic Associations, the NCP model improves the efficiency and quality of dietetic care by encouraging critical thinking, the application of individualized care and the use of the best available evidence to inform practice decisions.™ The NCP has application across all practice areas, including community, hospital, private practice, management, food service, research and education.



CASE STUDY

ADULT WEIGHT MANAGEMENT

MR ROBERTSON'S STORY—ADULT WEIGHT MANAGEMENT

As you read Mr Robertson's story, identify relevant clinical information in the table provided to the right.

Mr Robertson is a 65-year-old retiree who lives with his wife. While he was in the workforce, Mr Robertson's job as a construction overseer kept him active for several hours a day. Since retiring six months ago, he has adopted a sedentary lifestyle.

Mr Robertson sees his family doctor for a general medical examination. He believes he is in good health, and wishes to remain so in his retirement years. He successfully gave up smoking 20 years ago. His father died from a myocardial infarction at age 55, while his mother and older brother were both diagnosed with type 2 diabetes in their sixties; so he has concerns about the possible significance of his family history.

The doctor undertakes a physical examination that includes blood pressure, weight and



COMMENCING YOUR NUTRITION ASSESSMENT™

Previous dietetic involvement

Food/nutrition-related history

Knowledge/Skills/Attitudes

Behavior (PH-S)

CASE 2 HYPERTENSION

PERSPECTIVE

HYPERTENSION

Hypertension is the medical term for high blood pressure. It is the most common condition seen in the primary care setting and is the leading cause of mortality worldwide. Approximately 40 per cent of people aged 25 years and older are diagnosed with hypertension. The precise causes are not known, but lifestyle plays a part. The prevalence of the disease has increased with the aging of the world's population and escalating global rates of obesity, in both developed and developing countries.™

Hypertension is a significant determinant of cardiovascular disease risk. There is also a clear relationship between elevated blood pressure and both renal failure and peripheral vascular disease.™

There are two defined classes of hypertension differentiated by etiology. Primary, or idiopathic, hypertension is the form that, by definition, has no identifiable cause.™ It accounts for between 85 and 95 per cent of all hypertension.™ When a patient has had blood pressure readings in the

FIGURE 1: Hypertension in adult years and older



RESOURCES

FURTHER READING (Listed Alphabetically)

The Role of Dietitians

- Boulton AJ, Cvet A, Daly A, Kulkarni K, Rozetto J, Burton K, Brinkman BS. American Dietetic Association. *Revised Standards of Practice and Standards of Professional Performance for Registered Dietitians* (Generalist, Specialist, and Advanced) in Diabetes Care. JADA. 2015;120(1):56-58.
- Dietitians Association of Australia. *The Role of Dietitians in Diabetes Education and Practice: Guidelines for the Delivery of Diabetes Self-Management and Nutrition Services for People with Diabetes*. 2015.

https://www.dia.org.au/wp-content/uploads/2015/05/DCAAP_FINAL.pdf

• WHO. *Preventing a Health Care Workforce for the 21st Century: The Challenge of Chronic Conditions*. www.who.int/dg/knowledge/publications/healthworkforce/en/

Current Guidelines

USEFUL TOOLS (Listed Alphabetically)

- Australian Government Department of Health. Australian Diabetes Risk Assessment Tool. www.health.gov.au/internet/main/publishing.nsf/Content/diabetesriskassessmenttool
- Baker DI. Diabetes Resources. www.bakerdi.edu.au/Diabetes_Resources_Fact_Sheets/
- Diabetes Australia. www.diabetesaustralia.com.au/
- Government of South Australia. Women's and Children's Carbohydrate Exchange List. www.wch.sa.gov.au/services/for/other/nutrition/but_nut_medical_conditions.htm
- House R, Swan VL, Weidert N. Diabetes Mellitus. StatPearls. Academy of Nutrition and Dietetics. Chicago, IL; 2018.
- www.eatingright.org
- National Heart, Lung, and Blood Institute Food Exchange List. www.nhlbi.nih.gov/health/educational/lose_wt/eat/food_exch.htm

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Chronic Kidney Disease — Questions

