1. **Overview and Context:**
   Medical Nutrition Therapy (110A/110B), taught once a year over two semesters, and provides instruction in nutrition therapy for medical conditions for acute and chronic conditions. Nutrition assessment, diagnosis, intervention and monitoring/evaluation are taught, as well as its documentation in the medical chart and is a Learning Outcome required by ACEND. Students are assigned several mini case studies and two major case studies each semester and are required to write a medical chart note as part of the assignment. A rubric, developed by the instructor, is used to score the medical note. In Spring 2010, the scores for chart note on the assessment were satisfactory but the diagnosis and monitoring/evaluation needed improvement (n = 54; average score = 2.6/4 (65%) for the two major case studies in Spring semester. In Spring 2012 on the last major case study, the score increased to 2.7/4 pts.

2. **Use of Prior Assessment/Closing the Loop:**
   In Spring 2010, the scores for chart note on the assessment were satisfactory but the diagnosis and monitoring/evaluation needed improvement (average score = 2.6/4 (65%) for the two major case studies in Spring semester. In Spring 2013 on the last major case study, the score increased to 2.7/4 pts. It was observed that student were better aligning the nutrition diagnosis and the intervention. For academic year 2012/13 more multiple choice/essay questions (quizzes (5) and exams (3) on diagnosis and intervention were used with discussion after each quiz and exam. In addition the use of the nutrition diagnosis was started earlier in Fall semester. Previously, Subjective and Objective Nutrition Assessment was primary taught in the first semester of this year long course.

2. **Assessment Data:**
Although test scores indicated that students understood the format and appropriateness of Nutrition Diagnosis/Intervention, the nutrition care plan for the last major case study, in which each student writes their own medical chart note, for the year improve to 2.8/4 (n = 43). In addition feedback from the NuFS 220A instructors (Advanced Medical Nutrition Therapy) indicated that the Nutrition Interventions are improving as show by being better aligned with the nutrition diagnosis. (NuFS 110A/B is a prereq for NuFS 220A and is a requirement for the SJSU Dietetic Internship.) In addition DPD student who have an dietetic internship have had a pass rate over 5 years on the Dietetic Registration Exam of 92%.

3. **Alignment of Course and Program Learning Outcomes:**

4. **ACEND Didactic Program in Dietetic Learning Outcome KRD 3.1** The curriculum must reflect the principles of Medical Nutrition Therapy and the practice nutrition care process, including the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

5. **Recommendations for Student Learning:**

   A newly hired tenure tract faculty member will be teaching these courses next academic year. The retiring instructor will discuss assessment of this learning outcome and together we will develop additional strategies to improve student ability to practice the nutrition care process.

6. **Plans 2013-14 Academic Year:**

   NuFS is now able to use Nursing Simulation Laboratory and our goal is to incorporate its use in NuFS 110A/B. Having an interaction with a simulated patient and medical record with debriefing should improve a student's ability to provide an appropriate nutrition diagnosis and intervention.