



# Nutrition Care Process and Terminology

A Practical Approach

---



CLINICAL  
EDUCATORS

Rowan Stewart  
Angela Vivanti  
Esther Myers

# NUTRITION CARE PROFESSIONALS

## Nutrition Care Process and Terminology: A Practical Approach

---

1st Edition (Revised)

Rowan Stewart

Angela Vivanti

Esther Myers

First published 2015, U.S.A / First edition revised 2016

© Stewart, Vivanti, Myers 2015

National Library of Australia

ISBN: 978-0-9805086-8-0 (paperback)

Clinical Educator

Publisher—Nutrition Care Professionals Pty Ltd.  
Campbell House  
161 Breakfast Creek Road  
Newstead, Brisbane  
Queensland 4006  
Australia

**T** +61 (0) 7 3852 0923  
**E** info@nutritioncarepro.com  
**W** www.nutritioncarepro.com

Designed by Kat Rowe



NUTRITION CARE PROFESSIONALS

### Copyright Notice

This Work is copyright. All rights reserved. No part of *Nutrition Care Process and Terminology: A Practical Approach* may be reproduced, electronically transmitted, photocopied, stored in computer retrieval networks, or used in any form, without the prior permission in writing of the publisher, Nutrition Care Professionals or as expressly by law, or under terms agreed with the appropriate reprographics right organization.

You must not circulate *Nutrition Care Process and Terminology: A Practical Approach* in any other cover or binding and you must impose the same condition on any acquirer.

Nutrition Care Professionals is a registered trademark of Nutrition Care Professionals Pty Ltd.

The moral rights of the authors have been asserted

Database right Stewart, Vivanti and Myers

### Notices

The Publisher, the editors, the coauthors, the contributors and the reviewers of this text have endeavored to provide accurate and up-to-date information. However, the evidence and best practice in the field of dietetics is constantly changing, and it is recommended that judicious professional assessment be applied when using this resource.

The Publisher, the editors, the coauthors, the contributors and the reviewers accept no responsibility for omissions or inaccuracies in the content of the *Nutrition Care Process and Terminology: A Practical Approach* nor for clinical decisions made by health professionals applying the information in this text.

With respect to any medication or pharmaceutical products identified, readers are advised to check the most current information provided by the manufacturer of each product.

Readers are advised to confirm that the information provided in *Nutrition Care Process and Terminology: A Practical Approach* is the most current information on evidence, protocols, and manufacturer information. It is recommended that readers refer to and use updated evidence and protocols post-publication of this text. Medical reference ranges vary between hospitals and clinical practices. Clinicians should follow the protocol in use at their locality.

To the fullest extent of the law, neither the Publisher, nor the editors, the coauthors, the contributors, nor the reviewers assume any liability for injury and/or damage to persons or property as a matter of products liability, negligence or otherwise, or from any use or operation of any methods, products, instructions or ideas contained in the material herein and any such liability is disclosed.

While every attempt has been made to identify errors and credit copyright holders, please send advice concerning any inadvertent oversights, inaccuracies or errors of fact to Rowan Stewart care of info@nutritioncarepro.com.

All cases appearing in this work are fictitious. Any resemblance to real persons, living or dead, is purely coincidental.

# TABLE OF CONTENTS

## INTRODUCTION

### UNDERSTANDING THE NUTRITION CARE PROCESS

<b>NCP</b>	<b>The Nutrition Care Process</b> .....	2
	The Nutrition Care Process and Terminology .....	2
	Nutrition Assessment .....	2
	Nutrition Diagnosis .....	4
	Case Studies .....	4
	Nutrition Intervention .....	7
	Nutrition Monitoring and Evaluation .....	9
<b>DA</b>	<b>Dietary Analysis</b> .....	10
	Apps and Software .....	10
	Exchange Lists and Ready Reckoners .....	10
	Serving Sizes for Ready Reckoners .....	11
	Occasional Foods .....	15
<b>CS</b>	<b>Case Studies</b> .....	16
	Clinical Mind Maps .....	17
	References .....	18

## CASE STUDIES AND CONCEPT MAPS

### 1 ADULT WEIGHT MANAGEMENT

<b>P</b>	<b>Perspective</b> .....	20
	Major Risk Factors for Obesity .....	20
	Diagnosing Overweight and Obesity .....	21
	Classification of Overweight and Obesity .....	21
	Waist Circumference .....	22
	Intervention Summary .....	22
<b>MM</b>	<b>NCP Mind Map—Adult Weight Management</b> .....	23
	Nutrition Assessment .....	23
	Comparative Standards .....	26
	Nutrition Diagnosis .....	27
	Nutrition Intervention .....	28
	Nutrition Monitoring and Evaluation .....	33
<b>R</b>	<b>Resources</b> .....	34
<b>LO</b>	<b>Case Study 1—Learning Outcomes</b> .....	35
	Objectives .....	35
	Nutrition Diagnosis Codes Considered .....	35
<b>CS</b>	<b>Adult Weight Management—Case Study</b> .....	36
	Mr Robertson’s Story—Adult Weight Management .....	36
	Mr Robertson’s Diet History—Adult Weight Management .....	37

<b>Q</b>	<b>Adult Weight Management—Questions</b> .....	38
	<b>Step 1 Nutrition Assessment</b> .....	39
	1.1 Apportioning Recipes .....	39
	1.2 Completing Nutrition Analysis (Ready Reckoner Approach) ...	40
	1.3 Evaluating Food Servings (Ready Reckoner Approach) .....	43
	1.4 Comparing to Dietary Guidelines .....	44
	1.5 Plotting BMI Trends .....	45
	1.6 Estimating Energy and Protein Needs .....	46
	1.7 Impact of Physical Activity.....	49
	1.8 Assessing Knowledge, Beliefs and Attitudes .....	50
	1.9 Summarizing Nutrition Assessment .....	52
	<b>Step 2 Nutrition Diagnosis</b> .....	53
	1.10 Creating an Initial List of Nutrition Diagnoses .....	53
	1.11 Developing PES Statements .....	54
	<b>Step 3 Nutrition Intervention</b> .....	55
	1.12 Formulating a Nutrition Prescription and Aims .....	55
	1.13 Creating an Initial List of Nutrition Interventions .....	56
	1.14 Re-evaluating the Initial Nutrition Diagnosis and Nutrition Intervention .....	57
	1.15 Formulating Specific Behavioral-Change Targets .....	59
	<b>Step 4 Monitoring and Evaluation</b> .....	61
	1.16 Creating a Plan for Nutrition Monitoring and Evaluation .....	61
<b>A</b>	<b>Adult Weight Management—Answers</b> .....	63
	<b>Step 1 Nutrition Assessment</b> .....	64
	1.1 Apportioning Recipes .....	64
	1.2 Completing Nutrition Analysis (Ready Reckoner Approach) ...	65
	1.3 Evaluating Food Servings (Ready Reckoner Approach) .....	68
	1.4 Comparing to Dietary Guidelines .....	69
	1.5 Plotting BMI Trends .....	70
	1.6 Estimating Energy and Protein Needs .....	71
	1.7 Impact of Physical Activity .....	73
	1.8 Assessing Knowledge, Beliefs and Attitudes .....	74
	1.9 Summarizing Nutrition Assessment .....	75
	<b>Step 2 Nutrition Diagnosis</b> .....	77
	1.10 Creating an Initial List of Nutrition Diagnoses .....	77
	1.11 Developing PES Statements .....	78
	<b>Step 3 Nutrition Intervention</b> .....	80
	1.12 Formulating a Nutrition Prescription and Aims .....	80
	1.13 Creating an Initial List of Nutrition Interventions .....	81
	1.14 Re-evaluating the Initial Nutrition Diagnosis and Nutrition Intervention .....	82
	1.15 Formulating Specific Behavioral-Change Targets .....	84
	<b>Step 4 Nutrition Monitoring and Evaluation</b> .....	86
	1.16 Creating a Plan for Nutrition Monitoring and Evaluation .....	86
<b>R</b>	<b>References</b> .....	87

## 2 HYPERTENSION

<b>P</b>	<b>Perspective</b> .....	90
	Major Risk Factors for Hypertension .....	90
	Diagnosing Hypertension .....	91
	Classification of Hypertension Categories .....	91
	Management .....	91
	Cardioprotective Diet .....	93
<b>MM</b>	<b>NCP Mind Map—Hypertension</b> .....	95
	Nutrition Assessment .....	95
	Comparative Standards .....	98
	Nutrition Diagnosis .....	99
	Nutrition Intervention .....	100
	Nutrition Monitoring and Evaluation .....	106
<b>R</b>	<b>Resources</b> .....	107
<b>LO</b>	<b>Case Study 2—Learning Outcomes</b> .....	108
	Clinical Issues .....	108
	Objectives .....	108
	Nutrition Diagnosis Codes Considered .....	108
<b>CS</b>	<b>Hypertension—Case Study</b> .....	109
	Mr Robertson’s Story—Hypertension .....	109
	Mr Robertson’s Diet History—Hypertension .....	111
<b>Q</b>	<b>Hypertension—Questions</b> .....	112
	<b>Step 1 Nutrition Assessment</b> .....	113
	2.1 Completing Nutrition Analysis (Ready Reckoner Approach) ....	113
	2.2 Evaluating Food Servings (Ready Reckoner Approach) .....	117
	2.3 Comparing to Dietary Guidelines .....	119
	2.4 Plotting BMI Trends .....	120
	2.5 Assessing Knowledge, Beliefs and Attitudes .....	121
	2.6 Summarizing Nutrition Assessment .....	122
	<b>Step 2 Nutrition Diagnosis</b> .....	124
	2.7 Evaluating Existing Nutrition Diagnoses .....	124
	2.8 Creating an Initial List of Nutrition Diagnoses .....	126
	2.9 Developing PES Statements .....	127
	<b>Step 3 Nutrition Intervention</b> .....	128
	2.10 Formulating a Nutrition Prescription and Aims .....	128
	2.11 Creating an Initial List of Nutrition Interventions .....	129
	2.12 Re-evaluating the Initial Nutrition Diagnosis and Nutrition Intervention .....	130
	2.13 Formulating Specific Behavioral-Change Targets .....	131
	<b>Step 4 Nutrition Monitoring and Evaluation</b> .....	133
	2.14 Creating a Plan for Nutrition Monitoring and Evaluation .....	133
<b>R</b>	<b>References</b> .....	135

### 3 TYPE 2 DIABETES

<b>P</b>	<b>Perspective</b> .....	138
	Major Risk Factors for Type 2 Diabetes .....	138
	Symptoms of Uncontrolled Diabetes .....	138
	Diagnosing and Classifying Type 2 Diabetes .....	139
	Nutrition Intervention for Type 2 Diabetes .....	139
	Important Research Relating to Diabetes Mellitus .....	140
<b>MM</b>	<b>NCP Mind Map—Type 2 Diabetes</b> .....	141
	Nutrition Assessment .....	141
	Comparative Standards .....	144
	Nutrition Diagnosis .....	145
	Nutrition Intervention .....	146
	Nutrition Monitoring and Evaluation .....	151
<b>R</b>	<b>Resources</b> .....	152
<b>LO</b>	<b>Case Study 3—Learning Outcomes</b> .....	153
	Clinical Issues .....	153
	Objectives .....	153
	Nutrition Diagnoses Codes Considered .....	153
<b>CS</b>	<b>Type 2 Diabetes—Case Study</b> .....	154
	Mr Robertson’s Story—Type 2 Diabetes .....	154
	Mr Robertson’s Diet History—Type 2 Diabetes .....	156
<b>Q</b>	<b>Type 2 Diabetes—Questions</b> .....	157
	<b>Step 1 Nutrition Assessment</b> .....	158
	3.1 Apportioning Recipes .....	158
	3.2 Completing Nutrition Analysis (Ready Reckoner Approach) ..	159
	3.3 Evaluating Food Servings (Ready Reckoner Approach) .....	163
	3.4 Comparing to Dietary Guidelines .....	165
	3.5 Plotting BMI Trends .....	167
	3.6 Estimating Carbohydrate Distribution and Type .....	169
	3.7 Evaluating the Impact of Physical Activity .....	171
	3.8 Estimating Energy Needs .....	172
	3.9 Assessing Knowledge, Beliefs and Attitudes .....	173
	3.10 Summarizing Nutrition Assessment .....	174
	<b>Step 2 Nutrition Diagnosis</b> .....	175
	3.11 Evaluating Existing Nutrition Diagnoses .....	175
	3.12 Creating an Initial List of Nutrition Diagnoses .....	177
	3.13 Developing PES Statements .....	178
	<b>Step 3 Nutrition Intervention</b> .....	180
	3.14 Formulating a Nutrition Prescription and Aims .....	180
	3.15 Creating an Initial List of Nutrition Interventions .....	181
	3.16 Re-evaluating the Initial Nutrition Diagnosis and Nutrition Intervention .....	182
	3.17 Formulating Specific Behavioral-Change Targets .....	183
	<b>Step 4 Nutrition Monitoring and Evaluation</b> .....	185
	3.18 Creating a Plan for Nutrition Monitoring and Evaluation .....	186
<b>R</b>	<b>References</b> .....	187

## 4 MALNUTRITION AND CANCER

<b>P</b>	<b>Perspective</b> .....	190
	Causes of Malnutrition .....	190
	Malnutrition Screening .....	191
	Diagnosing Malnutrition .....	192
<b>MM</b>	<b>NCP Mind Map—Malnutrition and Cancer</b> .....	194
	Nutrition Assessment .....	194
	Comparative Standards .....	198
	Nutrition Diagnosis .....	199
	Nutrition Intervention .....	200
	Nutrition Monitoring and Evaluation .....	204
<b>R</b>	<b>Resources</b> .....	205
<b>LO</b>	<b>Case Study 4—Learning Outcomes</b> .....	206
	Clinical Issues .....	206
	Objectives .....	206
	Nutrition Diagnoses Codes Considered .....	206
<b>CS</b>	<b>Malnutrition and Cancer Case—Study</b> .....	207
	Mr Robertson’s Story—Malnutrition and Cancer .....	207
	Mr Robertson’s Diet History—Malnutrition and Cancer .....	209
<b>Q</b>	<b>Malnutrition and Cancer—Questions</b> .....	211
	<b>Step 1 Nutrition Assessment</b> .....	212
	4.1 Completing Nutrition Analysis (Ready Reckoner Approach) ...	212
	4.2 Evaluating Food Servings (Ready Reckoner Approach) .....	214
	4.3 Plotting BMI Trends .....	215
	4.4 Assessing Biochemical Data, Medical Tests and Procedures ....	216
	4.5 Malnutrition Screening and Assessment .....	217
	4.6 Energy and Protein Needs (Comparative Standards) .....	220
	4.7 Assessing Knowledge, Beliefs and Attitudes .....	222
	4.8 Summarizing Nutrition Assessment .....	223
	<b>Step 2 Nutrition Diagnosis</b> .....	224
	4.9 Evaluating Existing Nutrition Diagnoses .....	224
	4.10 Creating an Initial List of Nutrition Diagnoses .....	225
	4.11 Developing PES Statements .....	226
	<b>Step 3 Nutrition Intervention</b> .....	229
	4.12 Formulating a Nutrition Prescription and Aims .....	229
	4.13 Creating an Initial List of Nutrition Interventions .....	230
	4.14 Re-evaluating the Initial Nutrition Diagnosis and Nutrition Intervention .....	231
	4.15 Formulating Specific Behavioral-Change Targets .....	232
	<b>Step 4 Nutrition Monitoring and Evaluation</b> .....	234
	4.16 Creating a Plan for Nutrition Monitoring and Evaluation .....	234
<b>R</b>	<b>References</b> .....	235

## 5 PEDIATRIC WEIGHT MANAGEMENT

<b>P</b>	<b>Perspective</b> .....	238
	Major Risk Factors for Pediatric Obesity .....	238
	Predictive Measures for Overweight and Obesity in Infants .....	239
	Diagnosing and Classifying Overweight and Obesity in Children .....	240
	Common Diagnostic Terms .....	240
<b>MM</b>	<b>NCP Mind Map—Pediatric Weight Management</b> .....	241
	Nutrition Assessment .....	241
	Comparative Standards .....	245
	Nutrition Diagnosis .....	246
	Nutrition Intervention .....	247
	Nutrition Monitoring and Evaluation .....	250
<b>R</b>	<b>Resources</b> .....	251
<b>LO</b>	<b>Case Study 3—Learning Outcomes</b> .....	252
	Clinical Issues .....	252
	Objectives .....	252
	Nutrition Diagnoses Codes Considered .....	252
<b>CS</b>	<b>Pediatric Weight Management—Case Study</b> .....	253
	Ricky’s Story—Pediatric Weight Management .....	253
	Ricky’s Diet History—Pediatric Weight Management .....	254
<b>Q</b>	<b>Pediatric Weight Management—Questions</b> .....	255
	<b>Step 1 Nutrition Assessment</b> .....	256
	5.1 Completing Nutrition Analysis (Ready Reckoner Approach) .....	256
	5.2 Evaluating Food Servings (Ready Reckoner Approach) .....	259
	5.3 Comparing to Dietary Guidelines .....	261
	5.4 Assessing Growth .....	262
	5.5 Diagnosing Overweight and Obesity .....	265
	5.6 Developmental Considerations .....	267
	5.7 Estimating Energy Needs .....	268
	5.8 Assessing Knowledge, Beliefs and Attitudes .....	271
	5.9 Summarizing Nutrition Assessment .....	272
	<b>Step 2 Nutrition Diagnosis</b> .....	273
	5.10 Creating an Initial List of Nutrition Diagnoses .....	273
	5.11 Developing PES Statements .....	274
	<b>Step 3 Nutrition Intervention</b> .....	275
	5.12 Formulating a Nutrition Prescription and Aims .....	275
	5.13 Creating an Initial List of Nutrition Interventions .....	276
	5.14 Re-evaluating the Initial Nutrition Diagnosis and Nutrition Intervention .....	279
	5.15 Formulating Specific Behavioral-Change Targets .....	280
	<b>Step 4 Nutrition Monitoring and Evaluation</b> .....	282
	5.19 Creating a Plan for Nutrition Monitoring and Evaluation .....	282
<b>R</b>	<b>References</b> .....	283



# INDEX AND APPENDICES

## INDEX AND APPENDICES

<b>A</b>	<b>Appendices</b> .....	286
	Appendix A—Nutrition Analysis Template (Exchange List Approach) .....	286
	Appendix B—Evaluating Food Servings Template (Exchange List Approach) .....	288
	Appendix C—Adult Weight Management Exchange List Answers .....	290
	1.2 Completing Nutrition Analysis (Exchange List Approach) .....	290
	1.3 Evaluating Foods Servings (Exchange List Approach) .....	292
<b>G</b>	<b>Glossary</b> .....	293
<b>I</b>	<b>Index</b> .....	296

## FOREWORD FROM KAREN LACEY

MS, RDN, CD

Senior Lecturer Emerita & Former UW-Green Bay Dietetics' Director  
Chair, NCP Workgroup and Member of the Standardized Language Workgroup  
Chair, Competency Assurance Panel of the Commission on Dietetic Registration

### AN ACADEMIC PERSPECTIVE

When the Nutrition Care Process (NCP) was first developed in 2003, our original workgroup took great care to identify and develop the concept of critical thinking required at each stage of the NCP namely Assessment, Diagnosis, Intervention and Monitoring and Evaluation. This was the first time that a profession-wide standardized system which included these key elements was articulated. We wanted to not only provide a framework for the NCP; but also to assist students and practitioners to reflect upon the steps and evaluate their success in it's implementation.

As a former educator of dietetic students, I have experienced first hand the challenge of teaching the NCP; especially the critical thinking aspect. The *"Nutrition Care Process and Terminology: A Practical Approach"* contains resources that help the students gain knowledge and skills in the critical thinking components so important to each NCP step. I especially like the Assessment step outlined in the NCP Mind Map of each case study. The specific data listed within each of the domains clearly guides the students to distinguish important and relevant data from that which is unimportant. Allowing the students to narrow their focus to case-specific assessment data helps them to more easily identify patterns and relationships in the data and in turn identify etiologies and more accurate and meaningful diagnostic statements.

The authors have used the standardized nutrition terminology consistently throughout the text to reinforce the use of terms and promote standardized documentation of the NCP. Another extremely valuable attribute of the *"Nutrition Care Process and Terminology: A Practical Approach"* is the web-based virtual learning environment (VLE) that provides video simulation of real-life patient interactions. These simulations allow the student to develop appropriate interviewing skills and responses to patient questions and answers. Since the first four case studies are focused on a single patient who requires follow-up over time, the continuum of care is illustrated. This is invaluable to students who seldom have the experience of follow-up in real-life experiences. The Instructor Resources includes discussion guides and opportunities to track students and provide feedback on a variety of assignments.

The *"Nutrition Care Process and Terminology: A Practical Approach"* has a wide variety of applications in dietetic education programs.

**Karen Lacey**

MS, RDN, CD

## FOREWORD FROM SANDRA CAPRA

*BSc(Hons), Dip Nutr&Diet, MSocSc, PhD, FDAA  
Professor of Nutrition, University of Queensland  
Chair, Board of Directors, International Confederation of Dietetic Associations*

### AN INTERNATIONAL PERSPECTIVE

I described the NCPT as a “big bang” of dietetics in a presentation I gave in 2010 as I saw it as a turning point for dietetics professionals around the world—a chance to take back some control and to operate as autonomous professionals with our own frameworks of practice.

It is therefore pleasing to see tools specifically prepared to help professionals achieve our goal of implementing this system appropriately. Whenever a major shift in thinking is occurring, champions who understand the desired process are needed. Students and practitioners alike need to be guided in how to implement this process if they are not lucky enough to see it in practice.

This book is unique in that it brings together a group of professionals expert in the development and implementation of the NCPT. It brings together practical and theoretical elements, guiding the reader in developing critical thinking and advanced problem solving skills. It aligns with our aspiration for modern approaches to dietetics practice. And it is evidence-based and universal, being able to be applied wherever dietetics practitioners, students and educators are working to implement the NCPT. It is also easy to follow, is student friendly and leads the reader in a logical way through each case.

Internationally, we need to recognize how the dietetics profession is changing and growing. This book is a universal resource. It incorporates different learning styles and different systems and approaches and so can be used by clinical educators in a variety of contexts and countries. While it is predominantly targeting students, this is not the only group who can benefit from the guided learning process. Anyone unfamiliar with the NCPT can learn from the practical, practice-based approach.

For the International Confederation of Dietetic Associations, the largest world-wide body of dietetics professionals, these types of tools are critical to assist in reaching our goal of promoting evidence-based nutrition and dietetics practice across the world. I congratulate the authors on this excellent piece of work and recommend its use across the world.

**Sandra Capra AM,**

*BSc(Hons), Dip Nutr&Diet, MSocSc, PhD, FDAA*

## ACKNOWLEDGMENTS

The support of the people who have contributed the *Nutrition Care Process and Terminology: A Practical Approach* is warmly acknowledged. We wish to acknowledge the extensive contributions of Nicole Saxby who began with us when we began writing. Nicole's insights, innovations and understanding of the subject matter was critical to the foundations of this text. We would like to extend thanks to Claire Nichols for her early insights, contributions and support.

We would also like to extend our gratitude to the following dietitians for their reviews and contributions.

Assoc Prof Katrina Campbell (Adv APD)

Prof Clare Collins (FDAA)

Prof Elisabeth Isenring (Adv APD)

Dr Vivanti wishes to acknowledge the support provided by the Dietitians Association of Australia which enabled her attendance at the Nutrition Care Process and Terminology (NCPT) International Workgroup as Australia's representative and the support and hospitality offered by the Academy of Nutrition and Dietetics during the international meetings held in Chicago, U.S.A. She also wishes to acknowledge her international colleagues who have made the journey memorable.

A special thanks to Michael Stewart who carefully read, edited and improved the text.

And to those who have helped along the journey: Hayley Coles, Dayna Jaeschke (APD), Kelsie Petersen, Louise Elvin-Walsh, Aleisha Chanas, Amy Page (Pharmacist), Michelle Turchini, Philippa Rijks, Stephanie Lindeblad, Felix Jorkowski, John Nichols, Stephen Vivanti, Carl Strum and Hume Campbell.

A heart-felt thank you goes to Penny Stewart who tackled the fine detail and to Christina West for her editing expertise.

Particular thanks is extended to our designer Kat Rowe for her wonderful designs, generosity of spirit, grit, humor and extraordinary patience.

Thanks as ever goes to Genna Philips, Janet Ren, Jennifer Hall, Donna Mackay, Jose Gato and Andrew Roche who forever go above and beyond.

## PREFACE

In the late 1990s it was recognized by peak dietetics organizations that dietetics would not be able to evolve as a science-based discipline without a significant body of research and a standard model of nutrition care (nutrition assessment, nutrition diagnosis, nutrition intervention and nutrition monitoring and evaluation) that could be reliably applied as an element of medical nutrition therapy. The primary driver of these changes was the American Dietetic Association (now called the Academy of Nutrition and Dietetics), whose Health Services Research group was tasked in 1999 to devise a model to describe nutrition care as it was delivered in health-care settings.

One component of the Nutrition Care Model was the Nutrition Care Process (NCP): the part of the model for which dietitians are responsible. The NCP is a systematic, science-based approach to providing nutrition care that also takes account of the patient's needs and values. Using the NCP model, clinicians have developed more than 60 nutrition diagnoses, more than 70 terms to describe nutrition interventions, and in excess of 170 terms used for nutrition assessment and monitoring and evaluating.

The discipline of dietetics achieved a significant milestone in 2003, when the Academy of Nutrition and Dietetics adopted the NCP and accompanying International Dietetic and Nutrition Terminology (IDNT) as the standard model for nutrition care. However, resources to support students, clinicians, researchers and educators implementing the NCP and IDNT in professional practice and training are scarce.

Since the NCP was adopted by the Academy, the challenge facing those working in the field of dietetics has been to find ways of applying the NCP and its special terminology in the hands-on context of daily dietetics practice and training. *Nutrition Care Process and Terminology: A Practical Approach* has been developed as a practical tool to help bridge the gap between knowledge and practice.

The style of this publication and the information it contains are unique. Using a case-study approach, we offer students, practitioners and clinicians the opportunity to analyze the circumstances of the case as described by the patient throughout the consultation and then draw on the evidence base to treat the condition. In the course of that process, we introduce the new dietetic tools and concepts needed to treat the case, showing how they take effect.

The case studies look at the progression of the health conditions manifested by a single patient in an outpatient nutrition clinical setting over several years, looking at the evidence-based intervention for each condition, and enabling users of the book to observe the impact of the intervention. When read in the order presented, the case studies provide a staged increase in the complexity of the dietetic concepts to be explored, and a continuation of the narrative of the health conditions presented.

With each case study, background information concerning the disease provides context for the condition. To allow for the range of learning styles, the required information is presented in different ways. We also provide users the opportunity to extract the information needed for accurate diagnosis, developing a treatment plan and monitoring practice efficacy.

### HIGHLIGHTS OF THE BOOK INCLUDE

- » **Practice Considerations**  
The crucial background information practitioners need to have in mind when embarking on the medical nutrition therapy process
- » **A practical Tool Kit for dietitians**  
A 28-page booklet that contains the tools dietitians use on a daily basis designed to withstand the rigors of regular use
- » **A set of unique NCP Clinical Mind Maps**  
Each Mind Map contains information relevant to the patient's condition, extracted from the literature and aligned to the NCP process; and a synopsis of the intervention strategies a practitioner would adopt to treat the patient
- » **A list of current, evidence-based resources**  
Included are international guidelines and notable systematic reviews of the literature relevant to each case study, so that readers have the information required to complete the prescribed activities

We hope that the case studies presented in this book will both challenge and guide users seeking to become more accustomed to the Nutrition Care Process and Terminology.

### THE NUTRITION CARE PROFESSIONAL'S VIRTUAL LEARNING ENVIRONMENT

This text comes with an innovative virtual learning environment (VLE) available on at [nutritioncarepro.com](http://nutritioncarepro.com). For a range of interactive learning experiences designed to enhance your understanding of the Nutrition Care Process and clinical dietetics please log in to [nutritioncarepro.com](http://nutritioncarepro.com) and enjoy the materials and resources available.

