

DIE 4246
MEDICAL NUTRITION THERAPY APPLICATIONS - PART 2
SPRING 2017 – Sections 0152 & 2757

Instructor: Gail P. A. Kauwell, PhD, RDN, LDN
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Office hours: Wednesday 12:30 – 2:30 PM by appointment

Thursday 1:30-3:00 PM (walk-in)

*Call Mindy Edwards at 392-1991 ext. 220 to schedule an appointment. If you cannot make my regularly scheduled or walk-in office hours, you may e-mail me or call me directly to schedule an appointment.

Teaching Assistants: Kelly Johnston and Rachel Savelle
Email: kelmj@ufl.edu; rsavelle525@ufl.edu
Office hours: Kelly: Fridays 1:00-3:00 PM; Rachel Mondays 1:00-3:00 PM
Location: 232 FSHN Building

Class Meeting Time
(All students): Tuesday 3:00 - 4:55 PM
Class Location: 2186 McCarty Hall A
 Section 0152 Dietetics Lab: Wednesday 8:30 am
 Section 2757 Dietetics Lab: Wednesday 9:35 am
Attendance: Required
Credits: 3

Course Description: Part 2 of a two-semester sequence that focuses on attainment of knowledge to make nutrition diagnoses, to develop and implement effective nutrition intervention strategies, and to identify appropriate monitoring and evaluation plans for patients with common chronic diseases and disorders. Information learned in HUN 4446 will be integrated into class lectures, discussions, activities, assignments, and quizzes, as appropriate. Prerequisites: HUN 4445, DIE 4245C, APK 2105 or PCB 4723C; senior standing. Co-requisite: HUN 4446. Dietetics students only.

Course Goals: Upon completion of this two-semester course sequence, students should be able to:

1. Comprehend and use medical terminology and medical abbreviations in oral and written communications.
2. Apply the Nutrition Care Process by performing nutrition assessment, nutrition diagnosis, developing nutrition interventions, and identifying appropriate monitoring and evaluation indicators.
3. Evaluate the nutritional status of simulated patients based on medical, social, physical, dietary, anthropometric, pharmacologic, and laboratory data.
4. Write appropriate chart notes for simulated patients/clients using standardized language for the nutrition care process.
5. Develop appropriate nutrition prescriptions for individuals with special needs due to acute/chronic illnesses or other medical/physical conditions.
6. Construct/calculate appropriate diets for simulated patients/clients based on an assessment of their medical, nutritional, and health status.
7. Develop skills in using an evidence-based approach to dietetics practice.

Foundation Knowledge and Learning Outcomes: Activities in this course are designed to contribute toward meeting core knowledge statements for the RD/RDN as defined by the Accreditation Council for Education in Nutrition and Dietetics:

- Demonstrate how to locate, interpret, evaluate, and use professional literature to make ethical evidence-based practice decisions. (KRDN 1.1)
- Use current information technologies to locate and apply evidence-based guidelines and protocols. (KRDN 1.2)
- Apply critical thinking skills. (KRDN 1.3)
- Demonstrate effective and professional oral and written communication and documentation. (KRDN 2.1)
- Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services. (KRDN 2.5)
- Use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions. (KRDN 3.1)

Required Materials:

- Fremgen BF, Frucht SS. (2015). *Medical Terminology: A Living Language*, 6th Ed. Upper Saddle River, NJ: Prentice Hall. ISBN-13: 978-0134070254
OR
- Fremgen BF, Frucht SS. (2013). *Medical Terminology: A Living Language*, 6th Ed. Upper Saddle River, NJ: Prentice Hall. ISBN-13: 978-0-13-407025-4
- DIE 4246 Course Notes Supplement available at: Target Copy 1412 West University Avenue, Gainesville, FL or via e-Learning in Canvas
- Student subscription to the eNCPT website: <https://ncpt.webauthor.com/> (\$25)
- Laptop computer, tablet, or other mobile device to access the internet during class
- Course information and materials posted on e-Learning in Canvas (see below for access information).
- Calculator with basic functions (programmable calculators, personal data assistants (PDAs), cell phones with calculators/PDA functions are **NOT** acceptable for use when taking quizzes or tests).
- Self-developed Medical Nutrition Reference Handbook (from DIE 4245). You will need to update your handbook and use your handbook in class and selected exams.
- Access to the AND Evidence Analysis Library, which requires membership in the Academy of Nutrition and Dietetics
- Reliable internet access
- Access to MS Word, MS Excel, and MS PowerPoint software

Recommended Materials:

- Nelms M, Sucher K, Lacey K. (2016). *Nutrition Therapy and Pathophysiology*, 3rd Edition. Boston, MA: Cengage Learning. ISBN-13: 978-1305111967

How to Access Canvas:

- Access requires a Gatorlink account. If you need to establish a Gatorlink account, go to <http://identity.it.ufl.edu/process/gatorlink/create-account/>.
- Once you have created a Gatorlink account, access e-Learning support services home page at <http://lss.at.ufl.edu>. Select "e-Learning in Canvas". Log in using your Gatorlink ID. DIE 4246 should be listed under "courses". If you are unfamiliar with Canvas, information can be found under the "help" tab.

Student Preparation for Class: Students are expected to use a self-instructional approach to learn medical terminology and abbreviations. The medical terminology textbook selected for this course is designed for self-instructional use. Students are expected to complete reading assignments in advance. Class preparation may require use of the Internet, library and/or other reference materials. Students are expected to bring course notes and materials printed from Canvas to class and to contribute to class discussions.

Class Attendance and Demeanor: Students are required to attend all classes and lab sessions, to arrive on time and to leave when dismissed by the instructor. Students who attend the whole class/lab period

are eligible for bonus points as described under the “Student Evaluation” section of this syllabus. Students are expected to show courtesy to their classmates and instructor by turning cell phones off before the class period begins and refraining from engaging in personal conversations during class.

Absences and Make-Up Work

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. (See below for more details.)

Evaluation of Student Performance: Policies, Grades and Grading Scale:

For information on current UF policies for assigning grade points, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

The following will be used as the basis for student evaluation: 5 medical terminology quizzes (the lowest quiz grade will be dropped; failure to take a quiz, except as noted below, will result in a grade of zero); 2 tests; approximately 11-13 worksheets/assignments; and a group case study project with peer evaluations. Medical terminology quizzes and tests must be taken during class on the scheduled dates. Absence from a quiz, test, or “in class/lab worksheet” will result in a score of “0” unless the absence is consistent with the UF attendance regulations referenced above or there are other unavoidable extenuating circumstances (subject to my discretion) that can be documented to my satisfaction. Extenuating circumstances include unavoidable, unplanned situations such as an illness (note from physician or clinic; vague notes such as “was seen” are not acceptable); family death (dated obituary); accident (police report); etc. Quizzes are administered during the first 15-20 minutes of the class. Tardiness will result in less time for taking the quiz. Once the allotted time has expired, all quizzes must be submitted. Students who do not make it in time to take the quiz will earn a grade of “0” for the quiz.

Assignments are due on the date indicated on the syllabus. Late assignments, except as noted below, will be penalized 10% for each day late beginning with the due date. The group case study assignment has **multiple due dates** throughout the semester. Detailed information about the assignment and the assignment due dates are posted on e-Learning in Canvas. Failure to meet the due dates for the case study assignment (see case study assignment for details) will result in a grade of “0”. Detailed information for completing the group case study is located in the course notes packet.

Bonus points will be offered at the discretion of the instructor and will be awarded to students who respond correctly to the question(s) asked during class; submit their answer(s) on forms/index cards provided by the instructor; and print their first and last names legibly across the top of the card. Submitting cards for anyone other than yourself will result in forfeiture of all previous and future bonus points for you and the other person(s) involved. Bonus points also may be awarded based on satisfactory completion of exercises completed in class/lab. Extra credit projects will **NOT** be available.

Performance Indicators	Points
Medical Terminology Quizzes 5 @ 25 points each (drop lowest quiz grade)	100
Tests (2 tests; total points: 150; points will not necessarily be equally distributed between the tests; you will need your Medical Nutrition Reference Handbook, i.e., black book, for one section of Test 2)	150
Worksheets/Assignments (completed as homework or in class/lab; examples include: mini-case studies, ADIME notes, diet planning activities, etc.; point values vary)	210
Group Case Study (120 pts for case; 10 points for team member evaluation)	130
Total	590

Grading Scale

A = 551-590 93.34-100%	531-55090- 93.33%	511-53086.68- 89.9%	B = 492-510 83.34-86.67%	B- = 472-491 80-83.33%
C+ = 452-471 76.68-79.9%	433-45173.34- 76.67%	413-43270- 73.33%	D+ =393-412 66.68-69.9%	D =374-392 63.34-66.67%
D- =354-373 60-63.33%	354<60%			

Grades will be posted on e-Learning in Canvas. Grades are not curved and are not negotiable.

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Supplementary Information: Supplementary information, announcements, reminders, etc. will be posted on e-Learning in Canvas <http://lss.at.ufl.edu> or will be sent via the course listserv.

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

Student Responsibility

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council or Student Conduct and Conflict Resolution in the Dean of Students Office.

Faculty Responsibility

Faculty members have a duty to promote honest behavior and to avoid practices and environments that foster cheating in their classes. Teachers should encourage students to bring negative conditions or incidents of dishonesty to their attention. In their own work, teachers should practice the same high standards they expect from their students.

Administration Responsibility

As highly visible members of our academic community, administrators should be ever vigilant to promote academic honesty and conduct their lives in an ethically exemplary manner.

(Source:<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty>; accessed 07-29-15)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Online Course Evaluation Process: Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Students with Disabilities: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Contact information: 0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/

Student Complaints: The following link describes the University of Florida's policy related to student complaints. Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

Service	Location	Phone	Web site	Services provided
University Counseling and Wellness Center	3190 Radio Road	352-392-1575	www.counseling.ufl.edu/cwc/	<ul style="list-style-type: none"> ▪ Counseling Services - individual and group ▪ Groups and Workshops ▪ Outreach and Consultation ▪ Self-Help Library ▪ Wellness Coaching ▪ Training Programs ▪ Community Provider Database
U Matter We Care		352-294-CARE	www.umatter.ufl.edu	Care-related programs and resources for students and employees
Career Resource Center	First Floor J. Wayne Reitz Union	352-392-1601	www.crc.ufl.edu	Career development assistance and counseling

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one

another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Other Information: Lecture material and information are the property of the University of Florida and the course instructor and may not be used for any commercial purpose. Students found in violation may be subject to disciplinary action under the University's Student Conduct Code. Only students formally registered for the course are permitted to attend lectures and take quizzes/tests.

DIE 4246 - TENTATIVE CLASS AND TEST/QUIZ SCHEDULE*
Spring 2017

Class Date (T)	Topic (2 hr class)	Reading Assignment**	Lab Date (W)	Activity/Topic (1 hr lab)
			Jan 4	Review Course Syllabus
Jan 10	The Exchange System: Calculating and Planning Calorie, CHO, Protein, and Fat-Controlled Meal Plans	<i>Choose Your Foods: Exchange Lists for Diabetes; Learn food exchanges</i>	Jan 11	The Exchange System: Calculating and Planning Calorie, CHO, Protein, and Fat-Controlled Meal Plans
Jan 17	MT Quiz 1 Liquid and Texture and Consistency Diet Modifications	Diet manual pages Clear liquid diet articles	Jan 18	Liquid and Texture and Consistency Diet Modifications Activity
Jan 24	MT Quiz 2 Nutrition Care Process/ADIME	Review <i>Nutrition Therapy and Pathophysiology</i> : 17-35; 115-124	Jan 25	Exchange List Bingo
Jan 31	Dysphagia Assessment and Management Paula Sullivan, SLP Dysphagia ADIME (cont'd)	Articles on reserve/e-Learning in Canvas; Diet Manual pages	Feb 1	Dysphagia Diet Activity
Feb 7	Nutritional Care of Patients with Diseases of the Upper GI Tract: Post-gastrectomy Case Study and Diet Activity	Diet manual pages on Post-Gastrectomy Diet Chap 14 – <i>Nutrition Therapy and Pathophysiology</i> : 342-378	Feb 8	Post-gastrectomy Case Study and Diet Activity
Feb 14	MT Quiz 3 Nutritional Care of Patients with Diseases of the Lower GI Tract	Articles on reserve/e-Learning in Canvas; Diet manual pages Chap 15 – <i>Nutrition Therapy and Pathophysiology</i> : 379-435	Feb 15	Celiac Disease Case Study and Gluten-free Diet Activities
Feb 21	MT Quiz 4 Adaptive Feeding and Food Preparation: Tools and Techniques Worksheet		Feb 22	Adaptive Feeding and Food Preparation: Tools and Techniques Activity
Feb 28	Test 1		Mar 1	Gluten Testing Lab
Mar 7	Spring Break – No Class		Mar 8	Spring Break – No Class
Mar 14	Evaluating Laboratory Data		Mar 15	Interpretation of Laboratory Values Case Studies

Class Date	Topic (2 hr class)	Reading Assignment**	Lab Date	Activity/Topic (1 hr lab)
Mar 21	Diabetes Mellitus: Case Study and Carbohydrate Counting	Booklet: Count Your Carbs: Getting Started Chap 17 – <i>Nutrition Therapy and Pathophysiology</i> : 469-520	Mar 22	Diabetes Case Study and CHO Counting (cont'd)
Mar 28	MT Quiz 5 Diabetes Mellitus: Pattern Management; Diabetes Case Study	Booklet: Match Your Insulin to Your Carbs Chap 17 – <i>Nutrition Therapy and Pathophysiology</i> : 469-520	Mar 29	“Sticks and Pricks” Activity Lizzy Bobbitt, RDN, CDE
Apr 4	Sodium Modified Diets & Activity	Diet manual pages Chap 18 - <i>Nutrition Therapy and Pathophysiology</i> : 521-561	Apr 5	Blood Lipid Analysis – Room 227 FSHN (sign up for times; details will be provided in class)
Apr 11	Nutritional Care in Kidney Disease Kidney Disease Case Study	Diet Manual pages Chap 18 - <i>Nutrition Therapy and Pathophysiology</i> : 521-561	Apr 12	Kidney Disease Diet Activity
Apr 18	Kidney Disease Case Study (cont'd)		Apr 19	Blood Pressure & Vital Signs Professor Joan Castleman, RN
TEST 2: April 25 12:30-2:30 PM				

* Subject to change.

** Please complete these readings prior to coming to class. Additional reading assignments may be announced during the semester. (Note: Readings in *Nutrition Therapy and Pathophysiology* will be helpful to your understanding and preparation for class and as part of your preparation for a dietetic internship.)

(Information regarding MT quizzes starts on the next page)

DIE 4246 - TENTATIVE CLASS AND TEST/QUIZ SCHEDULE*
Spring 2017
Medical Terminology Quizzes (6th Edition)

Quiz 1: What you need to know (Chapter 8: Digestion)	Page(s)
Combining Forms	262
Suffixes	264
Word parts used to build digestive system terms: Combining forms, suffixes, prefixes, and anatomical terms	273-276
Pathology	277-284
Diagnostic Procedures	285-287
Therapeutic Procedures	287-290
Abbreviations	291

Quiz 2: What you need to know (Chapter 11: Endocrinology)	Page(s)
Combining Forms	386
Suffixes	386
Word parts used to build endocrine system terms: Combining forms, suffixes, prefixes, and anatomical terms	397-398
Pathology	398-404
Diagnostic Procedures	404-405
Therapeutic Procedures	405-406
Pharmacology	407
Abbreviations	407

Quiz 3: What you need to know (Chapter 9: Urinary System)	Page(s)
Combining Forms	304
Suffixes	304
Word parts used to build urinary system terms: Combining forms, suffixes, prefixes, and anatomical terms	312-313
Pathology	314-318
Diagnostic Procedures	319-321
Therapeutic Procedures	321-323
Abbreviations	324-325

Quiz 4: What you need to know (Chapter 5: Cardiovascular System)	Page(s)
Combining Forms	138
Suffixes	138
Word parts used to build cardiovascular system terms: Combining forms, suffixes, prefixes, and anatomical terms	151-153
Pathology	153-160
Diagnostic Procedures	161-163
Therapeutic Procedures	163-166
Pharmacology	166
Abbreviations	167-168

Quiz information continued on next page.

Quiz 5: What you need to know (Chapter 4: Musculoskeletal Sys. & Chapter 10: Reproductive Sys.)	Page(s)
Combining Forms (Section I); Combining Forms (Section II)	82, 112
Suffixes (Section I); Suffixes (Section II)	84, 112
Prefixes	112
Muscle Actions (Table 4.5)	118-119
Word parts used to build skeletal/muscular system terms: Combining forms, suffixes, prefixes, and anatomical terms	95-98/120-121
Pathology; Pathology	98-106, 121-123
Combining Forms	336
Suffixes	336
Word parts used to build female reproductive system terms: Combining forms, suffixes, prefixes, anatomical terms, and pregnancy terms	346-348
Pathology	349-353
Diagnostic Procedures	354-356
Therapeutic Procedures	356-358
Pharmacology	359
Combining Forms	361
Suffixes	361
Word parts used to build male reproductive system terms: Combining forms, suffixes, prefixes, and anatomical terms	366-367
Pathology	367-370
Diagnostic Procedures	371
Therapeutic Procedures	371-372
Pharmacology	373

Medical Terminology Quizzes (5th Edition)

Quiz 1: What you need to know (Chapter 8: Digestion)	Page(s)
Combining Forms	256
Suffixes	256
Word parts used to build digestive system terms: Combining forms, suffixes, prefixes, and anatomical terms	266-268
Pathology	268-276
Diagnostic Procedures	276-278
Therapeutic Procedures	279-281
Abbreviations	282

Quiz 2: What you need to know (Chapter 11: Endocrinology)	Page(s)
Combining Forms	378
Suffixes	378
Word parts used to build endocrine system terms: Combining forms, suffixes, prefixes, and anatomical terms	388-389
Pathology	390-395
Diagnostic Procedures	395-396
Therapeutic Procedures	396-397
Pharmacology	397-398
Abbreviations	398

Quiz information continued on back.

Quiz 3: What you need to know (Chapter 9: Urinary System)	Page(s)
Combining Forms	296
Suffixes	296
Word parts used to build urinary system terms: Combining forms, suffixes, prefixes, and anatomical terms	304-305
Pathology	305-310
Diagnostic Procedures	310-312
Therapeutic Procedures	312-315
Abbreviations	316

Quiz 4: What you need to know (Chapter 5: Cardiovascular System)	Page(s)
Combining Forms	138
Suffixes	138
Word parts used to build cardiovascular system terms: Combining forms, suffixes, prefixes, and anatomical terms	151-152
Pathology	152-158
Diagnostic Procedures	159-160
Therapeutic Procedures	161-163
Pharmacology	163-164
Abbreviations	164-165

Quiz 5: What you need to know (Chapter 4: Musculoskeletal Sys. & Chapter 10: Reproductive Sys.)	Page(s)
Combining Forms (Section I) ; Combining Forms (Section II)	84, 111
Suffixes (Section I); Suffixes (Section II)	84, 111
Prefixes	111
Muscle Actions (Table 4.5)	116-118
Word parts used to build skeletal/muscular system terms: Combining forms, suffixes, prefixes, and anatomical terms	97-99/119
Pathology; Pathology	99-106, 120-122
Combining Forms	330
Suffixes	330
Word parts used to build female reproductive system terms: Combining forms, suffixes, prefixes, anatomical terms, and pregnancy terms	339-341
Pathology	342-346
Diagnostic Procedures	347-348
Therapeutic Procedures	349-350
Pharmacology	351
Combining Forms	352
Suffixes	352
Word parts used to build male reproductive system terms: Combining forms, suffixes, prefixes, and anatomical terms	356-357
Pathology	358-360
Diagnostic Procedures	360
Therapeutic Procedures	361-362
Pharmacology	362