

COURSE SYLLABUS: DIE6242 (section 2573)
ADVANCED MEDICAL NUTRITION THERAPY II
Fall 2013 (4 credits)

Monday 1:55 p.m. – 3:50 p.m.

Tuesday 4:05 p.m. – 6:00 p.m.

Dietetics Lab

INSTRUCTOR: Wendy J. Dahl PhD
Room 207, FSHN Building

OFFICE HOURS: Walk in Tuesdays 1:00-3:00 p.m.; Thursdays 10:30 a.m. - 12:30 p.m. or by appointment.

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REQUIRED RESOURCE MATERIALS

- Nelms M, Sucher KP, Lacey K, Long Roth S. Nutrition Therapy and Pathophysiology 2nd Ed. Thomson Brooks/Cole. 2010.
- Diet manual
- Medical nutrition reference handbook, “black book”. This is a pocket-sized reference for information to be used in clinical practice. It could be a self-made, purchased reference or a personal digital assistant.
- Extensive outside readings assigned from journals including: JPEN, JAND, AJCN, JN, etc.

RECOMMENDED RESOURCE MATERIALS

- Medical dictionary
- Medical abbreviations text
- Laboratory values text
- Food composition table
- Pharmacology text
- UF Reading and Writing Center

COURSE DESCRIPTION

Part II of a two-semester course designed to provide students enrolled in the Masters/Dietetic Internship Program with the opportunity to use critical thinking skills and integrate the theories and principles of medical nutrition therapy into clinical practice. Case studies and an evidence-based medicine approach to practice will be used to help students integrate and apply their knowledge of nutrition, dietetics, metabolism and physiology, with the ultimate goal of producing students who can effectively plan and manage the nutritional care of a variety of patients. Topics include: critical thinking; pediatric nutrition; enteral and parenteral nutrition; cardiovascular, pulmonary, gastrointestinal and liver disease; critical care; HIV/AIDS; and oncology.

FUNDAMENTAL CONCEPTS

Recommending appropriate medical nutrition therapy requires:

1. Understanding physiology and metabolism
2. Critical thinking skills
3. Applying evidence-based nutrition principles
4. Knowing where to find information and how to apply information.

COURSE OBJECTIVES

The objectives of this course require students to:

- demonstrate critical thinking skills
- discuss the theoretical basis for nutrition/medical intervention strategies with the anatomical, physiological and/or biochemical changes that occur in diseases/conditions covered in this course
- prepare to integrate the theories and principles of medical nutrition therapy into clinical practice
- evaluate social, nutritional, medical, laboratory, pharmacologic and other relevant patient data for all assigned case studies and recommend appropriate intervention strategies
- develop and justify appropriate recommendations for the management of patients with diseases/conditions covered in this course
- use medical terminology and appropriate documentation styles to communicate patients' nutritional status
- use and critique medical reference materials and begin to build a professional library
- practice the process of providing nutritional care based on an evidence-based approach
- demonstrate problem solving skills
- demonstrate professional work ethic
- give and receive constructive criticism

EXPECTATIONS FOR CLASSROOM DISCUSSIONS

This is a graduate course, therefore, class discussions build on information learned in undergraduate nutrition and disease, physiology, biochemistry and metabolism. You will be expected to review your undergraduate material and read assigned material before coming to class.

STUDENT EVALUATION

Grading System

Due to the practical nature of the lecture material and the problem solving skills developed during the lectures, material presented during class cannot be replaced with assigned readings, therefore, class attendance is required. Ten points will be subtracted from total grade points for each class not attended. Excused absences are at the discretion of the instructor and must be arranged prior to the start of the class period. An "excused" absence is any unavoidable, unplanned situation such as an illness, death in the family, or car accident. However, to be fair to all students, proof of the illness (note from doctor or clinic), death (obituary), accident (police report), etc. will be required. Please contact me the day of class or as soon as possible to inform me of your situation. Upon returning to class, please present proof of the problem. *Each year assignments are returned to students. You may want to keep your work to prepare for clinical rotations or the registration exam. Please do not give these items to future students in this class. Do not review students' work from previous years.* Grades will not be curved. Students receiving a grade less than a B will not be allowed to advance to the Dietetic Internship in the spring.

Distribution of points for course:

(See Sakai for assignments and due dates)

Pediatric Enteral Case Study	25
Evidenced-based Nutrition Practice Presentations (3 at 25 points each)	75
Case Study Presentations (3 at 25 points each)	75
Diet Counseling (2 at 25 points each)	50
Worksheets (5 at 25 points each)	125
PEN Pathway	50
Formulary Debate	50
Formulary Report	<u>50</u>
Total	500

Coursework turned in after the due date will be penalized 5 points per day late.

467-500	93.4-100%	A	333-349	66.6-69.8%	D+
450-466	90-93.2%	A-	316-332	63.2-66.4%	D
433-449	86.6-89.8%	B+	300-315	60-63%	D-
417-432	83.4-86.4%	B	<300	<60%	E
400-416	80- 83.2%	B-			
383-399	76.6-79.8%	C+			
367-382	73.4-76.4%	C			
350-366	70-73.2%	C-			

OTHER INFORMATION

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>

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>.

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: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

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.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being 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.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Training Programs
 - Community Provider Database
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Services for 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

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

TENTATIVE CLASS SCHEDULE (Assignments and readings on Sakai)

Date	Class Content	Assignments
August 26	Review Course Syllabus and Assignments Concept Mapping Pediatric Growth and Nutrition Assessment (Lecture)	
August 27	Infant Nutrition - Formulas, Human Milk and Ordering Diet	
September 2	Labor Day	
September 3	Nutrition Management of Pediatric Disease States (Student Presentations)	<i>Pediatric EBN Presentations</i>
September 9	Pediatric Nutrition Support (Video presentation)	
September 10	TBA	<i>Pediatric Worksheet Due</i>
September 11	Pediatric Experience at Shands	<i>Pre-Internship Experience</i>
September 16	Pediatric Case Study (Discussion)	
September 17	Nutrition Management of Pediatric Disease States (Student Presentations)	<i>Pediatric Case Studies Presentations</i>
September 23	Enteral Nutrition Case Study (Discussion) Enteral Nutrition – Current Issues (Lecture)	
September 24	Enteral Nutrition Lab (Sensory Laboratory)	<i>Pediatric Enteral Case Study Due</i>
September 30	GI/Pancreatic Disease – IBD Case Study/Acute Pancreatitis (Discussion)	
October 1	GI/Pancreatic Disease (Student Presentations)	<i>GI EBN Presentations</i>
October 2	Oncology/Enteral Chart Review and Tour Cancer Center at Shands	<i>Pre-Internship Experience</i>
October 7	Oncology – Case Study 1 (Discussion)	<i>Enteral Worksheet Due</i>
October 8	Oncology – Case Study 2 (Discussion)	
October 14	GI/Pancreatic Counseling 1	<i>GI Counseling & PES</i>
October 15	Bariatric Surgery and Short Bowel	
October 21	Liver Disease – Case Study	
October 22	HIV - Case Study (Discussion)	<i>Liver Disease Worksheet Due</i>
October 28	CVD – HF (Guest Speaker)	

October 29	Onc/HIV/CVD/Pulm (Student Presentations)	<i>Onc/CVD/HIV/Pulm EBN Presentations</i>
November 4	Onc/HIV/CVD/Pulm (Student Counseling)	<i>Counseling 2 & ADIME</i>
November 5	Pulmonary Disease Case Study	
November 11	Veteran's Day – No Class	
November 12	CVD Chart Case Presentations (Student Presentations)	<i>Case Presentations</i>
November 18	Parenteral Nutrition – Calculations Review Parenteral Nutrition – Case Study (Discussion)	<i>GI Worksheet</i>
November 19	Parenteral orders review	
November 25	Critical Care Nutrition Guidelines (Lecture)	<i>Parenteral Worksheet Due</i>
November 26	Critical Care Nutrition – Trauma Case/Burn Case Study (Discussion)	<i>Critical Care Worksheet Due</i>
December 2	8-hour Experience Oral Case Presentations (Student Presentations) Critical Thinking Reassessment	<i>Pre-Internship presentations</i>
December 3	Formulary Debate	<i>Formulary Report Due</i>