

COURSE SYLLABUS: DIE6242 (section 2490)
ADVANCED MEDICAL NUTRITION THERAPY II
Fall 2018 (4 credits)

Tuesday 12:50 p.m. – 2:45 p.m.

Thursday 12:50 p.m. – 2:45 p.m.

Dietetics Lab

Instructor: Wendy J. Dahl PhD RD
Room 207, FSHN Building

Office hours: Walk in Tuesdays 3:00 – 5:00 p.m.; Thursdays 10:30 a.m. – 12:30 p.m. or by appointment.

Phone: office: 352-294-3707 cell: 352-226-1773

e-mail: wdahl@ufl.edu

Required Resource Materials

- Nelms M, Sucher KP & Lacey K. Nutrition Therapy and Pathophysiology 3rd Ed. Cengage Learning. 2016 or similar
- 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 electronic.
- Extensive outside readings assigned from journals including: JPEN, JAND, AJCN, BJN, etc.

Recommended Resource Materials

- Medical dictionary
- Medical abbreviations
- Laboratory values
- Food composition
- Pharmacology reference
- 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: 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, metabolism and pathology
2. Critical thinking skills
3. Applying evidence-based nutrition principles
4. Knowing where to find information and how to apply information.

Course Objectives: Upon completion of this course, students will:

- 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: Due to the practical nature of the lecture material and the problem-solving skills developed during the classes, material presented during class cannot be replaced with assigned readings, therefore, class attendance is required. 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 (Assignments will be posted on Canvas):

Pediatric Enteral Case Study	25
Evidenced-based Nutrition Practice Presentations (4 at 25 points each)	100
Pediatric Case Study Presentation	25
Diet Counseling (2 at 25 points each)	50
Enteral Patient Assessment	25
Hot Topics in MNT	25
Worksheets (4 at 25 points each)	100
Professional Writing	50
Formulary Debate	50
Formulary Summaries and Conclusions	<u>50</u>
Total	500

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

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>

Attendance 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>.

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>

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/process/student-conduct-honor-code>

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/

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.

- 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 Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

CLASS SCHEDULE (Assignments and readings on Canvas)*

Date	Topic	Assignments
August 23	Course Introduction	<i>Take-home survey; View Module 1 before Aug 28</i>
August 28	Pediatric Assessment using Growth Charts: A case study	<i>View Module 2 before Aug 30</i>
August 30	Take-home Survey discussion Infant Nutrition – Formula calculations & diet ordering	<i>Read Becker 2014 before Sept 4</i>
September 4	PEDS Worksheet and peer grading (social testing model)	
September 6	E-lecture – Pediatric Malnutrition	<i>1. Pediatric Worksheet Due</i>
September 11	Pediatric EBN Presentations	<i>2. Pediatric EBN Presentations</i>
September 13	Pediatric EBN Presentations	
September 18	Pediatric Disease Case Study Presentations	<i>3. Pediatric Case Study Presentations</i>
September 20	Pediatric Disease Case Study Presentations	<i>View Module 3 before Sept 25</i>
September 25	Enteral Nutrition Guest Visit	<i>4. Pediatric Enteral Case Study Due</i>
September 27	Parenteral Nutrition Part 1	
October 2	Oncology Research Update & Case Study 1 (Discussion)	<i>5. Oncology/HIV/AIDS Formulary Summary Due</i>
October 4	Oncology Case Study 2 and 3 (Discussion) HIV Case Study (Discussion)	<i>6. Enteral Patient ADIME due</i>
October 9	GI/Pancreatic Counseling 1	<i>7. Counseling 1 & PES</i>
October 11	GI/Pancreatic Counseling 1	<i>8. Enteral Worksheet Due</i>
October 16	GI Disease Case Study – Pediatric SBS (Discussion) GI Disease Case Study - IBD (Discussion)	<i>9. GI/Pancreatic/Liver Formulary Summary Due</i>
October 18	Enteral Case Study - Pancreatitis (Discussion) Patient Interview by Skype	
October 23	GI/Pancreatic Disease EBN Presentations	<i>10. GI EBN Presentations</i>
October 25	GI/Pancreatic Disease EBN Presentations	
October 30	Bariatric Surgery and Short Bowel (e-lecture)	
November 1	Liver Disease Case Study(Discussion) Pulmonary Case Study (Discussion)	<i>11. CVD/Pulm Formulary Summary Due</i>
November 6	Onc/HIV/CVD/Pulm Counseling 2	<i>12. Counseling 2 & ADIME</i>
November 8	Onc/HIV/CVD/Pulm Counseling 2	
November 13	Onc/HIV/CVD/Pulm EBN Presentations	<i>13. Onc/CVD/HIV/Pulm EBN Presentations</i>
November 15	Onc/HIV/CVD/Pulm EBN Presentations	
November 20	Zoom Distance Class: E-lecture Parenteral Nutrition Part 2	<i>14. Critical Care Formulary Summary Due 15. Subacute and Diabetes Formulary Summary Due</i>
November 22	Thanksgiving	
November 27	Critical Care: Obesity and underfeeding (e-lecture) Burn and Trauma Case Studies (Discussion)	<i>16. Critical Care Worksheet Due 17. Parenteral Worksheet Due</i>
November 29	PN/Critical Care EBN Presentations	<i>18. PN/CC EBN Presentations</i>
December 4	Formulary Debate 8-hr Experience Oral Case Presentations	<i>19. Formulary Conclusions Due 20. Professional Writing Due 21. Formulary Debate</i>

*Subject to change.