

**COURSE SYLLABUS: DIE 6241 Section 04BC  
ADVANCED MEDICAL NUTRITION THERAPY  
SPRING 2021 (4 Credits)**

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**Guest Faculty:** Anne Mathews PhD RDN  
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**Class Time:** Tuesday 10:40 AM - 12:35 PM; Wednesday 12:50 AM - 2:45 PM  
**Class Location:** Dietetics Lab – Building 162

### **Course Description**

Opportunity to integrate theories and principles of medical nutrition therapy into clinical practice. Prereq: admission to Master of Science-Dietetic Internship Program.

### **Additional Course Information**

Part 1 of a two-semester course designed to provide students enrolled in the combined Master of Science - Dietetic Internship Program with the opportunity to integrate the theories and principles of medical nutrition therapy into clinical practice. Case studies 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 using a critical thinking approach to evidence-based medical nutrition therapy. Topics include pediatrics, nutrition assessment, and evidence-based medical nutrition therapy of obesity, diabetes, cardiovascular disease, and kidney disease.

### **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:

- use critical thinking skills to evaluate social, anthropometric, nutritional, medical, laboratory, pharmacologic and other relevant patient data/information for all assigned case studies and care plans and recommend appropriate intervention strategies
- relate the theoretical bases for nutrition/medical intervention strategies with the anatomical, physiological and/or biochemical changes of selected diseases/conditions
- integrate the theories and principles of medical nutrition therapy into clinical practice
- develop and justify appropriate recommendations for the management of selected diseases/conditions
- understand and use medical terminology and appropriate documentation styles to communicate patients' status with other health care professionals
- develop skills in using medical reference materials and begin to build a professional library
- develop problem solving skills
- give and receive constructive criticism

### Required Resource Materials

- Nelms M, Sucher KP, Lacey K. Nutrition Therapy and Pathophysiology 4<sup>th</sup> Ed. Cengage Learning, 2019 or similar textbook
- 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 Materials/Online Access

- Medical dictionary, medical abbreviations, laboratory values, food composition, pharmacology reference

### Expectations for Classroom Discussions

This is a graduate course and, 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.

### Class Attendance and Demeanor

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. Students are expected to attend all class sessions, arrive on time and be present for the entire class. An excused absence is any unavoidable, unplanned situation such as an illness, death in the family, or car accident. Proof of illness is required (e.g. note from physician or clinic; vague notes such as “was seen” are not acceptable), death (e.g. obituary), accident (e.g. police report), etc. Please notify the instructor about your situation as soon as possible, leaving a message if necessary (by text message, email or voice mail). Students are expected to show courtesy to their classmates, instructors and guest speakers by silencing cell phones before the class begins and refraining from engaging in personal laptop use and conversations during class.

### Student Evaluation

*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.*

### Grading Scale

Points	Percentages	Grade.	Points.	Percentages	Grade
465-500	93-100%	A	365-384	73-76%	C
450-464	90-92%	A-	350-364	70-72%	C-
435-449	87-89%	B+	335-349	67-69%	D+
415-434	83-86%	B	315-334	63-66%	D
400-414	80-82%	B-	300-314	60-62%	D-
385-399	77-79%	C+	<300	<60%	E

### Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

**Distribution of points** (Assignments will be posted on Canvas):

Pediatric Case Study Presentation	25
Pediatric Enteral Case Study	25
Pediatric Formula Worksheet	25
Hot topic contributions (5 @ 5 pts)	25
Evidence-based Analysis of Practice Question (EDIS)	50
Fad Diet Case Study Presentation	25
Assessment Lab Video	25
Hot Topic in Diabetes – Debate	25
Counseling Assignments – Dr. Mathews (2 @ 25 pts)	50
Evidence-Based Nutrition Presentations (3 @ 25 pts)	75
Diabetes Assignments (2 @ 25 pts)	50
Kidney Disease Assignments (2 @ 25 pts)	50
Take Home Case Study Final Exam	50
<b>Total</b>	<b>500</b>

**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/UGRD/academic-regulations/attendance-policies/>.

**COVID Response Statements**

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 click here for guidance from the CDC on symptoms <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>; please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here <https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/> for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep

your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **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. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-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>.

### **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.

### **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, <https://disability.ufl.edu/>

## 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](http://www.counseling.ufl.edu)
- Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.
- Student Success Initiative, <http://studentsuccess.ufl.edu>. Student Complaints:
- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

## Student Complaints

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

**CLASS SCHEDULE\* (Assignments and readings on Canvas)**

Date	Topic	Assignments due	Readings (TBA)
January 12	Course Introduction Evidence-based practice & Critical thinking		
January 13	Evidence Analysis – Dr. Andrade		
January 19	Take-home survey discussion of infant feeding		
January 20	Pediatric Assessment		
January 26	Human Milk and Infant Formula Calculations		
January 27	Pediatric Malnutrition		
February 2	Pediatric Disease Case Study Presentations	<i>Case Presentation</i>	
February 3	Pediatric Disease Case Study Presentations		
February 9	Pediatric EBN Presentations	<i>EBN1 Presentation</i>	
February 10	Pediatric EBN Presentations		
February 16	Assessment Lab – video production	<i>Formula Worksheet</i>	
February 17	Motivational Interviewing and Counseling - Dr. Mathews	<i>Pediatric Enteral Case</i>	
February 23	Motivational Interviewing and Counseling - Dr. Mathews		
February 24	Nutritional & Behavioral Interventions for Obesity & Diabetes - Dr. Mathews	<i>Mathews' assign. due dates TBA</i>	
March 2	Case Study Presentations (Fad Diets)	<i>Fad Diet Presentation</i>	
March 3	Case Study Presentations (Fad Diets)		
March 9	Diabetes – Guest Speaker		
March 10	Diabetes – Hot Topics		
March 16	Diabetes – In-class case study discussion	<i>Assessment Video</i>	
March 17	Diabetes – In-class case study discussion	<i>Diabetes Assign 1</i>	
March 23	Diabetes – EBN presentations	<i>ENB2 Presentations</i>	
March 24	Diabetes – EBN presentations		
March 30	Diabetes Management - Debate	<i>Student Debate</i>	
March 31	Kidney Disease – Hot Topics	<i>Diabetes Assign 2</i>	
April 6	Kidney Disease – Hot Topics		
April 7	Kidney Disease – In-class case study discussion	<i>Evidence Analysis (EDIS)</i>	
April 13	Kidney Disease – EBN Presentations	<i>EBN3 Presentation</i>	
April 14	Kidney Disease – EBN Presentations		
April 20	Kidney Disease – In-class case study discussion	<i>CKD Assign 1</i>	
April 21	Wrap up - Final Exam to Take home	<i>CKD Assign 2 Final Exam Due Apr 26</i>	

\* Tentative; EBN – Evidence-based Nutrition