

**COURSE SYLLABUS: DIE 6241 Section 04BC
ADVANCED MEDICAL NUTRITION THERAPY
SPRING 2023 (4 Credits)**

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Office hours: Tuesday 3:00-5:00 p.m. or by appointment.

Class Time: Tuesday 10:40 AM - 12:35 PM; Wednesday 12:50 - 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
- develop professional writing skills
- give and receive constructive criticism

Required Resource Materials

- Nelms M, Sucher KP, Lacey K. Nutrition Therapy and Pathophysiology 4th Ed. Cengage Learning. 2020 or similar textbook for background reading.
- 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 or related textbook chapter and read assigned material before 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 EDIS	50
Fad Diet Case Study Presentation	25
Hot Topic in Diabetes – Debate	25
Counseling Assignments (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
MNT Research proposal abstract	25
Take-Home Case Study Final Exam	50
Total	500

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies. [Click here to read the university attendance policies.](#)

Online Course Evaluation Process

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

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

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.

Software Use

All faculty, staff and students at 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.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal, educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct 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 with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Campus Helping Resources

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010, or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints

On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

CLASS SCHEDULE* (Assignments and required readings posted on Canvas)

Date	Topic	Assignments due	Readings (TBA)
January 10	Course Introduction Evidence-based practice & Critical thinking		
January 11	Take-home survey discussion of infant feeding	<i>Take-home survey</i>	
January 17	Pediatric Assessment with Guests		
January 18	Infant Formula Calculations		
January 24	Pediatric Disease Case Study Presentations	<i>Case Presentations</i>	
January 25	Pediatric Disease Case Study Presentations	<i>Case Presentations</i>	
January 31	Pediatric growth and the use of Z-scores in research: An African Case Study		
February 1	Pediatric Clinic	<i>Infant Formula Worksheet</i>	
February 7	Pediatric EBN Presentations	<i>EBN1 Presentation</i>	
February 8	Pediatric EBN Presentations	<i>EBN1 Presentation</i>	
February 14	Neonate and Preterm Nutrition		
February 15	Motivational Interviewing & Counseling – Dr. Mathews	<i>Pediatric Enteral Case</i>	
February 21	Living with Diabetes – Guest		
February 22	Nutritional & Behavioral Interventions for Obesity & Diabetes – Dr. Mathews	<i>Mathews' assign. due dates TBA</i>	
February 28	Case Study Presentations (Fad Diets)	<i>Student Presentations</i>	
March 1	Case Study Presentations (Fad Diets)	<i>Student Presentations</i>	
March 7	Diabetes – In-class case study discussion		
March 8	Diabetes – In-class case study discussion		
March 14	<i>Spring break – no class</i>	<i>Diabetes Assign 1</i>	
March 15	<i>Spring break – no class</i>		
March 21	Diabetes – EBN presentations	<i>ENB2 Presentations</i>	
March 22	Diabetes – EBN presentations	<i>ENB2 Presentations</i>	
March 28	Diabetes – Hot Topic		
March 29	Diabetes Management – Debate	<i>Student Debate</i>	
April 4	Kidney Disease – In-class case study discussion	<i>Diabetes Assign 2</i>	
April 5	Kidney Disease – Hot Topic	<i>MNT proposal abstract</i>	
April 11	Kidney Disease – EBN Presentations	<i>EBN3 Presentations</i>	
April 12	Kidney Disease – EBN Presentations	<i>EBN3 Presentations</i>	
April 18	Kidney Disease – In-class case study discussion	<i>CKD Assign 1</i>	
April 19	Wrap up and take-home Final Exam	<i>CKD Assign 2</i>	
April 25	No class in lieu	<i>Evidence-based EDIS</i>	
April 26	No class in lieu	<i>Final Exam</i>	

* Subject to change; EBN – Evidence-based Nutrition