

## DIE4246 Medical Nutrition Therapy Applications – Part II

Spring, 2026

Hybrid (in-person Tuesdays; online Thursdays), 3 credits

### Instructor: Dr. Laura Acosta

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Office Hours: 11:30-1:30pm on Fridays via Zoom unless otherwise arranged. Zoom link posted on Canvas; Please email for appointment. I may also be able to accommodate occasional appointments on other days. Please email if Fridays do not work for you and we will arrange an alternate day

### Teaching Assistant: Rachel Stennett

Email: [stennettr@ufl.edu](mailto:stennettr@ufl.edu)

Office Hours TBA

### Course Location and Meeting Times

Tuesdays (In-Person), Period 8 - 9 (3:00 PM - 4:55 PM), WEIM 1070

Thursdays (Zoom), Period 5 (11:45 AM - 12:35 PM), Zoom link posted on Canvas.

### 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 HUN4446 will be integrated into class lectures, discussions, activities, assignments, and quizzes, as appropriate.

### Course Learning Objectives

Upon completion of this course, students will 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 to students achieving the following learning outcomes defined by the Accreditation Council for Education in Nutrition and Dietetics (ACEND):

- KRDN 1.1: Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
- KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation.
- KRDN 2.5: Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.
- KRDN 3.1: Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions and develop plans to monitor the effectiveness of these interventions.
- KRDN 3.4: Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).
- KRDN 3.5: Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health, and disease.

## Course Prerequisites

HUN2201; DIE4245; APK2105 or PCB 4723C. Co-requisite: HUN4446.

## Textbooks, Learning Materials, and Supply Fees

### Required Materials

- Fremgen BF, Frucht SS. (2024). Medical Terminology: A Living Language, 8th Ed. Pearson. ISBN-13: 9780138029999. Note: 5th, 6th, and 7th editions are also okay.
- Pocket-size (about 4"x7") loose-leaf notebook for Nutrition Reference Handbook (with paper and tab dividers). A digital alternative is also acceptable with instructor approval.
- Student membership in the Academy of Nutrition and Dietetics (AND) for access to the Evidence Analysis Library (EAL).
- A "patient" to practice with... for some activities in this course, you'll need to recruit a friend or family member to be your mock patient.

### Optional Materials

- Nelms M, Sucher K. (2026). Nutrition Therapy and Pathophysiology, 5th Edition. Boston, MA: Cengage Learning. ISBN: 9780357973820. Note: The 4th edition is also fine.
- Mordarski B, Wolff J. Nutrition Focused Physical Exam Pocket Guide, Third Edition. Academy of Nutrition and Dietetics.

## Instructor Interaction Plan

- Expect an instructor response to email within 24 hours, during weekdays.

- Expect grades for most submitted assignments within one week of the assignment deadline (except for larger projects like the Case Study, which may take longer).
- Quizzes will be graded within 72 hours.
- If you ever have questions or need clarification on instructor or TA feedback, please email or attend office hours.
- I invite your feedback – both informally (at any time during the semester), and formally via the end-of-term GatorEvals. I strive to continuously improve student experience within the course, and your opinion is highly valued.

## Required Technology

- Computer with reliable internet access, webcam, and microphone
- Access to e-Learning (Canvas): <https://elearning.ufl.edu/>
- Access to Zoom: <https://ufl.zoom.us>
- Access to MS Word, MS PowerPoint, and PDF reader software

## Technical skills

Students are expected to have the following technical skills:

- Using the learning management system (Canvas)
- Using email with attachments
- Accessing, reading, creating and submitting files in Word, PDF, and PowerPoint
- Downloading and installing software
- Using presentation and graphics programs
- Using apps in digital devices
- Using Zoom for web conferencing
- Using basic video editing tools\*
- *\*For students who opt to create a video for the Nutrition Education Project*

## Digital information literacy skills

Students are expected to have the following digital information literacy skills:

- Using online libraries and databases to locate and gather relevant information
- Using computer networks to locate and store files or data
- Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
- Analyzing digital information for credibility, currency, and bias (e.g., disinformation, misinformation)
- Properly citing information sources in American Medical Association (AMA) format

## 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 from Canvas to class and to contribute to class discussions.

## Class Demeanor/Expectations

[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. Particular courtesy is expected when guest speakers visit. Please note that guest speakers are not being compensated for their services, and are sharing their knowledge and experience out of a love for the profession and desire to mentor and inspire the next generation of clinicians. The utmost respect, attentiveness, and professional courtesy is expected. You will be responsible on exams, case studies, assignments, etc. for information that is shared during guest lectures.

## Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. <https://helpdesk.ufl.edu/> | 352-392-4357

## Weekly Course Schedule

| Week | Date                    | Topic                                       | Quizzes, Exams, and Major Graded Projects |
|------|-------------------------|---|---|
| 1    | Tuesday<br>January 13   | Syllabus and Expectations<br>Diabetes       |   |
|      | Thursday<br>January 15  | Diabetes                                    |   |
| 2    | Tuesday<br>January 20   | Diabetes                                    |   |
|      | Thursday<br>January 22  | Diabetes                                    |   |
| 3    | Tuesday<br>January 27   | Diabetes                                    |   |
|      | Thursday<br>January 29  | Dr. Acosta Out of Office – No Class Meeting |   |
| 4    | Tuesday<br>February 3   | Diabetes / Renal                            | Medical Terminology Quiz 1                |
|      | Thursday<br>February 5  | Renal                                       |   |
| 5    | Tuesday<br>February 10  | Renal                                       |   |
|      | Thursday<br>February 12 | Renal                                       |   |
| 6    | Tuesday<br>February 17  | Renal                                       | Medical Terminology Quiz 2                |
|      | Thursday<br>February 19 | Renal                                       |   |
| 7    | Tuesday<br>February 24  | Renal                                       | Medical Terminology Quiz 3                |
|      | Thursday<br>February 26 | Renal                                       |   |
| 8    | Tuesday<br>March 3      | Renal                                       | Renal Case Study Due                      |

| Week | Date                 | Topic  | Quizzes, Exams, and Major Graded Projects |
|------|----------------------|--|---|
|      | Thursday<br>March 5  | TBA  |   |
| 9    | Tuesday<br>March 10  | Renal – Clinical Rounds, no class meeting                          | Clinical Rounds                           |
|      | Thursday<br>March 12 | Renal – Clinical Rounds, no class meeting                          | Clinical Rounds                           |
| 10   | Tuesday<br>March 17  | Spring Break   |   |
|      | Thursday<br>March 19 | Spring Break   |   |
| 11   | Tuesday<br>March 24  | Dysphagia and Orofacial NFPE                                       | Medical Terminology Quiz 4                |
|      | Thursday<br>March 26 | Dysphagia and Orofacial NFPE                                       |   |
| 12   | Tuesday<br>March 31  | Dysphagia and Orofacial NFPE                                       |   |
|      | Thursday<br>March 2  | Dysphagia and Orofacial NFPE                                       |   |
| 13   | Tuesday<br>April 7   | Dysphagia and Orofacial NFPE - Graded NFPE Demos, no class meeting | Graded NFPE Demos                         |
|      | Thursday<br>April 9  | Dysphagia and Orofacial NFPE - Graded NFPE Demos, no class meeting | Graded NFPE Demos                         |
| 14   | Tuesday<br>April 14  | Blood Pressure and Vital Signs                                     | Medical Terminology Quiz 5                |
|      | Thursday<br>April 16 | Blood Pressure and Vital Signs                                     |   |
| 15   | Tuesday<br>April 21  | Last Day   | Cumulative Exam                           |

## Grading Policy

Course grading is consistent with [UF grading policies](#).

## Course Grading Structure

| Assignment Type  | Point Value | Percent of Final Grade |
|--|-------------|------------------------|
| Attendance   | 50          | 8.3                    |
| Medical terminology quizzes (5 @ 25 points each, lowest dropped) | 100         | 16.7                   |
| Renal Case Study   | 100         | 16.7                   |
| Graded NFPE Demo   | 50          | 8.3                    |

| Assignment Type                                 | Point Value | Percent of Final Grade |
|---|-------------|------------------------|
| In-Class Activities, Labs, Homework Assignments | 50          | 8.3                    |
| Clinical Rounds Case Presentation               | 100         | 16.7                   |
| Cumulative Exam                                 | 150         | 25.0                   |
| <b>TOTAL</b>                                    | 600         | 100%                   |

## Grading Scale

| Grade | Points  | Percentage   |
|-------|---------|--------------|
| A     | 560-600 | 93.34-100%   |
| A-    | 540-559 | 90-93.33%    |
| B+    | 520-539 | 86.68-89.9%  |
| B     | 500-519 | 83.34-86.67% |
| B-    | 480-499 | 80-83.33%    |
| C+    | 460-479 | 76.68-79.9%  |
| C     | 440-459 | 73.34-76.67% |
| C-    | 420-439 | 70-73.33%    |
| D+    | 400-419 | 66.68-69.9%  |
| D     | 380-399 | 63.34-66.67% |
| D-    | 360-379 | 60-63.33%    |
| E     | <360    | <60%         |

## Academic Policies and Resources

Academic policies for this course are consistent with university policies. See

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

## Campus Health and Wellness Resources

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact [UMatterWeCare](#) for additional and immediate support.

## 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.

## Privacy and Accessibility Policies

- Instructure (Canvas)
  - [Instructure Privacy Policy](#)
  - [Instructure Accessibility](#)
- Zoom
  - [Zoom Privacy Policy](#)
  - [Zoom Accessibility](#)

## Use of AI (Artificial Intelligence) Tools

If students use AI tools in preparing assignments for this course, it is the students' responsibility to ensure the information's accuracy and credibility, abide by the UF Honor Code, and acknowledge in writing (in a footnote on the assignment) which AI tools were used and specifically how they were used on that particular assignment. AI tools are not allowed for quizzes or exams in this course.

## Class Attendance

Attendance is required for all dietetics (DIE) courses. "Attendance" is more than just being present (either physically or on Zoom). It means being attentive and engaged, and not working on other tasks. For the days we have class on Zoom, come to class in a quiet space without distractions. You should not be working at a job, traveling, "multitasking", etc. You must have your camera on in order to be counted as "present". If you have a situation arise where you must have your camera off, please discuss this with the course TA ahead of time.

Students who miss class due to illness, family emergency, or other extenuating circumstance must complete the [Instructor Notification Process through the Dean of Students Office](#) to be eligible for an excused absence. We understand that sometimes "life happens" and you may occasionally miss class due to circumstances that are not necessarily documentable emergencies. For this reason, we will allow up to 3 absences for the semester with no documentation needed and no questions asked. Absences beyond the allowed 3 will require notification from the Dean of Students Office (DSO) per above. If no DSO notification is provided, absences beyond the allowed 3 will result in a deduction of 10 points from the attendance grade, in addition to a grade of 0 for any work that was missed. Tardiness is unacceptable in the workplace and therefore also inappropriate in the classroom. Tardiness beyond 5 minutes will result in a deduction of 5 points from the attendance grade. Note that the Medical Terminology Quizzes are given during the first 20-25 minutes of class; students who are tardy will not be given extra time to complete quizzes.

## Late Work and Make-Up Work

Assignments are due on the date indicated on the syllabus. **Late assignments will be penalized 10% for each day late**, except in cases of excused absences as documented through the DSO process as noted above. Assignments **over one week late will not be accepted**, except in cases where an excused absence, documented through the DSO process, is prolonged. Please discuss with instructor if an extenuating hardship makes it impossible to complete an assignment within one week of the due date. These cases must be properly documented through the DSO, and will be evaluated on a case-by-case basis.