

COURSE SYLLABUS: Section 04BC
ADVANCED MEDICAL NUTRITION THERAPY 1
SPRING 2020 (4 Credits)

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Class Time: Tuesday 10:40 AM - 12:35 PM; Wednesday 12:50 AM - 2:45 p.m.
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 4th 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

Students are expected to attend all class sessions, arrive on time and be present for the entire class. An excused absence is at the discretion of the instructor. 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

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.

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

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

Pediatric Case Study Presentations	25
Pediatric Enteral Case Study	25
Pediatric Formula Worksheet	25
Hot topic contributions (3 @ 5 pts)	15
Assessment Workshop (participation)	10
Evidence-based Analysis of Practice Question (EDIS)	50
CVD Case Study Presentation	25
Dietary Assessment (Reflection)	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
Total	500

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>.

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>.

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, www.dso.ufl.edu/drc/

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*

Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching

- U Matter We Care, www.umatter.ufl.edu/
- **Career Connections Center, First Floor JWRU, 392-1601, <https://career.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>

CLASS SCHEDULE* (Assignments and readings on Canvas)

Date	Topic	Assignments due	Readings
January 7	Course Introduction Evidence-based practice & Critical thinking		
January 8	Dietary Assessment – multi-pass review and practice		<i>Lessen & Kavanagh 2012a & b</i>
<i>January 13 8 - 11 am</i>	<i>Dietary Assessment in Research - FSHN Clinical lab/209</i>		
January 14	Evidence Analysis – Dr. Andrade		
January 15	Take-home survey discussion of infant feeding		<i>Mosca et al 2017</i>
January 21	Pediatric Assessment and Human Milk		
January 22	Infant formula calculations Pediatric Malnutrition		<i>Read Becker 2014 Secker & Jeejeeboy 2012</i>
January 28	Pediatric Disease Case Study Presentations	<i>Student Presentations</i>	<i>Student selected papers</i>
January 29	Pediatric Disease Case Study Presentations		<i>Student selected papers</i>
February 4	Pediatric EBN Presentations	<i>Student Presentations</i>	<i>Student selected papers</i>
February 5	Pediatric EBN Presentations		<i>Student selected papers</i>
February 11	Assessment Workshop	<i>Demonstration Lab Formula Worksheet</i>	<i>Fullner et al 2015</i>
February 12	Motivational Interviewing and Counseling - Dr. Mathews	<i>Pediatric Enteral Case</i>	<i>Miller 2009 Hettema et al 2005</i>
February 18	Motivational Interviewing and Counseling - Dr. Mathews		
February 19	Nutritional & Behavioral Interventions for Obesity & Diabetes - Dr. Mathews	<i>Mathews' assign. due dates TBA</i>	<i>TBA</i>
February 25	Case Study Presentations (Fad Diets)	<i>Student Presentations</i>	<i>Kushner et al 2017</i>
February 26	Case Study Presentations (Fad Diets)	<i>Student Presentations</i>	<i>Grams & Garvey 2015</i>
March 3	Spring Break		
March 4	Spring Break		
March 10	Diabetes – Guest Speaker		<i>TBA</i>
March 11	Diabetes – Hot Topics	<i>Evidence Analysis</i>	<i>Oja et al 2018</i>
March 17	Diabetes – In-class case study discussion		<i>Evert et al 2014 Frans et al 2017</i>
March 18	Diabetes – In-class case study discussion	<i>Diabetes Assign 1</i>	
March 24	Diabetes – EBN presentations	<i>Student Presentations</i>	<i>Student selected papers</i>
March 25	Diabetes – EBN presentations	<i>Student Presentations</i>	<i>Student selected papers</i>
March 31	Diabetes Management - Debate	<i>Student Debate</i>	<i>Student selected papers</i>
April 1	Kidney Disease – Hot Topics	<i>Diabetes Assign 2</i>	<i>Kramer et al 2018</i>
April 7	Kidney Disease – Hot Topics		<i>Suki & Moore 2016</i>
April 8	Kidney Disease – In-class case study discussion		<i>Kalantar-Zadeh & Fouque 2017 CKD Summary recs.</i>
April 14	Kidney Disease – EBN Presentations	<i>Student Presentations</i>	<i>Student selected papers</i>
April 15	Kidney Disease – EBN Presentations	<i>Student Presentations</i>	<i>Student selected papers</i>
April 21	Kidney Disease – In-class case study discussion	<i>CKD Assign 1</i>	
April 22	Wrap up - Final Exam to Take home	<i>CKD Assign 2 Final Exam Due Apr 29</i>	