

**NUIP 6360-002 Medical Nutrition Therapy I**  
Fall 2019  
Mondays & Wednesdays 9:10a-10:30a HPR N 225  
3 Credit Hours

**Instructor:** Kary Woodruff, MS, RD, CSSD

**Contact information:**

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**Office Hours/Location:** HPR N 207, Mon & Wed 10:30 am-12:00 noon or by appointment

**Pre- or co-requisites:** NUIP Master's Program students or instructor's consent.

**Required Materials:**

- Mahan & Raymond. Krause's Food & the Nutrition Care Process, 14<sup>th</sup> edition, Elsevier Publishing, 2016.
- Nelms N, Long S & Lacey K, Medical Nutrition Therapy - A Case Study Approach 5th Edition, Wadsworth, 2017
- **Academy of Nutrition and Dietetics Student Membership** You are required to become a member of the Academy of Nutrition and Dietetics (\$58.00).  
<https://www.eatrightpro.org/membership/membership-types-and-criteria/student-member>
- **Academy of Nutrition and Dietetics: eNCPT/electronic Nutrition Care Process Terminology tool**, a comprehensive guide for implementing the Nutrition Care Process using a standardized language. AND student member pricing \$25.00, <https://ncpt.webauthor.com/>. Alternatively, there is a printed version: <https://www.eatrightstore.org/product-type/books/abridged-ncpt-reference-manual>
- **Academy of Nutrition and Dietetics Evidence Analysis Library**, free with academy membership. Access via <http://www.andeal.org/>

**Recommended:**

- Academy of Nutrition and Dietetics: **Nutrition Care Manual** Online Subscription. Note Student Member Pricing (79.99.) Available at [www.nutritioncaremanual.org](http://www.nutritioncaremanual.org).
- Pronsky Z Food Medication Interactions, most recent (19e), available online. If you can't get the 19<sup>th</sup> edition, the 18<sup>th</sup> will suffice.
- A medical dictionary and medical terminology book can be very helpful. There are many websites that can help fulfill this need. I will place links on CANVAS

*\*Please note: many of these books will be used throughout both semesters of Medical Nutrition Therapy and also for clinical rotations.*

**Course Description:**

Physiology and pathophysiology throughout the life-cycle with recognition and application of appropriate medical nutrition therapy. This course is lecture and skills based. Students will learn to apply the nutrition care process through the use of case studies. Emphasis is placed on diagnosis, intervention, monitoring and evaluation of individuals.

**Student Learning Outcomes:**

By the end of this course, you will be able to:

- Demonstrate how to evaluate and apply professional literature to make evidence based practice decisions.

- Use current information based technologies such as the AND Evidence Analysis Library to locate and apply evidence based guidelines and protocols.
- Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.
- Develop respectful, science based answers to client questions concerning emerging trends.

**ACEND Foundation Knowledge covered in this course:**

- KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
- KRDN 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols.
- KRDN 1.3 Apply critical Thinking
- KRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions

**ACEND Competencies covered in this course:**

- CRDN 1.2 Apply evidence based guidelines, systematic reviews and scientific literature.
- CRDN 1.4 Evaluate emerging research for application in nutrition and dietetics practice.
- CRDN 1.6 Incorporate critical thinking skills in overall practice
- CRDN 3.8 Deliver respectful, science based answers to client questions concerning emerging trends.

**Teaching and Learning Methods:**

This course will be taught using a variety of teaching methods to engage students in active learning. There will be lecture material but also case study exploration, team based learning, and continued discussions on complex issues.

**Assignments:**

**Pocket Reference Guide (90 points)**

During clinical rotations, many people find it helpful to carry a pocket reference with them so that they can refer to assessment parameters, diet guidelines etc. without needing to return to an office or reference library. These can be purchased, but to facilitate learning the required material you will make your own. (You cannot receive full credit if you don't hand this in at regular intervals).

- **Materials:** You will need a 3 x 5" spiral bound or ringed binder (needs to fit in a lab coat pocket – you can go a little larger depending on what you can find). The binder should have dividers. This assignment will be continued through spring semester, so be sure to have plenty of paper.

**Daily Quizzes ( points)**

On most lecture days, there will be a quiz due before class begins at 9 am on the reading material assigned for class that day. You will have 10 minutes to complete the quiz, which is open-book. However, if you have not read the material it will be difficult to finish in 10 minutes. Quizzes are worth 10 points, they are available on Canvas, and each and the lowest grade will be dropped.

**Case Study Presentations (100 points)**

Each CMP student will present a case study. Cases are from Medical Nutrition Therapy: A Case Study Approach. Student will present one case study during the semester. The case presentation should be done as a PowerPoint. **The presentation should include an interactive activity.** On days when multiple cases are presented it is appropriate for the presenters to combine the interactive activity and do one together. A grading rubric is provided. Case presentations should be approximately 15 minutes in length. **Students should make arrangements to meet with the instructor at least one week prior to**

**presentation date.** Please plan on 30 minutes to one hour to go over case materials with instructor. Students will hand in a write up of case study questions and do a presentation of the case for the class.

**Case study questions. (125 points, 5 x 25 points)** Each student in the class is responsible to write up and hand in a written response to preselected questions that accompany each case study. These are due on the day of the case presentation, submitted on CANVAS. **All answers should be referenced, use the APA format.** <http://owl.english.purdue.edu/owl/resource/560/1/>

- 9/17: Case study (CS) questions: case #7: Q's 1, 5, 8, 9; case #9: Q's 7, 9, 11, 12; case #10: Q's 5-7.
- 10/15: CS questions: case #2: Q's 5, 6, 21, 22; case #16: Q's 5, 6, 8, 10 (from 4<sup>th</sup> edition – will provide)
- 10/29: Case #16(5e): Q's 4, 8, 12, 18; case #17: Q's 6, 8, 9, 22; case #18: Q's 4, 7, 9, 16
- 11/12: CS questions: case #4: Q's 13, 14, 15, 20, 23, 24, 25; case #22: Q's 2, 5, 6, 9, 11, 19.
- 11/28: Complete the case of Juan Cruz (NKDEP) – Instructor will provide case #23; Q's 1, 3, 7, 20

**Team Based Learning: (3 x 25 points each; 1 x 10 point peer review)** Team-based learning (TBL) will be incorporated into the course through 4 modules. This active form of learning will replace traditional lectures to increase student engagement and collaboration. Students will be expected to provide constructive feedback to peers and effectively communicate on a team. TBL emphasizes the application of course material to enhance learning.

**Participation & Preparation points** (50 points max) are assigned to encourage students to participate in discussions, ask questions, complete short unplanned assignments etc. There are 2 brief assignments including the EAL tutorial, and the Functional Medicine assignment included here.

**Journal Club Presentations:** (100 points) Students will evaluate and present emerging research for application in nutrition and dietetics practice. The assignment will relate to cardiovascular disease and current nutrition recommendations.

**Exams (300 points)**

There will be three exams. Each exam is worth about 100 points. Exams will contain a variety of formats; multiple choice, short answer, case study, etc. Questions will be drawn from written assignments, lectures, case presentations and readings.

**Grading Criteria:**

Range		Grade	Range		Grade	Range		Grade
92.5	100	A	79.5	82.4	B-	66.5	69.4	D+
89.5	92.4	A-	76.5	79.4	C+	62.5	66.4	D
86.5	89.4	B+	72.5	76.4	C	59.5	62.4	D-
82.5	86.4	B	69.5	72.4	C-	0	59.4	E

*Note: CMP Students must earn a B- or better to continue on to FDNU 6380*

Case Studies Presentation	15%	1 @ 100 pts	100
Case study questions	15%	5 at 25 points each	125 points
Daily quizzes	10%	10 pts each	90 max
Pocket clinical guide	5%	30 pts each	90 points
Team Based Learning IRAT, GRAT; peer review	15%	3 @ 25 pts each, 10 pt review	85 points
Participation points & miscellaneous assignments (including EAL tutorial)	5%		50 points max

Cardiovascular Journal Club presentations	5%	1 @ 100	100 points
3 Exams	30%	3 @ 100 points	300 points
<b>Total Points (approximation)</b>			<b>940 points</b>

### **Course Schedule:**

*Note:* Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas. Readings are listed on Canvas.

<b>Date</b>	<b>Topic Guest Speakers Readings etc</b>
8/19	<b>Review of Syllabus The Role of the Dietitian in the Health Care System</b>
8/21	<b>Sarah Boyt present case example: <u>Class at 9:00am</u> Sign up for case studies! Nutrition &amp; Chronic Disease</b>
8/26	<b>Nutrition Care Process –TEAM BASED LEARNING</b>
8/28	<b>Food Allergies and Intolerance</b>
9/2	<b>Labor Day Holiday</b>
9/4	<b>GI tract – GI Maldigestion</b>
9/9	<b>GI tract – GI Malabsorption</b> Irritable Bowel Syndrome, Diarrhea, Constipation, Malabsorption, FODMAPs
9/11	<b>Celiac Disease guest: Margaret Braae MS RD</b>
9/16	<b>Case Study Presentations</b> Case questions due today by 9 am
9/18	<b>EXAM 1</b>
9/23	<b>Aging and Chronic Disease</b>
9/25	<b>Obesity and Weight Management</b>
9/30	<b>Pediatric Obesity and Weight Management. Guest Speaker: Julie Metos PhD RD</b>
10/02	<b>Obesity: Team Based Learning</b>
	FALL Break 10/6-13
10/14	<b>Issues in Weight Management: Case Study Presentation:</b>

	<b>Case questions due today by 9 am</b>
10/16	<b>Diabetes Overview – guest lecturer: Lacie Peterson</b>
10/21	<b>Diabetes Drugs and Monitoring: Team Based Learning Activity</b>
10/23	<b>Food-Drug Interactions; Herbal Supplements</b>
10/28	<b>Diabetes Case Presentations Case study questions due today</b>
<b>10/30</b>	<b>EXAM II phase II of pocket book due (50 pts)</b>
11/04	<b>Hypertension: Team Based Learning Activity</b>
11/06	<b>Hyperlipidemia</b>
11/11	<b>Case Study Presentation: Case questions due today at the beginning of class!</b>
11/13	<b>Lifecycle Topic: Breastfeeding</b>
11/18	<b>Rehabilitation: functional disabilities and adaptive feeding equipment. Guest: Jeanette Koski, MS OTR/L</b>
11/20	<b>NO CLASS-Happy Thanksgiving</b>
11/25	<b>Renal - Renal Dietitian, VA Medical Center</b>
11/27	<b>Renal Case Presentations Case questions due today by 9 am</b>
12/02	<b>Cystic Fibrosis-Lisa Joss-Moore PhD</b>
12/04	<b>Journal Club Group Presentations</b>

**Suggested readings:**

- Addendum Guidelines for the Prevention of Peanut Allergy in the US: Summary of the National Institute of allergy and infectious diseases\_Sponsored expert panel. AND May 2017
- Prevalence of Sarcopenia and Associated outcomes in the clinical setting, Peterson, NICP Feb 2016
- Integrative Nutrition and Health Models Targeting Low-Income Populations: A Pilot Intervention in Three Food Banks, JAND, January 2017
- Treatment of Sarcopenic Dysphagia with Rehabilitation and Nutrition Support: A comprehensive approach. JAND April 2016
- Obesity Reproduction and Pregnancy Outcomes - Academy Position Paper ,2016

**Course Policies:**

- Students are expected to attend lectures and participate actively
- Silence cell phones. No texting

- Laptops should be closed during student and guest presentations.
- Avoid eating when we have a guest lecturer. Please avoid noisy food.
- Avoid side conversations
- Assignments are to be uploaded into Canvas; I will not accept paper copies of assignments. **Technical difficulties will not be acceptable reasons for late assignments.** If you experience technical difficulties with submitting these assignments, you can call technical support or you can try to email me the assignment via Canvas email. *I will not accept late assignments or assignments not submitted correctly without prior permission.* Assignments submitted late (**up to 3 days including weekends**) **will be graded for at 50% credit.**

#### **Other information:**

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; <http://disability.utah.edu/>; 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA.
2. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
3. ***The Code of Student Rights and Responsibilities.*** The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.
4. ***Statement of Safety.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).
5. ***Wellness Statement.*** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.
6. ***Veterans Center.*** If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.
7. ***LGBT Resource Center.*** If you are a member of the LGBTQ community, I want you to know that my classroom is a safe environment. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building; their hours are M-F 8-5 pm. You can visit their website to find more information about the support they can

offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

8. ***Learners of English as an Additional/Second Language***. If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.