

NFS 3260: CLINICAL NUTRITION 1

University of Vermont, Nutrition and Food Sciences Department

Fall 2023: T, TH 2:50-4:05PM, 3 Credits

Lafayette Hall L200

Instructor:

Kelsey L. Rose, MPH, RDN

Email: klrose@uvm.edu

Office: 253 Carrigan Hall

Office Hours: Wednesday 2:30-3:30 or by appointment

Supporting your success is my priority; do not hesitate to schedule a meeting through email. Please note, it could take more than 48 hours to respond, especially on the weekend.

Required Text: Nutrition Therapy and Pathophysiology by Nelms, Sucher, and Long, 4th ed.

Course Description:

This course is the first of a two-course series exploring concepts in pathophysiology of disease, with a focus on nutrition interventions. The course will begin with foundational aspects of nutritional assessment and the overall nutrition care process. Major organ system dysfunction including cardiovascular, gastrointestinal, renal, endocrine, pulmonary, central nervous system and immune processes/metabolic stress will be discussed over the next two semesters. Throughout the course, we will discuss ethical considerations, culturally competent care, and how to best support an individual's overall wellbeing to empower you as future practitioners.

Through lecture, case discussion, and assignments, students will learn to use logical and critical reasoning to approach clinical situations which are complex. Students are expected to identify problems and solutions and support their decisions with evidence-based, well-structured arguments.

Unlike other dietetic courses you may have taken, this course will involve critical discourse both of nutrition and the study of dietetics itself. As well as, an understanding of the systems approach, with a focus on human relatedness, which is necessary for true implementation of any nutrition intervention.

Course Format

As much as possible, the course will begin with an overview of the previous week's material, including a quiz (once a week) to best assess comprehension, then explore new material. Every class will involve a split between a lecture and applied learning and/or discussion. Required readings are expected to be completed before each class.

I expect you to come to class. However, I understand that sometimes that isn't possible and ask you to let me know, in advance, if you are not planning on attending. I reserve the right to drop your letter grade if you miss three or more classes throughout the semester.

Learning Objectives:

After taking NFS 3260 students will be expected to:

- 1) Know the pathophysiology/mechanism of disease and their nutrition interventions
- 2) Effectively use the Nutrition Care Process for disease states
- 3) Be able to create a care plan based on medical and social conditions, recognizing environmental barriers
- 4) Illustrate how the RDN is a necessary part of a multidisciplinary team

- 5) Critically think about application of population-wide recommendations at an individual level
- 6) Skillfully interpret current research
- 7) Utilize advocacy skills to challenge policy

Competencies:

ACEND Core Knowledge for Entry-Level Practice as an RDN

Upon completing this course students will be able to:

- KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
- KRDN 1.2 Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols.
- KRDN 1.3 Apply critical thinking skills
- KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.
- KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics.
- KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.
- 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.

Prerequisites: Senior Standing, NFS 2143, NFS 3243

Course Requirements:

All assignments are to be word processed, with correct spelling and grammar utilized. Late assignments will not be accepted EXCEPT for one assignment, which I will provide a grace period of 48 hours. Readings will be assigned prior to lecture, followed by weekly quizzes. The following is the assigned work for NFS 3260:

• Personal Reflection	(5 points)
• Minnesota Experiment Exercise	(10 points)
• ADIME exercise	(10 points)
• Artificial Nutrition Exercise	(10 points)
• Weekly Quizzes/Activity	(65 points)
• Advocacy Presentation	(50 points)
• Three Exams	(150 points)
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	100% (200 points)

- 100 Points =D-
- 110 Points = D
- 120 Points = D+
- 130 Points = C-
- 140 Points = C
- 150 Points = C+
- 160 Points = B-

170 Points = B
180 Points = B+
190 Points = A-
200 Points = A

Grades of A+ will be awarded at the instructor's discretion for outstanding engagement and performance in the course.

ATTENDANCE AND ILLNESS

If you need to isolate or quarantine, Student Health Services will inform our Dean's office. You should contact me to make arrangements to discuss missed work.

If I need to be absent because of COVID-symptoms I reserve the right to either adjust our schedule to accommodate a cancelled class, or to convene the class remotely on Teams. If I need to be absent or convene a remote session, I will communicate with you as early as possible.

DIRE EMERGENCIES

These emergencies must be documented and are subject to my approval. In such emergencies, the student should contact me within twenty-four hours of the scheduled assessment/due date, unless it is physically impossible for the student to do so, in which case the student should be prepared to document that impossibility. I am willing to work with you if you are experiencing COVID-19 related illness or loss, you must however communicate with me in a timely manner so I can provide this support and alert college student services to pursue possible extensions.

LIVED NAME AND PRONOUN INFORMATION

The UVM Directory includes fields for indicating your lived name and your pronouns. Lived names (preferred names, names in use) are names that an individual wants to be known by in the University community. Entering your pronouns is strongly encouraged to help create a more inclusive and respectful campus community. To update your information, login to the UVM Directory. A preview box will allow you to see how this information will appear in other systems used on campus such as Microsoft Teams and Blackboard.

More information about how to make changes to your lived name and pronouns is available in the Knowledge Base.

STATEMENT ON WEIGHT INCLUSIVITY:

This course will take a weight-inclusive approach with the intention of improving access to health care that is *non-stigmatizing*. This approach is built on scientific evidence that individuals can maintain a healthy body and achieve a state of well-being independent of their weight. This approach moves away from blaming the individual for being unable to lose weight. It allows for a decrease in weight stigma and body shaming, while increasing focus on overall improvement in psychological well-being and social determinants of health. In this course, a weight-inclusive approach will be applied to all facets of dietetics & nutrition practice, including interventions, training, counseling, and education. This approach is consistent with CALS commitment to Diversity, Equity, and Inclusion.

POTENTIAL CHANGES DURING THE SEMESTER

The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and

health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives.

PROHIBITION ON SHARING ACADEMIC MATERIALS

Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

ACADEMIC INTEGRITY

UVM has an Academic Integrity policy that should be adhered to during this course. You can find a copy of the policy here: <http://www.uvm.edu/policies/student/acadintegrity.pdf>.

RELIGIOUS HOLIDAYS

Students have the right to practice the religion of their choice. Each semester students should submit, in writing to their instructors, by the end of the second full week of class, their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

DISABILITY ACCOMMODATIONS

Students requiring special assistance due to a disability are asked to contact the instructor during the first week of classes so that reasonable accommodation for the disability can be determined and arranged. Disability documentation, testing, and accommodations are coordinated through the Student Accessibility Services office on campus: <http://www.uvm.edu/~access/>.

ACADEMIC-ATHLETIC CONFLICTS

Student athletes need to notify me of any classes they may miss due to documented athletic conflicts by the end of the second week of the semester. We will then work on a plan to allow the student-athlete to make-up any work they miss because of an athletic conflict.

UVM FINAL EXAM POLICY

This course will abide by the UVM Final Exam Policy:
<http://catalogue.uvm.edu/undergraduate/academicinfo/examsandgrading/>.

STUDENT SUPPORT SERVICES

There are many students support services available to UVM students. You may find the following to be helpful throughout the semester and your time at UVM.

UVM Counseling and Psychological Services (CAPS) Office: <http://www.uvm.edu/~chwb/psych/>

UVM Living Well: <http://www.uvm.edu/~chwb/psych/?Page=outreach.html>

UVM Center for Health and Wellbeing: <http://www.uvm.edu/~chwb/>

Student Accessibility Services:
https://www.uvm.edu/academicsuccess/student_accessibility_services

UVM Tutoring Center: https://www.uvm.edu/academicsuccess/tutoring_center

UVM Writing Center: <http://www.uvm.edu/wid/writingcenter/>

C.A.R.E.: If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at <https://www.uvm.edu/studentaffairs>

Alcohol and Cannabis Statement: As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:

- Cause issues with attention, memory and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation

Course Topic/Assigned Readings:

This syllabus is subject to change.

Week	Tuesday	Readings	Thursday	Readings
Week of August 28	Introduction: Why being an RDN matters	Please read the brief letter posted to Brightspace before class	What is weight inclusivity?	Blackboard
Week of September 4	Relationship to Body: It's complicated	Blackboard	Advocacy presentation preparation	
Week of September 11	Nutrition Frameworks	Blackboard	Nutrition Care process: introduction	Chapter 4
Week of September 18	Nutritional Assessment: Anthropometrics/Body Composition, Dietary Data, Biochemical, Clinical Nutrition Screening (SGA)	Chapter 4	Nutrition Intervention, Monitoring and Evaluation	Chapter 4
Week of September 25	Documentation	Chapter 6	Exam 1	
Week of October 2	Malnutrition: Overview		Malnutrition: Consensus statement	Chapter 22

			and diagnosing malnutrition	
Week of October 9	Malnutrition: alcohol and drug use	Blackboard	Metabolic stress in critical illness	Chapter 22
Week of October 16	Eating Disorders	Blackboard	Eating Disorders	Blackboard
Week of October 23	Fluid and electrolyte balance	Chapter 7	Exam 2	
Week of October 30	Parental and Enteral Nutrition	Chapter 5	Parental and Enteral Nutrition	Chapter 5
Week of November 6	Parental and Enteral Nutrition	Chapter 5	FLEX DAY + Guest Lecture	Chapter 5
Week of November 13	Advocacy Presentation		Advocacy Presentation	
Week of November 20	No class		No class	
Week of November 27	Upper GI Tract Diseases	Chapter 14	Upper GI/Lower GI	Chapter 14
Week of December 8	Lower GI	Chapter 14	Lower GI	Chapter 14
Final Exams				