

NFS 3261: CLINICAL NUTRITION 2
University of Vermont, Nutrition and Food Sciences Department
Spring 2024: T, TH, 2:50-4:05 PM 3 Credits
Lafayette, L 212

Instructor:

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Office Hours: 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 explores concepts in pathophysiology of disease, with a focus on nutrition interventions. The course will build upon foundational aspects of nutritional assessment and the overall nutrition care process. Major organ system dysfunction including gastrointestinal, cardiovascular, renal, endocrine, pulmonary, central nervous system and immune processes/metabolic stress will be discussed during this semester. 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 and ill structured. Students are expected to identify problems and solutions and support their decisions with evidence-based, well-structured arguments.

Course Format

As much as possible, the course will begin by exploring new material and then using class time for applied learning and/or discussion. Required readings are expected to be completed before each class.

Learning Objectives:

After taking NFS 3261 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 243, NFS 3260

Course Requirements:

Assignments are due by the date specified in the calendar on pages 5-6. Assignments will be due 2 weeks from the assigned date. All assignments are to be word processed, with correct spelling and grammar utilized. Late assignments will not be accepted. I will provide a grace period of 48 hours for one assignment. Readings or podcasts will be assigned prior to lecture. The following is the assigned work for NFS 3261:

Assignments:

- Exams (3): 50 points each
- Topical Case Study and reflection: 60 points
- Counseling Evaluation: 25 points
- Special Topics Presentation: 50 points
- In-class assignments: 30 points

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

Week	Tuesday	Thursday
Week of January 15	Introduction +COVID	Upper GI
Week of January 22	Upper GI/Lower GI	Lower GI
Week of January 29	Lower GI	Lower GI
Week of February 5	<u>Lower GI: Case Study presentation and counseling practice</u>	Cardiovascular Disease
Week of February 12	Cardiovascular Disease Cardiovascular Disease: Case Study	Cardiovascular Disease
Week of February 19	Anemia/ Hematology	Exam 1
Week of February 26	Diabetes: Type 1 DM	TBD
Week of March 4	No Class	Guest Lecture Diabetes: Type 2 DM
Week of March 18	<u>Diabetes Case Study presentation and counseling practice</u>	Chronic Kidney Disease Guest Lecture
Week of March 25	Chronic Kidney Disease	<u>Chronic Kidney Disease Case Study presentation and counseling practice</u>
Week of April 1	Exam 2	Flex day: Interactive day with Dr. Farryl coming in
Week of April 8	Pancreas, Liver, Gallbladder	Pancreas, Liver, Gallbladder
Week of April 15	<u>Pancreas, Liver, Gallbladder Case Study presentation and counseling practice</u>	Neurology-MS/ALS
Week of April 22	<u>Neurology-MS/ALS Case Study presentation and counseling practice</u>	Special Topics presentations
Week of April 29	Special Topics presentations	Special Topics presentations
Week of May 6	FINAL- May 7, 4:30 PM, L212	

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 canceled 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 student 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