NFS 260: Diet & Disease  
*Fall Semester, 2020 (3 credits)*

**Location: Remote; Wednesday, 5:00 – 8:00 p.m.**

**Professor: Amy Nickerson, MS, RDN**  
MSD Program Director + Senior Lecturer  
Department of Nutrition & Food Sciences  
232 Marsh Life Science

Contact Information  
Email: amy.nickerson@uvm.edu  
Cell: 802.324.909

**Office hours:**  
Tuesday, 1:00 – 2:30 p.m.  
Wednesday, 10:00 a.m. – 12:00 noon  
Thursday, 12:00 noon – 2:00 p.m.  
Or, by appointment

**Technical support for students**  
Students, please read this technology check list to make sure you are ready for classes.  
https://www.uvm.edu/it/kb/student-technology-resources/

Students should contact the Helpline (802-656-2604) for support with technical issues.

**Modality description/Outline**  
Attendance in every weekly class synchronous meeting is required. You will need a camera and a microphone. Video function will be “on” for each student for the duration of the class meeting unless otherwise instructed. Be on time; we will start promptly at 5:00 p.m. and end by 8:00 p.m. I will be available for 15 minutes before and after class to answer questions as you get “settled”. There will be large class discussions and smaller group discussions (where you be assigned to a breakout room, or channel in Teams language). Typically, a class will begin with a large group discussion, clarification of assignments or answers to questions; followed by smaller group work in a channel with your classmates; and then a return to the larger group for sharing the experience of the in-class assignment. There will be eight in-class quizzes sprinkled throughout the semester (the quiz weeks will be identified on the syllabus). Other graded assignments will be identified in each weekly module on Blackboard. Your success in the course will be based on active participation; we are all here to learn about food intake as it relates to the management of chronic conditions and to develop the basic Nutrition Care Process skills of a registered dietitian nutritionist. Throughout the 3-hour class meeting, there will
be multiple breaks in order to keep everyone alert and engaged. Please minimize external distractions while you are “in class”.

Pre-requisites or co-requisites
NFS 53, 143, 243

Course Description
In this course, students will (1) examine food patterns as they relate to the prevention and management of common non-communicable diseases; (2) develop skills using the Nutrition Care Process; and (3) prepare for the unique role of the registered dietitian nutritionist (RDN) on an interprofessional health care team.

The course will be taught remotely and will meet synchronously every Wednesday from 5:00 – 8:00 p.m. Students will be expected to complete assigned readings prior to class and be prepared to participate in group problem-solving and discussions.

Course Learning Objectives
Following successful completion of the course, students will be able to:

1. Link the pathophysiology of commonly diagnosed chronic conditions to the appropriate medical nutrition therapy
2. Identify food patterns that contribute to non-communicable (chronic) disease
3. Describe food patterns associated with reduced risk for non-communicable (chronic) disease
4. Apply the Nutrition Care Process to assigned case scenarios
5. Develop culturally appropriate nutrition care plans
6. Demonstrate proficiency in documenting progress notes using both the ADIME and SOAP note format
7. Provide examples of how the RDN contributes to improved patient outcomes on an interprofessional practice team
8. Describe how the practice of nutrition and dietetics is governed
9. Create a professional practice tool that summarizes the appropriate medical nutrition therapy for a medical condition
10. Explain how health care policy impacts access to reimbursable RDN services

ACEND Core Knowledge for Entry-level practice as a registered dietitian nutritionist

Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice
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 skills.
Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

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; and describe interprofessional relationships in various practice settings.

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 in the delivery of food and nutrition services.

Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.

KRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.

Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

KRDN 4.3 Describe the regulation system related to billing and coding, what services are reimbursable by third party payers and how reimbursement may be obtained.

Required Course Materials:

Textbook:

Class participation will require:
Internet access
Microsoft Teams

Note: Students are encouraged to become student members of the Academy of Nutrition and Dietetics as certain course materials are available on the member only Academy website.
https://www.eatrightpro.org/membership/membership-types-and-criteria/student-member

Blackboard:
All course information and assignments will be posted on Blackboard. Students will upload their work to Blackboard. Each week there will be a new Module posted that includes the assigned readings and other relevant information. There will also be specific locations within Blackboard to post completed assignments. Students are expected to check Blackboard regularly. The professor will frequently post announcements on the course home page; at the time of posting, an email alert will be sent to all students. The Blackboard page will be reviewed during the 1st class meeting.
Attendance Policy and Classroom Environment Expectations:
Students are expected to participate in class each week. Since this will be an “active” classroom where you will be working through problems with your classmates, weekly attendance is essential to passing the course. Although attendance will not be taken each week, there will be in-class assignments that will indicate whether or not you attended class. If you miss these in-class assignments, you will be marked absent. Repeated absences or early exit from the class will negatively impact your grade.

Appropriate online behavior is expected. Your video cams will be turned “on” during the class meeting (required), so please dress appropriately. More specific “netiquette” will be discussed during the 1st class meeting.

Grading Criteria/Policies:
Your grade will be based on the number of points you accrue over the semester (the numerator), divided by the total number of possible points (the denominator).

Assignments are due on the date identified on the course outline. Late assignments will lose points. One day late: grade marked down by 5%; two days late: grade marked down by 10%. No assignments will be accepted more than two days after the due date; the grade earned will be (0 points). If you are unable to meet a deadline, please reach out to the instructor in advance.

<table>
<thead>
<tr>
<th>Graddable Assignments</th>
<th>Points</th>
<th>Total Points</th>
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<tbody>
<tr>
<td><strong>Case studies</strong></td>
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<tr>
<td>3 (cultural awareness; nutrition assessment; type 2 diabetes in youth)</td>
<td>15/case</td>
<td>45</td>
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<tr>
<td><strong>Assignments</strong></td>
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<td>SOAP note for classmate interview</td>
<td>10</td>
<td>10</td>
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<td>IPE Module &amp;n quiz</td>
<td>10</td>
<td>10</td>
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<td>Lab Values worksheet</td>
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<tr>
<td>Diabetes Exchanges applied to 2nd 24HR w/ classmate</td>
<td>10</td>
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<tr>
<td><strong>Quizzes (8 quizzes)</strong></td>
<td>10</td>
<td>80</td>
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<tr>
<td><strong>Ticket into class (11)</strong></td>
<td>5</td>
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<td><strong>Exit out of class (11)</strong></td>
<td>5</td>
<td>55</td>
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<td><strong>Final Project</strong></td>
<td>25</td>
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<tr>
<td><strong>Final “Exam”</strong></td>
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<tr>
<td><strong>Total Points</strong></td>
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<td>315</td>
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- **For 200-level courses approved for graduate credit** Instructor permission required and note from Faculty Advisor. Additional assignment will be required to earn graduate credit.
### Grading:

- **A**: 94-100
- **A-**: 90-93
- **B+**: 87-89
- **B**: 84-86
- **B-**: 80-83
- **C+**: 77-79
- **C**: 74-76
- **C-**: 70-73
- **D+**: 67-69
- **D**: 64-66
- **D-**: 60-63
- **F**: <60

### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Module</th>
<th>Goals</th>
<th>Reading Assignments * &amp; Preparation</th>
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<tbody>
<tr>
<td>09/02</td>
<td>Overview of course; textbook Role of RDN/scope of practice Sample case to complete in-class (set the stage for the Nutrition Care Process model)</td>
<td>1. Provide a framework for the profession of dietetics: roles, responsibilities &amp; scope of practice; nutrition assessment 2. Navigate the Nutrition Care Process (NCP) model 3. Introduce PES; nutrition diagnosis</td>
<td>Nelms, Chapter 1, pp 3-5; SOP link on BB Introduce the final “exam”</td>
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<tr>
<td>09/09</td>
<td>Why nutrition assessment? Tools available Basics of obtaining 24HR Evaluate/form impressions of intake Documentation (ADIME/SOAP)</td>
<td>1. Introduce tools used by the RDN in completing the Nutrition Care Process (NCP) 2. Examine ADIME in the context of the NCP 3. Learn techniques for conducting a 24-hour recall (24HR)</td>
<td>Nelms, Chapters 2 + 6 Quiz #1</td>
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<td>09/16</td>
<td>Interprofessional Practice (IPP) background; IPEC competencies Work through an IPP case</td>
<td>1. Learn about how interprofessional practice improves patient outcomes 2. Explore the IPEC competencies 3. Consider the role of RDN on IP practice team</td>
<td>Nelms, Chapter 1, pp 8-10; IPE learning module (link on BB)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
<td>Resources</td>
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<td>09/23</td>
<td>Introduce cultural dimension to professional practice</td>
<td>4. Appreciate how a non-Western food pattern can provide adequate nutrition</td>
<td>Nelms, Chapter 3, esp. pp 38-50, 67-71</td>
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<td>Energy imbalance</td>
<td>1. Review concepts of energy balance</td>
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<td>Shorten class meeting to allow for participation in virtual orientation on Friday</td>
<td>2. Learn methods for estimating energy requirements</td>
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<td>3. Practice writing PES statements</td>
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<td>3. Explore the factors influencing energy imbalance</td>
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<td>09/25</td>
<td>IPE orientation (virtual) (90-minute session)</td>
<td>e-Learning Module (45 mins)</td>
<td>Link to the IPE module:</td>
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<td>Orientation (90 minutes)</td>
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<td>1. Learn nuances of inter-professional team dynamics</td>
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<td>2. Consider the role of RDN on the IP team</td>
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<td>09/30</td>
<td>Energy imbalance</td>
<td>1. Increase awareness of the factors contributing to obesity/overweight</td>
<td>Nelms, Chapter 4; Chapter 12, pp 254-295</td>
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<td>Diabetes exchange list</td>
<td>2. Question the conventional approach to weight management</td>
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<td>3. Increase awareness of weight inclusivity &amp; Health at Every Size (HAES)</td>
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<td>4. Improve skill using diabetes exchange lists for estimating energy intake</td>
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<td>10/07</td>
<td>Malnutrition Lab values</td>
<td>1. Understand how the RDN completes a nutrition-focused physical exam (NFPE)</td>
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<td>NFPE</td>
<td>2. Understand the different energy &amp; fuel</td>
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<td></td>
<td>Guests: Stephanie Gall</td>
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<td></td>
<td>Kyle Lamprecht</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Objectives</td>
<td>References</td>
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<td>10/14</td>
<td>Metabolic syndrome Drug-nutrient interaction</td>
<td>1. Recognize the risk factors and diagnostic criteria for metabolic syndrome 2. Increase awareness of strategies to reduce the risk of metabolic syndrome 3. Introduce the most common drug nutrient interactions that impact health</td>
<td>Nelms, Chapter 6; Chapter 13, p 315; Chapter 11; articles on BB</td>
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<td>10/21</td>
<td>Cardiovascular Disease (CVD): Hypertension DASH</td>
<td>1. Connect the pathophysiology of HTN to food/nutrition management 2. Gain working knowledge of DASH diet</td>
<td>Nelms, Chapter 13, pp 296-312</td>
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<td>10/28</td>
<td>CVD: Atherosclerosis Mediterranean food pattern</td>
<td>1. Connect the pathophysiology of ASCVD to lifestyle 2. Gain working knowledge of the Mediterranean food pattern</td>
<td>Nelms, Chapter 13, pp 312-322, +/- pp 326-333</td>
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<tr>
<td>11/04</td>
<td>Pre-diabetes Diabetes Health care policy &amp; access to medical nutrition therapy services</td>
<td>1. Increase awareness of early lifestyle interventions for prediabetes 2. Connect the pathophysiology of diabetes to MNT 3. Become proficient in CHO controlled approach to managing diabetes 4. Become familiar with factors influencing access to MNT</td>
<td>Nelms, Chapter 17, pp 477-517</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
<td>References</td>
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</table>
| 11/11 | Diabetes                                     | 1. Gain proficiency in MNT for diabetes  
2. Explore multiple factors influencing MNT strategies | Nelms, Chapter 17  
Quiz #8                              |
| 11/18 | Enteral/parenteral nutrition  
*Guest: Haley Dienst* | 1. Become familiar with algorithms for selecting a feeding route & appropriate formula for enteral/parenteral nutrition  
2. Learn the basics about factors influencing formula selection  
3. Become aware of the risks + benefits of EN/TPN  
4. Guide students through a case study | Nelms, Chapter 5;  
Chapter 22, pp 674-685 |
| 11/25 | No class  
Thanksgiving break                           |                                                                         |                                     |
| 12/02 | Showcase/Gallery Walk: Professional Practice Tool | Begin to create a resource toolkit: basics of commonly diagnosed conditions that include MNT component |                                     |
| 12/09 | Final Exam: In lieu of an exam, a written reflection about your course experience will be due | Consider the course content in the context of your professional development | Guidelines for the written reflection will be provided |

* Additional assigned readings will be posted in the relevant Blackboard module from week-to-week.

**Course Evaluation:**
All students are expected to complete an evaluation of the course at its conclusion. The evaluations will be anonymous and confidential, and that the information gained, including constructive criticisms, will be used to improve the course.

**COVID 19 Policy section**

General statement regarding potential changes during the semester:
http://catalogue.uvm.edu/
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.

**Green and Gold Promise:**
The *Green and Gold Promise* clearly articulates the expectations that UVM has for students, faculty, and staff to remain compliant with all COVID-19 recommendations from the federal CDC, the State of Vermont, and the City of Burlington. The *Code of Student Conduct* outlines policies related to violations of the Green and Gold Promise. Sanctions for violations include fines, educational sanctions, parent notification, probation, and suspension.

**Intellectual Property Statement/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.

**Tips for Success:**
*Here are a few resources for students on remote/online learning:*

- Checklist for success in [https://learn.uvm.edu/about/support-for-students/checklist-online-credit-courses/](https://learn.uvm.edu/about/support-for-students/checklist-online-credit-courses/)
- Academic support for online courses: [https://www.uvm.edu/academicsuccess/online-learning-student-resources-remote-instruction](https://www.uvm.edu/academicsuccess/online-learning-student-resources-remote-instruction)
- 30-minute webinar on online learning success (Mar 2020): [https://www.youtube.com/watch?v=Xp_MYsqQyvE](https://www.youtube.com/watch?v=Xp_MYsqQyvE)

Helpful resources other than the professor (e.g. Undergraduate/Graduate Writing Center, Supplemental Instruction, Learning Co-op tutors, supplemental course materials)

**Student Learning Accommodations:**
In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact SAS, the office of Disability Services on campus. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. A student's
accommodation letter lists those accommodations that will not be implemented until the student meets with their faculty to create a plan.

Contact SAS:
A170 Living/Learning Center;
802-656-7753;
access@uvm.edu
www.uvm.edu/access

Religious Holidays:
Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. https://www.uvm.edu/registrar/religious-holidays

Academic Integrity:
The policy addresses plagiarism, fabrication, collusion, and cheating.
https://www.uvm.edu/policies/student/acadintegrity.pdf

Grade Appeals:
If you would like to contest a grade, please follow the procedures outlined in this policy:
https://www.uvm.edu/policies/student/gradeappeals.pdf

Grading:
For information on grading and GPA calculation, go to
https://www.uvm.edu/registrar/grades

Code of Student Conduct:
http://www.uvm.edu/policies/student/studentcode.pdf

FERPA Rights Disclosure:
The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.
http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/

Promoting Health & Safety:
The University of Vermont’s number one priority is to support a healthy and safe community:

Center for Health and Wellbeing:
https://www.uvm.edu/health
Counseling & Psychiatry Services (CAPS)
Phone: (802) 656-3340

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

Final Exam Policy:
The University final exam policy outlines expectations during final exams and explains timing and process of examination period. https://www.uvm.edu/registrar/final-exams

Alcohol and Cannabis Statement:
The Division of Student Affairs has offered the following statement on alcohol and cannabis use that faculty may choose to include, or modify for inclusion, in their syllabus or Blackboard site:

Statement on Alcohol and Cannabis in the Academic Environment

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

It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.