



Department of Family Relations and Applied Nutrition

NUTR*3090 Clinical Nutrition I Winter 2014– COURSE OUTLINE

Instructors	Contact Info	Getting Help
Laura Forbes, PhD, RD	MACS 326 Ext. 52544 forbesl@uoguelph.ca	Make an appointment to get help with lecture materials, notes, labs.
Teaching Assistants Ashleigh Callan	MACS 321 acallan@uoguelph.ca	Main contact for assignments.

Lectures/Labs:

Lectures: Tuesdays/Thursdays 8:30-9:50; ANNU (Animal Science and Nutrition), Room 156

Labs:

Section 0101: Wednesdays 8:30-11:20, Room: TBA

Section 0102: Wednesdays 11:30-2:20, Room: TBA

Final Exam: Tuesday April 15, 2012 2:30PM - 4:30PM

Course Description

In this course, students will learn about the epidemiology, pathophysiology, prevention and treatment of chronic diseases, including diabetes, cardiovascular diseases and disorders of energy balance. They will also develop skills required to create and implement a nutrition care plan for patients with chronic diseases, including nutrition assessment, nutrition diagnosis, planning dietary counseling/education, monitoring progress and medical charting.

Prerequisite(s):

BIOM*2000

Physiology

FRHD*3070

Research Methods

NUTR*2050

Family and Community Nutrition

NUTR*3190 or

Fundamentals of Nutrition

NUTR*3210

STAT*2090

Statistics

Co-requisite(s):

FRHD*3400

Communication and Counselling Skills

Course Format

The course consists of two one-and a half hour weekly lectures, and a three- hour laboratory each week.

Course Website

NUTR*3090 uses Courselink. There you will find PowerPoint presentations, links to readings, the gradebook, assignments, discussion areas and other resources.

Responsibilities of the Instructors

We will guide students as skillfully as possible through a series of structured activities designed to promote mastery of introductory nutrition assessment and counselling skills and knowledge for the major nutrition related health conditions in Canada. We will promote a positive learning environment that progressively challenges students to develop their critical thinking, communication and application skills.

Communication Etiquette

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students. All email directed to the professor or TAs must come from an official University of Guelph email address. Emails will be answered between Monday and Friday only, and you will receive a response within 48 hours if your email is sent from a uoguelph.ca address. You will not receive a response if your email is sent from a hotmail or similar web-based account. **Please do not email with questions regarding course content, those must be posted in the Course Questions Discussion Forum on Courselink so all students can benefit from the discussion.**

Responsibilities of the Students

Students have the usual responsibilities to master course materials, and in addition, are expected to come to class prepared to participate in group activities. Available course material should be read before class, if possible. Each student is expected to identify any problems with the course materials or website to the instructor(s) as they arise. As part of case groups, each student is expected to participate fully in the team process.

Performance Objectives

1. To create nutrition care plans for patients with chronic diseases by conducting and evaluating **A.** a nutrition assessment, **B.** making a nutrition diagnosis, **C.** planning and executing nutrition interventions (counselling or nutrition education), **D.** monitoring progress and **E.** documenting your work using medical charting techniques.
2. To describe chronic diseases including obesity, cardiovascular diseases and diabetes mellitus by examining the epidemiology (who gets it), etiology (how do people get it), pathophysiology (what happens to their bodies when people get it), treatment (medical and nutritional) and prevention.
3. To describe how clinical nutrition care fits within the healthcare system and interacts with other professions by discussing the scope of practice for dietitians and how it applies to different cases.

4. To reflect on the patient perspective of nutrition care by undergoing diet counselling during the initial phases.
5. To collect and evaluate research by consulting and including current research in an evidenced-based nutrition care plan.
6. To evaluate your own learning and areas for future growth as a health professional by completing self-reflection exercises.

Resources and Where to Find Them

Recommended Textbook

1. Nelms M, Sucher K, Lacey K, Long Roth S. Nutrition Therapy and Pathophysiology. Belmont, CA: Wadsworth, Cengage Learning 2011. (Note: Recommended - US focused on clinical care only)

McLaughlin Library

Online

2. American Dietetic Association. Nutrition Care Manual (electronic)
<http://www.nutritioncaremanual.org/index.cfm>
3. Dietitians of Canada. PEN: Practice-based Evidence in Nutrition (electronic)
<http://www.pennutrition.com.subzero.lib.uoguelph.ca/home.aspx>

Hardcover on Reserve

4. Nelms M, Sucher K, Lacey K, Long Roth S. Nutrition Therapy and Pathophysiology. Belmont, CA: Wadsworth, Cengage Learning 2011. (Note: Recommended - US focused on clinical care only)
5. Mahan, L.K., S. Escott-Stump. Krause's Food and Nutrition Therapy, 11 ed., WB Saunders, Elsevier, 2004, 2008.
6. Gibson R. Principles of Nutritional Assessment, 2nd ed. Oxford University Press, 2005. (on reserve under NUTR4010)

Evaluation

Component	Due Date	% of Final Grade
Assignment #1- Assessment of Diet and Physical Activity	Tues. Jan. 28, 2014	5%
Assignment #2 – Medical Charting	Tues. Feb. 4, 2014	5%
Mid-term Exam 1 – Course Intro and Obesity*	Thurs. Feb. 6, 2014	10%
Group Case Study Presentations - Presentation - Peer assessment	During labs between Feb. 12 - Mar. 12, 2014	10%
Mid- Term Exam 2 – CVD and metabolic syndrome*	Thurs. Mar. 13, 2014	15%
Assignment #3 – Creating and Implementing a Nutrition Care Plan for Diabetes Part 1: video counselling of DM Assessment, counselling report Part 2: self-reflection on CHO counting, 3 day food record and pedometer record Part 3: Observer notes on counselling	Wed. April 9, 2014	Part 1: 15% Part 2: 10% Part 3: 5%
Final Exam (cumulative)*	Tues. April 15, 2014	25%

*Please Note: You must pass the examination component in order to pass the course.

Creating a Nutrition Care Plan is a complicated process, so the assignments and labs are designed to help you gain the skills you'll need step by step:

Assignment #1 – Assessment of Diet and Physical Activity

The first part of the Nutrition Care Plan is a dietary assessment. This assignment is designed to give you experience in assessing diet and physical activity and determining the nutrient needs of your clients. (Objective 1 part A)

Assignment #2 – Medical Charting

It's a common saying in clinical practice that "if you didn't chart it, you didn't do it". In this assignment, you'll practice writing PES statements and learn to write 2 different styles of chart notes to document the nutrition care plan. (Objective 1 part E)

Group Case Study Presentations (in the lab)

In the lab, you'll practice creating nutrition care plans (including assessment, diagnosis, interventions and monitoring) by working through case studies in groups of 3 students for obesity, cardiovascular diseases and the metabolic syndrome. You'll think about practical ways your interventions can be implemented and how you'll interact with the rest of the health care team. You'll do short presentations about the nutrition care plans you've made. (Objective 1 parts A – D, Objective 2, Objective 3, Objective 5)

Assignment #3 – Creating and implementing a Nutrition Care Plan for Diabetes (Counselling, being a patient and observing)

This is the assignment where you'll be bringing all your skills together by creating and implementing a nutrition care plan for a patient with diabetes. You will work in groups of three and you will all rotate between three roles: observer, patient and counsellor. Different types of diabetes will be assigned to each group member. Each group member will conduct 2 video-taped counselling sessions (an initial appointment and a follow-up appointment). You will then create a medical chart note to document your care plan and you'll reflect on your experiences as a counsellor and as a patient. You will use the video recording and your group members' observer notes to help you assess your performance. (Objective 1 A-E, Objectives 3 - 6)

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise the course instructor(s) and your team in writing, with name, address and e-mail contact, as soon as possible. Where possible, this should be done in advance of the missed work or event. In the event that a student is not able to write a midterm examination (ex. for an illness or because of a restaurant lab), the weight of that midterm will be moved to the final exam. See the undergraduate calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Late Assignments

All assignments are due at the beginning of class (8:30am!!) on due date (either submitted on courselink or directly to Dr. F). Written assignments will be accepted up to **one week** past the due date, but will incur a penalty (5% per day).

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or

a short-term disability should contact the Centre for Students with Disabilities as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar:
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Course Schedule

Week	Topic	Reference
1-2	Nutrition Care Process	Nelms Chap 2, 3, 4, 6 DRI equations p 242 Appendix C1-C3 – A62-A66
3	Interpreting Scientific Literature and Evidence-based practice in dietetics	Guyatt GH, Oxman AD, Kunz R, Vist GE, Falck-Ytter Y, Schunemann HJ. What is "quality of evidence" and why is it important to clinicians? <i>BMJ</i> 2008;336:995-8.
4	Overweight and obesity	Nelms Chap 12 Nelms Chap 17, physiology 471-481 Lau DC, Douketis JK, Morrison KM, Hramiak IM, Sharma AM, Ur E. (2007); Obesity Canada Clinical Practice Guidelines Steering Committee and Expert Panel. 2006 Canadian clinical practice guidelines on the management and prevention of obesity in adults and children. <i>Canadian Medical Association Journal</i> , 176, S1-S13.

Week	Topic	Reference
5-8	Cardiovascular disease Dyslipidemia Hypertension Clinical CVD	<p>Nelms Chap 13</p> <p>Genest J, McPherson R, Frohlich J et al. 2009 Canadian Cardiovascular Society/Canadian guidelines for the diagnosis and treatment of dyslipidemia and prevention of cardiovascular disease in the adult - 2009 recommendations. <i>Can J Cardiol</i> 2009;25:567-79.</p> <p>Rabi DM, Daskalopoulou SS, Padwal RS et al. The 2011 Canadian hypertension education program recommendations for the management of hypertension: blood pressure measurement, diagnosis, assessment of risk, and therapy. <i>Can J Cardiol</i> 2011;27:415-33.</p> <p>The DASH Eating Plan. U.S. Department of Health and Human Services. National Institutes of Health. National Heart, Lung, and Blood Institute. Online at: http://www.nhlbi.nih.gov/health/public/heart/hbp/dash/new_dash.pdf Nelms Chap 13, p 283-288,315-329</p> <p>Tobe SW, Stone JA, Brouwers M, Bhattacharyya O, Walker KM, Dawes M, et al. (2011). Harmonization of guidelines for the prevention and treatment of cardiovascular disease: the C-CHANGE Initiative. <i>CMAJ</i>, 183(15), E1135-50.</p>
9	Metabolic syndrome	<p>Cardiometabolic Risk Working Group. Cardiometabolic risk in Canada: a detailed analysis and position paper by the cardiometabolic risk working group. <i>Can J Cardiol</i>. 2011 Mar-Apr;27(2):e1-e33. doi: 10.1016/j.cjca.2010.12.054.</p>
10-12	Diabetes	<p>Nelms Chap 17, 482-508</p> <p>Canadian Diabetes Association (CDA). (2008). 2008 Clinical Practice Guidelines for the prevention and management of diabetes in Canada. <i>Can J Diabetes</i> 32(Suppl 1),S1-S201</p>

Lab Schedule

Date	Activities
Jan 8, 2013	<ul style="list-style-type: none"> • Assign lab groups • Dietary assessment demo • Introduction to Assignment #1
Jan 15	<ul style="list-style-type: none"> • Anthropometric assessment • Blood pressure assessment • Glucose assessment
Jan 22	<ul style="list-style-type: none"> • How to use the ESHA food processor • Help session for dietary and physical activity assessment
Jan 29	<ul style="list-style-type: none"> • Medical charting and introduction to case studies
Feb. 5	<ul style="list-style-type: none"> • NO LAB
Feb. 12	<ul style="list-style-type: none"> • Case study presentation - Obesity •
Feb. 19	Reading week
Feb. 26	<ul style="list-style-type: none"> • Case study presentation – Dyslipidemia
Mar 5	<ul style="list-style-type: none"> • Case study presentation - Hypertension
Mar 12	<ul style="list-style-type: none"> • Case study presentation – Metabolic syndrome
Mar 19	<ul style="list-style-type: none"> • Diet and exercise for DM management • Using beyond the basics and CHO counting
Mar 26	<ul style="list-style-type: none"> • Video Session 1 (lab attendance optional)
April 2	<ul style="list-style-type: none"> • Video Session 2 (lab attendance optional)