

## Department of Family Relations and Applied Nutrition



# NUTR\*4040 Clinical Nutrition II Fall 2015 COURSE OUTLINE

## Instructor

Dr. Laura Forbes  
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Office hours: TBA

## TA

Kathryn Walton  
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## Lectures

Tuesdays and Thursdays: 1:00-2:20PM, ANNU 156

## Course Description

NUTR\*4040 is a continuation of NUTR\*3090. This lecture and case study based course focuses on the role of nutrition in the management and/or treatment of various diseases and conditions. Nutritional support (enteral and parenteral) and methods and mechanisms of medical nutrition therapy in catabolic, renal and gastrointestinal conditions will be emphasized. Cancer, Cystic Fibrosis and hepatic and neurological conditions will also be covered, as will ethical and professional issues in dietetic practice.

## Prerequisites

NUTR\*3090 Clinical Nutrition I, plus 1 of BIOM\*2000 (Concepts in Human Physiology) OR BIOM\*3100 (Mammalian Physiology I) OR BIOM\*3110 (Mammalian Physiology II) OR BIOM\*3200 (Mammalian Physiology) Restriction: Registration in the B.A.Sc. AHN major

## Learning Outcomes

By the time you complete NUTR\*4040, you should be able to:

1. Create Nutrition Care Plans for patients with various conditions by A. conducting nutrition assessments, B. making nutrition diagnoses, C. planning and executing nutrition interventions (diet prescriptions, counselling or nutrition education), and D. monitoring and evaluating progress.
2. Summarize the background, etiology, pathophysiology, medical management, nutrition implications and nutrition management of various conditions including metabolic stress, chronic renal disease, selected upper and lower gastrointestinal conditions, cancer, hepatic diseases, Cystic Fibrosis and Alzheimer's Disease.
3. Demonstrate broad knowledge of common medications (classifications, modes of action, side effects, drug-nutrient interactions) prescribed to patients with the conditions outlined in #2 above.
4. Demonstrate productive teamwork and group communication skills.
5. Identify and explain common issues related to professional and ethical practice of dietetics, including knowledge of regulatory requirements relevant to the profession.

## Evaluation

Component	Due date	% of final grade
Case studies (3 graded, best 2 counted) <b>NOTE: You MUST do the Renal Case Study</b>	Throughout semester	20% (10% each)
Midterm exam - to end of renal	Tues. Nov. 3 <sup>rd</sup> , in class	30% or 40%*
Medical Charting Assignment	Tuesday Nov. 17 <sup>th</sup> optional submission for feedback Fri. Dec. 4 <sup>th</sup> by 4pm final submission	5%** 5% or 10%
Final exam – from GI onwards <u>only</u> . The final exam is <b>NOT</b> cumulative.	Thurs Dec. 10 8:30AM - 10:30AM Room TBA	30% or 40%*
	<b>TOTAL</b>	<b>100%</b>

\*If you score higher on the midterm than on the final, the midterm will be worth 40% and the final will be worth 30%. If you score higher on the final than on the midterm, the midterm will be worth 30% and the final will be worth 40%. In other words, the marks will be distributed to best advantage your final grade.

\*\* You are invited to submit a draft version of your chart note early so that you can get feedback and improve it for your final submission. If you use this option, your first submission will be worth 5% and your second will be worth 5%. If you don't use this option, your final submission will be worth 10% of your grade for this course.

## Dr. Forbes' Responsibilities

I will guide you as skillfully as possible through clinical content of some "heavy duty" clinical conditions and a series of case studies. I will try to promote a positive student-centered learning environment that will progressively challenge you to develop your critical thinking, communication and application skills.

## Your Responsibilities

Come to class prepared. Reading the relevant chapter(s) in the course pack should be completed before class. *As part of a working group, each student is expected to participate fully in the team process.* Try to work out any issues amongst yourselves first, but if this is not successful, come and see me. Solving problems early will make this semester go more smoothly, so don't be shy about asking for help.

## Policies

### Email

**Please try to keep email to a minimum.** Try to direct all questions to me during lectures or appointed office hours. However, do not hesitate to contact me if there is an emergency. Content-related questions are welcome on the course discussion board. Please do not use email to ask a question about course content, such as “how do you calculate a TPN prescription?” or “how do you determine energy requirements for renal patients?”

## When You Are Unable to Meet a Course Requirement

When you find yourself unable to meet a course requirement due to illness or compassionate reasons, please advise me in writing (email is acceptable). Where possible, this should be done in advance of the missed requirement, but otherwise, as soon as possible after the due date, and **certainly not longer than one week later**. Appropriate written documentation of your inability to meet the course requirement is required.

## 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. Rules pertaining to academic misconduct can be found in the 2014-2015 Undergraduate Calendar and on the following website:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

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.

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

## Resources

### Strongly Recommended

Course notes, available on courselink (electronic copy) or from Dr. Forbes (hard copy).

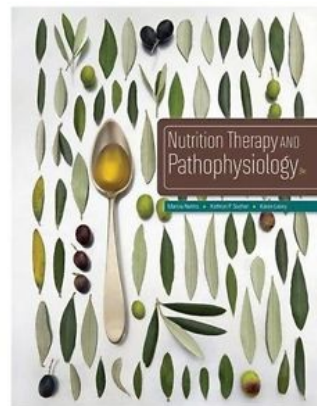
Nelms M, Sucher K, Lacey K, Long Roth S. Nutrition Therapy and Pathophysiology. 2<sup>nd</sup> OR 3<sup>rd</sup> edition. Wadsworth, Cengage Learning. Belmont CA, 2011.

A medical dictionary, try

<http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>.

Pharmacological database, try

<http://www.nlm.nih.gov/medlineplus/druginformation.html>



### On Reserve in McLaughlin Library

Gibson RS. Principles of Nutritional Assessment, 2<sup>nd</sup> ed. New York: Oxford University Press, 2005.

Nelms M, Sucher K, Lacey K, Long Roth S. Nutrition Therapy and Pathophysiology. 2<sup>nd</sup> edition. Wadsworth, Cengage Learning. Belmont CA, 2011.

### CourseLink

On CourseLink you will find course materials (schedule; course notes; case studies), practice quizzes, a discussion board and your gradebook. You will also find the following resources in CourseLink; click on “Content” (on the navbar at the top) and then “Online Readings and Resources”:

Abbott Nutrition. Adult Nutritional Products Guide. 2011.

Health Canada. Nutrient Value of Some Common Foods. 2008.

Steinecke R and College of Dietitians of Ontario. The Jurisprudence Handbook for Dietitians in Ontario. College of Dietitians of Ontario. Web edition, 2015.

## Online Access to the Academy of Nutrition and Dietetics' Nutrition Care Manual (free to University of Guelph AHN students!)

You can access this without a password if you are on campus and navigate to it through the library website. Alternatively, cut and paste the following url into your browser:

<http://www.nutritioncaremanual.org/>

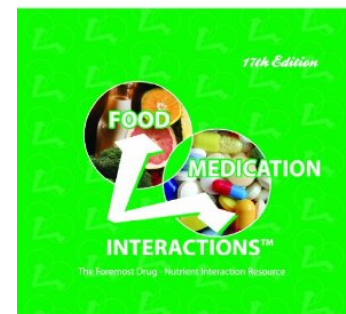
Username: [lday@uoguelph.ca](mailto:lday@uoguelph.ca)

Password: uoguelph

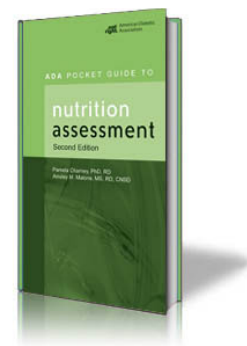
There is a limit of 5 users at any one time, so occasionally you may get a message that you can't get in because the 'seats' are full. It hasn't been an issue in the past, but if it does happen, wait a few moments and then try again.

If you have extra cash burning a hole in your pocket, consider purchasing the following (especially if you are headed to dietetic internship)

Pronsky ZM, Crowe JP, Elbe D, Epstein S, Roberts W, Young VSL, Ayoob K. Food Medication Interactions. Lists many medications, nutritionally-relevant side effects, interactions, effects on lab values, etc.  
<http://www.foodmedinteractions.com/>



Charney P, Malone AM. American Dietetic Association Pocket Guide to Nutrition Assessment, 2<sup>nd</sup> ed. A quick reference. The information will become out of date with time, and of course lab values are in g or mg/dL but it contains some good core information.



## Course Schedule

NSLL: Nelms, Sucher, Lacey and Long Roth (course text)

Week	Date	Lecture Topic	Readings
1	Sept 10	Welcome, course overview, learning outcomes Nutrition Care Process	Course Outline Notes Chp 1-4
2	Sept 15, 17	Nutrition Support <i>Oral and Enteral</i> Assign case study teams	Notes Chp 5 NSLL Chp 5
3	Sept 22, 24	Nutrition Support <i>Parenteral</i> <b>Debrief enteral nutrition practice case Sept 24</b>	Notes Chp 6 NSLL Chp 5
4	Sept 29, Oct 1	Metabolic Stress	Notes Chp 7 NSLL Chp 22
5	Oct 6	Metabolic Stress	As above
	Oct 8	Renal <b>CASE ONE: Metabolic stress case and Self/Peer Assessments due at 4pm on Fri Oct. 9<sup>th</sup></b>	Notes Chp 8 NSLL Chp 18
6	Oct. 13	Study Day! No class!	
	Oct 15	Renal	As above
7	Oct 20, 22	Renal Debrief metabolic stress case	As above
8	Oct 27	Upper GI <b>CASE TWO: Renal case and Self/Peer Assessments due at 4pm on Wed. Oct. 28th</b>	Notes Chp 9 NSLL Chp 14
	Oct 29	Lower GI Debrief renal case	Notes Chp 10 NSLL Chp 15
9	Nov 3	<b>Midterm</b>	-
	Nov 5	Lower GI	Notes Chp 10 NSLL Chp 15

## Course Schedule (cont'd)

Week	Date	Lecture Topic	Readings
10	Nov 10, 12	Cancer Midterm debrief <b>CASE THREE: Upper GI <u>or</u> lower GI case (choose only one) and Self/Peer Assessments due at 4pm on Fri Nov. 13th</b>	Notes Chp 11 NSLL Chp 23
11	Nov 17	Cancer <b>Chart Note Assignment. Optional early submission for feedback due Nov. 17<sup>th</sup> at 4pm</b>	As above
	Nov 19	Hepatic diseases	Notes Chp 12 NSLL Chp 16
12	Nov 24	Cystic Fibrosis Debrief GI cases <b>CASE FOUR: Cancer case and Self/Peer Assessments due at 4pm on Wed Nov. 25</b>	Notes Chp 13 NSLL ed 2 page 663-667 ed 3 page 651-654
	Nov 26	Cystic Fibrosis  Neurology – Alzheimer's Disease	As above  Notes Chp 14 NSLL ed 2 page 631-633 ed 3 page 619-622
13	Dec 1	Overview of dietetic practice	Notes Chp 15 <i>Jurisprudence Handbook for Dietitians in Ontario, 2015</i> (available on CourseLink)
	Dec 3	Debrief cancer case Review for final exam (from GI onwards) <b>Chart Note Assignment due at 4pm Fri Dec. 4</b>	-