

Department of Family Relations and Applied Nutrition

NUTR*3090 Clinical Nutrition I Winter 2015– COURSE OUTLINE

Paula Brauer, PhD, RD, FDC MINS 235 519-824-4120 x 54831 pbrauer@uoguelph.ca In-person meetings by appointment	Kathryn Walton, MSc, RD kw Walton@uoguelph.ca
	Jennifer Green, BAsC, RD jgreen02@uoguelph.ca
	Angela Pavarin-De Luca, BAsC, RD pavarina@uoguelph.ca

Lectures	Tues, Thurs 8:30-9:50	ANNU 156
Laboratories	Wed 8:30- 11:20 Wed 11:30-2:20	MCKN 238 and others (see schedule) MCKN 235 and others
Final Exam	Friday April 17, 2015 7:00-9:00 PM	TBA

To Contact Us (out of class time)

1. Send an email with your question or to request an appointment. Most emails will be answered within 48 hours. If you have not had any response – best to send another email. Provide several possible times if you want a phone or in-person meeting. We will confirm a specific time. Questions and answers of general interest will be posted to the Courselink general discussion area (without your name).
2. The Courselink general discussion area is for student use – instructors and TAs will not be checking it.
3. Important information like room changes not mentioned in class will be sent as a broadcast email to your uoguelph account. Please make sure you are receiving emails to this account as this is the official way the university communicates with all students.

Course Description

In this course, students will learn about the epidemiology, pathophysiology, prevention and treatment of selected 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, notes, 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.

Responsibilities of the Students

Students have the usual responsibilities to attend all lectures and laboratory sessions and to work with their teams to complete group projects. Any course material discussed in class or provided in class notes and PowerPoint presentations is testable. Students are expected to respect others in the classroom, avoiding distracting activity that may inhibit others' learning. Students are expected to come to class prepared to participate in group activities. Available course material and /or readings 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.

Learning Outcomes

From departmental learning outcomes and from the Integrated Competencies for Dietetic Education and Practice (2013) at: <http://www.pdep.ca/>

Content areas: Role of diet (and other factors) in the development and management of risk factors and chronic conditions related to cardiovascular diseases. These include hypertension, dyslipidemia and diabetes mellitus. Energy imbalance/body fat as a cause or consequence of human diseases, including excess and low body weight and fat stores.

1. Demonstrate knowledge of the epidemiology (who gets it), etiology (causes), pathophysiology (what happens to their bodies when people get it), natural history, current prevention and treatment methods (medical, behavioural and nutritional) of the conditions in Canada.
2. Demonstrate oral and written skills in the nutrition care process for individuals by conducting and evaluating: A. nutrition assessment, B. making a nutrition diagnosis, C. planning and executing nutrition interventions (counselling or nutrition education), D. monitoring progress and E. documentation.
3. Demonstrate knowledge of the organization of the Canadian health care system and federal legislation, regulations and policies applicable to applied nutrition practice.
4. Demonstrate knowledge of current systems for creating and translating evidence into practice as it relates to provision of nutrition services to prevent and treat the conditions under study.
5. Demonstrate skills in finding and evaluating evidence to support or change nutrition services for the conditions under study.
6. Demonstrate skills in combining evidence, reflection and consultation in developing nutrition care plans.

7. Demonstrate beginning skills in self-reflection, self-directed learning, teamwork and assessment of others' learning and professional practice skills to improve practice.

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 classmate 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. All written assignments are due on the due date (either submitted on Courselink by midnight or directly to Dr. Brauer in class). Written assignments will be accepted up to one week past the due date, but will incur a penalty (5% per day), unless there is documentation from the Program Counsellor.

In the event that you are not able to write a midterm examination (e.g. for an illness or because of another commitment), the weight of that midterm will be moved to the remaining examinations. 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>

Keep Back-up Copies of 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/>. Audio-recording of lectures is permitted.

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>

Evaluation

	Description	Due Date	% of Grade
Midterm 1	Intro and DM	Feb 10th	10
Midterm 2	CVD	Mar 19th	15
Final (cumulative)		Apr 17	25
Assignment 1	Assessing Diet and physical activity	Jan29	15
Group Case Studies In lab		In class assessment of participation	10
Assignment 2	Practice Counselling	Mar 24	
Counsellor Report			15
Patient report			5
Observer reflections			5

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

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)

Group Case Study Discussions (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.

Assignment #2 – Practice Counselling (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) as the counsellor. As a patient you will reflect on the experience of being counselled, asked to record food intake and use a pedometer. As an observer, you will use a guide to provide feedback to the counsellor.

Special note on the video recordings: With technical help from TSS, we have found a way to make review of the videos easy, and we are using it for the first time this year. The TAs will be uploading the videos to the Public, Unlisted part of Youtube so they can be viewed online. This does mean that anyone could view, if they have the link, BUT the link is not publicly listed on Youtube. You will be sent an email with the links to your group's videos. You will be asked by the TA to sign a form on the video days indicating that you agree to uploading OR want the recordings copied to a DVD. If one person in a group requires a DVD version, then all three recordings for the group will go on DVD.

Resources and Where to Find Them

Recommended Textbook (NUTR*3090 and NUTR*4040)

Nelms M, Sucher K, Lacey K, Long Roth S. Nutrition Therapy and Pathophysiology, 2nd ed. Belmont, CA:

Wadsworth, Cengage Learning 2011. **Third edition came out in Dec 2014.** Pages for both editions will be provided. (Note: Recommended -US focused on clinical care only)

Online (free and credible)

MedlinePlus A service of the U.S. National Library of Medicine, National Institutes of Health Diseases, Drugs, herbs, Dictionary, etc. <http://www.nlm.nih.gov/medlineplus/sitemap.html>

Diet Supplement Studies in Pubmed - http://www.nlm.nih.gov/bsd/special_queries.html

Laboratory test values. American Association for Clinical Chemistry <http://labtestsonline.org/>

Dietary Reference Intakes. <http://www.hc-sc.gc.ca/fn-an/nutrition/reference/index-eng.php> and summary tables <http://www.hc-sc.gc.ca/fn-an/nutrition/reference/table/index-eng.php>

McLaughlin Library Online

American Dietetic Association. Nutrition Care Manual (electronic)
<http://www.nutritioncaremanual.org/index.cfm>

Dietitians of Canada. PEN: Practice-based Evidence in Nutrition (electronic)
<http://www.pennutrition.com.subzero.lib.uoguelph.ca/home.aspx>

Hardcover on Reserve

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)

Mahan LK, Escott-Stump, S, Raymond JL (eds). Krause's Food and the Nutrition Care Process, 13th ed. St Louis, MO: Elsevier, 2012. (other main text used in Canada)

Gibson R. Principles of Nutritional Assessment (2nd ed). Oxford University Press, 2005.

Other Readings

Selected practice guidelines and key readings. Links will be provided in Courselink under the Relevant Topics. The list is also provided here in case the link is not working. Other readings may be added.

Lim SS, Vos T, Flaxman AD et al. A comparative risk assessment of burden of disease and injury attributable to 67 risk factors and risk factor clusters in 21 regions, 1990-2010: a systematic analysis for the Global Burden of Disease Study 2010. Lancet 2012;380:2224-60.

van't Riet J, Sijtsma SJ, Dagevos H, De Bruijn GJ. The importance of habits in eating behaviour. An overview and recommendations for future research. Appetite 2011;57:585-96.

Canadian Diabetes Association Clinical Practice Guidelines Expert Committee. Canadian Diabetes Association 2013 Clinical Practice Guidelines for the Prevention and Management of Diabetes in Canada. Can J Diabetes 2013;37 :S1-S212. <http://guidelines.diabetes.ca/fullguidelines>

Anderson TJ, Gregoire J, Hegele RA et al. 2012 update of the Canadian Cardiovascular Society guidelines for the diagnosis and treatment of dyslipidemia for the prevention of cardiovascular disease in the adult. Can J Cardiol 2013;29:151-67. <http://www.ccs.ca/index.php/en/guidelines/guidelines-library>

Anderson TJ, Gregoire J, Hegele RA et al. Are the ACC/AHA Guidelines on the Treatment of Blood Cholesterol a Game Changer? A Perspective From the Canadian Cardiovascular Society Dyslipidemia Panel. Canadian Journal of Cardiology 2014; 30:377-80.
<http://www.ccs.ca/index.php/en/guidelines/guidelines-library>

Canadian Cardiovascular Society Guidelines and Position Statements Library (generic list – all guidelines)
<http://www.ccs.ca/index.php/en/guidelines-library>

Canadian Hypertension Education Program (CHEP) 2014 Recommendations.
<https://www.hypertension.ca/en/chep>

C-CHANGE Initiative. <http://www.c-changeccrc.ca/index.php>

Leiter LA, Fitchett DH, Gilbert RE et al. Cardiometabolic risk in Canada: a detailed analysis and position paper by the cardiometabolic risk working group. Can J Cardiol 2011;27:e1-e33.

Canadian Task Force on Preventive Health Care. Adult and child obesity guidelines.
<http://canadiantaskforce.ca/>

Canadian Obesity Network. <http://www.obesitynetwork.ca/> (summit April 28-May 2, 2015 – Toronto)

Guyatt GH, Oxman AD, Vist GE et al. GRADE: an emerging consensus on rating quality of evidence and strength of recommendations. BMJ 2008;336:924-6.

Peirson L, Douketis J, Ciliska D, Fitzpatrick-Lewis D, Ali MU, Raina P. Treatment for overweight and obesity in adult populations: a systematic review and meta-analysis. CMAJ Open 2014;2:E306-E317.

Peirson L, Douketis J, Ciliska D, Fitzpatrick-Lewis D, Ali MU, Raina P. Prevention of overweight and obesity in adult populations: a systematic review. CMAJ Open 2014;2:E268-E272.