

DEPARTMENT OF FAMILY RELATIONS & APPLIED NUTRITION
University of Guelph

FRAN*6610 Advances in Clinical Nutrition /Assessment I – Fall 2013

Classes **Monday 11:30-2:20**
 MINS 101

Instructor: **Paula Brauer**

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Office Hours: by appointment

Courselink: Have various resources available/ discussion areas.

Course Description:

An advanced overview of nutritional assessment and clinical nutrition with emphasis on integration of current evidence and methods in review of and advancement of practice.

Overall Course Objective:

The graduate students will increase their depth of understanding of nutritional assessment and clinical interventions and management in the Canadian health care context.

Pre-Requisite: A very good knowledge of the biological and pathophysiological rationale for most clinical nutrition interventions is assumed. Students are expected to know basic nutritional assessment methods and clinical nutrition interventions for most common conditions.

Course Format: The course will be highly interactive with practice sessions, presentations and discussion by class members as a main feature. Evaluation will be based on self-reflection, peer review, presentations and individual and group written assignments.

Responsibilities of Instructor: To guide students in their development of skills in generating and using evidence to advance clinical nutrition and assessment practice.

Responsibilities of Student: Students will prepare for and attend class and participate fully in discussion and assignments. Projects that are based on the individual's work are to be worked on independently. Students are also responsible for supporting the learning of fellow students.

Performance Objectives:

With the completion of this course students will:

1. Demonstrate mastery of core knowledge, practice guidelines and clinical counseling tools related to nutrition management of selected conditions including diabetes, cardiovascular risk conditions and selected other conditions in Canada.
2. Develop their understanding of the theoretical basis for clinical nutrition therapy and management.

3. Develop an understanding of new innovations in health care services and the implications for application to clinical nutrition services.
4. Demonstrate excellent oral communication skills for the health provider and researcher audiences.
5. Demonstrate excellent writing and reviewing skills for the health provider and researcher audiences.

Evaluation:

A. Development of Practice Support Package

This project will consist of groups of students (2 per group) developing a review and counseling support package for fellow students on the evidence, and typical approaches used to deal with common issues in clinical dietetics. These topics will be assigned. .

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| 1. Oral presentation | 10% |
| 2. Powerpoint summary of core content | 10% |
| 3. Package content for practice support (written package) | 25% |

B. Developing Skills in Critical Appraisal for Practice/Research

The project will consist of a systematic review of primary research on a focused question within the topic to yield 10-20 primary studies using Cochrane style systematic literature review methods. Each person will choose a different topic.

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| 1. Outline and description of topic and search strategy | 10% |
| 2. Peer review of final paper | 10% |
| 3. Final paper | 35% |

RULES AND REGULATIONS

NOTE: Late written work will be accepted up to 3 days with 10% per day penalty (unless accompanied by a medical note). Papers are NOT accepted after 3 days overdue.

The professor reserves the right to adjust the class/seminar schedule as required, as long as students are provided adequate notice.

E-mail Communication

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.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course in writing, with your name, id#, and e-mail contact. See the graduate calendar for information on regulations and procedures for Academic Consideration:

http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1400.shtml

Drop Date

The last date to drop one-semester courses, without academic penalty, is DATE HERE. Two-semester courses must be dropped by the last day of the add period in the second semester. Refer to the Graduate Calendar for the schedule of dates:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/sched/sched-dates-f10.shtml>

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. The Academic Misconduct Policy is detailed in the Graduate Calendar:

http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1687.shtml

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Resources

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/>

Recording of Materials

KEY to Location

R = Library Reserve – books or subscriber journal articles

F = faculty personal copy

D2L = document or link on D2L site.

Software to Know

NOTE: Students are strongly encouraged to sign up for a RefWorks tutorial or webinar if they are not already familiar with this bibliographic software.

<http://www.refworks.com/content/webinars/default.asp#RefWorksFundamentals>

General Resources

1. F Pronskey's Food Medication Interactions. 15th edition. (Faculty copy)
2. D2L American Dietetic Association and Morrison Health Care. Medical Nutrition Therapy Across the Continuum of Care, 2nd ed. And Supplement. Care Guides. Chicago:

Fall 2013 – Paula Brauer

- American Dietetic Association, 1998.
3. D2L Hamilton Regional Laboratory Medicine Program Laboratory Reference Centre Manual At: <http://lrc.stjoes.ca/search.asp?TestFind=>
 4. R Anonymous. **ADA nutrition care manual**. [Chicago]: American Dietetic Association (ADA), 2003.
 5. R Anonymous. **PEN practice-based evidence in nutrition**. [Toronto, Ont.]: Dietetics @ Work, 2005. http://www.pennutrition.com.subzero.lib.uoguelph.ca/module_2.aspx orientation module
 6. R Subcommittee on Interpretation and Uses of Dietary Reference Intakes. **DRIs: Applications in Dietary Assessment**. Washington, DC: National Academy Press, 2000.
 7. R Bloch AS, O'Sullivan Maillet J, Howell WH, Winkler MF. **Issues and Choices in Clinical Nutrition Practice**. Philadelphia: Lippincott Williams & Wilkins, c2007. RM216 .I87 2007
 8. R King K, Klawitter B. **Nutrition Therapy: Advanced Counseling Skills, 2nd ed**. Philadelphia: Lippincott Williams & Wilkins, c2007.
 9. R Nelms M, Sucher KP, Long S. **Nutrition therapy and pathophysiology**. Belmont, CA: Thomson Wadsworth, 2007. on 2 hour reserve
 10. R Shils ME, Shike M, Ross AC, Caballero B, Cousins RJ (eds). **Modern Nutrition in Health and Disease, 10th ed**. Baltimore: Lippincott, Williams & Wilkins, 2006.
 11. Mahan L, Escott-Stump S. (eds). **Krause's Food, Nutrition, and Diet Therapy, 10th ed**. W.B Saunders Company. 2000. (Instructor's copy).
 12. R Gibson R. **Principles of Nutritional Assessment, 2nd ed**. Oxford University Press, 2005. (on reserve under NUTR4010)
 13. R Lorig, K. **Patient Education: A Practical Approach, 3rd ed**. Thousand Oaks, CA: Sage Publications, 2001. R727.4L67
 14. Hamilton Health Sciences. Patient Education Library. At: <http://www.hamiltonhealthsciences.ca/body.cfm?xyzpdqabc=0&id=1238&action=tree>
 15. R Petitti, Diana B. **Meta-analysis, Decision Analysis, and Cost-effectiveness Analysis: Methods for Quantitative Synthesis in Medicine**. New York: Oxford University Press, 2000. R723.5 .P48 2000

September 9: Overview of Systematic Reviews and PEN

1. Health Literacy Knowledge Pathway
<http://www.pennutrition.com/KnowledgePathway.aspx?kpid=19266>.
2. PEN Writers guide:
<http://www.pennutrition.com/resources/New%20PEN%20Writers%20Guide%20Mar%202013.pdf>
3. D2L American Dietetic Association. **Nutrition care process** Summary and SNAPshots.

September 16th: More Review Methods/Metabolic Syndrome Review

1. Mozaffarian D, Appel LJ, Van Horn L. Recent Advances in Preventive Cardiology and Lifestyle Medicine: Components of a Cardioprotective Diet: New Insights *Circulation*. 2011;123:2870-2891.
2. D2L 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.
3. D2L Brauer P, Royall D, Chouinard L, O'Young O. Dietary Management of Metabolic Syndrome Resources for Medical Nutrition Therapy by Registered Dietitians
4. D2L Higgins JPT, Green S (editors). *Cochrane Handbook for Systematic Reviews of Interventions* Version 5.1.0 [updated March 2011]. The Cochrane Collaboration, 2011. Available from www.cochrane-handbook.org.
5. D2L Effective Public Health Practice Project. **Quality Assessment Tool for Quantitative Studies.**
6. D2L Excel QA Tool (developed by O OYoung)

October 7th Facilitation – Anne Bergen

1. McWater, V., & Moore, J. (2012). Creative Facilitation. Available from <http://creativefacilitation.com/CreativeFacilitation1.pdf>.
2. Larsen, K., Grudens-Schuck, N., & Lundy Allen, B. (2004). Can You Call It a Focus Group? Methodology brief from Iowa State University. Available from <http://www.extension.iastate.edu/publications/pm1969a.pdf>.

Nov 11th – Health system reform

1. D2L Valaitis, R. K., Ehrich, A., O'Mara, L., & Brauer, P. (2009). An environmental scan of primary care and public health in the province of Ontario. Hamilton: School of Nursing, McMaster University. [Retrieved from/available from: <http://strengthenphc.mcmaster.ca/>]
2. D2L Barr VJ, Robinson S, Marin-Link B, Underhill L, Dotts A, Ravensdale D et al. The expanded Chronic Care Model: an integration of concepts and strategies from population health promotion and the Chronic Care Model. *Hosp Q* 2003;7:73-82.
3. D2L Health Quality Ontario. <http://www.hqontario.ca/>
4. D2L Aggarwal M, Hutchison B. Toward a Primary Care Strategy for Canada. Ottawa: Canadian Foundation for Healthcare Improvement 2012. Internet: <http://www.cfhi-fcass.ca/Libraries/Reports/Primary-Care-Strategy-EN.sflb.ashx>
5. D2L Royall, D, Brauer P. Role of the Registered Dietitian in Primary Health Care – A National Perspective. Toronto: Dietitians of Canada, 2009.

Nov 18th and Nov 25th (others may be added) Current Issues in Assessment and Counselling (not covered elsewhere)

1. D2L National Institute for Health and Clinical Excellence. Behaviour Change at population, Community and Individual Levels. 2007.

<http://www.library.nhs.uk/HEALTHMANAGEMENT/ViewResource.aspx?resID=271210>

2. D2L Michie S, Ashford S, Sniehotta F, Dombrowski S, Bishop A, French D. A refined taxonomy of behaviour change techniques to help people change their physical activity and healthy eating behaviours: The CALO-RE taxonomy, *Psychology & Health* 2011: DOI:10.1080/08870446.2010.540664
3. D2L French SD, Green SE, O'Connor DA et al. Developing theory-informed behaviour change interventions to implement evidence into practice: a systematic approach using the Theoretical Domains Framework. *Implement Sci* 2012;7:38.
4. D2L Desroches S, Lapointe A, Ratte S, Gravel K, Legare F, Turcotte S. Interventions to enhance adherence to dietary advice for preventing and managing chronic diseases in adults. *Cochrane Database Syst Rev* 2013;2:CD008722.
5. D2L Katamay SW, Esslinger KA, Vigneault M et al. Eating well with Canada's Food Guide (2007): development of the food intake pattern. *Nutr Rev* 2007;65:155-66.
6. D2L Estabrooks PA, Boyle M, Emmons KM et al. Harmonized patient-reported data elements in the electronic health record: supporting meaningful use by primary care action on health behaviors and key psychosocial factors. *J Am Med Inform Assoc* 2012;19:575-82.
7. D2L Paxton AE, Strycker LA, Toobert DJ, Ammerman AS, Glasgow RE. Starting the conversation: performance of a brief dietary assessment and intervention tool for health professionals. *Am J Prev Med* 2011;40:67-71.