Instructor: Justin Pelham, MS, RD, LD  
Office: HMS North 101 C  
Office Phone: (936) 468-5892  

Course Time & Location: T/R 3:30-4:45pm, HMS N 102  
Credits: 3 semester hours  
Email: Through this course in D2L (preferred) or pelhamjd@sfasu.edu (alternative)

Office Hours:  
Mon: 12:30 – 2:00pm;  
Tues: 8:15 – 9:15am;  
Wed: 10:30am – 12:00pm;  
Thur: 2:15 – 3:15pm  
Other times by appointment; hours subject to change with written notification

Prerequisites: HMS 449

I. Course Description: Study and application of the physiology and biological anomalies in the lower GI tract, diabetes, renal disease, liver disease, cancer, and HIV/AIDS as related to nutrition in the clinical setting.  
LiveText Assignment: Pancreatitis Case Study to assess KRDN 3.1

II. Intended Learning Outcomes/Goals/Objectives:  
This course supports the vision, mission, and core values of the College of Education, which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course enhances student learning in the area of nutrition and disease and serves as a required course in the Food, Nutrition, and Dietetics Program in the School of Human Sciences, and aligns with the standards of the Accreditation Council for Education in Nutrition and Dietetics.

<table>
<thead>
<tr>
<th>PCOE Mission</th>
<th>Relation to learning experiences in HMS 479</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.</td>
<td>This course will afford the student the opportunity to develop competence in understanding and applying knowledge of nutrition and disease to case study scenarios that encompass a diverse population.</td>
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<tr>
<td>PCOE Core Values</td>
<td></td>
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<tr>
<td>Academic excellence through critical, reflective and creative thinking</td>
<td>Students will use critical, reflective and creative thinking skills in applying the nutrition care process to the assigned case studies.</td>
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<tr>
<td>Collaboration and shared decision making</td>
<td>Students will participate in class discussion.</td>
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<tr>
<td>Openness to new ideas, culturally diverse people and innovation and change</td>
<td>The diversity of scenarios in the case study text will expose the students to culturally diverse people with beliefs and behaviors that may be different from their own.</td>
</tr>
<tr>
<td>Integrity, responsibility, diligence and ethical behavior and</td>
<td>Students apply the Code of Ethics for the Profession of Dietetics, the Scope of Dietetics Practice Framework, the Standards of Practice for Registered Dietitians in Nutrition Care, and the Standards of Professional Performance for Registered Dietitians to each case study scenario.</td>
</tr>
<tr>
<td>Service that enriches the community</td>
<td>Students will complete service learning hours to utilize applicable medical nutrition therapy knowledge in various community settings.</td>
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</tbody>
</table>

Program Learning Outcomes

Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions. (ACEND KRDN 1.1)

Student Learning Outcomes

Students will locate an article from the professional literature, summarize the article and explain the application/relevance to dietetics practice for each case study scenario.
Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public. (ACEND KRDN 2.1)

Students will present research articles pertaining to individual case studies to the class.

Students are able to use the nutrition care process to make decisions to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion. (ACEND KRDN 3.1)

Students will complete 8 case studies using the Nutrition Care Process. The Pancreatitis Case Study will assess this specific learning outcome and will be turned in through LiveText.

Students are able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services. (ACEND KRDN 2.5).

Students will complete case studies that will require them to identify the need for consultation of other professional services.

Students are able to demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession. (ACEND KRDN 2.7)

Students will complete service learning hours in the local community engaging with nutrition professionals and/or attend a professional meeting/seminar to interact with other dietetic professionals. A reflection paper will be completed and turned into LiveText.

Students are able to demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others. (ACEND KRDN 2.8)

Students will participate in a mentor and mentee collaboration meeting face-to-face or virtually twice in the fall and once in the spring semesters with a reflection paper to document their experience submitted into LiveText.

Upon successful completion of the case studies and individual counseling sessions the student will be able to:

1. Recognize and understand common medical terminology and abbreviations.
2. Interpret laboratory data and medical terminology
3. Utilize information from the medical record for nutrition screening and assessment.
4. Develop appropriate medical nutrition therapy care plans based on nutrition assessment, nutrition diagnosis, nutrition intervention, and nutrition monitoring and evaluation.
5. Understand the pathophysiological and biochemical rationale for medical nutrition therapy of specific disease states.
6. Determine appropriate fluid and electrolyte recommendations for specific disease states.
7. Identify significant pharmacological interactions of nutrients with other nutrients, drugs and dietary supplements.
8. Evaluate needs and strategies for utilization of diets modified in texture and adaptive feeding equipment and techniques appropriate for clients with swallow disorders.
9. Perform calculations needed for defined diets, enteral tube feedings, and parenteral nutrition support.
10. Develop acceptable menus for individuals that are consistent with the medical nutrition therapy care plans and client food preferences, eating patterns, and economic status.
11. Participate in nutrition screening and client counseling.
12. Recognize the psychosocial concepts that impact client-based interactions
13. Determine appropriate MNT counseling strategies for clients.
14. Effectively interact with clients in regards to health behaviors and educational needs.
15. Perform basic health assessments including blood pressure and vital signs.
16. Read and correctly interpret current research articles on nutrition and disease.
17. Understand the basic structure for healthcare delivery systems.
18. Describe the characteristics and rationale behind the use of transitional and modified diets for the prevention and treatment specific pathological disorders.
19. Recognize the need to assess the techniques and equipment needed to adapt feeding regimes to meet the needs to specific medical conditions.
20. Understand the basic structure for healthcare delivery systems.
21. Appreciate the importance of appropriate nutrition intervention in establishing cost-benefit and cost-containment strategies for the healthcare industry.

22. Recognize the association of malnutrition with the overall response to medical intervention, length of hospital stay, and cost of medical care.

23. Distinguish the difference between nutrition screening and nutrition assessment.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
- D2L enhancements will be used for this course. You can access D2L via [http://d2l.sfasu.edu](http://d2l.sfasu.edu). If you need help with D2L please contact OIT at 936-468-1919.

IV. Evaluation and Assessments (Grading):
1. Unit Exams (2 @ 100 points each = 200 points total).
   All exams will cover material from lecture, handouts, readings in the texts, and any assigned readings from supplemental materials. The exams will contain a section of multiple-choice questions. There will also be a separate section that may contain calculations, short answer questions, an essay, and vocabulary matching. You will need to bring a calculator, a #2 pencil and an NCS 30423 answer sheet to all exams. In the event that you miss an exam, the final exam will count twice, only if there is a valid excuse. Otherwise, you will receive a 0.

2. Comprehensive Final Exam (150 points)
   The format of the final exam will be similar to that of the unit exams. Thirty percent of the points will come from the last unit of study. The remaining 70% of the points will be questions covering material from the entire course.

3. LiveText Case Study (30 points)
   Before class you will use available resources to answer the assigned case study questions. Case studies will be submitted in Dropbox and must be typed or they will not be accepted. During class you may write corrected answers or additional comments on the case study assignment. Full credit requires ACTIVE participation in class discussion of the questions and their answers. Each case will begin with a BRIEF review of the disease pathophysiology, followed by Nutrition Assessment (food/nutrient intake, anthropometric calculations, relevant biochemical data, nutrition-focused physical exam/clinical data, PMH/meds, and comparative standards), Nutrition Diagnoses and prioritization, Nutrition Intervention, and Monitoring & Evaluation. In addition, each student will discuss the assigned article related to the case study content with the class. The Pancreatitis Case Study is a LiveText assignment and must be turned in through LiveText in order to be graded.

4. Nutrition Simulation (25 points)
   The students will meet at the SFASU School of Nursing (5707 North Street, Nacogdoches, TX 75965) on Tuesday, February 26 at 3:30pm. Students will participate in the learning experience based on a mock clinical setting applying their medical nutrition therapy knowledge followed by a case study scenario.

5. Case Studies / Class Participation (125 points)
   Class participation is an expectation for students to contribute during in class activities such as MNT case studies. Effective listening and communication is essential during outside activities such as the nutrition simulation, hospital tour, metabolic cart demonstration, or any additional activities that could occur.

6. Reflection Paper – Service Learning or Seminar (25 points) Dropbox Assignment
   A) You must participate in 4 hours of service learning related to nutrition. Part of the points will come from documented completion of the service learning like health fairs, cooking demos, etc.; part of the points will come from the QUALITY of your writing in the reflection paper. A reflection paper is your own personal response to the designated event. How did you feel while counseling or educating the patients? What went right? What went wrong? What could be done better? What did you learn and how does it tie into this course of study and into your future? It should be typed, 2 full pages minimum, double spaced, 12 point font, 1” margins. The reflection paper will need to be uploaded into LiveText for you to receive a grade for this assignment. We will discuss potential events in class.

   B) Attend the Northeast Regional Seminar. The winter meeting will be held on the Tyler Junior College campus in Tyler, TX on Friday, March 1, 2019. It starts around 8:00am and ends at 3:30 p.m. A reflection paper will be submitted into LiveText similar to the service learning assignment. Additional details to be discussed in class.
7. Undergraduate Student Mentorship – Reflection Paper (25 points)
MNT students will continue their mentorship with the SFASU dietetic interns and have at least one more meeting minimum before the DICAS application deadline (mid-February) during the spring semester. Email and phone communications are encouraged and should be documented. The program wants this to be a valuable experience for you and the dietetic intern. Please take this spring semester to communicate and/or meet with them more regularly if further questions arise.

MNT students will have the dietetic intern sign the service learning log for completion points. A reflection paper will be included with this assignment to assess your personal accounts from the mentorship for the fall 2018 and spring 2019 semesters. This reflection paper will be submitted into LiveText. Additional details will be provided in class regarding this assignment.

<table>
<thead>
<tr>
<th>Course Performance Evaluation:</th>
<th>Points</th>
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<tbody>
<tr>
<td>2 Unit Exams</td>
<td>200</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>150</td>
</tr>
<tr>
<td>LiveText Case Study</td>
<td>30</td>
</tr>
<tr>
<td>Nutrition Simulation</td>
<td>25</td>
</tr>
<tr>
<td>Case Studies / Class Participation</td>
<td>125</td>
</tr>
<tr>
<td>Service Learning / Seminar</td>
<td>25</td>
</tr>
<tr>
<td>Mentor/Mentee Assignment</td>
<td>25</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>580</strong></td>
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Course Grade Assignment:

<table>
<thead>
<tr>
<th>Grades:</th>
<th>Undergraduate</th>
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<tbody>
<tr>
<td>A</td>
<td>522 – 580</td>
</tr>
<tr>
<td>B</td>
<td>464 – 521</td>
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<tr>
<td>C</td>
<td>406 – 463</td>
</tr>
<tr>
<td>D</td>
<td>348 – 405</td>
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<tr>
<td>F</td>
<td>Less than 347</td>
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</table>
# Tentative Schedule for HMS 479
**Spring 2019**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22, 1/24</td>
<td>T, Th</td>
<td>Review of Course Syllabus, Lower GI tract</td>
<td>NTP Ch. 15, MNT CS 11</td>
<td></td>
</tr>
<tr>
<td>1/29, 1/31</td>
<td>T, Th</td>
<td>Lower GI Tract; Diseases of the Liver, Gallbladder, and Exocrine Pancreas</td>
<td>NTP Ch. 16; MNT CS 14 – NAFLD</td>
<td>IBD case study due</td>
</tr>
<tr>
<td>2/5, 2/7</td>
<td>T, Th</td>
<td>Diseases of the Liver, Gallbladder, and Exocrine Pancreas</td>
<td>MNT CS 15 – Pancreatitis</td>
<td>NAFLD case study due; Pancreatitis case study due via Live Text only</td>
</tr>
<tr>
<td>2/12, 2/14</td>
<td>T, Th</td>
<td>Diseases of the Endocrine</td>
<td>NPT Ch 17</td>
<td></td>
</tr>
<tr>
<td>2/19, 2/21</td>
<td>Th, T</td>
<td>Diseases of the Endocrine</td>
<td>MNT CS 18 – T2DM</td>
<td>Type 2 DM case study due</td>
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<tr>
<td>2/26</td>
<td>T</td>
<td>Nutrition Simulation – SFA School of Nursing</td>
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<tr>
<td>2/28</td>
<td>Th</td>
<td><strong>Exam 1</strong></td>
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<tr>
<td>3/5, 3/7</td>
<td>T, Th</td>
<td>Diseases of the Renal System</td>
<td>NPT Ch 18</td>
<td></td>
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<tr>
<td>3/12, 3/14</td>
<td>T, Th</td>
<td>Diseases of the Renal System; Guest Speaker</td>
<td>MNT CS 19 – CKD</td>
<td>CKD Case study due</td>
</tr>
<tr>
<td>3/19, 3/21</td>
<td>T, Th</td>
<td><strong>NO CLASS – (SPRING BREAK)</strong></td>
<td></td>
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<tr>
<td>3/26, 3/28</td>
<td>T, Th</td>
<td>Diseases/Disorders of the Neurological System; Metabolic Cart Demonstration</td>
<td>NPT 20</td>
<td></td>
</tr>
<tr>
<td>4/2, 4/4</td>
<td>T, Th</td>
<td>Diseases/Disorders of the Neurological System; Diseases of the Respiratory System</td>
<td>NPT 20; MNT CS 24 - Brain Injury</td>
<td>Neurological case study due</td>
</tr>
<tr>
<td>4/9</td>
<td>T</td>
<td>Diseases of the Respiratory System</td>
<td>NPT 21; MNT CS - 26 COPD</td>
<td>COPD case study due</td>
</tr>
<tr>
<td>4/11</td>
<td>Th</td>
<td><strong>Exam 2</strong></td>
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<tr>
<td>4/16</td>
<td>T</td>
<td>Hospital Tour – Nacogdoches Memorial</td>
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<tr>
<td>4/18</td>
<td>Th</td>
<td><strong>NO CLASS – (EASTER HOLIDAY)</strong></td>
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<tr>
<td>4/23, 4/25</td>
<td>T, Th</td>
<td>Neoplastic Disease</td>
<td>NPT 23; MNT CS 32 –Tongue Cancer</td>
<td></td>
</tr>
<tr>
<td>4/30, 5/2</td>
<td>T, Th</td>
<td>Neoplastic Disease, HIV/AIDS</td>
<td>NPT 24</td>
<td>Oral Cavity Cancer case study due</td>
</tr>
<tr>
<td>5/7, 5/9</td>
<td>T, Th</td>
<td>HIV/AIDS, Review for Final Exam</td>
<td></td>
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<tr>
<td>5/14</td>
<td>T</td>
<td><strong>Comprehensive Final Exam 1:00-3:00pm</strong></td>
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</table>

**SYLLABUS IS SUBJECT TO CHANGE**

VI. Readings (Required and Optional — including texts, websites, articles, etc.):

**Required Book:**

**Optional Book:**
LiveText
This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

Supplementary Books:

Food Medication Interactions, 18th edition
Z.M. Pronsky
Food Medication Interactions, 2015

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information. Found at https://www.sfasu.edu/policies

Attendance: Policy 6.7 --This course is a web-enhanced face-to-face course. Regular, punctual attendance is required on regularly scheduled class days and is important for success in the course. Students are expected to attend for the full class period and are required to be responsible for any information or materials given in class. Supplemental materials or handouts will only be distributed one time in class--students who are not in attendance will need to obtain these materials from another class member. The course syllabus, assignments, mail and grades will be posted on the course web page. Web-directed activities or assignments may substitute for class attendance only on days specified in web-page email, and/or announced in class. Students are expected to check the home page, web mail and course schedule prior to each class and to be prepared for each class meeting by reading the assigned materials.

Acceptable Student Behavior Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
Academic Accommodations for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabiliyservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and staff. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Penalties for Academic Dishonesty: Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Using technology in online testing
If you choose to take a quiz at a computer that is not supported by the University you will do so at your own risk. Inability to access the quiz, finish the quiz or submit a quiz during the designated quiz time due to unreliable internet connections or other technical problems at an off campus computer will not be accepted as a valid excuse. Your exam will be graded “as is.” Using a campus computer does not guarantee that connections may be lost, however they do guarantee a reliable way to verify interruptions of service. This alone could save your grade. If you need technical assistance during an exam please call 468-1919.
Cell phones are only to be used when given permission by the instructor for class-related activities. PLEASE DO NOT text, use social media, play games, or surf the web in class. Each student will be allowed one warning per semester for unauthorized cell phone use. For any additional violation, points will be deducted from any exams at the instructor's discretion.

Class participation promotes an active learning environment, and is both encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility to read the schedule in this syllabus and complete readings and assignments at the scheduled time.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Withheld Grades Semester Grades Policy (A-54)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

IX. Other Relevant Course Information:

Withdrawal from the course: Last day to drop a course or withdraw from the University without WP or WF is Wednesday, March 27, 2019.

Other policies: All other policies as printed in the handbook for students and other official publications of the University shall be followed in this class.