

PH 5030-5098 Diabetes Seminar Syllabus

Feature	Considerations
Instructor Information	<ul style="list-style-type: none"> • Melisa P. Danho MPH, RDN, LD <ul style="list-style-type: none"> ○ RAS W 238 713-500-9383 ○ Melisa.P.Danho@uth.tmc.edu
	<ul style="list-style-type: none"> • Shannon Weston <ul style="list-style-type: none"> ○ Shannon.R.Weston@uth.tmc.edu
	<ul style="list-style-type: none"> • Office Hours – By appointment
Course Description	<ul style="list-style-type: none"> • PH 5030 5098 Diabetes Seminar
	<ul style="list-style-type: none"> • Summer 2023
	<ul style="list-style-type: none"> • one credit hour
	<ul style="list-style-type: none"> • Face to Face; Canvas
	<p>Diabetes Seminar will offer comprehensive information in the following areas: Standards & Practice Recommendations, Pregnancy & Diabetes, Acute & Chronic Complications of Diabetes, Diabetes Education, Medications, and Outpatient Counseling. Treatment Algorithms, Protocols, and Guidelines for weight loss, exercise, nutrition, glycemic control, insulin administration, and diabetes in the pediatric population will also be discussed. Topic areas will be delivered through lectures, discussion, and application. A diabetes cooking class may be presented during the week. The Diabetes Seminar and cooking class is open to all UTHealth students and Health Care Professionals.</p>
Textbook and Materials	<p>Required</p> <ul style="list-style-type: none"> • Choose Your Foods Exchange Lists for Diabetes http://dte.ucsf.edu/pdfs/FoodLists.pdf • Medical Nutrition Therapy: Case Studies Access through Canvas
Course Expectations	<p>Students are expected to participate in in-class activities, complete case studies and homework assignments on time, and understand the fundamentals of Diabetes mellitus (Pre-Diabetes, Type I, II, and Gestational) at the end of this course.</p>
Course Learning Objectives	<p>After this course, the student will:</p> <ul style="list-style-type: none"> • Be familiar with the Evidence Analysis Library Reports at eatright.org Nutrition Practice Guidelines for Type I and Type II Diabetes. • Design, implement, and evaluate age-appropriate nutrition education sessions related to diabetes and participate in patient discussions • Demonstrate Broad-based knowledge of diabetes, pathogenesis, diagnosis, prevention, complications, and management. • Demonstrate Technical skills such as injection technique, blood glucose monitoring, and foot care.

- Demonstrate Interpersonal skills such as empathy, communication, assertiveness, flexibility, and resourcefulness.
- Demonstrate Presentation, writing, and interviewing skills, understanding the education process for adults and children.
- Understand behavior change and education strategies.

Dietetic Interns may meet the following competencies as defined by the Accreditation Council for Education in Nutrition and Dietetics through class participation

- CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews, and scientific literature in nutrition and dietetics practice. [Case Studies]
- CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures, and data analysis utilizing current and/or new technologies. [Carb counting activity]
- CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics. [Case Studies]
- CRDN 2.2 Demonstrate professional writing skills in preparing professional communications. [Case Studies]
- CRDN 2.3 Demonstrate active participation, teamwork, and contributions in group settings. [Cultural cuisine activity]
- CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences. [Cultural Cuisine activity]
- CRDN 3.3 Perform routine health screening assessments, including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation). [Case Studies & class activities]
- CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan. [Case Studies]
- CRDN 3.9 Develop nutrition education materials that are culturally and age-appropriate and designed for the literacy level of the audience. [Carb Counting Activity]
- CRDN 3.14 Develop and evaluate recipes, formulas, and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups, and individuals. [Cultural cuisine activity, culinary activity]

CEPH MPH Foundational Competencies:

	<p>MPH-9. Design a population-based policy, program, project or intervention</p> <p>MPH-14 Advocate for political, social, or economic policies and programs that will improve health in diverse populations</p> <p>MPH-18. Select communication strategies for different audiences and sectors</p>																		
List of Topics	Understanding pre-diabetes, type 1 and type 2 diabetes, diabetes during pregnancy, acute and chronic complications of diabetes, diabetes medications, equipment, and treatment. Guidelines for weight loss, exercise, nutrition, and glycemic control will also be discussed.																		
Learning Activities	<ul style="list-style-type: none"> • <u>Evaluation and Grading:</u> Students will be evaluated through an exam (a passing score of 80% required), attendance and class participation; completion of case studies; timely completion and submission of assignments. • <u>Readings:</u> Students are responsible for textbooks and related readings about the topics. Additional readings can be obtained by accessing related journals from the SPH library and optional reference books. • <u>Participation:</u> Students will ask and answer questions and participate in demonstrations and practice relating to using blood glucose monitoring devices. • <u>Case Studies:</u> All assigned case studies should be completed – in typed format and submitted via Canvas before the appointed date for grading. Supplemental material may be added. Students should turn in the case study on the due date for full credit. • <u>Educational Project (Carb counting activity):</u> Students will create an educational informatics carb counting activity related to a snack food/portions/desserts/ for an individual with DM • <u>Examination:</u> There will be one examination with a passing score of 80% or higher. • <u>Supplemental Activities:</u> Students wishing to practice skills learned in Diabetes Seminar may apply to volunteer as part of the medical staff at a Diabetes camp such as “Camp Rainbow.” See page 7 for a list of competencies that may be met by such a volunteer experience. Email the instructor with questions or concerns. 																		
Student Assessment And Grading Criteria	<table> <thead> <tr> <th><u>Assignment:</u></th> <th><u>Points:</u></th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>25</td> </tr> <tr> <td>Participation</td> <td>25</td> </tr> <tr> <td>Cultural Cuisine/Culinary Activity</td> <td>50</td> </tr> <tr> <td>DM Competencies</td> <td>100</td> </tr> <tr> <td>Examination</td> <td>100</td> </tr> <tr> <td>Case Studies</td> <td>300</td> </tr> <tr> <td>Educational Project (Carb counting activity)</td> <td>100</td> </tr> <tr> <td>Total</td> <td>700</td> </tr> </tbody> </table>	<u>Assignment:</u>	<u>Points:</u>	Attendance	25	Participation	25	Cultural Cuisine/Culinary Activity	50	DM Competencies	100	Examination	100	Case Studies	300	Educational Project (Carb counting activity)	100	Total	700
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	<ul style="list-style-type: none"> • <u>Grading Scale: (Points will be deducted for each day an assignment is submitted late.)</u> <p>A => 90% + B = 80% +</p> <ul style="list-style-type: none"> • Less than 80% will not be considered passing • <u>Assignment Deadlines:</u> Assignments are due on the date specified. Points will be deducted for late assignments. Two points will be deducted for each late day, including weekends and holidays. Projects will not be evaluated if turned in eight days after the deadline (Score of 0 recorded). • <u>Attendance:</u> Lectures require that all students participate in creating an environment conducive to learning. Except in emergencies, the instructor is expected to be informed of absences in advance. This class is face-to-face. Students are expected to be present and prepared for each class discussion, including a review of the case study and assigned required readings.
<p>Prerequisites and/or Technical Requirements</p>	<ul style="list-style-type: none"> • Prior undergraduate course in Medical Nutrition Therapy and approval of instructor • Students must be able to access Canvas • It is expected that you check the Canvas system regularly https://www.uth.edu/canvas/index.htm

Policies and Procedures	<ul style="list-style-type: none"> • <u>Assignment Deadlines</u>: Each assignment will have a due date, and the work is due on that date. • <u>Class Attendance</u>: Students must attend and participate in class regularly. The sum of class discussions, lectures, slides, and readings completes the learning experience. It is the student’s responsibility to notify the professor if absent and to obtain notes from another student. • <u>Written Assignments</u>: Assignments will be explained online and after the first lecture. All of the assignments will also be available on Canvas. Each assignment is graded individually, and feedback will be provided as appropriate. Content, as well as professional presentation, is considered in grading. • <u>Confidentiality / Integrity</u>: It is expected that the content of tests will not be shared with other students. Individual assignments should be completed without assistance from others. Team projects should be met with equal effort by all group members. • <u>ADA Accommodations</u>: If you have a documented disability that will impact your work in this class, please contact Student Affairs as soon as possible to discuss your needs. Additionally, you should notify the instructor to make appropriate arrangements.
	<ul style="list-style-type: none"> • <u>Withdrawal date</u>: Per SPH Calendar
	<ul style="list-style-type: none"> • <u>Attendance</u>: Absences will only be accepted with prior approval and for emergencies. • <u>Simulated Clinical Hours</u> – Actual case studies will be evaluated for medical and nutritional considerations in preparation for Medical Nutrition Therapy and supervised practice rotations. Hours spent preparing cases and assignments may be logged on an Internship Time Log with permission of the instructor.
	<ul style="list-style-type: none"> • <u>E-mail Procedures and Online Etiquette</u>: All materials posted are considered confidential, and the solo work of the authors listed. Electronic communication should be proofed and written professionally.
	<ul style="list-style-type: none"> • If you have a learning disability, sensory, physical disability, or any other impairment, or if English is your second language and you need special assistance in lectures, with reading assignments, and/or testing, please let the instructor and/or teaching assistant know so that they can accommodate. The UTSPH Assistant Dean for Students and ADA Accommodations Coordinator is Dr. Mary Ann Smith (mary.a.smith@uth.tmc.edu).

Academic Honesty	<ul style="list-style-type: none"> Academic honesty is valued at the UTSPH. The work you submit should be your work that represents your words and ideas. You signed a pledge at registration for SPH that said, "...I pledge that I will neither give nor receive unauthorized help on any examination, paper, or assignment that requires individual responsibility." Plagiarism is a big part of academic dishonesty, and claiming ignorance of UTSPH plagiarism rules is not a viable defense. All papers, written work, exercises, etc., need proper referencing of sources as befits a professional career in an academic setting. Be aware that using online Internet sources without adequate attribution constitutes plagiarism. Students are expected to abide by the UTSPH policies regarding academic honesty. You can review the Student Conduct and Discipline Policy in the Handbook of Operating Procedures (HOOP) at https://www.uth.edu/hoop/policy.htm?id=1448220. The UTSPH policy is that intentional plagiarism or dishonesty results in suspension for one year from school and an "F" in the course or on the assignment. All suspected academic dishonesty (actual or attempted) or other violations of the student code of conduct will be immediately reported to the UTSPH Office of Academic Affairs and Student Services.
Course Schedule	<ul style="list-style-type: none"> The course schedule is posted on Canvas. You may contact the instructor if you have trouble accessing the schedule.

Diabetes Camp Rotation for Dietetic Interns

In addition to taking the diabetes seminar course, dietetic interns will go through the process of becoming a medical staff volunteer at a Diabetes Camp such as Camp Rainbow, run by the American Diabetes Association. This provides the intern with the opportunity to apply medical nutrition therapy to everyday life situations and understand how diet and physical activity impact people with diabetes in real-time. It also provides an opportunity to conduct point-of-care testing and exposes them to medication management, as well as gaining experience working as part of a medical care team. Following is a list of competencies students should expect to meet during their diabetes camp experience along with example projects or activities the student may complete.

Diabetes Camp	
Competency	Project/Activities
CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives	Log blood glucose levels throughout the day and present the log to parents for review and to assist in the management of care. Answer parent questions and address concerns relating to the log.
CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of	Follow HIPPA guidelines relating to patient privacy and report any violations such as unauthorized photos and social media posts to leadership.

Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.	
CRDN 2.3 Demonstrate active participation, teamwork, and contributions in group settings.	Work with medical staff to coordinate monitoring campers' blood glucose levels, properly store and administer medications, provide snacks when appropriate with proper carbohydrate amounts, log blood glucose levels and review logs, monitor hydration levels, check for ketones when appropriate, and coordinate further monitoring and attention from senior medical staff when needed.
CRDN 2.4 Function as a member of interprofessional teams.	Function as part of medical staff.
CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines.	Work with physicians, nurses, dietitians, pharmacists, and students studying various medical specialties to coordinate the monitoring and treatment of campers.
CRDN 2.7 Apply change management strategies to achieve desired outcomes.	Use change management strategies such as planning, strategizing, and coordinating with medical staff, communicating with campers (patients) regarding intake, signs, and symptoms, removing obstacles to care, and providing immediate treatment when needed.
CRDN 2.8 Demonstrate negotiation skills.	Use negotiating skills to encourage campers to take appropriate actions (e.g. hydrate, snack appropriately, rest, test, etc.)
CRDN 2.10 Demonstrate professional attributes in all areas of practice.	Work professionally throughout the experience. Use listening skills and respond appropriately and demonstrate respect for others.
CRDN 3.3 Perform routine health screening assessments, including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation).	Measure blood glucose levels, work with medical staff to administer and adjust medications when appropriate, and recommend and provide appropriate snacks and meals to maintain.
CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.	Provide instruction to campers and parents to take appropriate actions regarding monitoring blood glucose levels, and considering when and how to take diabetes medication. Discuss or make recommendations during mealtimes and on parent

	days or at pickup regarding MNT plan or adjustments.
CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.	Use age-appropriate educational techniques to help patients understand nutrient needs and facilitate behavior change.
CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.	Use appropriate procedures to maintain campgrounds, dispose of trash, use appropriate recycling receptacles, and dispose of medical waste in an appropriate manner and following camp guidelines.
CRDN 4.10 Analyze risk in nutrition and dietetic practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or food-borne illness).	Analyze risks relating to foodborne illness by reviewing whether lunches and medications were stored properly and take appropriate action.
CRDN 5.6 Promote team involvement and recognize the skills of each member.	Get input from other medical staff relating to analyzing blood glucose logs or finding ways to promote hydration, snacks, etc. Involve other medical staff when problem-solving. Recognize team involvement during staff meetings.