# Syllabus PH 5030 Diabetes Seminar

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| Feature | Considerations |
| **Instructor Information** | * Laura S. Moore MEd, RD, LD/ Jeanne M. Piga-Plunkett MS, RD, LD/Shannon Weston MPH, RD, LD, CDE
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| * 713-500-9347 / 713-500-9346 / 713-500-9327
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| * E 1009
* E 1005
* E 1013
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| * Office Hours – By appointment
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| **Course Description** | * PH 9997-870 Diabetes Seminar
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| * Summer 2019
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| * 2 credit hour
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| * Face to Face; Canvas
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| 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 care of the elderly will also be discussed. Topic areas will be delivered through lecture, discussion and application. Diabetes cooking class will be presented during the week. The Diabetes Seminar and cooking class is open to all UT Health students and Health Care Professionals. |
| **Textbook** **and Materials** | Required* Choose Your Foods Exchange Lists for Diabetes

<http://dtc.ucsf.edu/pdfs/FoodLists.pdf> * Medical Nutrition Therapy: Case Studies

Access through Canvas |
| **Course Expectations** | Students are expected to participate in in-class activities, complete case studies and homework assignments on time, and understand the fundamentals of Diabetes mellitus (Type I, II, and Gestational) at the end of this course.  |
| **Course Learning Objectives** | At the completion of this course the student will:* 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 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.

Accreditation Council for Education in Nutrition and Dietetics:* CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature.
* CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures, and analysis.
* 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 Nutrition and Dietetic Practice and Code of Ethics for the profession for Nutrition and Dietetics.
* CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.
* CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.
* CRDN 2.8 Demonstrate negotiation skills.
* CRDN 2.10 Demonstrate professional attributes in all areas of practice.
* CRDN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues and staff.
* CRDN 2.13 Perform self-assessment and develop goals for self-improvement throughout the program.
* CRDN 3.4 Design, implement, and evaluate presentations to a target audience.
* CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the educational level of the audience.
* CRDN 3.6 Use effective education and counseling skills to facilitate behavioral changes
* CRDN 3.10 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.
* CRDN 4.3 Conduct clinical and customer service quality management activities
* CRDN 4.10 Analyze risk in nutrition and dietetic practice.

UT SPH Core Competencies:* Demonstrate ethical choices, values and professional practices implicit in public health decisions.
* Describe health problems including their social, cultural, environmental and behavioral causes.
* Apply biological concepts to public health issues and practice.
* Recognize value and integrate diverse individuals, groups and communities in order to produce public health outcomes.
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| **List of Topics** | * Pregnancy & Diabetes, Acute &Chronic Complications of Diabetes; Diabetes Education; and Medications. Treatment Algorithms, Protocols, and Guidelines for weight loss, exercise, nutrition, glycemic control, insulin administration and care of the elderly will also be discussed.
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| **Learning Activities**  | * Evaluation and Grading: Students will be evaluated through an exam (passing score of 80% required), attendance and participation in class; completion of case studies; timely completion and submission of assignments; group project (creation of an educational game for children with DM type I)
* Readings: Students are responsible for textbook and related readings pertaining to topic. Additional readings can be obtained by accessing related journals from the SPH library and optional reference books.
* Case Studies: All assigned case studies should be completed - typed format and emailed to the instructor before the assigned date for grading. Supplemental material may be added. Students should turn in the case study on the due date for full credit.

Examination: There will be 1 examination with the requirement of 80% or higher. * Educational Project:As a group, students will create an educational informatics related to a snack food/portions/desserts/ for an individual with DM
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| **Student Assessment****And Grading Criteria** | **Assignment: Points:**Attendance / Participation 100DM Competencies 100Examination 100Case Studies 400Food Informatics Project for Children 100**Total 800*** **Grading Scale:** (**Points will be deducted for each day an assignment is submitted late.)**
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| A =/> 90% + B = 80% + * **Less than 80% will not be considered passing**
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| * Assignment Deadlines: Assignments are due on the date specified. Points will be deducted for late assignments. Five points will be deducted for each late day including weekends and holidays. Assignments will not be evaluated if turned in three days after the deadline (Score of 0 recorded).
* Attendance**:** Lectures require that all students participate in order to create an environment conducive to learning. It is expected that the instructor will be informed of absences in advance except in emergency situations. 5 points will be deducted for absences with prior approval; 20 points for absences without prior approval. Students are expected to have prepared for each class discussion which includes review of the case study and required readings assigned.
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| **Prerequisites** **and/or** **Technical Requirements** | * Prior undergraduate course in Medical Nutrition Therapy and approval of instructor
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| * Students must be able to access Canvas
* It is expected that you check the Canvas system regularly <https://www.uth.edu/canvas/index.htm>
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| **Policies** **and Procedures** | Assignment Deadlines*:* Each assignment will have a due date and the assignment is due on that date. Assignments turned in late will not be evaluated. Class Attendance*:* Students are expected to attend and participate in class regularly. It is the sum of class discussion, lecture, slides, and readings that completes the learning experience. It is the student’s responsibility to notify the professor if absent and to obtain notes from another student. Written Assignment*s:* Assignments will be explained online and after the first lecture. All of the assignments will also be available on Canvas. Each assignment is graded as an individual assignment and feedback provided as appropriate. Content as well as professional presentation is considered in grading.* Confidentiality / Integrity: It is expected that content of tests are not shared with other students. Individual assignments should be completed without assistance from others. Team projects should be completed with equal effort by all members of the group.

ADA Accommodations: If you have a documented disability that will impact your work in this class, please contact the Director of Student Affairs, as soon as possible to discuss your needs. Additionally, you should notify the instructor to make appropriate arrangements. |
| * Withdrawal date: Per SPH Calendar
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| * Attendance**:** Absences will only be accepted with prior approval and for emergency situations. 5 points will be deducted for absences with prior approval; 20 points for absences without prior approval.
* Simulated Clinical Hours – Actual case studies will be evaluated for medical and nutritional considerations in preparation for Medical Nutrition Therapy hospital supervised practice rotations. Hours spent preparing cases assignments should be logged on an Internship Time Log.
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| * E-mail Procedures and Online Etiquette: All materials posted are considered confidential and the sole work of the authors listed. Electronic communication should be proofed and written in a professional manner.
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|  | * If you have a learning disability, sensory, physical disability, or any other impairment, or if is English is your second language and you need special assistance in lecture, reading assignments, and/or testing, please let the instructor and/or teaching assistant know, so they can accommodate. The UTSPH Assistant Dean for Students and ADA Accommodations Coordinator is Dr. Mary Ann Smith (mary.a.smith@uth.tmc.edu).
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| **Academic Honesty** | * Academic honesty is valued at the UTSPH. The work you submit should be your own 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 professional work in an academic setting. Be aware that using online Internet sources without proper 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.
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