

Course: Building a Food Foundation

Course Number MED 2119

Department: Internal Medicine/Pediatrics

Faculty Coordinator: Dr. Jaclyn Albin

Asst. Fac. Coordinators:

Hospital: n/a

Periods Offered: 4-8 (October-February)

Length: 4 weeks

Max # of Students: 5 students

First Day Contact: Dr. Albin

First Contact Time: 2PM the first day of the rotation

First Day Location: E3.524 (phone conference is an option for students out of town)

Prerequisites: completion of 2nd and 3rd year clerkships

I. Course Description:

This curriculum is designed to offer senior medical students a background in nutrition via a primarily independent learning model. Assignments aim to reinforce concepts presented in the readings and challenge students to critically evaluate nutrition in various settings. Week 1 provides background on the influence of policy on nutrition in the United States through readings and documentaries. Week 2 introduces concepts of nutrition epidemiology and gives students a foundation for evaluating nutrition research. Week 3 introduces the DASH diet and the Mediterranean diet. Students will also learn about diet recommendations for conditions such as congestive heart failure along with recommendations for other patient populations (geriatric, pediatric, obstetric). Students learn Week 4's material through readings on how to obtain a diet history from patients and how to respond to their concerns. Week 4 also offers culinary medicine opportunities in the community, such as cooking classes at the food bank, giving them the opportunity to practice what they have been learning throughout the elective.

Goals (<i>examples-edit as needed</i>)	Objectives (<i>describe activities that will support how goals are to be achieved</i>)	Assessment methods (<i>examples-explain how student will be evaluated</i>)
Patient Care: Assessment and Management 1. Students will demonstrate the knowledge, attitudes and skills necessary to perform a 24-hour dietary recall. 2. After performing a 24-hour diet recall, students will	1. Students will complete a dietary recall with a friend/family member 2. Students will participate in a community culinary medicine opportunity such	1. Students will write up their findings and recommendations from the 24-hour dietary recall 2. Students will participate in a community culinary medicine opportunity such

<p><i>provide dietary recommendations consistent with the Dietary Guidelines for Americans.</i></p> <p>3. <i>Students will learn how to teach culinary medicine in a community setting</i></p>	<p><i>as cooking classes at the food bank</i></p> <p>3. <i>Students will learn how to provide diet recommendations using the REAP (rapid eating assessment for participants) and WAVE (weight, activity, variety, excess) assessments</i></p>	<p><i>as cooking classes at the food bank</i></p> <p>3. <i>Students will create a healthy recipe using items available at the food bank</i></p>
<p>Medical knowledge:</p> <p>1. <i>Students will understand the nutrition label</i></p> <p>2. <i>Students will learn how to approach dietary management in 2 of the following patient populations or chronic conditions: CHF, IBS/GERD/IBD, CKD, geriatrics, pediatrics, and pregnancy.</i></p> <p>3. <i>Students will learn the role of vitamins and minerals in the diet and how to increase intake of vitamins and minerals</i></p> <p>4. <i>Students will learn about the health benefits of the DASH diet and the Mediterranean diet</i></p>	<p>1. Students will use the USDA interactive nutrition label to learn the essential parts of the nutrition label and the %daily values for the major macronutrients</p> <p>2. Students will read the study guides (created by the Goldring Center for Culinary Medicine) on their 2 chosen topics.</p> <p>3. Students will read the FDA Vitamins and Minerals Guide.</p> <p>4. Students will read journal articles relating the DASH diet and blood pressure control.</p>	<p>1. <i>Students will enter a food log into a free online app (healthwatch 360) to identify strengths and deficiencies in their current diet</i></p> <p>2. <i>Students will create a recipe for a healthy meal from foods available at the food bank and calculate the %DV of the major macro and micronutrients present in their recipe</i></p> <p>3. <i>Students will complete two case studies related to the two conditions/patient populations they chose.</i></p>
<p>Interpersonal and communication skills:</p> <p>1. <i>The students will effectively exchange information with MS1 students in the culinary medicine course or with individuals in community cooking classes.</i></p>		<p>1. <i>Observations of faculty and staff</i></p>
<p>Practice Based learning and Improvement:</p> <p>1. <i>Students will learn basic epidemiological principles as it relates to nutrition</i></p> <p>2. <i>Students will learn how to apply basic epidemiological principles by critiquing a nutrition research article</i></p>	<p>1. Students will read an introductory powerpoint covering basic nutrition epidemiological principles</p>	<p>1. <i>1.5-2 page critique comparing a nutrition news article and the research underlying the news article or 1.5-2 page critique of a primary nutrition research article</i></p>

Professionalism: 1. <i>Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population</i>		1. <i>Observations of faculty and staff</i> 2. <i>Completion of required assignments by the dates listed in the syllabus</i>
Systems based practice: 1. <i>Students will understand the influence of food policy on patient food choices.</i> 2. <i>Students will learn the role of food banks and/or the benefits of community classes for improving patient dietary choices.</i>	1. Selected readings and documentaries on food policy and the food industry (examples: Food Politics by Marion Nestle and the documentary Food, Inc)	1. <i>Short reflection or blog article (200-250 words)</i> 2. <i>Observations of faculty and staff</i>

III. Methods of Instruction:

- A. Didactic: Teaching is primarily through assigned readings and documentaries as described above.
- B. Clinical: Students will learn how to perform a 24 hour dietary recall and how to suggest dietary changes with nutrition assessment tools. They will also have the opportunity to teach in the culinary medicine class as a MSIV peer mentor or in a community setting like the food bank.

IV. Overview of student responsibilities

Students will be responsible for independently completing the required readings and written assignments. Each week's assignments will be submitted by the Sunday of each respective week.

IV. Method of evaluation of students and requirements:

Students will be evaluated based on the completion of each week's activities and readings as listed above. The faculty coordinator will evaluate the student's performance and submit a grade. The grades are pass/fail.