

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Health Professions Dept/Division: Dietetics Alpha Designator/Number: DTS 674 Graded CR/NC

Contact Person: Kelli Williams Phone: 304-696-4336

NEW COURSE DATA:

New Course Title: Food Allergies and Intolerances

Alpha Designator/Number:

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Title Abbreviation:

F	o	o	d		A	l	l	e	r	g	i	e	s		&		I	n	t	o	l	e	r
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(Limit of 25 characters and spaces)

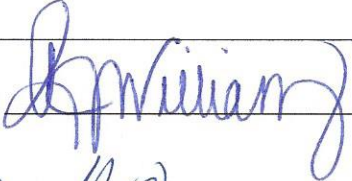


Course Catalog Description: Advanced study of food allergies and intolerances and the roles of nutrition in food allergy prevention and lifestyle management.
(Limit of 30 words)

Co-requisite(s): N/A First Term to be Offered: Fall 2019

Prerequisite(s): N/A Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): N/A

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u></u>	Date <u>11-29-18</u>
Registrar <u></u> <u>513101</u>	Date <u>12-5-'18</u>
College Curriculum Chair <u></u>	Date <u>1/24/19</u>
Graduate Council Chair _____	Date _____

Request for Graduate Course Addition - Page 2

College: Health Professions

Department/Division: Dietetics

Alpha Designator/Number: DTS 674

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Amy Gannon, MS, RDN, LD
Mary Kathryn Gould EdD, RDN, LD
Mallory Mount, MS, RDN, LD

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Upon completion of this course, students will be able to successfully:

- Identify and describe the difference between food allergies and intolerances.
- Assess and educate food allergy/intolerance patients utilizing the Nutrition Care Process.
- Explain potential complications in food allergy/intolerance populations.
- Identify the role of nutrition in the prevention of food allergies.
- Interpret evidence-based research on the prevention and management of food allergies/intolerances.

7. COURSE OUTLINE (May be submitted as a separate document)

See Attached Syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Joneja, J. V. (2013). The Health Professional's Guide to Food Allergies and Intolerances. American Dietetic Association: Chicago, IL.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

- Guided readings
- Videos
- Q & A/Student discussion boards in Blackboard
- Group work
- Support from the instructor, as needed

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

- Projects
- Case studies
- Final exam
- Educational video recordings

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See Attached Syllabus

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: Dietetics
Course Number and Title: DTS 674 Food Allergies and Intolerances
Catalog Description: Advanced study of food allergies and intolerances and the roles of nutrition in food allergy prevention and lifestyle management.
Prerequisites: Not Applicable
First Term Offered: Fall 2019
Credit Hours: 3



Marshall University
College of Health Professions
Department of Dietetics Syllabus

Course

DTS 674: Food Allergies and Intolerances

Course Description

Advanced study of food allergies and intolerances and the roles of nutrition in food allergy prevention and lifestyle management.

Credits

3 hours

Prerequisites

Permission

Term/Year

TBD

Location

MU Online/Blackboard

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/calendar/academic) (URL: <http://www.marshall.edu/calendar/academic>).

Instructor

Mallory Mount, MS, RD, LD, CDE

Contact Information

Office: 247 Pullman Center/ 907 3rd Avenue

Office Hours: TBD

Office Phone: 304.696.2507

Marshall Email: evans99@marshall.edu (preferred contact method)

Required and/or Recommended Texts and Materials

Required Texts, Additional Reading, and Other Materials

Joneja, J. V. (2013). *The Health Professional's Guide to Food Allergies and Intolerances*. American Dietetic Association: Chicago, IL.

Bibliography can be found at the end of this syllabus.

Course Student Learning Outcomes

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will identify and describe the difference between food allergies and intolerances.	Course readings and assignments	Exam, case studies
Students will assess and educate food allergy/intolerance patients utilizing the Nutrition Care Process.	Course readings and assignments	Case studies
Students will explain potential complications in food allergy/intolerance populations.	Course readings and assignments	Exam, case studies
Students will identify the role of nutrition in the prevention of food allergies.	Course readings and assignments	Exam, case studies
Students will interpret evidence-based research on the prevention and management of food allergies/intolerances.	Course readings and assignments	Exam, case studies, educational video
Apply evidence-based guidelines, systematic reviews and scientific literature (CRDN 1.2)	Students will apply evidenced-based guidelines when completing all assignment and evaluating research.	Case studies, educational video
Evaluate emerging research for application in nutrition and dietetics practice (CRDN 1.4)	Students will use proper research techniques and guidelines for assignments and discussions.	Exam, case studies, educational video
Incorporate critical thinking skills in overall practice (CRDN 1.6)	Students will use critical thinking skills to complete all assignments/discussions in this course.	Exam, case studies, educational video

Demonstrate professional writing skills in preparing professional communications (CRDN 2.2)	Students will demonstrate proper APA format when completing assignments and presentations.	Case studies, educational video
Demonstrate active participation, teamwork and contributions in a group setting (CRDN 2.3)	Students will complete assignments with active participation and teamwork in group assignments.	Case studies
Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings (CRDN 3.1)	Students will use the NCP and standardized nutrition language to complete SOAP and ADIME notes in the didactic setting.	Case studies
Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings (CRDN 3.3)	Students will demonstrate effective communication while recording their educational videos.	Educational video
Design, implement and evaluate presentations to a target audience (CRDN 3.4)	Students will present their findings with regard to their educational video assignment.	Educational video

Course Requirements/Due Dates

Course Requirements:

Grading Scale:

In the Start Here Section:

Syllabus Quiz (due TBD)	5 points	90 – 100	A
Introduction Post (due TBD)	5 points	80 – 89	B
APA Citation Videos & Quiz (due TBD)	5 points	70 – 79	C
Academic Integrity Videos & Quiz (due TBD)	5 points	60 – 69	D
		Below 60	F

In Modules 1 & 2:

Case Studies (2 @ 50 points each)	100 points
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In Module 3:

Examination	200 points
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In Module 4:

Educational Video	<u>100 points</u>
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TOTAL	420 points
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Grading Policy

All assignments are expected to be turned in on time. Assignments are due as scheduled. Late assignments will receive an automatic 10% reduction when received after the scheduled time; an additional 10% will be deducted everyday thereafter.

Grammar, spelling, and punctuation are critical components to any assignment and therefore must be correct to avoid deductions for errors. Additionally, all projects and assignments are to be computer processed using 12 point, Times New Roman font, unless otherwise indicated by the instructor. Each assignment should be uploaded in the appropriate Blackboard dropbox.

Grades will be posted for viewing on Blackboard. Students are responsible for periodically checking their grades on Blackboard. Contact the instructor if you are having trouble accessing your grade and/or if you suspect an error.

The instructor attempts to respond to all email within 24 hours except on weekends and holidays. Assignments will be graded as soon as possible by the instructor. You should expect to see a grade posted in Blackboard no later than 1 week after the due date.

Be aware that plagiarism is presenting someone else's work as your own. It doesn't matter if it was deliberate or unintentional. You must give credit to the author when it is due. Plagiarism is very serious and is a form of academic dishonesty. Please review and complete the APA Citation resources and Academic Integrity and Quizzes in the Start Here section.

Attendance Policy

This is an online course. Attendance will be determined by your activity in the course.

It is expected that you check your Marshall e-mail and Blackboard course e-mail daily to stay current with any announcements or changes with the course. University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [Academic Affairs: Marshall University Policies](http://www.marshall.edu/academic-affairs/policies/). (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Course Schedule

Week [or Lesson, Unit, etc.]	Activity/Assignment	Points (Percentage)	Due Date
Module 1 Weeks 1-4	Group Case Study 1	50 points	TBD
Module 2 Weeks 5-8	Group Case Study 2	50 points	TBD
Module 3 Weeks 9-12	Individual Food Allergy Assessment	200 points	TBD
Module 4 Weeks 13-15	Individual Educational Video	100 points	TBD

Assignment Descriptions:

Module 1 & 2: Case Studies

Students will complete **group** case studies and will submit on Blackboard by the designated deadline.

Module 1 Case Study 1:

A three-year-old boy (T.J.) has been diagnosed with allergies to milk, eggs, and peanuts via a skin prick allergy test. He lives with his mom, dad, and older sister who is eight years old. Mom is a teacher and dad is a coal miner. Dad was recently diagnosed with type 2 diabetes and they have been making lifestyle changes to decrease sugar in their foods. Mom and dad do not have any food allergies, nor does anyone in their family. Mom is very upset with these findings and is eager to learn how to help her son. They have not had any formal education from a dietitian previously.

24-hr recall:

Breakfast: cereal with 2% milk (usually fruit loops, cinnamon toast crunch, or lucky charms)- Mom reports he eats ½ a bowl.

Snack: chocolate pudding cup (1) with Hawaiian punch

Lunch: Chicken nuggets (2-from a package), crackers (2), cheese, mixed fruit cup with 2% milk

Snack: a handful of M&M's

Dinner: Variable, but a typical dinner is spaghetti with processed meatballs with a small salad with ranch dressing; meatloaf with mashed potatoes (with cheese) and canned corn; pizza (meatlovers) – order out or frozen. When they eat out they go to Logan's Roadhouse, McDonald's or Wendy's. T.J. usually eats off of his parent's plates when dining out. Usually drinks coke at dinner.

Snack: ½ bowl of cereal with milk.

Anthropometrics:

Ht: 39"

Wt: 40#

Skin Prick: + allergy to milk, eggs, peanuts

No labs noted.

1. What is a skin prick allergy test? How is this test administered? What allergies can be identified from this test?
2. In addition to the skin prick test, what are the other ways that food allergies can be identified and diagnosed?
3. List the possible symptoms of a food allergy.
4. What is the difference between a food allergy and a food intolerance?
5. What characteristics are required for an allergic response to food?

6. Describe the pathophysiology of an allergic reaction.
 7. What is the quantity of egg, milk, and peanut required to cause an allergic reaction for T.J.?
 8. During your initial visit with T.J. and his mom and dad, what education will you provide to them regarding his food allergy diagnosis?
 9. Are there any other nutritional concerns that you will focus on during this visit?
 10. Determine T.J.'s energy and protein requirements.
 11. Select two nutrition problems and complete PES statements for each.
 12. For each PES statement written, establish an ideal goal (based on signs and symptoms) and an appropriate intervention (based on etiology).
 13. Write an ADIME note for your initial visit with T.J. and his parents.
 14. You have scheduled T.J. and his parents for a one month follow-up. What will you address at this visit?
- Please provide a reference page of where you received your information.

Module 2 Case Study 2:

B.J. is a 22-year-old college student who notices that her mouth itches and her tongue swells when she eats some raw fruits and vegetables. She has also noticed that she feels bad after drinking wine or cheese. She has been diagnosed with a histamine sensitivity and oral allergy syndrome. She is worried about what she eats and has asked to see the University Dietitian for help. B.J. had no labs done, but has been referred to the dietitian to eliminate the foods that are believed to be causing her symptoms.

24-hr recall:

Breakfast: 1 nature valley granola bar with an apple. Drinks 2% milk.

Snack: Crackers (10) and parmesan cheese with water

Lunch: a large salad with a variety of vegetables, cheese, and chickpeas with oil and vinegar for dressing with crackers. Water to drink.

Snack: chocolate covered peanuts (handful)

Dinner: Usually has at the dining hall and eats a variety of foods. Likes lunch meat sandwiches, spaghetti with meatballs, fish/shellfish, and bean soup. Always has fresh fruit and a salad at dinner. Water to drink.

Sometimes drinks wine when she goes out to dinner with friends- usually has 2 glasses.

Snack: usually ½ bowl of cereal with 2% milk, chocolate, or nuts.

Anthropometrics:

Ht: 5'4"

Wt: 145#

BP: 135/88

1. What is the definition of Oral Allergy Syndrome (OAS)? Who is most commonly affected? Does it correlate with any other allergies?
2. What are the symptoms of OAS?
3. What is the definition of Histamine Sensitivity? Who is most commonly affected? Does it correlate with any other allergies?
4. What are the symptoms of histamine sensitivity?
5. What foods are high in histamine?
6. What foods are low in histamine?
7. What questions would you ask B.J. to determine what foods she has an intolerance/sensitivity to?
8. What nutrition recommendations would you provide to B.J. regarding her OAS and histamine sensitivity?
9. Are there any nutritional concerns you have with B.J. following the OAS and histamine sensitivity recommendations you provided?
10. Are there any other nutritional concerns that you will focus on during this visit?
11. Assess B.J.'s weight and BMI. Calculate her IBW, %IBW, and if needed, her adjusted body weight.

12. Determine B.J.'s energy and protein requirements.
 13. Prioritize 2 nutrition problems and complete a PES statement for each.
 14. For each PES statement written, establish an ideal goal (based on signs and symptoms) and an appropriate intervention (based on etiology).
 15. Write a SOAP note for your initial visit with B.J.
- Please provide a reference page of where you received your information.

2. Module 3: Allergy and Intolerance Questions/Examination

Students will read the required text (including the helpful resources and bibliography) and **individually** complete the Allergy and Intolerance Examination. You will be able to save and exit the exam and can complete the exam over time. Complete the exam on Blackboard by the designated deadline.

3. Module 4: Educational Video

Students will record an **individual** educational video on a food allergy or intolerance that they learned about this semester. You need to select an allergy or intolerance to discuss. Your video needs to be 2-3 minutes in length, so you will need to choose a specific topic to talk about regarding the allergy/intolerance. For example: For a milk allergy you could talk about what it is, signs and symptoms, and its prevalence OR you could talk about foods to avoid with a milk allergy and appropriate substitutions for these foods. You get to choose both your allergy/intolerance and your topic.

For the video, you should include: 1) an introduction of yourself and the topic, 2) the information for the food allergy and topic you choose, 3) closing, thank you, and references.

You can choose to record your video however you want to. Please make sure you have a professional backdrop and are dressed in professional attire. You may want to use iMovie (or another video software) to record your video. For the references at the end, you can provide those written (in APA format) as part of the credits in video software or verbally (example: References used in this video include The Health Professional's Guide to Food Allergies and Intolerances book, written by Janice Vickerstaff Joneja and the Food Allergy & Anaphylaxis Connection Team website at www.foodallergyawareness.org/). You should use at least three references for your video. Submit your on Blackboard by the designated deadline (see module four for details).

Helpful Resources & Bibliography

Additional bibliographies can be found at the end of each chapter of your textbook.

Academy of Nutrition and Dietetics. (2016). Practice paper of the Academy of Nutrition and Dietetics: Role of the Registered Dietitian Nutritionist in the diagnosis and management of food allergies. *Journal of the Academy of Nutrition and Dietetics*, 116(10), 1621-1631. Retrieved from <http://www.eatrightpro.org/~media/eatrightpro%20files/practice/position%20and%20practice%20papers/practice%20papers/practicepaperroleofrnfdfnfoodallergies.ashx>

Boyce, J. A., Assa'ad, A., Burks, A. W., Jones, S. M., Sampson, H. A., Wood, R. A., ... Plaut, M. (2010). Guidelines for the diagnosis and management of food allergy in the United States: Report of the NIAID-sponsored expert panel. *Journal of Allergy and Clinical Immunology*, 126(6), S1-S85. doi: <https://doi.org/10.1016/j.jaci.2010.10.007>

Christie, L., Hime, R. J., Parker, J. G. & Burks, W. (2002). Food allergies in children affect nutrient intake and growth. *Journal of the American Dietetic Association*, 102(11), 1648-1651. doi: [https://doi.org/10.1016/S0002-8223\(02\)90351-2](https://doi.org/10.1016/S0002-8223(02)90351-2)

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Joneja, J. M. V. (2003). Dealing with food allergies: A practical guide to detecting the culprit foods and eating a healthy, enjoyable diet. Bull Publishing Company: Boulder, CO.

Kansas State University Center for Food Safety in Child Nutrition Programs. (n.d.). Food allergy video: Caitlin remembered. Retrieved from <http://cnsafefood.k-state.edu/resources/videos.html>

Kids with Food Allergies: A Division of the Asthma and Allergy Foundation of America. (2018). Kids with food allergies. Retrieved from <http://www.kidswithfoodallergies.org/page/welcome.aspx>

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- National Institute of Allergy and Infectious Disease. (2017). Addendum guidelines for the prevention of peanut allergy in the United States. U.S. Department of Health and Human Services. Retrieved from <https://www.niaid.nih.gov/sites/default/files/peanut-allergy-prevention-guidelines-clinician-summary.pdf>
- National Institutes of Health. (2017). NIH-sponsored panel issues clinical guidelines to prevent peanut allergies. Retrieved from <https://www.nih.gov/news-events/news-releases/nih-sponsored-expert-panel-issues-clinical-guidelines-prevent-peanut-allergy>
- Patriarca, G., Schiavino, D., Pecora, V., Lombardo, C., Pollastrini, E., Aruaano, A., ... Sabato, V. (2009). Food allergy and food intolerance: Diagnosis and treatment. *Internal and Emergency Medicine*, 4(1), 11-24. doi: <https://doi.org/10.1007/s11739-008-0183-6>
- Pumphrey, R. S. H. (2000). Lessons for management of anaphylaxis from a study of fatal reactions. *Clinical and Experimental Allergy*, 30, 1144-1150.
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- University of Nebraska-Lincoln Food Allergy Research and Resource Program. (2018). Retrieved from <https://farrp.unl.edu/thresholds-for-allergenic-foods>
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