

**SBM Nutrition
2003 – 2004**

Date	Day	Time		Topic	Presenter
4/19/04	Mon	10:15-11:15 11:15-12:15	Chilcott Chilcott	Introduction to Nutrition Protein/Calorie Nutrition	B. O'Mara B. O'Mara
4/20/04	Tues	10:15-11:15 11:15-12:15	Chilcott Chilcott	Vitamins Minerals	B. O'Mara B. O'Mara
4/22/04	Thurs	8:00- 9:00 9:00-10:00	Chilcott Chilcott	Diabetes/Renal Nutrition Nutritional Supplements	M. Valovic B. O'Mara
4/26/04	Mon	8:00- 8:30 8:30- 9:00 9:00-10:00	Chilcott Chilcott Chilcott	Nutrition for the Athlete Obesity Introduction Fad Diet Debate	K. Karlson B. O'Mara DMS IIs
4/27/04	Tues	8:00-10:00	Kellogg	Nutrition Fair	Faculty

Welcome to the Nutrition SBM course

Course Purpose

The purpose of the SBM Nutrition course is to provide a basic understanding of the principles of human nutrition and the clinical assessment of nutrition status. The course will illustrate the application of these principles and techniques in several clinical situations.

Grading Policy

The course will be graded on a Honors/Pass/Fail basis.

Passing will require the satisfactory completion of a 24-hour analysis of your own diet using the Diet Balancer computer program either in Dana or the Health Sciences Library and the submission of a 2-3 page paper on a Community Health and Nutrition project of your choice.

The Nutrition Analysis assignment will contribute up to 10% of your grade. You must turn in a printed diet analysis and daily diet (5% of grade), as described later in these notes. Your personal critique of your own diet will be worth up to an additional 5% of your grade. (You will not be graded on the quality of your diet!) These are due in the SBM Office **NO LATER THAN 3:00 PM on Thursday, April 29.**

The Community Health and Nutrition project will contribute up to 30% of your final grade. Papers, as described later in these notes, must be turned in to the SBM Office by 3:00 PM on Friday, April 30, or to the exam facilitator **NO LATER THAN 8:00 AM on Monday, May 3.**

There will be a multiple choice final exam given on **Monday, May 3, from 8:00-9:00 AM** in Kellogg Auditorium. This exam will contribute up to 60% of your grade. Honors/Pass/Fail grades will be assigned according to SBM guidelines.

Enjoy the course. Please contact Dr. O'Mara by e-mail with questions at any point during the course (Barbara.O'Mara@Dartmouth.edu). Questions will also be entertained during lectures; I also try to leave time for questions and discussion at the end of each lecture.

Nutrition SBM Educational Resources

Required Reading:

DMS Nutrition Manual 2004—This presents the core curriculum that medical students are expected to master during their four years in medical school. It serves as a basis for the lectures in this course, but the exam will not cover the entire content of this manual. Rather, the student will be held responsible only for materials covered in lectures. Lectures will, to some extent, but not directly, follow these notes. For this reason, separate “lecture outlines” will be provided to help the student prepare for, and follow, the lecture series. It is in the best interest of the student, however, to read the entire manual, as this material is covered on the Medical Boards exam.

“Health Advantages and Disadvantages of Weight-Reducing Diets: a Computer Analysis and Critical Review”, J. Anderson et al, *J Am College Nutrition*, Vol. 19, No. 5, 578-590. On reserve at Dana Library. We will have an open discussion of this paper on the last day of the course—please come prepared to participate with comments and opinions.

Suggested Reading: (on reserve at Dana Library)

“Special Topics in Nutrition”—Part III of the DMS Nutrition Manual, but not required reading. The following topics are covered in detail:

- (1) *Dietary Antioxidants*—this topic will be touched on during the “Nutritional Supplements” lecture. The results of some of the studies discussed at length in this “paper” will be presented in lecture, particularly as they relate to prevention of cardiac disease and cancer.
- (2) *Hyperhomocysteinemia*—this is currently quite the hot topic with regard to risk for cardiac disease, but direct cause/effect has not yet been established, nor have benefits of nutritional interventions been conclusively demonstrated. This topic will also be mentioned during the “Nutritional Supplements” lecture, but not in the depth provided here.
- (3) *Vegetarianism and Food Faddism*—Will be included with your handouts—basis for discussion on last day of course, along with required article. It is important to be fully informed as physicians with regard to these diets, as they are very popular, but may do more harm than good if not carefully executed (in the case of vegetarianism) or if used at all (in the case of many fad diets). I encourage all of you to read this section—very readable, brief, and enlightening. This makes great “nutritional debate” material—feel free to raise these issues after lecture, if time permits.
- (4) *Nutrition and the Athlete*—This has also been included in your handout section, as we will have a guest lecturer on this topic. Please read it ahead of time, as we are encouraging discussion!

Suggested Activities (elective): (on reserve at Dana Library)

Nutrition in Medicine CD-ROM series, Zeisel S, ed., UNC Dept of Nutrition, 1998-1999.

This is an interactive set of learning materials which have been prepared with the medical student in mind. They will take you into the doctor’s office for a number of different clinical scenarios pertaining to the following topics in nutrition. It is strongly suggested that you review at least one of these:

- Lifecycle I: Maternal and Infant Nutrition
- Diabetes and Weight Management
- Diet, Obesity, and Cardiovascular Disease
- Nutrition and Cancer
- Nutritional Anemias
- Nutrition and Stress

Reference Books: (on reserve at Dana Library)

Shils M, Olson J, Shike M, *Modern Nutrition in Health and Disease*, 8th ed., Lea & Febiger, 1994—this is the “Harrison’s” of Nutrition—i.e., very inclusive and exhaustive presentation of the topic, but a dependable reference for most standard topics. It will not provide information on the latest developments in Nutrition.

Alpers D, Stenson W, Bier D, *Manual of Nutritional Therapeutics*, 3rd ed., Little, Brown & Co., 1995—this provides a hands-on approach to clinical nutrition, with a much more in-depth approach to the same topics covered in your manual. If any of you are particularly interested in Nutrition, it is an affordable and handy resource, available at the bookstore.

There are many “nutrition” books available in bookstores, but I would caution that not all are based on scientific evidence.

Top Five Problems facing DMS, as described from the Independent Student Survey
Nicholas Osborne, DMS IV

The following list of the five most urgent problems facing DMS are based upon student responses to the Independent Student Self-Study-Survey performed in 2003-2004. This document is not the report to be submitted to the LCME, but is rather a guide for the other committees during the report drafting/editing process.

1. Curriculum:

- a. In general, DMS students are very satisfied with their education at DMS. Most classes are rated very highly. There are, however, several classes with sub-standard ratings.

ii. Nutrition: Nutrition has consistently been rated as one of the least regarded classes at DMS; this survey reiterates that student sentiment. Students criticize the organization of the course and the delivery of the material. Students complained that the course assigned "busy-work" and that the exam did not reflect the material presented accurately. Other students recommended incorporating the necessary nutrition curriculum into the first year biochemistry course and into the second year systems-based courses as they fit. Though dismantling Nutrition may appeal to some students, it is questionable whether the material would be well absorbed by students in this piecemeal fashion. The most practical solution may be to continue to teach Nutrition, but to overhaul the curriculum. A sub-committee of students and faculty could quickly identify the necessary, topics to cover in the course and pare down the material covered.



DARTMOUTH MEDICAL SCHOOL
HANOVER, NEW HAMPSHIRE 03755-3833

**Student Course Evaluation Program
Year Two Committee**

Stephanie Ajudua, Jinny Chang, Scott Faucett
Casey Olm Shipman, Brian Paul
Cécile Ferguson, Administrator
c/o HB 7005; Tel: 603-650-1369

July 1, 2004

Dr. Barbara O'Mara
Course Director
SBM Nutrition

Dear Dr. O'Mara:

On behalf of the Second Year class, and the Student Course Evaluation Committee members I'm happy to present you with the results of the student evaluation of the 2002/03 SBM Nutrition course. The committee members were not available to sign this letter, but they hope you can use these results as a gauge of how well students feel they're learning the material in your class -and as an indication of how learning could be facilitated.

In previous years, the comments were forwarded verbatim. This year the committee decided to remove from the narrative the few personal or unprofessional comments. We felt including these rare comments was detrimental to the evaluation process.

The class has worked hard to provide you with this information. *Your feedback would mean a great deal to the students.* Thus, we ask you to consider drafting a letter to the Second Year class, sharing with them your response to their comments and concerns. If you do choose to write, please send me a copy of your response, for our files.

We also hope you will let our committee know how you felt about the evaluation process and whether it has met your needs. (Just as students have been forthright with you, please feel free to be forthright with us.) Most of all, we hope you find this information helpful. Thank you for your time and interest.

Sincerely,

Cécile M. Ferguson
Program Administrator

cc: David Nierenberg

**SUMMARY OF NARRATIVE EVALUATIONS FOR
SBM NUTRITION
2003-04**

62 Respondents or 78% of The Year Two Class

In previous years, the comments were forwarded verbatim. This year the committee decided to remove from the narrative the few personal or unprofessional comments. We felt including these rare comments was detrimental to the evaluation process.

Many students felt that the material presented in the SBM Nutrition course was useful, interesting and emphasized, said one student, "what is going to be clinically important". They said the short course was a "terrific biochemistry review" and that it demonstrated the importance of diet in causing disease and preventing disease. Asked about the strengths of the course, the 24-hour Diet Analysis exercise and the Nutrition Fair were the items listed by most students. Suggestions to improve the course were varied: many students were unsure of the benefits of the community project, given the timing with boards. Others recommended revising exam questions to better reflect learning objectives. Finally, a few comments suggested incorporating Nutrition lectures in SBM courses rather than having a separate course.

Nutrition Fair The eight stations of the Nutrition Fair were "a good learning opportunity" and the format overall was effective. A few students said that the material on Caring for Trauma and ICU patients might be more suited to a classroom lecture.

Exams and Grading Policy Students were divided on the grading policy: while a few said that not having "another 100% final" was welcome, the majority of respondents said that the assignments were not useful learning tools and came "at an especially stressful time of the year".

Nutrition Narrative 2003/04

Total Responses = 65

What were the two best things about this course?

Content, Subject

Content,
Interesting topic
Description of various diets
Good notes, covered a wide range of topics
Needed emphasis on proper nutrition
Review vitamins and minerals
Review of the vitamins and minerals
Learning about vitamins and minerals
Learning the diabetic diet, analyzing our own diets
Diabetes diet lecture from the nutritionist at the VA
Learning that pyridoxine can glutathione oxidase
The life cycle information was informative and very relevant
Diet debate
Fad diet information (assigned paper was very interesting)
Active learning opportunities
Great faculty very invested in the education of students.

Nutrition fair

Nutrition fair
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Nutrition fair
Nutrition Fair
Nutrition Fair
Nutrition Fair
I liked the nutrition fair
The nutrition fair was helpful
One on one with the docs at the fair
Nutrition Fair was a good change of scene for review of material that is important to
remember for the wards
Nutrition Fair was good, but redundant with the rest of the course, do one or the other

Diet analyzer

Diet analyzer
Diet analyzer
Diet analyzer
Diet analysis
Diet analysis
Diet analysis
Diet analysis
Diet Analysis

Diet analysis

Diet analysis

Diet analysis

Diet analysis

24-hour diet analysis

I liked doing the diet analysis.

The Diet Analysis was great. Encouraged us to look at our own diets and better understand how food contributes to nutrition, energy, etc

Projects

Projects

The project

The nutrition project

Community health project

I really enjoyed completing the Community Health and Nutrition Project. I also learned a lot from doing a diet journal and a 24-hour diet analysis

Notes

Course packet

Nutrition manual is a great reference

Lecture slides on blackboard were nice to have

Power Point slides were succinct yet comprehensive

The PowerPoint slides were fairly clear and the pictures were great

Short

Short and short

That it was only two weeks long

It's over, and it's over

What two things would you suggest that we do or change next year to improve this course? Please be specific

Fine

Assignments

Drop community health project

Get rid of the community health project

Community project is time-consuming!-

Community nutrition project was not useful

Less busy work, simplified notes/manual

I did not think the nutrition project was very helpful, it seemed like busy-work

Eliminate the nutrition paper--it was not helpful to learning and took too much time
(which would have been better spent with other courses/boards

Decrease the busy work. It comes at a bad time for 2nd years. I believe nutrition would actually be more effective if it were taught in a similar fashion to pharm, intro lectures followed by lectures with each subsequent class

I wish that the community nutrition project could be more specific as to allow the students to learn something new rather than being so broad as to only allow doing a project that includes stuff we have already learned

I am uncertain of the benefits of the Community Health Project. It felt like busy work with little educational value

Given the timing with boards...I don't think that the extra projects served any purpose in our education...I didn't mind doing it but it was just extra "busy" work when I feel I should have been reviewing
Nutrition community project was not helpful, I didn't learn anything.
Have community project due before exam, not at exam
Omit the diet debate and community project assignment

Lecture organization

Revise, condense vit/mineral notes so all the info on sodium is under heading "sodium"
Better guidelines on the fad diet debate. No one really defended his or her diet well. Nor was there much information about each diet. I would recommend information sheets be given to each group with talking points
Condense the notes to parallel lectures and get rid of extraneous stuff because nobody ever needs to know toxicities of trace elements
Do not do fad diet debate, have us complete diet analysis but do not require written comments on them
Include discussion of appropriate diet for persons with illnesses other than diabetes (i.e. CHF, HPT)
More organized lecture
Organize manual format better so that it is easier to read - too jumbled
Please spend more time in class discussing the specifics of how to care for trauma and burn victims -- this was not covered thoroughly enough by just having a quick booth at the Nutrition Fair
Reducing the amount of extra information in the notes would be helpful

Exam

Be certain exam questions reflect learning objectives
Exam too nitpicky--didn't test general, important knowledge
Make the exam questions correspond better with the lecture focus
Question should parallel the course material, half the questions I could have answered prior to taking this course
Rewrite the final exam to better represent what we learned in this course. Eliminate wasted time (the community health project, diet debate)
Tailor the exam questions to more reflect the emphasis of the course; there were several that were very specific, testing minutia not discussed in class. Also, the Nutrition Fair was great, but that was a lot of standing for faculty and students alike!
One test question could include a nutrition label right off a yogurt can and ask students to answer questions based on it

Make it a first year course
Make this course a first year class
DELETE, OFFER IN FIRST YEAR
Mix this class with first year biochem;
Time of the course, switch with dermatology the term before
Get rid of the class and tack it on to the end of biochemistry
Please get rid of the sound bites in the PowerPoint lectures - they even disturbed my dog when I was looking at the slides at home!

Comments on course overall

Good

Fun course

Pretty good

I had a good time

Good experience

The course was good and worth taking

I enjoyed the class overall and thought that the emphasis was on learning what is going to be clinically important

It was a terrific biochemistry review and actually cleared up a few things that had previously been muddled in my mind. Nutrition is biochemistry!

I appreciate the different teaching styles used in presenting the material for this course.

The debate and the fair made our jobs (learning) more enjoyable

The course was good. I was surprised by the specific questions about the biochemical processes impacted by the various vitamins -- this was not emphasized during the lecture at all

A good course to make students aware of the importance of diet in causing disease, preventing disease, and maintaining a healthy mind and body. The notes were a bit too inclusive of material that was not important to understand the big picture (too many details on vitamins and minerals, was very distracting to learning the information that was clinically relevant.)

The information I learned from the class was very useful, interesting, and pertinent to just about every class we've taken. However, much of the presentation of the information was very redundant and unclear. Specifically, a cohesive presentation of vitamins and minerals would have been very helpful, like a table listing uses, sources, deficiency, etc for each vitamin and mineral. The denseness and repetition of the notes (for much of which we were not "responsible") made it harder to learn the information that was really important

I thought the overall content of the course was very interesting, but felt rushed in the amount of time that was allotted. Rather than having 2 weeks of Nutrition during a time when everyone is concentrating on the boards, it might be helpful to have lectures throughout the year. Have the DM diet during Endocrine, Female pregnancy/lactation info during Reproduction, etc. This way, the content gets the attn it deserves as well

I really liked the course. However, perhaps it would be better to have nutrition spread throughout the year- have Ms. Valovic come in during endocrinology and talk about diabetes, talk about a heart-healthy diet in the fall during Cardio etc-- 2nd years are busy so students often skipped lectures. I think it would be better to have nutrition scattered throughout the year

Fad diet debate was good, but I would have liked to hear the straight facts about each diet in addition to the "selling points."

If you narrow down the material for use we have a better chance of really learning it. For example, tell us what we need to memorize and what we need to know how to look up as physicians

It was refreshing to see a grade for a course NOT based entirely on one final exam!

Should be a first year course . It is tacked on to a very busy time of year and is neglected by most students. As a first year course, it would be one of the best of the year!!

Notes should be revised to include information that is to be learned. Either use PowerPoint slides or refine notes to be more accurate

This course should not be a single course. It should be integrated into our curriculum on a system basis. Each system we learn could have a nutrition lecture to it

This course should not stand on its own. It should be incorporated into biochem as a few lectures at the end. Most information presented was not backed by any scientific

evidence, and this would really be improved if, say, the diabetic diet were presented at the same time as the biochemistry to diabetes

It would be good to include a comment at least on the "empty" calories in juice for children, to suggest diluting juice and limiting it; also good to combine all the "supplements" materials in the handout; also combine the diet notes w/ obesity notes, a chart on all the fad diets, pros and cons would have been useful as well; It would be useful if you used the term vegan instead of vegetarian in your notes, since many of the problems (ke B12) are only vegan problems, ovolactovegetarians (i.e. eat eggs, milk products) are not at risk; update athlete notes to include supplements act that were talked about

I was frustrated by the very scant mention of organic food. The syllabus gives a very brief mention of it, and presents a severely one-sided view of the organic debate. I was amazed that the syllabus charged that organic foods were competing with and "taking away from" the business of huge companies whose products are "superior"!!!!!!!!!!!!!! In an area where local farms are struggling to survive, I cannot believe that our syllabus said this. How about buying organic foods from the Farmer's market in an attempt to support local, small scale farming that is tons more sustainable than the large-scale agricultural industry? I suggest that you do some more reading on the environmental and health ramifications of conventionally farmed products before you make an assertion in print that organic products are inferior. Ten years ago organic fruits and vegetables may have looked less "pretty" on the shelves, but that's not the case these days. Lots of people are wondering about the effects that hormones are having in our foods...and not just "lay people", but many prominent physicians are bringing this issue to the forefront. I would really have liked to have had one small group session where we looked at the EVIDENCE BASED data supporting/refuting the argument that hormones in our animal food supply are having effects on the age of onset of menstruation in females. In addition, mention of antibiotics in the food supply as it relates to antibiotic resistance at the clinical level would have been good

PLEASE PLEASE PLEASE try to be more fair about vegetarian and vegan diets. Also, Dr. O'Mara needs to be more fair in terms of not showing her bias against "alternative health." It seems like it's very western-centric thought and offensive to other cultures. I would have rated her as an "excellent" lecturer because she was well prepared and had good PowerPoint's, but I just felt like she needed to consider alternative points of view more carefully

The additional projects in this course did not add much besides stress. Effort should be made to avoid extra "busy work" for med students before boards

The dietary analysis and community project were a real waste of time...they added little to my knowledge of nutrition

This course had a significant negative impact on the amount of time I was able to spend on SBM courses and Boards. The two projects were unnecessary busy-work. Very little of the information was new--most had already been presented in the context of other classes. A two-week course at the beginning of the last term of second year is inappropriately placed

This course revolved around busy work. It was pointless to go to lecture as one could gain as much just by reading the PowerPoint's on your own

Exam questions were poorly worded and difficult to understand, and poorly reflected the material emphasized in class

For the way the course was taught i.e. the lecturers and the way the nutrition manual was written, some of the questions on the final exam called for more detail than alluded to during the course. Generalizations in class did not translate to specifics, as far as biochemical reactions, enzyme components, etc. If you are going to test on fine details, then teach some of the fine details in class or mention the testable points,

please. Waving of hands and saying "renal failure" does not translate into BUN or creatinine levels
It was essentially worthless. I learned nothing beyond basic common knowledge or what I could have easily read in five minutes if the notes had been written properly. There is not material here and should not be a class
This course was a waste of time. This course should have been offered the first year. Why is this an SBM course? Where is the science
Very, very poor course. Absolutely a waste of tuition \$. Courses like this during the last term are very disruptive to Board studying. I cannot stress enough how strongly I feel this course should be dropped
This course is One credit? To say that it is half of the load that the Neuro course was makes me wonder how credit hours are decided

Comments on individual lectures and lecturers (O'Mara, Valovic, Karlson)

Good
Everyone was fine
All were very good
All three are very good and dynamic lecturers that present information in very "palatable" and concise manner
Valovic was a great lecturer, made everything very clear
All were fine. Really enjoyed Dr. Valovic's demonstrations and hands on that she shared with the class

Dr. Karlson was excellent! I really enjoyed Dr. O'Mara's nutritional supplements lecture
Karlson: would like more information about what elite athletes are doing/using and how that affects their health

Dr. O'Mara was very enthusiastic about us learning the info and it showed
Dr. O'Mara shouldn't feel personally offended when student attendance to her class is low
By O'Mara not allowing a break, she got off to a bad start with the class. Really, we always get 5 min and it is hard to sit for 2 hrs straight! However, she is great to talk to in person and her lectures were good
Dr. O'Mara was rude and disrespectful toward us on the first day of lecture, which set a bad tone for the entire course. Also, lecturers reading Power Points does not help me learn
The atmosphere of the lectures was tense and unproductive to learning. I stopped going after the first hour. Lecturers need to be more patient with student questions
Have more confidence with regard to public speaking and NEVER tell students not to ask questions!!!

Comments on the Nutrition Fair. Was the overall format (8 stations) effective? Were some stations particularly useful?

Fine

Good

Very useful

Yes. Very good

Go review of material

Good addition to the course

Excellent. Best for my learning

Was kinda fast but a good exercise

All were excellent. Good learning tool

I thought that was a great learning opportunity

I liked all the stations. I think the Fair was the single best aspect of the course

Yes, the overall format was effective, it was interesting to learn from different people

The nutrition fair was useful. The slides summarizing the main points were particularly good

Yes, very nice and concise information on important and interesting topics. Just enough information that we needed to know and that we could master

I thought it was effective. The station on anorexia could have been more comprehensive. It was basically a Q and A

I think it was a great organization. It was helpful that the details presented were also discussed in the lectures and course notes in the appropriate sections. Perhaps allow students to sit somehow? Maybe move it to Vail/Chilcott lab for that reason

It was a fun way to have a class; most info was review of what was already taught (diabetes, athlete, pregnancy). Since the course is so short--would like to have exposure to new material during that time

The Nutrition Fair was fun, but I found that the topics of caring for trauma and ICU patients didn't fit in well. These topics were too detail oriented and complicated to be covered in the allotted time -- please integrate them into the classroom lecture time next year. Also, please include a booth about SOY. This food is so highly debated, with regards to its effects on heart disease, menopausal symptoms, breast cancer, etc that it is a travesty to not include SOME mention of it in the course. There could easily be a booth that summarizes the EVIDENCE BASED MEDICINE and Randomized Controlled Trials involving Soy to date, much like the Supplements lecture

ICU nutrition

Yes. ICU nutrition was particularly helpful

Yes Dr. Henriques station was helpful

Surgery station was particularly useful

Useless. Dr. Henriques and the parenteral nutrition were good

Good -- I would like to see more information about specific disease states and diets -- especially for renal failure and the like

Format was great. However, the sports and diabetes stations were repetitive as we had already heard from the lecturers

Useful, but probably not necessary

Why not just cover the stuff in class? Since nobody asked any questions so there wasn't any interactive experiences, and each professor had to waste his/her breath to say the same thing multiple times

Some stations were kind of worthless (i.e. maternal/pregnancy) and others were too rushed..

Did not go
Didn't go. I didn't have time
I didn't attend due to a family event

Comments on grading policy, assignments (Nutrition Analysis, Community Health and Nutrition project) and final exam

Fair
Fine
Fine
Good
Good
Very fair
All were fair
Good policy
Fine- best that final wasn't whole grade
Very fair, thank you for not giving us another 100% final!
Everything was worth doing... Unfortunate that the term does not have enough time to incorporate this "Busy Work" appropriately

Nutrition project was not useful...I found it to be a chore with little benefit to my knowledge base
Too much tedious work-i didn't learn much in the process of doing the community health project
Assignments did not challenge our knowledge in nutrition, instead focused on social aspects and proposal writing
I found the assignments to be a bit overwhelming. Considering the brevity of the course and how quickly the final exam came up, I felt as if my time could have been better spent reviewing the material
The assignments were unnecessary busy work that come at an especially stressful time of year. The final exam was unfairly skewed toward vitamins/minerals, and it focused on minutiae
The community health project was a complete and utter waste of time. To write a 2 page paper on a broad topic is impossible, unless one presents VERY little, simplified information
Too many points assigned to the Community Health assignment. I don't really think it added much to the class. It did however take time away from SBM FEK and Infectious Diseases
Get rid of the community health project, not useful, it was busy work and not useful
The diet analysis was helpful and not too much work. The community project made me feel like I was in high school again. Suggestion: 90%final, 10% diet analysis
Would prefer not to do the project and just have nutrition analysis and exam
We have to study for boards? Why are there so many projects. Make the test 100%
Less extra projects are better
Too many high school assignments
Poor timing of course and due dates. Grading policy allowed me not to worry about exam

Comments on other issues that came up during the course:

Fine

Short course, but ok

Fad diet session was not very productive. There wasn't a lot of information presented for the time that was spent

Projects are very useful, but poorly timed in the year. Make it a first year course

Time is a factor. The assignments are necessary for future physicians to do. We SHOULD look at our own diet before telling pts what to eat. However, the amount of time in Block V causes, such as Busy Work to be annoying although it is useful

That exam was terrible! It was unclear, and did not test on what was stressed in the course

This class should be removed

**SUMMARY OF STATISTICS
IN YEAR TWO EVALUATION FOR
SBM NUTRITION
2003-04**

62 Respondents or 80% of The Year Two Class

The following discusses the statistics elicited by this survey. We encourage readers to review the narrative comments as well as the statistics. For your convenience, we offer this brief summary of some of the highs and lows recorded this year.

Students rated aspects of the course using a five-point scale, from “poor” to “excellent”, with 1 being poor, 5 being excellent. The following discusses the statistics elicited by this survey. We encourage readers to review the narrative comments as well as the statistics. For your convenience, we offer this brief summary of some of the highs and lows recorded this year.

General overview All scores in the general section, including overall satisfaction with SBM Nutrition, effectiveness of lectures and intellectual challenge improved this year but remained below the Year two average. The overall effectiveness of lecture notes and the usefulness of the DMS Nutrition manual were in the “good” to “very good” range. All other scores were in the “fair” to “good” range. The majority of students found the pace of the lectures adequate: 84% of respondents said it was about right (76% last year) and 12% said it was too slow.

Lectures Scores for all lectures improved compared with last year. They ranged from “good” to “very good” for the Diabetes and Renal Nutrition lecture to “good” for the remaining lectures including Introduction, Protein/Calorie, Vitamins, Minerals, and Athletes. The Nutrition Fair, new this year, received scores in the “good” to “very good” range. The Fad Diet debate seemed only moderately useful, with a score in the “fair” to “good” range.

Exams, grading policy Scores were also improved in this section. Most students seemed to find the grading policy clear and fair, scores were average for Year Two. Asked about the clarity of exam questions and their ability to parallel the content and emphasis of the course, students gave answers in the “fair” to “good” range.

Other Students said the 24-hour diet analysis was an effective learning tool. Only eight students used the Nutrition in Medicine CD-ROM series.

General		Q. 1	Q. 1a	Q. 3a	Q. 14	Q. 15	Q. 16	Q. 17
FREQUENCY								
	<i>Too rushed, too dense</i>		2					
	<i>About right</i>		48					
	<i>Too slow, not enough material</i>		7					
	<i>Poor "1"</i>	10		12	8	2	4	2
	<i>Fair "2"</i>	21		17	20	19	18	16
	<i>Good "3"</i>	20		16	23	16	21	16
	<i>Very Good "4"</i>	9		7	7	15	15	15
	<i>Excellent "5"</i>	2		2	1	7	3	10
	<i>Don't Know, N/A: "6"</i>	1		9	4	4	2	4
	TOTAL # RESPONSES*	62	57	54	59	59	61	59
	MEAN*	2.56	n/a	2.46	2.56	3.11	2.93	3.24

*Not including a response of "6"

LAST YEAR'S MEAN								
	This course	2.07	n/a	2.18	2.17	2.45	2.38	2.60
	<i>Difference (This yr versus last)</i>	0.48		0.28	0.39	0.66	0.55	0.64
	All Yr II courses	3.22	n/a	3.29	3.41	3.15	3.37	3.34
	<i>Difference (This course versus all)</i>	-0.66		-0.83	-0.85	-0.04	-0.52	-0.52

GENERAL

1. Overall satisfaction with this course.

a. The lectures in Nutrition are allotted 9 hours. Given that limit, the pace of the average lecture was:
too rushed /about right /too slow

3. Overall effectiveness of attending lectures.

14. Intellectual challenge offered by the course.

15. Quality and effectiveness of lecture notes.

16. How well the course helped me acquire knowledge about this field.

17. Usefulness of DMS Nutrition Manual (text).

#--SBM Nutrition—03-04

Lectures	Q. 22a	Q. 22b	Q. 22c	Q. 22d	Q. 22e
FREQUENCY					
<i>Poor "1"</i>	8	1	3	3	14
<i>Fair "2"</i>	14	9	11	11	13
<i>Good "3"</i>	22	15	17	11	15
<i>Very Good "4"</i>	11	11	15	14	9
<i>Excellent "5"</i>	5	5	0	9	0
<i>Don't Know, N/A: "6"</i>	0	22	17	15	12
TOTAL # RESPONSES*	60	42	46	49	51
MEAN*	2.86	3.23	2.94	3.31	2.37

*Not including a response of "6"

LAST YEAR'S MEAN					
This course	2.29	3.08	2.72	n/a	n/a
<i>Difference (This yr versus last)</i>	0.57	0.15	0.23		
All Yr II courses	3.40	3.40	3.40	3.40	3.40
<i>Difference (This course versus all)</i>	-0.53	-0.16	-0.45	-0.09	-1.03

THE LECTURER

22a. Dr. O'Mara: overall effectiveness of lectures. (Introduction, Protein/Calorie, Vitamins, Minerals, Supplements, Obesity)

22b. Dr. Valovic: overall effectiveness of lectures (Diabetes, Renal Nutrition)

22c. Dr. Karlson: overall effectiveness of lectures (Athletes)

22d. Overall effectiveness of the Nutrition Fair.

22e. Overall effectiveness of Fad Diet debate.

#--SBM Nutrition—03-04

Exam, Grading	Q. 18	Q. 19	Q. 20
FREQUENCY			
<i>Poor "1"</i>	1	9	10
<i>Fair "2"</i>	6	9	20
<i>Good "3"</i>	23	22	23
<i>Very Good "4"</i>	17	11	5
<i>Excellent "5"</i>	12	11	3
<i>Don't Know, N/A: "6"</i>	4	1	1
TOTAL # RESPONSES*	59	62	61.1
MEAN*	3.54	3.09	2.54

*Not including a response of "6"

LAST YEAR'S MEAN			
This course	3.38	2.99	2.59
<i>Difference (This yr versus last)</i>	0.16	0.10	-0.05
All Yr II courses	3.49	3.07	3.08
<i>Difference (This course versus all)</i>	0.06	0.02	-0.54

EXAMS, GRADING

18. Clarity of grading policy as presented at beginning of course.

19. Appropriateness of weight accorded final exam (90%) and other components of final grade (24-hour diet analysis, 10%).

20. Ability of quizzes and exam questions to parallel the content and emphasis of the course.

#--SBM Nutrition—03-04

Other		Q. 44	Q. 45
FREQUENCY			
	<i>Poor "1"</i>	2	4
	<i>Fair "2"</i>	1	8
	<i>Good "3"</i>	3	25
	<i>Very Good "4"</i>	2	14
	<i>Excellent "5"</i>	0	12
	<i>Don't Know, N/A: "6"</i>	55	0
TOTAL # RESPONSES*		8	62
MEAN*		2.62	3.35

*Not including a response of "6"

LAST YEAR'S MEAN		
	This course	2.00 3.40
	<i>Difference (This yr versus last)</i>	0.62 -0.05

OTHER

44. Effectiveness of Nutrition in Medicine CD-Rom series as a learning tool. (optional activity)

45. Usefulness of 24-hour diet analysis in helping you understand how your diet compares to an "ideal diet".

#--SBM Nutrition—03-04

Other		Q. 50
FREQUENCY		
	<i>Poor "1"</i>	7
	<i>Fair "2"</i>	13
	<i>Good "3"</i>	24
	<i>Very Good "4"</i>	10
	<i>Excellent "5"</i>	4
	<i>Don't Know, N/A: "6"</i>	4
TOTAL # RESPONSES*		58
MEAN*		2.83

*Not including a response of "6"

LAST YEAR'S MEAN	
This course	2.51
<i>Difference (This yr versus last)</i>	0.32
All Yr II courses	3.21
<i>Difference (This course versus all)</i>	-0.38

OTHER

50. Effectiveness of lectures, slides, notes, etc. in illustrating how Nutrition diseases can exhibit differences in frequency, cause, presentation, or management in patients from different groups (e.g. racial, religious, gender, age, socioeconomic, etc.).