

Educate

Nutrition in Medical Education, Patient Versions of Nutrition Guidelines

Update: Cristina Cuerda, Spain

Keynote: Cees Smit/ Gaston Remmers –
Update Patient Version Guidelines





Nutrition Education in Medical Schools

ESPEN NEMS project

Cristina Cuerda & Maurizio Muscaritoli

ESPEN NEMS project



2017

2019


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Clinical Nutrition

journal homepage: <http://www.elsevier.com/locate/cnu>

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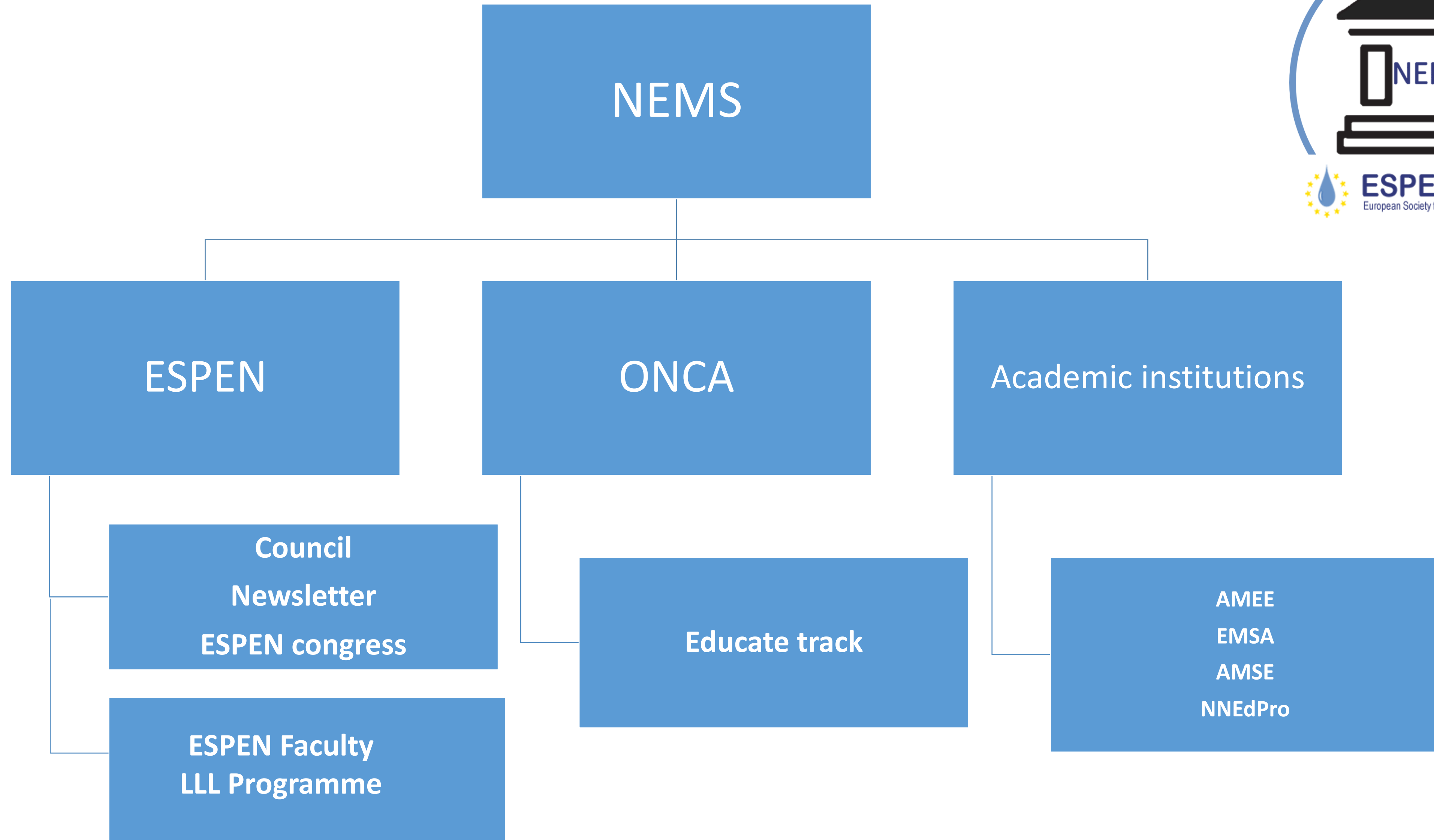
Clinical Nutrition

journal homepage: <http://www.elsevier.com/locate/cnu>



Editorial
Clinical nutrition education in medical schools: Results of an ESPEN survey

ESPEN Endorsed Recommendation
Nutrition education in medical schools (NEMS). An ESPEN position paper[☆]



Open NEMS meeting in Krakow



ONCA



- Participation in the ONCA Paris meeting (29th May 2019):
 - with the talk “Nutrition education at medical Schools (ESPEN NEMS Project): Action plan”
 - Presentation of the results of an ESPEN survey on NEMS and contents of the ESPEN position paper within ONCA delegates

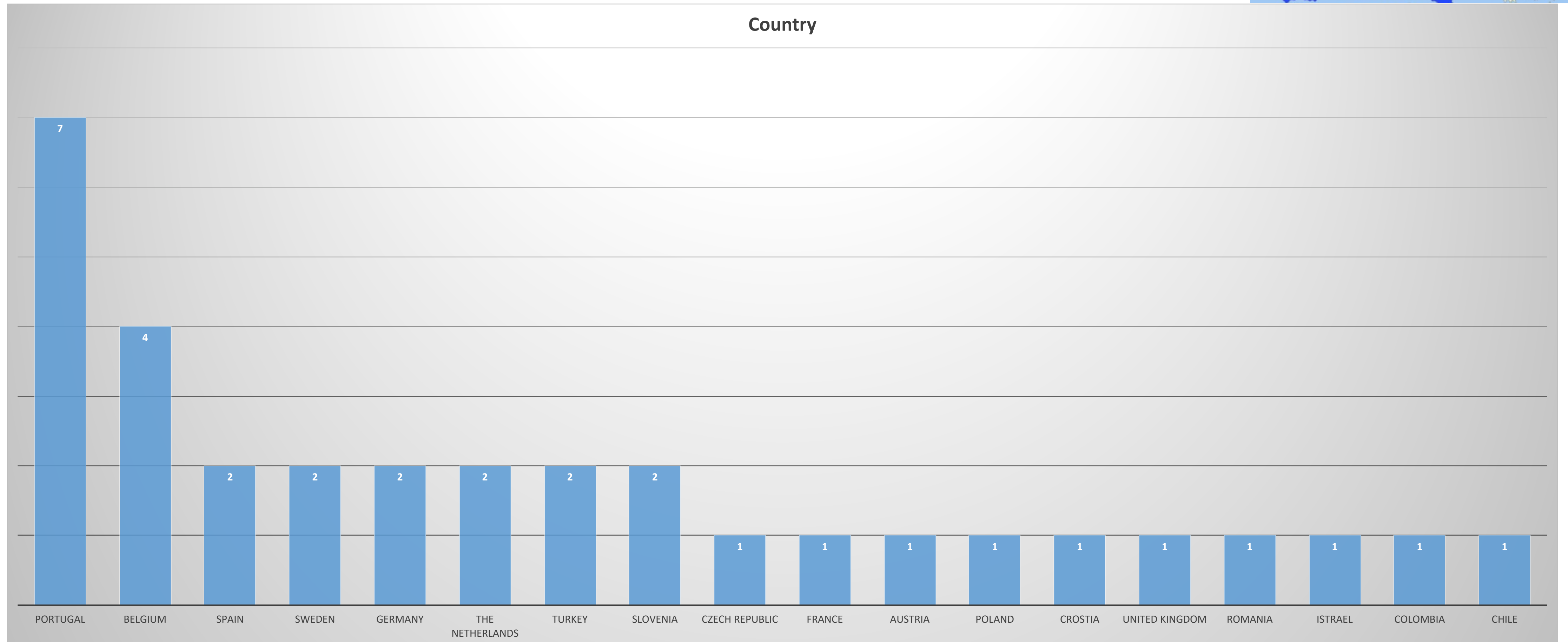




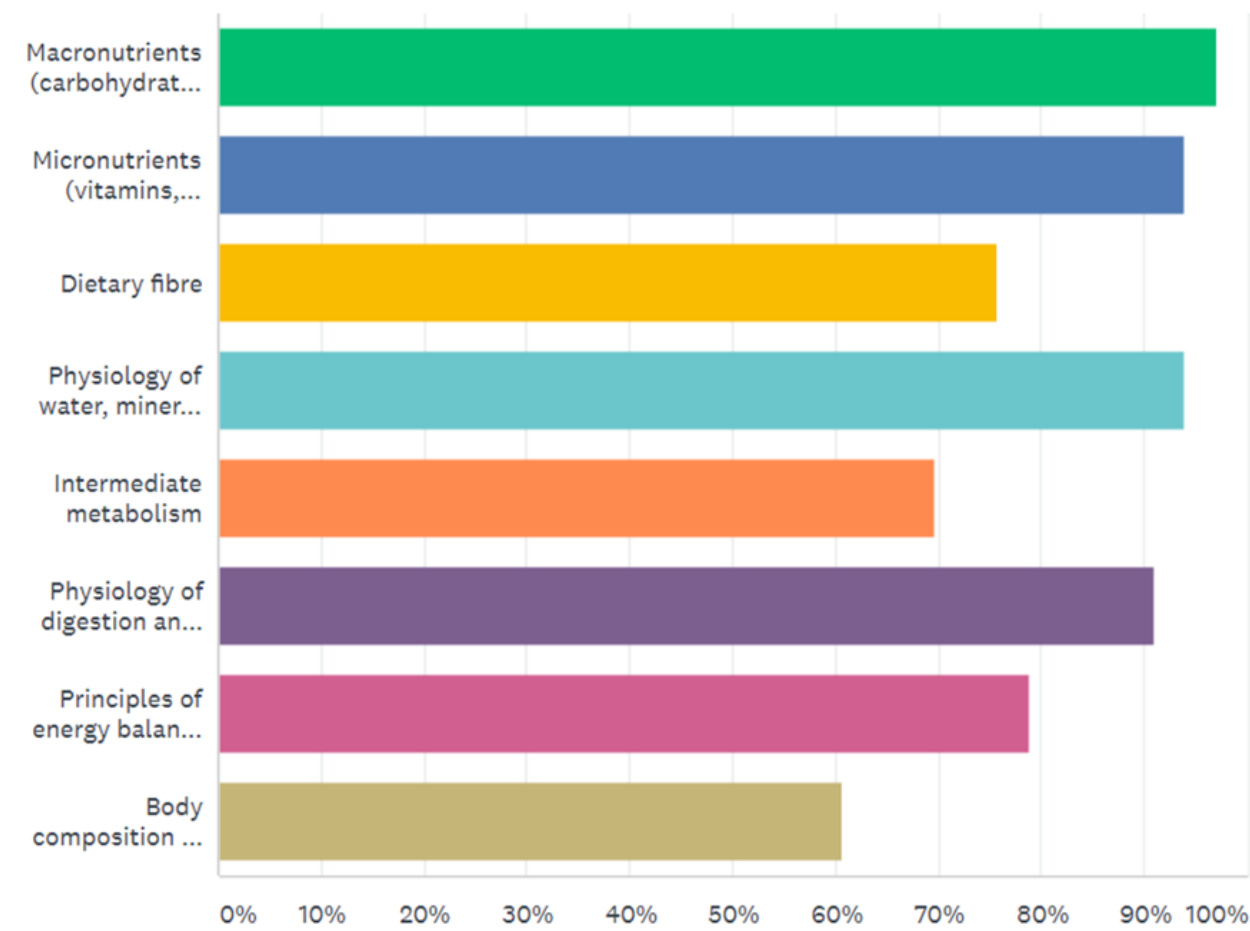
ESPEN survey on Nutrition Education in Medical Schools

ONCA Spring Meeting, Paris 28th May 2019

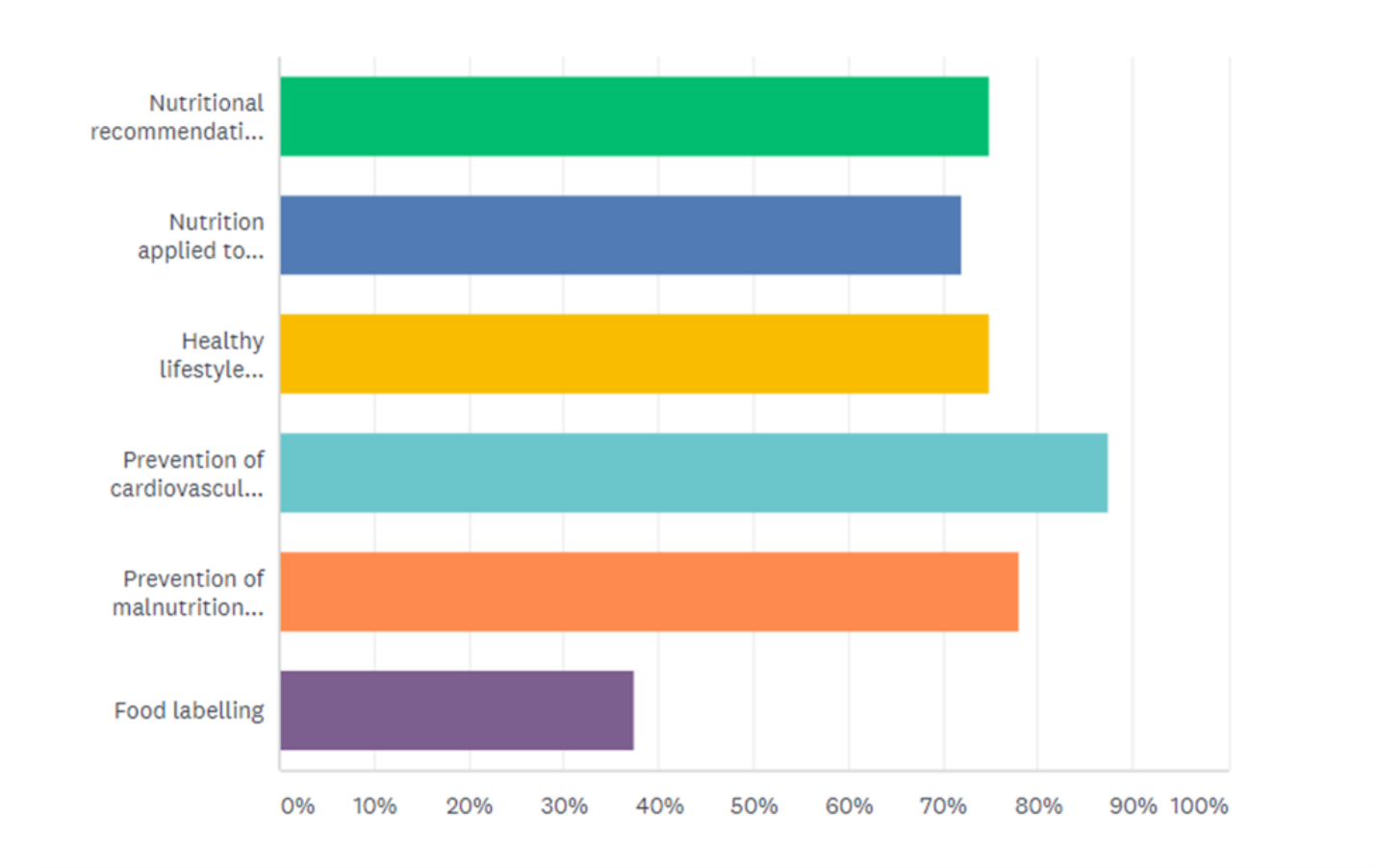
Participants: 33



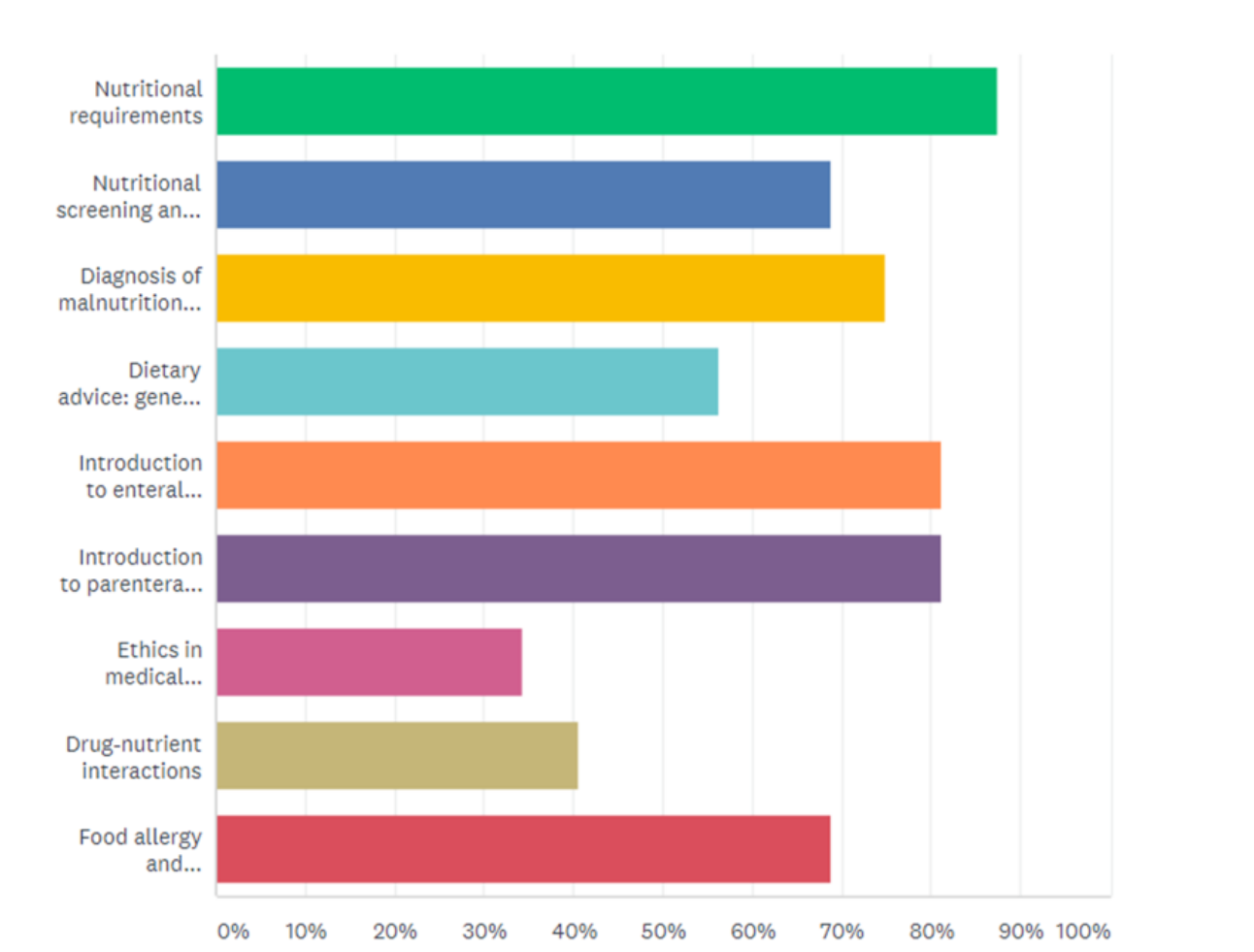
Which of the following themes on Basic Nutrition are taught in your medical school?



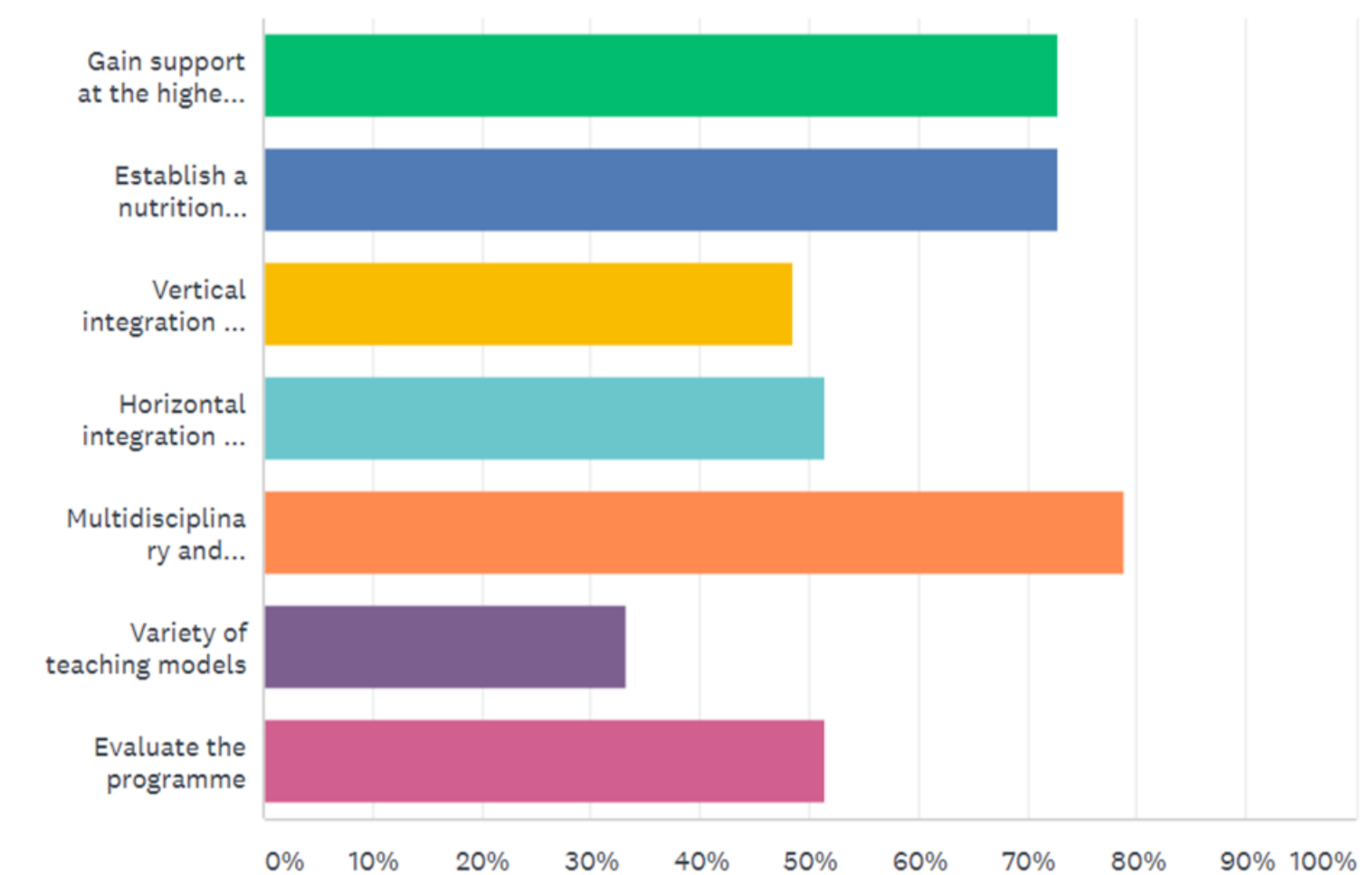
Which of the following themes on Applied Nutrition are taught in your medical school?



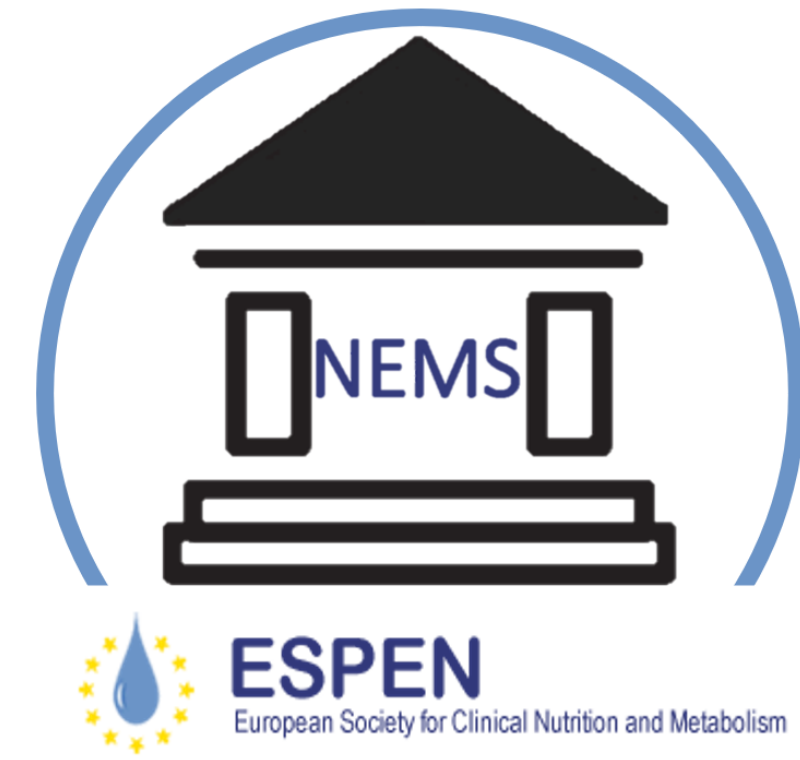
Which of the following themes on Clinical Nutrition are taught in your medical school?



In your opinion, what are the most important key factors for a successful implementation of human nutrition curriculum in medical schools:



NNEdPro 5th International Summit



- Participation in the NNEdPro 5th International Summit on Medical and Public Health Nutrition Education and Research, Cambridge 11th July 2019



AMEE congress

- Participation in the congress of the International Association for Medical Education, Vienna 24-28th August 2019



Improving Nutrition Education in Medical Schools: the ESPEN NEMS Project

Stephane Schneider¹, Cristina Cuerda², Maurizio Muscaritoli³, Matthias Pirlich⁴, Rocco Barazzoni⁵, Zeljko Krznaric⁶, André Van Gossum⁷

¹Gastroenterology and Nutrition, Centre Hospitalier Universitaire de Nice, Université Côte d'Azur, Nice, France
²Nutrition Unit, Hospital General Universitario Gregorio Marañón, Instituto de Investigación Sanitaria Gregorio Marañón, Madrid, Spain
³Department of Translational and Precision Medicine (formerly Department of Clinical Medicine), Sapienza University of Rome, Rome, Italy
⁴Imperial Oak Outpatient Clinic, Endocrinology, Gastroenterology & Clinical Nutrition, Berlin, Germany
⁵Internal Medicine, Department of Medical, Surgical, Health Sciences, Cattinara University Hospital, Trieste, Italy
⁶University Hospital Centre Zagreb, Department of Gastroenterology, Hepatology and Nutrition and Zagreb School of Medicine, Zagreb, Croatia
⁷Department of Gastroenterology, Clinic of Intestinal Diseases and Nutritional Support, Hospital Erasme, Free University of Brussels, Brussels, Belgium

Background and Objective

Nutrition education is necessary in the training of healthcare professionals, including medical students. Nutrition-related disorders include a wide spectrum of modalities from undernutrition, obesity, to diet-related non-communicable diseases, that have a negative impact in the clinical outcome and increase disability in the people. Although different attempts have been done in the last decades to improve the academic curriculum in nutrition education for medical schools, recent surveys showed that the problem is far from being solved.

➤ **The aim of this work is to improve the Nutrition Education in Medical Schools (NEMS), identifying a minimum curriculum knowledge in nutrition that serves to improve the training of future doctors, and show how to solve the main barriers of its implementation in university centres.**

Methods

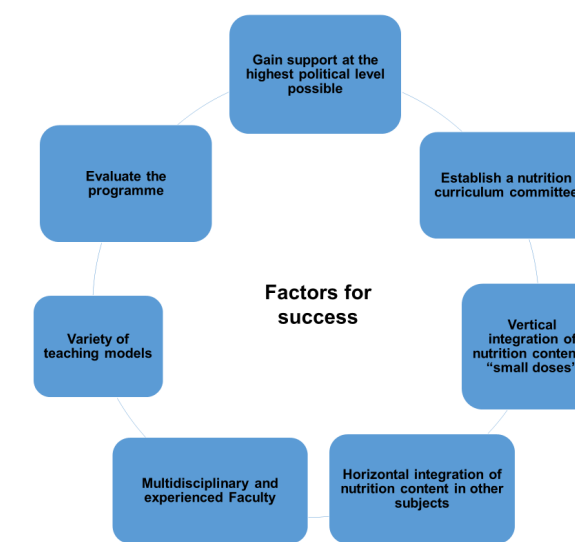
In 2017, the Nutrition Education Study Group (NESG) of the European Society for Clinical Nutrition and Metabolism (ESPEN), on behalf of the ESPEN Executive Committee, launched the NEMS Project and formed a core working group including:

- ✓ members of ESPEN and
- ✓ representatives of several European Medical Schools (Brussels, Madrid, Nice, Rome, and Zagreb).

This group met in Brussels, on 19th July 2018 and decided to prepare a position paper on this topic.

Results

Five main learning objectives and 21 topics on human nutrition, within its three domains (basic, applied and clinical nutrition) were identified to be fulfilled at the end of training in all Medical Schools. The key factors needed for the implementation of human nutrition, according to experts, are shown in Figure 1.



Conclusions

- ☐ Nutrition Education is deemed necessary and should be mandatory in all Medical Schools.
- ☐ The NEMS project aims at improving the current gap of knowledge and provides some clues for a successful implementation of the changes in the medical curriculum at university centres.

Take home messages

- ☐ Nutrition education is necessary and should be mandatory in all Medical Schools. The NEMS Project aims at improving the gap of nutrition knowledge through a networking between ESPEN and the Medical Schools.

Other contacts so far ...



- Interest in collaborating with us:
 - International Network for Health Workforce Education
 - European Hospital and Healthcare Federation (HOPE)
 - Standing Committee of European Doctors (CPME)
- Interest in the ESPEN survey:
 - Germany
 - Chile (Medical School, Valparaiso)
- Interest in the ESPEN position paper:
 - Brazil (University of Pará, UEPA)

ESPEN NEMS project



First steps

Dissemination

Implementation

ESPEN NEMS meeting, January 19th 2020



- Preparation of the logistics for the meeting with a total of 30-40 delegates (university deans and rectors, council members and ESPEN delegates)
- Letters for invitation to the university authorities, council and ESPEN delegates
- Agenda of the meeting (one day meeting)
- Sign of a Manifesto with all the attendees at the end of the meeting

Preliminary agenda of the meeting



- Date: 19th January 2020
- Place: Salon Belle Epoque Hotel Westminster, Nice
- Agenda:
 - 14:00-14:15. Welcome and Introduction
 - 14:15-14:45. The ESPEN NEMS project: preliminary steps
 - 14:45-15:15. ESPEN NEMS position paper
 - 15:15-16:15. Models of excellence in Nutrition Education in Medical Schools in different countries (3-4 examples, TBD)
 - 16:15-16:30. Coffee break
 - 16:30-17:30. The University point of view of the problem (invite to talk to one of the deans/rectors)
 - 17:30-18:30. General discussion
 - 18:30-18:45. Conclusions of the meeting. Next steps
 - 18:45-19:00. Photo of the group and sign of the Manifesto
- 19:30. Dinner



Greenland

Russia

Canada

USA

Mexico

Brazil

Kazakhstan

Mongolia

China

Iran

India

Australia

21 countries

Resolution ResAP(2003)3 on food and nutritional care in hospitals

(Adopted by the Committee of Ministers on 12 November 2003
at the 860th meeting of the Ministers' Deputies)

Clinical Nutrition Education of Doctors and Medical Students: Solving the Catch 22

Stavia B Blunt¹ and Anthony Kafatos²

¹Independent writer and researcher, Richmond, London, United Kingdom; and ²University of Crete School of Medicine, Department of Social Medicine, Preventive Medicine and Nutrition Clinic, Heraklion, Greece

Opinion

News & Analysis

Medical News & Perspectives | QUICK UPTAKES

Medical Students Around the World Poorly Trained in Nutrition

Jennifer Abbasi

116TH CONGRESS
1ST SESSION

H. R.

To provide for a grants program to develop and enhance integrated nutrition and physical activity curricula in medical schools.

IN THE HOUSE OF REPRESENTATIVES

4 This Act may be cited as the “Expanding Nutrition’s
5 Role in Curricula and Healthcare Act” or the “ENRICH
6 Act”. Budget 5,000.000 &/yr

PERSPECTIVE

LESS IS MORE

Ignorance of Nutrition Is No Longer Defensible

Neal D. Barnard, MD
Adjunct Faculty, George Washington University School of Medicine and Health Sciences, Washington, DC; Physicians Committee for Responsible Medicine, Washington, DC; and Barnard Medical Center, Washington, DC.

It was the middle of the night, and the patient’s intravenous (IV) line was clogged. Having refused the recommended foot amputation, the patient was receiving IV antibiotics to fight a festering infection, a complication of longstanding diabetes.

During the few minutes it took to replace the IV catheter, the patient let me know that whatever pride I held in my phlebotomy skills was unjustified and that my needle sticks only added to the misery of hospital life. Each time I was called to replace the IV during the pa-

A patient with diabetes receives a few obligatory diet-planning sessions shortly after diagnosis but is never again asked about diet, even as the patient’s insulin doses escalate and complications worsen.

A patient with a heart complication is told that butter and eggs have been exonerated in cardiovascular disease risk, understands this to mean that diet does not matter, and ends up with progressive artery damage.

A patient with breast cancer saw a prior physician who mistakenly conveyed that soy products increase the risk

Nutrition in medical education: a systematic review

Jennifer Crowley, Lauren Ball, Gerrit Jan Hiddink

Summary

Background In many countries, doctors are recommended to provide nutrition care to patients to improve the dietary behaviours of individuals and populations. Here, we present a systematic review that aims to critically synthesise literature on nutrition education provided to medical students.



Lancet Planet Health 2019;
3: e379-89

See [Comment](#) page e371

[Nutrition in Medical Education](#)

Opinion

VIEWPOINT

Nutrition Education in Medical School, Residency Training, and Practice

Stephen Devries, MD

Nutrition education in medical school is rudimentary, and it is difficult to adequately advance without a solid foundation in

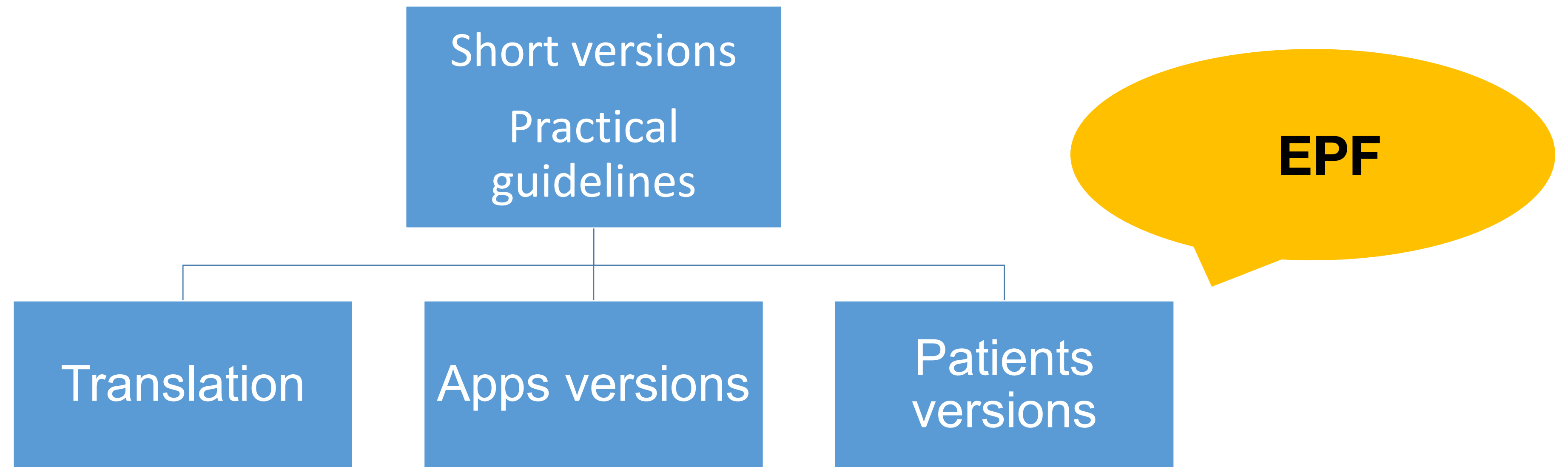
Thank you &
Let's go NEMS



ESPEN

European Society for Clinical Nutrition and Metabolism

ESPEN guidelines dissemination strategy



Educate

Keynote:

Cees Smit/ Gaston Remmers

Update Patient Version Guidelines

