

# FNH 370: Nutrition Assessment

## Theme: Indigenous Peoples of Canada



Fall 2020

### About this Course



**PURPOSE** In this course you will learn how to use biochemical, clinical, dietary, anthropometric and related information to assess the nutritional status of individuals and populations. You will engage in critical analysis and interpretation of assigned readings, guest speakers, and a group-developed case study, present research on your case study to the class, and provide ongoing critical and constructive feedback to your classmates.

### Quick Facts: Where, When, Access



**CLASSES** Tuesdays and Thursdays, 3:30–4:50PM on **Canvas**. Your attendance is expected and is necessary for you to participate in the class-based activities, group projects and presentations. Please show respect for your classmates and instructor by arriving on time, having read the assigned papers and being prepared to discuss each week's topic.

**COURSE WEBSITE:** Course materials and correspondence is posted in Canvas on the FNH 370 course website ([canvas.ubc.ca](https://canvas.ubc.ca)). Use your CWL to login.

### Your Instructor & Teaching Assistants



**INSTRUCTOR:** Dr. Gail Hammond, RD

Physical office: FNH 214

Virtual office hours: Tuesdays 10:00-11:30AM,  
after class, or by appointment

Email: Use Canvas email system. See [page 6](#) for  
my expectations on using email in FNH 370



**TEACHING ASSISTANTS:** Office hours for the TAs are by appointment. TAs should be contacted through Canvas email.



Lucy Hoang



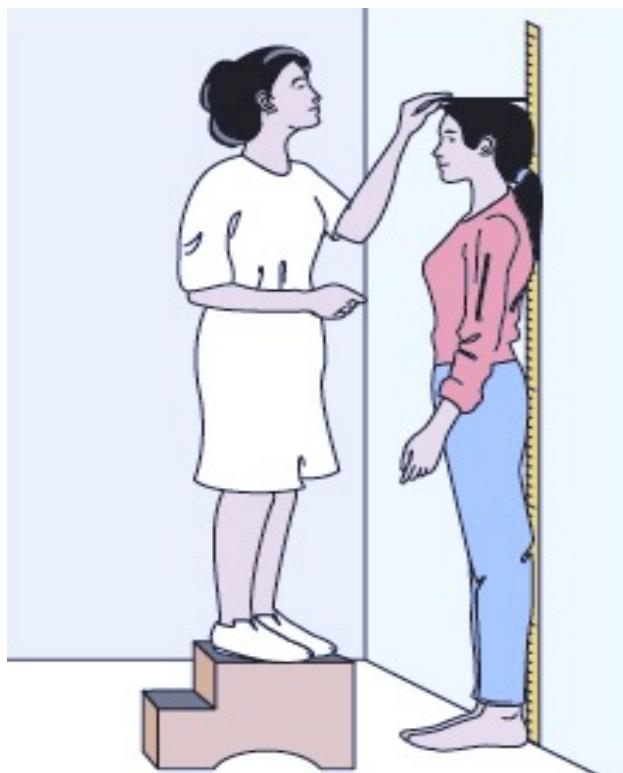
Tebby Leepile



Megan Leong



Cathy Ye



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FNH 250 recognizes that UBC's Point Grey campus is located on the traditional, ancestral, and unceded territory of the [Musqueam](#) people.

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## Learning Outcomes

FNH 370 is designed for you to achieve the following learning outcomes.

1. The primary course outcome is for you to learn how and why it is important to assess the nutritional status of individuals and populations, and to appropriately interpret and use the results.
2. Success of the primary course outcome will be achieved by you:
  - a. Describing commonly used methods, indicators and indices for conducting nutrition assessment of individuals and populations in developing and developed countries.
  - b. Comparing and contrasting the strengths and limitations of each method applied to individuals and populations in different life stages and conditions of health and disease.
  - c. Outlining the role of nutrition assessment in the nutrition care process.
  - d. Developing a case study, recommending appropriate methods and indicators/indices, assessing results, & creating a plausible nutrition care plan related to the specifics of the case.
  - e. Critically appraising current scientific articles to identify improvements—such as emerging indicators—in conducting nutrition assessments of individuals and populations.
  - f. Giving, responding to, and reflecting on critical and meaningful feedback.



## Course Materials

TEXT: Lee, R.D. and Nieman, D.C. 2018. **Nutritional Assessment**, 7<sup>th</sup> edition, McGraw-Hill Higher Education Ltd, New York.

SOFTWARE: **Diet & Wellness Plus** – online access ([www.cengage.com](http://www.cengage.com)), or other dietary assessment software

### Dietitians of Canada Courses:

WHO Growth Chart Training (5 modules)  
Nutrition Screening (optional; 4 modules)

## Course Format

The format of FNH 370 will be a combination of:

- class lectures,
- small group work to develop, analyze and present real world-based case studies,
- small and large group discussions,
- guest speakers.

As **instructor**, I will be responsible for integrating instructional strategies that support collaborative active learning and accommodate students' different learning styles, and as a **student** you will be responsible for developing new knowledge by engaging in critical dialogue and research with your classmates: **together**, we will both be responsible for ensuring a respectful, engaging, inclusive, effective, and productive learning environment.

To participate in class, you need to prepare before arriving at each class, actively engage with your classmates in class, and continue your learning outside of class. You will build on your own knowledge base through dialogue, critical thinking and problem solving with your classmates in a learning environment that uses your own strengths and learning style. By committing to readings, research and case study development, and thoughtful in-class discussion, it is expected that you will be able to achieve the course learning outcomes.

## Information for Students in the Dietetics Major

This course, like all required courses in the Dietetics Major, contributes to coverage of the *Integrated Competencies for Dietetic Education and Practice* (ICDEP). All students in the Dietetics Major should refer to the [Mapping of Curriculum to ICDEP](#) page on the dietetics website to familiarize themselves with the requirements.

## Course Schedule

Web-oriented classes are held on **Tuesdays** and **Thursdays** from 3:30-4:50PM on Canvas. This schedule is tentative.

<u>DATE (2020)</u>	<u>TOPIC</u>	<u>CHAPTERS</u>
Sept 8	Imagine UBC – no class	
Sept 10	<b>Orientation to FNH 370</b>	
Sept 15, 17, 22	Global & national prevalence & trends in nutrition; Introduction to <b>nutrition assessment (NA) methods; Nutrition Care Process (NCP) model</b> .....	1, 2
Sept 22, 24	<b>Environmental Assessment:</b> Impact of social determinants of health ..... <b>Reading:</b> Charney & Peterson (2013). Critical thinking skills in nutrition assessment & diagnosis	11
Sept 29, Oct 1	<b>Clinical Assessment:</b> common indicators, interpretation & use of data .....	7, 10
Oct 6	<b>Clinical Assessment: DC – WHO Growth Chart course due</b> .....	7, 10
Oct 8	<b>Biochemical Assessment:</b> Static & functional biomarker; <b>Case Study Conceptualization (30 min)</b> ....	9
Oct 13	<b>Guest Speaker:</b> Brock Williams (RD) B-vitamin Biochemical Research; <b>Biochemical Assessment</b> .....	9
Oct 15	<b>In-class midterm (prevalence, trends, NA, NCP; E &amp; C methods; Charney &amp; Peterson reading)</b>	
Oct 20	<b>Biochemical Assessment</b> .....	9
Oct 22	<b>Anthropometric Assessment: Independently-completed tutorials</b> .....	6
	<b>Readings:</b> Hackett, et al. (2016). Anthropometric indices of First Nations children and youth on first entry to Manitoba/Saskatchewan residential schools—1919 to 1953; Mosby & Galloway (2017): "Hunger was never absent": How residential school diets shaped current patterns of diabetes among Indigenous peoples in Canada	
Oct 27	<b>Anthropometric Assessment:</b> Measuring the body .....	6
Oct 29	<b>Guest Speaker:</b> Dr. Linda Casey (pediatrician) – Measuring Growth of Preterm Infants	
Nov 3	<b>Anthropometric Assessment</b> .....	6
Nov 5	<b>Anthropometric Assessment; Case Study Research (30 min)</b> .....	6
Nov 10	<b>Dietary Assessment</b> .....	2, 3
Nov 12, 17, 19	<b>Guest Speaker:</b> Dr. Annalijn Conklin – Evaluating Dietary Evidence; <b>Dietary Assessment:</b> Dietary data collection, interpretation & use of data .....	2, 3
	<b>Reading:</b> Park, et al. (2018). Comparison of self-reported dietary intakes from the Automated Self-Administered 24-h recall, 4-d food records, & FFQ against recovery biomarkers	
Nov 24, 26	<b>Case Study Presentation Showcase</b>	
Dec 1, 3	<b>Dietary Assessment; Combining methods; Course wrap-up</b> .....	2, 3
Dec 6	<b>Case Study: Reports, CQ, &amp; Self- &amp; Peer-Evaluations – all due online @ 11:59PM</b>	
Dec 7-22	<b>Final exam (comprehensive; emphasis on B, A &amp; D methods, Hackett, Mosby and Park readings)</b>	

## Evaluation

DC online WHO Growth Chart course ( <b>Oct 6</b> ).....	5%
Discussions (throughout term).....	5%
Midterm ( <b>Oct 15</b> ) .....	20% (multiple choice, fill in the blanks, short answer)
Anthropometrics Tutorial Quiz ( <b>Oct 22</b> ).....	5%
Case Study ( <b>Dec 6</b> ).....	30% (details in Case Study Instructions)
Final Exam (2 hours; <b>tbd</b> ).....	35% (multiple choice, fill in the blanks, essay questions)

The DC online WHO Growth Chart course will prepare you for studying Anthropometric assessment. Both exams are **open-book** and designed to cover specific information as well as general concepts that apply to assessing the nutritional status of individuals and populations taken from the lectures and course readings. Your Case Study and providing feedback on other case studies is a way for you to demonstrate your understanding of different methods and indicators used in nutritional assessment. Grades are determined based on UBC policies and regulations for Grading Practices available at: [www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,0,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,0,0)

## Course Conduct & Success

Your attendance at all classes is expected and will enhance your likelihood of successfully completing the course. I will be recording lectures and make them available after classes. If you cannot attend a class, it is your responsibility to be informed of the content discussed in class, for example, class announcements, exam scheduling, exam content, or other course content. Successful completion of the course requires a strong academic performance and your active participation in the learning activities. Throughout the course, appropriate conduct is expected of all students. Research has shown you are more likely to be successful if you conduct yourself in the following manner:

- Read the textbook and articles before coming to class.
- Arrive to class on time and prepared for active participation.
- Ask questions about any material you do not understand.
- Contribute similar and/or different ideas on a topic of discussion.
- Be respectful of diverse opinions.
- Use considerate language in class and online.
- Employ good time management skills.
- Turn off electronic devices that you are not using for academic purposes.
- Do not disturb the concentration of your peers.

## Accommodation & Disabilities

If you have special needs, please bring these to my attention before or at the first class of term. I will make every effort to accommodate your requirements in the classroom. For additional support to enhance your educational experiences, UBC Access and Diversity (<http://students.ubc.ca/about/access>) works with students, faculty and staff to ensure a safe and secure learning environment for students living with long-term disabilities.



[tp://bit.ly/2bOUv0X](http://bit.ly/2bOUv0X)

## Case Study – Small Group Work

In small groups, you will develop a case study based on a common area of interest amongst the members. You will be choosing the characteristics of your subject(s), such as life stage, health condition, living conditions, two methods of nutrition assessment, and appropriate indicators.

The case study will form a basis for personalizing your learning and applying your knowledge of assessment methods and indicators/indices, interpreting normative and non-normative data, and generating an appropriate nutrition care plan. You will present your case study to the class, critique other case studies, and submit a written report of your work. You will also complete self- and peer-evaluations. *Detailed instructions are posted on the FNH 370 Canvas website.*

## Student Support

The UBC Chapman Learning Commons (CLC)

(<http://learningcommons.ubc.ca/>; [@UBCLearn](#) ) is located on the 3<sup>rd</sup> floor of the Irving K. Barber Learning Centre, and has an online portal of resources available to help you achieve academic success and wellness.

Through the CLC, you can access peer tutoring and academic coaching, collaborative work areas, and study groups, borrow tech tools (e.g., cameras, microphones, laptops...), and find many other academic resources.

If you want help with improving your writing skills, CLC offers free academic writing tutor services. You can make an appointment online or drop into CLC for assistance with your writing. This is a valuable free resource to you as a UBC student. See the CLC website for more details.

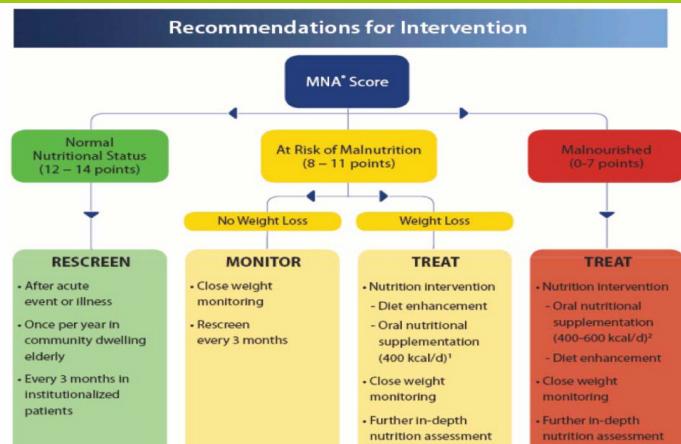
## Scheduled Exams and Late Assignments

Every student will be expected to write the midterm and final exam on the days indicated in the Course Schedule. I will keep the midterm exam open for one day, however, the final exam will be during exam period and you will need to write it at the scheduled time. Exceptions will only be granted for medical reasons accompanied by a valid medical certificate from your treating health care professional indicating your dates of illness and expected date of return to school work. The case study and the Dietitians of Canada course is due as indicated in the Course Schedule. Each day an assignment is late (including weekends), 10% will be deducted from your assignment grade. Submissions will not be accepted after 5 days past the due date. **11:59PM** is the daily deadline for submitting late assignments. More details in assignment instructions.

## Academic Integrity

Any form of academic dishonesty will not be tolerated. Refer to the UBC Calendar to learn about UBC disciplinary actions for academic misconduct ([www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,11,959-10894](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,11,959-10894)).

The UBC Academic Integrity Resource Centre (<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>) provides tips on avoiding plagiarism, FAQs, tutorials and other resources related to academic integrity.



## Managing Email

Questions sent through email can be difficult to respond to in a satisfactory manner. You may ask “why”? Oftentimes students’ questions are not clearly written, and/or it can take a lot of time to write a complete answer. Moreover, when a student is provided with an answer, the level of comprehension is not clearly visible to the teaching team.

In FNH 370, I will be managing emails as follows:

- If you have a question about any aspect of the course, ask it in class, refer to the textbook, post it in the Discussion area, or locate a reliable source to answer your question (i.e., be self-directed in your learning).
- If you know the answer to a question posted in the Discussion area, answer it. The TAs and I will monitor the Discussions to make sure all answers are correct and on track, and will correct any misguided answers.

## A Few Final Words...

Your successful completion of FNH 370 will prepare you for more advanced clinical and community nutrition courses and work. As you continue to develop your personal learning strategies, you will be able to apply these skills to other courses in your degree program and ultimately to your employment in the workforce. FNH 370 uses a discovery learning framework, which provides you with opportunities to try different approaches to learning that best fit with your current and future goals. Approaching your work with a growth mindset and actively participating in the course activities allows you to take advantage of these opportunities and expand your understanding and application of your personal learning strategies to the topic of nutrition assessment.

