

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Foundations of Nutrition Care I	FNH 375	3

MONDAY/WEDNESDAY 9:00-10:30, FNH 50 AND/OR ONLINE

PREREQUISITES

FNH 350, FNH 370, one of BIOL 153, 255 or equivalent.

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
Heather Vass (Woodward)	Heather.woodward@ubc.ca	FNH 324	TBD
Brock Williams	Brock.williams@ubc.ca	TBD	Wed 1-3pm

OTHER INSTRUCTIONAL STAFF

Teaching Assistants:

Stephanie Herrera (stephher@mail.ubc.ca)

Behnaz Sadri

COURSE STRUCTURE

This course is part one in a series of three Nutrition Care courses required for students in the dietetics major.

This course will consist of two 80-minute classes weekly, plus online learning that is complimentary to course content and is to be done outside of class time. Most classes will be held in person if/when it is possible to do so based on University and British Columbia COVID guidelines and protocols. At this time UBC has transitioned to online teaching/learning through January 24, 2022. Please watch for updates and advisories as we monitor whether classes will remain online or transition back in person at some point this term. Online classes will be held weekly during class time through the class zoom link in Canvas.

Time in class will include lecture-style teaching, guest lectures, group work, and participation in problem-based learning through in-class cases. Students are expected to come to each class having completed pre-assigned learning which may include reading journal articles, practice guidelines, the textbook, or videos posted to canvas.

Please do not attend class if you are not feeling well. If you are unable to attend a class due to reasons related to COVID-19, please notify the instructors. Slide sets for each class will be posted ahead of the class. Each class will be voice recorded and posted so you will be able to review the classes after they take place. Materials for in-class activities will also be posted so you will be able to review them should you need to miss a class. We do require permission from guest speakers to record them, and some prefer not to have their content recorded so it may not be possible to post recorded content from every guest lecture. If this is the case, please reach out to a classmate to obtain notes from the missed class. If you are not able to do this for any reason, please contact the course instructors for assistance.

The midterm and final exam will be written in person, if COVID restrictions allow. If you are unable to make it due to reasons related to COVID-19 please contact the instructors ASAP so we can arrange for alternate plans. Please do not plan any non-essential travel etc. that may require you to isolate in the weeks leading up to the midterm and exam. If current COVID restrictions do not allow for in-person exams alternate plans will be made and the class will be updated.

COVID SAFETY

For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool to make it harder for COVID-19 to find a new host. Please wear a non-medical mask during our class meetings, for your own protection, and the safety and comfort of everyone else in the class. If you have not yet had a chance to get vaccinated against COVID-19, vaccines are available to you free of charge on campus. The higher the rate of vaccination in our community overall, the lower the chance of spreading this virus. You are an important part of this community. Please arrange to get vaccinated if you have not already done so.

Mask wearing

The Provincial Health Officer, the Minister of Advanced Education and Skills Training, and the Minister of Education announced a new Public Health Order requiring non-medical masks came into effect on August 25, 2021 for all indoor public areas on both UBC campuses, including classrooms, labs, lobbies, hallways, stairwells, and elevators. The Order also applies to anyone taking public transportation, in a taxi or ride-sharing vehicle, and in many other settings (<https://news.gov.bc.ca/releases/2021HLTH0053-001665>). Further details can be found at <https://www2.gov.bc.ca/gov/content/covid-19/info/restrictions#masks>.

LEARNING OUTCOMES

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

1. Describe the etiology and pathophysiology of select diseases and conditions including acute stress, wound healing, surgery, disorders of energy imbalance (including malnutrition and eating disorders), allergies and intolerances.
2. Identify appropriate practice guidelines and evidence-based resources to guide practice for the above diseases and conditions.
3. Apply the Nutrition Care Process (NCP) to make nutrition diagnoses related to the above selected diseases and conditions.
4. Create nutrition interventions using application of medical nutrition therapy to manage the above diseases and conditions.
5. Demonstrate an understanding of pharmacology and common dietary supplements as applied to dietetic practice.
6. Assess whether an example patient's nutrition needs are being met by comparing intake to estimated needs.
7. Consistently demonstrate professional practice, communication, and collaboration skills.

SCHEDULE OF TOPICS

Date	Topic	Readings/Videos	Evaluation
Jan 10	Course Overview Fundamentals Nutrition Care Process (NCP) and ADIME	Nelms & Sucher: Ch.2 Ch. 4.4-4.8 (p. 84-91) *Online Videos and eNCPT Modules *Medical Terminology Modules (To be completed by Jan 23)	
Jan 12	Fundamentals Charting, PES Statements, and Cases	Nelms & Sucher: Ch. 6.2 (p.126-132)	
Jan 17	Assessing Nutrition Status and Risk Screening vs. Assessment	Nelms & Sucher: Ch. 3.1-3.9 (p. 39-67)	

Jan 19	Estimating Needs Energy, protein, fluid IV fluids Acid/base balance Fluid balance Selecting weights	Nelms & Sucher: Ch. 3.10 (p.67-70), Ch.7, Ch. 8 Ch. 12 (p.225 -262)	eNCPT certificate due: Jan 23 eNCPT + Medical Terminology Quiz due: Jan 23
Jan 24	Metabolic Stress Cases & practice	Nelms & Sucher: Ch. 22.1-22.4 (p.675-683)	
Jan 26	Malnutrition and Refeeding Syndrome	Readings and Videos on Canvas	
Jan 31	Nutrition Focused Physical Exam and SGA Case Practice		
Feb 2	Food in a Hospital Setting - Diet orders - Oral diets - Nutrition supplements	Nelms & Sucher: Ch.4.1- 4.3 (p.77-85) & Readings on Canvas	
Feb 7	Food in a Hospital Setting - Modified textures - IDDSI		
Feb 9	Intro to Supplements for Dietitians - regulations - labels - common supplements		Case Study 3 due: Feb 13
Feb 14	Intro to Pharmacology for Dietitians	Nelms & Sucher: Ch.11	
Feb 16	Nutrition Therapy for Nausea and Vomiting		
Feb 21 & 24	Reading Week		
Feb 28	Midterm (in person)		
Mar 2	Nutrition Therapy for Constipation and Diarrhea	Nelms & Sucher: Ch. 15 (p. 389-399) Videos on Canvas	
Mar 7	Disorders of Energy Imbalance - Assessing Energy Imbalance - HAES	Reading on Canvas	

Mar 9	Disorders of Energy Imbalance Eating Disorders/Disordered Eating	Nelms & Sucher: Ch.12 (p.283 - 291)	Case Study 25 Due Mar 13 Peer Review Due Mar 13
Mar 14	Disorders of Energy Imbalance Metabolic Syndrome/Obesity Guest: Carley O’Kane RD <i>Pre-recorded</i>	Nelms & Sucher: Ch. 12 (p.255-283)	
Mar 16	Disorders of Energy Imbalance Metabolic Syndrome/Obesity Guest: Carley O’Kane RD <i>Pre-recorded</i>		
Mar 21	Disorders of Energy Imbalance Disordered Eating and Eating Disorders <i>Guests: Ali Eberhardt, RD & Hannah Robinson, RD (hosts of “Let us Eat Cake” Podcast)</i>		
Mar 23	Disorders of Energy Imbalance Disordered Eating and Eating Disorders <i>Guests: Ali Eberhardt, RD & Hannah Robinson, RD (hosts of “Let us Eat Cake” Podcast)</i>		
Mar 28	Disorders of Energy Imbalance (in person) - Debrief and tools in practice		
Mar 30	Cases/Practice (in person)		Case Study 2 Due April 3
Apr 4	Allergies and Intolerances Guest: Dr. Stephanie Erdle, MD <i>(Zoom lecture)</i>	Nelms & Sucher: Ch.9 (p.199-205)	
Apr 6	Course Review		
Final Exam – TBD (Exam Period)			

LEARNING ACTIVITIES

This class involves a variety of learning activities and teaching modalities that are designed to teach course concepts and challenge students to develop sound clinical reasoning skills. Learning activities involve a combination of individual and small-group learning activities. Learning activities include assigned videos and readings, lecture-style and problem-based learning in class, case study assignments, practice questions and review questions.

LEARNING MATERIALS

Canvas will be used as the online learning platform for the course. Course notes will be posted prior to each class and learning materials required for each unit will be posted under the respective unit on the “Modules” page of the course Canvas site. Students will be permitted to bring pre-specified cheat sheets into exams, and these will also be posted on the canvas website.

REQUIRED LEARNING MATERIALS:

- Nelms & Sucher. Nutrition and Pathophysiology (4e). 2020. Cengage Learning.
- Nelms. Medical Nutrition Therapy – A Case Study Approach. Thompson Books. (5e). 2017.
- Additional readings and links to videos will be posted under each module on Canvas
- eNCPT Manual and Modules (accessed online through UBC Library)
<https://www-ncpro-org.ezproxy.library.ubc.ca/encpt-tutorials>
- Medical Terminology Modules (accessed online through Des Moines University)
<https://www.dmu.edu/medterms/overview/>

OPTIONAL LEARNING MATERIALS:

- Diet Analysis Software is not mandatory to complete the case studies.

ASSESSMENTS OF LEARNING

eNCPT and MEDICAL TERMINOLOGY QUIZ: An understanding of medical terminology is essential for understanding the classification and pathophysiology of clinical disease states. Students will complete a Nutrition Care Process Terminology and Medical Terminology Quiz at the beginning of the term to build an understanding of common terminology. This multiple-choice quiz will be available on Canvas and will incorporate materials from the eNCPT modules and Medical Terminology modules available through Des Moines University. This quiz will be

closed book and students must upload a completion certificate from the eNCPT Modules to Canvas for the quiz to be marked.

PROBLEM-BASED CASE STUDIES: Students will complete 3 case-study assignments based on the book by Nelms and Roth (5e) Medical Nutrition Therapy – A Case Study Approach. Please refer to the case study questions posted on Canvas, as there are some differences between the posted questions and those found in the case study text (due to differences in Canadian vs. US healthcare systems and material covered). Two of these case studies will be completed in groups of 2-3, and 1 will be completed individually. Students must remain in the same groups throughout the term. Students are expected to work collaboratively on each of the case studies, as these are critical skills building towards the practice education year. Case study assignments must be completed and submitted in pdf format **by 11pm on the due date indicated above** in the course evaluation table. Late submissions will **not** be accepted. Case study submissions are subject to a page limit of 12 pages (excluding a reference page). Any pages over 12 will not be marked.

Answer keys for the case studies will not be provided, however a printed copy of the answer key will be available in the instructor's office after each assignment is due. Students are encouraged to come view the answer keys available to aid in learning course content.

MIDTERM AND FINAL EXAMS: The midterm and final exam will be cumulative. These examinations may include multiple choice questions, true/false (correct the false) questions, matching questions, and short answer questions. These examinations are closed book, however cheat sheets (reference documents) will be provided by the instructor. If you require special accommodation for exam writing, please ensure you notify the instructor at least 3 weeks ahead of the scheduled exam.

Cheat Sheets for Examinations: Pre-specified cheat sheets (reference documents) will be provided with exams. Students are not permitted to bring their own copy into the exams with them.

If students have questions about marks given on a midterm or final examination, they may bring these concerns to the instructor. If there is a request to review an exam for re-grading, the instructor will look at the entire exam, not just the question of concern. In this case the review of grading may result in adjustment to marking of any questions and may result in an increase or decrease of the student's overall grade on the exam.

TEAM REFLECTION TOOL: To ensure that your team gets the support you need to complete your case-study assignments, this tool (worth 5% of your final mark) will be filled out by each member of your team and require an assessment on the strengths and weaknesses of your group. This will be required at mid-point in the semester so that instructor can help troubleshoot any difficult group dynamics. The form is to be submitted via Canvas.

Missed assignments or exams: Missed assignments will not be graded, and marks will be lost. In

the case that a student must miss an exam due to unforeseen circumstances, documentation must be provided as per [Faculty](#) and [University Policy](#). A make-up exam will be scheduled.

Evaluation Items	Due Date	Percent of Final Grade
<i>eNCPT and Medical Terminology Quiz & eNCPT Certificate of Completion</i>	January 23 rd	5%
<i>Problem-based Case Studies (CS)</i>		
1. Malnutrition Associated with Chronic Disease (Case 3, Nelms 5 th Ed.)	Feb 13 th	12.5%
2. Pediatric Cerebral Palsy (Case 25, Nelms 5 th Ed.)	March 13 th	12.5%
3. Bariatric Surgery (Case 2, Nelms 5 th Ed.) - <i>Individual Assignment</i>	April 3 rd	15%
<i>Exams</i>		
1. Midterm Exam	Feb 28 th	20%
2. Final Exam (during exam period)	TBD	30%
<i>Peer Review (Participation and contribution to group work)</i>	March 13 th	5%
<i>Total</i>		100%

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

OTHER COURSE POLICIES

COURSE LINKAGE TO ICDEP: 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.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas

Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Review statistics on course content being accessed to support improvements in the course

LEARNING RESOURCES

UBC CANVAS: Notes will be posted ahead of class. Guest lecture notes will be posted as soon as they are available, if permission is granted by the guest speaker. Additional Readings specified throughout the term will be posted in each unit folder on Canvas. These readings are provided for further enrichment and to broaden understanding beyond lecture notes, text, case studies and guest presentations.

Canvas User Resources: <https://community.canvaslms.com/>

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Students are permitted to audio-record lectures provided they have obtained permission from the instructor.

Version: Jan 04, 2022