
ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (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
Nutrition Care III	FNH 475	3

Lecture time/location: Tuesdays & Thursdays, 8:00 AM - 9:30 PM/ FNH Building – Room 50

Prerequisites: BIOCHEM 302, FNH 470

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
Bruna Donatti Castro Falci	bruna.donatti@ubc.ca	FNH 324	Wed 1-3 pm Fri 9:30-10:30 am (virtual)

OTHER INSTRUCTIONAL STAFF

Teaching Assistants: Brock Williams

COURSE STRUCTURE

This course is part three 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 of the classes will be held in person but there will be some guest lectures that may be held virtually using Zoom.

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.

LEARNING OUTCOMES

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

1. Describe the etiology and pathophysiology of select diseases including respiratory diseases, cardiovascular diseases, endocrine diseases, neurological conditions, dysphagia, cancer and renal diseases.
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. Design and write a 'prescription' for nutrition support when deemed a necessary nutrition intervention.
6. Describe the applications, side effects and potential nutrient-drug interactions for commonly used medications and complementary and alternative therapies.
7. Consistently demonstrate professional practice, communication, and collaboration skills.

LIVE STREAMING AND RECORDED LECTURES

This course is delivered in person. However, lectures will be live streamed by Zoom. The live stream will be recorded, and the recording will be posted on Canvas on the same day as the lecture. The recording will be available for one week in order to allow the students to progress in a timely manner in this fast-paced course. Guest speaker's classes will only be live-streamed and recorded *IF* permission is granted by the guest speaker. *Please note that questions posted in the Zoom chat may not be seen during the live class. I will do my best to monitor the chat and answer all questions by the end of the class.*

MANDATORY IN-PERSON ATTENDANCE FOR SELECTED ACTIVITIES

There will be mandatory in-person classes/activities, as described in the course schedule below. **The dates are subject to change.** Any changes will be communicated in advance, as early as possible.

COURSE SCHEDULE

This schedule is tentative and subject to change. The review sessions may be cancelled to allow for a more detailed/in-depth exploration of a specific topic/content.

Date	Topic	Readings/Videos	Evaluation
10-Jan	Course Overview. Respiratory diseases Cystic fibrosis.	Nelms & Sucher: Ch.21 Readings and videos on Canvas	
12-Jan	Respiratory diseases Asthma. PNA. COPD.	---	
17-Jan	Neoplastic Disease	Nelms & Sucher: Ch.23 Nelms & Sucher: Ch. 10 section 10.25 (p.222-224) Readings on Canvas	
19-Jan	Neoplastic Disease	---	
24-Jan	Workshop EN <i>Mandatory in-person attendance</i>	Review enteral nutrition lectures from FNH 470	
26-Jan	Workshop EN Debrief and case study discussion (<i>virtual</i>)		
31-Jan	Nutrition Therapy for Immune-compromised populations Transplant. HIV/AIDS.	Nelms & Sucher: Ch.22 section 22.11 (p.693-696) Readings on Canvas	
02-Feb	Diseases of the Cardiovascular System HTN. Atherosclerosis.	Nelms & Sucher: Ch. 13 Readings and videos on Canvas	
07-Feb	Diseases of the Cardiovascular System Cont'd. Heart failure.	---	Case study A
09-Feb	Diseases of the Cardiovascular System Cont'd. Stroke/TIA. Case study.	---	
14-Feb	Diseases of the Endocrine System Glucose regulation. DM physiology.	Nelms & Sucher: Ch.17 (p. 477-520). Readings and videos on Canvas	
16-Feb	Midterm <i>Mandatory in-person attendance</i>	---	Midterm
21-Feb	Midterm break – No class	---	
23-Feb	Midterm break – No class	---	
28-Feb	FNH 480 class with Anna Brisco <i>Virtual</i>	---	

01-Mar	EXTRA CLASS: Workshop EN (1 pm – 4 pm) <i>Mandatory in-person attendance</i>	Readings on Canvas	
02-Mar	FNH 480 class with Anna Brisco <i>Virtual</i>	---	
07-Mar	Dysphagia Guest speaker: Peter Lam <i>Mandatory in-person attendance</i>	Review dysphagia lectures from FNH 470	Self-evaluation EN workshop
09-Mar	Diseases of the Endocrine System Complications. Medications. Nutrition therapy.	---	
14-Mar	Diseases of the Endocrine System Nutrition therapy.	---	
16-Mar	Diseases of the Neurological System	Nelms & Sucher: Ch.20	Case study B
21-Mar	Diseases of the Endocrine System Guest speaker: Amandeep Phangura	---	
23-Mar	Diseases of the Neurological System Guest speaker: Aaron Sihoe	Nelms & Sucher: Ch.20	
28-Mar	Diseases of the Endocrine System Guest speaker: Amandeep Phangura	---	
30-Mar	Diseases of the Renal System CKD. Hemodialysis and Peritoneal Dialysis. Guest speaker: Karen Parinas + colleagues <i>Virtual</i>	Nelms & Sucher: Ch. 18.1-18.4 (p.529-560)	
04-Apr	Diseases of the Renal System Cont'd. Guest speaker: Karen Parinas + colleagues <i>Virtual</i>	---	
06-Apr	Diseases of the Renal System AKI. Nephrolitiasis.	Nelms & Sucher: Ch. 18 sections 18.5-18.8 (p.560-565)	Case study C
11-Apr	Hot topics in Clinical Nutrition - Seminar <i>Mandatory in-person attendance</i>	---	Seminar and written piece
13-Apr	Review session	---	
TBD	Final exam	---	Final exam

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 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.

REQUIRED LEARNING MATERIALS:

- Nelms & Sucher. Nutrition and Pathophysiology (4e). 2020. Cengage Learning.
- Canadian Journal of Diabetes, Diabetes Canada 2018 Clinical Practice Guidelines for the Prevention and Management of Diabetes in Canada
- 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

OPTIONAL LEARNING MATERIALS:

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

ASSESSMENTS OF LEARNING

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, short-answer questions, and case studies. These examinations are individual and closed book; however, reference sheets 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.

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

Exam view: A midterm view will be scheduled after the midterm. If students have questions about marks given on a midterm, 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. The review of grading may result in an adjustment to the marking of any questions and may result in an increase or decrease in the student's overall grade on the exam.

PROBLEM-BASED CASE STUDIES:

Students will complete 3 case-study assignments based on the book by Nelms and Roth (6e) 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). The first case study will be completed individually. The two last case studies will be completed in groups of 3. *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 11:59 pm 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 to view the answer keys available to aid in learning course content.

SELF-EVALUATION EN WORKSHOP:

This tool will be filled out by each student individually and will require an assessment on the strengths and weaknesses of your performance during the EN workshop. This will be required after the second part of the workshop. The form is to be submitted via Canvas.

HOT TOPICS IN CLINICAL NUTRITION – SEMINAR AND NUTRITION EDUCATION MATERIAL:

This assignment is aimed to develop a more in-depth understanding of the concepts and principles learned in the course through research on a current issue / new advance in the field. The assignment will be completed in groups of 6. The themes are pre-selected, but subtopics may be defined by the groups and approved by the instructor. Findings from the research are communicated through:

- 1) a 10 min oral presentation.
- 2) a piece of nutrition education writing (e.g. handout, brochure, fact-sheet, magazine article) for a specific audience (defined by the group).

No later than two weeks prior to the presentations, the students must present a brief structure of the slides and piece of nutrition education to the instructor, outside of class time.

Evaluation Items	Due Date	Percentage of Final Grade
Problem-based Case Studies		
Case study A (<i>Individual</i>)	Feb 7 th	10%
Case study B	Mar 16 th	10%
Case study C	Apr 6 th	10%
Self-evaluation EN workshop	Mar 7 th	05%
Hot topics in Clinical Nutrition	Apr 11 th	10%
Exams		
Midterm	Feb 16 th	20%
Final exam	TBD	35%

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.

Late and missed case studies

Case studies must be completed by the deadlines indicated in the course schedule. There will be no late or make-up case studies. ATTENTION: Please allow yourself extra-time when uploading an assignment in order to avoid last-minute technological issues.

Missed exams

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.

Final grades policies

Final grades will be rounded to the nearest whole number. Only grades within 0.5 of the next whole number will be rounded up (e.g. 75.5 becomes 76%; 75.4 becomes 75%). Grade changes will only be permitted if there is a calculation error.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. 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, and to review statistics on course content being accessed.

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.

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. It is your responsibility to inform yourself of this policy and act appropriately, particularly when completing online exams and assignments.

The [UBC Academic Integrity Resource Centre](#) provides tips on avoiding plagiarism, FAQs, tutorials and other resources related to academic integrity.

ACCOMODATIONS AND DISABILITIES

If you have special needs, please bring these to my attention before or at the first class of the term. I will make every effort to accommodate your requirements in the classroom. For additional support to enhance your educational experiences, [UBC Centre for Accessibility](#) works with students, faculty and staff to ensure a safe and secure learning environment for students living with long-term disabilities.

COMMUNICATION WITH INSTRUCTOR

Please use CANVAS email system, as it allows me to quickly identify you and your course. Messages are typically answered within 48h (2 business days).

You are strongly encouraged to meet with the instructor during office hours if you have questions, comments, or suggestions for the course.

COPYRIGHT

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Version: January 26th, 2023