

The University of British Columbia
Food, Nutrition and Health
FNH 470 Foundations of Nutrition Care I
Sept – Dec 2020

We acknowledge that UBC Vancouver is located on the traditional, ancestral, and unceded territory of the Musqueam and Coast Salish people. We respectfully acknowledge that as members of the UBC community we are guests on this land

INSTRUCTORS: Dr. Ryna Levy Milne PhD RD & Brock Williams PhD Candidate RD

EMAILS: rlmilne@mail.ubc.ca; brock.williams@ubc.ca

OFFICE HOURS: By appointment

- Ryna: Wednesdays 10am-12pm
- Brock: Fridays 12-2pm

CLASS TIME: Fridays 08:00-10:50

TA: Sarah Montgomery, RD

EMAIL: smontgomery@bcchr.ca

PREREQUISITES: FNH 350, FNH 370 (as per UBC calendar)

Note: students will need to draw from their knowledge from other courses such as FNH 351, 371 (Lifespan nutrition) and normal human physiology (e.g. CAPS 301).

COURSE DESCRIPTION: This course applies the Nutrition Care Process (NCP) to the management of selected diseases and conditions. The focus is on nutrition diagnosis, intervention, monitoring and evaluation of nutrition therapies. Knowledge of basic human physiology is essential for this course (e.g. CAPS 301), as the etiology and pathophysiology of several health conditions is covered and is essential to understanding nutrition implications and interventions. Topics explored in this course include oral feeding and feeding disorders, enteral and parenteral nutrition support, upper and lower gastrointestinal diseases, and hepatobiliary diseases. Students will participate in a variety of applied learning opportunities including clinical cases built around the Nutrition Care Process (NCP) and competencies for dietetic education assigned for each content area.

COURSE STRUCTURE: Classes will be held in a 3-hour block online every Friday. Lecture-style teaching may consist of live and/or pre-recorded materials, followed by active time in-class consisting of group work and participation in problem-based learning. In order to get the most out of class time **students will be expected to come to each class having completed pre-assigned learning, which may include videos, reading, or listening to recorded content.**

LEARNING OUTCOMES: On completion of this course, students should be able to:

1. Describe the etiology and pathophysiology of select diseases including upper and lower gastrointestinal diseases, hepatobiliary diseases.
2. Describe and apply the Nutrition Care Process (NCP) to nutrition therapy of the above selected diseases and conditions.

3. Apply knowledge of nutrition support including indications and contraindications for various modalities and appropriate application to the provision of nutrition care.
4. Describe the applications, side effects and potential nutrient-drug interactions for commonly used medications and complementary and alternative therapies.
5. Demonstrate an understanding of the role and scope of the dietitian in the delivery of nutrition care in various health care settings.
6. Consistently demonstrate professional practice, communication and collaboration skills.

COURSE SCHEDULE
September – December 2020

Date	Topic	Readings	Evaluation
Sept 11	Course Overview Fundamentals Nutrition Care Process (NCP) and ADIME	Nelms & Sucher: Ch.2 - 4 Online videos and eNCPT Modules	
Sept 18	Oral Feeding & Dysphagia Management Guest: Peter Lam, RD CFE	Nelms & Sucher: Ch.4 (p.79-83) Pre-assigned materials available via Canvas	
Sept 25	Allergies & Intolerances Guest: Dr. Stephanie Erdle, MD FRCPC Oral Feeding & Dysphagia Management: Part II	Nelms & Sucher: Ch.9 (p.199-205)	eNCPT modules Due: Sept 27
Oct 2	Introduction to Nutrition Support: Enteral and Parenteral Nutrition	Nelms & Sucher: Ch.5 & PN readings available via Canvas	NCPT + Medical Terminology Quiz
Oct 9	Enteral Nutrition: Management and Practice Tips Guest: Jan Greenwood, RD		Case Study #3 Due: Oct 11
Oct 16	Parenteral Nutrition: Management and Practice Tips		
Oct 23	Pharmacology Guest: Ying Wang, B.Sc. Pharm RPh *Live lecture: Monday Oct 19 th <i>Recorded lecture will be available on Canvas for those unable to attend</i>	Nelms & Sucher: Ch.11	

Oct 30	Midterm		
Nov 6	Diseases of the Upper Gastrointestinal Tract	Nelms & Sucher: Ch.14	
Nov 13	Diseases of the Lower Gastrointestinal Tract: Diarrhea, Constipation, IBS, SIBO	Nelms & Sucher: Ch.15 (p.381 – 403, 406-416, 429)	Case Study #7 Due: Sun Nov 15
Nov 20	Diseases of the Lower Gastrointestinal Tract: IBD, Bowel surgeries, Ostomies, SBS Guest: Gina Almasan, RD	Nelms & Sucher: Ch.15 (p.418-428)	
Nov 27	Diseases of the Lower Gastrointestinal Tract: Celiac Disease Diseases of the Liver, Gallbladder, and Exocrine Pancreas	Nelms & Sucher: Ch.15 (p.404-406) Nelms & Sucher: Ch.16	Case Study #13 Due: Sun Nov 29
Dec 4	Diseases of the Liver, Gallbladder, and Exocrine Pancreas: Continued Course Review		
Final Exam – TBD (Exam Period)			

LEARNING ACTIVITIES:

- ASSIGNED READINGS
- ASSIGNED VIDEOS
- CASE STUDIES
- PRACTICE QUESTIONS
- LECTURES AND GUEST LECTURES
- MIDTERMS AND EXAMS

EVALUATION:

Evaluation Items	Due Date	Percent of Final Grade
<i>Problem-based Case Studies (CS)</i>		
1. Malnutrition Associated with Chronic Disease (Case Study #3, Nelms 5 th Ed.)	Oct 11 th	10%
2. Gastroesophageal Reflux Disease (Case Study #7, Nelms 5 th Ed.)	Nov 15 th	10%
3. Gastrointestinal Surgery with Ostomy (Case Study #13, Nelms 5 th Ed.)	Nov 29 th	10%
<i>Exams</i>		
1. Midterm Exam	Oct 30 th	25%
2. Final Exam	TBD	35%
<i>Completion of eNCPT Modules eNCPT & Medical Terminology Quiz</i>		10%
<i>Total</i>		100%

REQUIRED LEARNING MATERIALS:

1. Nelms & Sucher. **Nutrition and Pathophysiology** (4th Ed.) 2016/2020. Cengage Learning.
2. Nelms. **Medical Nutrition Therapy – A Case Study Approach**. Thompson Books. 2017 (5th Ed.).
3. Additional readings and links to videos will be posted under each module on Canvas
4. **eNCPT Manual and Modules** (accessed online through UBC Library)
https://www.ncpro.org/encpt-tutorials?404%3Bhttp%3A%2F%2Fwww.ncpro.org%3A80%2Fencpt-tutorials=404%3Bhttp%3A%2F%2Fwww.ncpro.org%3A80%2Fencpt-tutorials&set_ga_opt_in_cookie=1&set_ga_opt_in=Save+Settings
5. **Medical Terminology Modules** (accessed online through Des Moines University)
<https://www.dmu.edu/medterms/overview/>

OPTIONAL LEARNING MATERIALS:

1. Pronsky. **Food and Medication Interactions** (18th Ed.). 2015.
2. **Diet Analysis Software** is recommended but not mandatory to complete the case studies.

PROBLEM-BASED CASE STUDIES: In assigned groups of 3-4 individuals, students will work on three case-study assignments based on Nelms (5th Ed.) *Medical Nutrition Therapy – A Case Study Approach*. A copy of these assignments will be posted on Canvas. These assignments must be completed and submitted **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.

Students must remain in the same groups throughout the term. We expect students to work collaboratively and equitably on each of the case-studies, as these are critical skills for internship and a professional career. It is expected that students attempt to constructively resolve difficult group dynamics, and then seek the input of the instructors for unresolved issues.

MIDTERM AND FINAL EXAMS: The midterm and final will focus on synthesizing and applying concepts related to the etiology, pathophysiology, and applications of the nutrition care process for various disorders. These examinations may include multiple choice questions, true/false questions, matching questions, and/or short answer questions. The final exam is cumulative and will be scheduled during the final exam period in December.

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.

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

UBC CANVAS: Notes will be posted in advance of class and guest lecture notes will be posted as soon as available, if applicable. Online lectures will be recorded and available to students via Canvas. Additional Readings specified throughout the term will also 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.

UNIVERSITY VALUES AND 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 and cultural 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 [here](https://senate.ubc.ca/policies-resources-support-student-success) (<https://senate.ubc.ca/policies-resources-support-student-success>)

EQUITY, INCLUSION, AND DIVERSITY: Fostering equity, inclusion and diversity are key components of the UBC commitment to advancing a sustainable and just society. As instructors of this course, we commit to providing a learning experience which is inclusive of sex, gender/gender identity, Indigeneity, sexuality, race/ethnicity, socio-economic status, and disability. This will be a continuing effort, and we welcome all student perspectives, suggestions, and feedback on how to achieve this goal.

PLAGIARISM AND ACADEMIC MISCONDUCT: Plagiarism is using someone else's thoughts or publications, and presenting them as one's own, without citing the source. Students must ensure that when they seek assistance from a tutor or anyone else that the work they submit is actually their own. **Students** are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

Penalties can range from giving a failing grade to suspension from the university, depending on the severity of the plagiarism. For more information, see:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

Many resources are available at UBC to help you avoid plagiarism. For more information, visit:

<https://guides.library.ubc.ca/tutorial-lfs/citing/plagiarism>