
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 I	FNH 375	3

Lecture time/location: Mondays & Wednesdays, 9:00 AM - 10:30 PM/ MacLeod Building – Room 3002

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

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
Bruna Donatti Castro Falci	bruna.donatti@ubc.ca	FNH 324	Wed 1-3 pm

OTHER INSTRUCTIONAL STAFF

Teaching Assistants: Lizzie Ann & Maryam Kheirmandparizi

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 of the classes will be held in-person but there will be some classes that will 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 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.

COURSE SCHEDULE

This schedule is tentative and subject to change.

Date	Topic	Readings/Videos	Evaluation
09-Jan	Course Overview and Fundamentals Nutrition Care Process (NCP). ADIME.	Nelms & Sucher: Ch.2 Nelms & Sucher: Ch.4 sections 4.4-4.8 (p. 84-91)	
11-Jan	Fundamentals Charting. PES Statements.	Nelms & Sucher: Ch.6	
16-Jan	Assessing Nutrition Status and Risk Screening vs. Assessment	Nelms & Sucher: Ch.3. sections 3.1-3.7 (p.38-64)	
18-Jan	Nutrition Focused Physical Exam and SGA Guest speaker <i>(to be confirmed)</i>	Nelms & Sucher: Ch.3. sections 3.8-3.9 (p.65-67) Readings and Videos on Canvas	
23-Jan	Estimating Needs Energy, protein, fluid. Selecting weights.	Nelms & Sucher: Ch.3 section 3.10 (p.67-71) Nelms & Sucher: Ch.12 sections 12.1-12.2 (p.255-260) Readings on Canvas	eNCPT quiz + certificate
25-Jan	Estimating Needs (cont'd) Acid/base balance. Fluid balance.	Nelms & Sucher: Ch.7 Nelms & Sucher: Ch. 8 Readings and Videos on Canvas	
30-Jan	Metabolic Stress	Nelms & Sucher: Ch.22 sections 22.1-22.4 (p.675-683) Readings and Videos on Canvas	
01-Feb	Malnutrition and Refeeding Syndrome	Readings and Videos on Canvas	
06-Feb	Food in a Hospital Setting Diet orders. Oral diets. Nutrition supplements.	Nelms & Sucher: Ch.4 sections 4.1- 4.3 (p.77-85) Readings on Canvas	
08-Feb	Food in a Hospital Setting (cont'd) Diet orders. Oral diets. Nutrition supplements.	Readings on Canvas	
13-Feb	Food in a Hospital Setting Modified textures. IDDSI	Readings/videos on Canvas	
15-Feb	Intro to Supplements for Dietitians Regulations. Labels. Common supplements	Readings on Canvas	Case study A Peer review
20-Feb	Midterm break – No class	---	Review quiz due Feb 26 th
22-Feb	Midterm break – No class	---	
27-Feb	Midterm	Nelms & Sucher: Ch.11	Midterm
01-Mar	Dysphagia Guest speaker: <i>Peter Lam</i>	Nelms & Sucher: Ch.14 (p.362-365)	
06-Mar	Intro to Pharmacology for Dietitians	Nelms & Sucher: Ch.11	
08-Mar	Allergies and Intolerances Guest speaker: <i>Stephanie Erdle (virtual)</i>	Nelms & Sucher: Ch.9 section 9.11 (p.199-205)	
13-Mar	Disorders of Energy Imbalance Eating Disorders/Disordered Eating Guests: <i>Ali Eberhardt & Hannah Robinson</i>	Nelms & Sucher: Ch.12 (p.284 - 291) Reading/Videos on Canvas	
15-Mar	Disorders of Energy Imbalance Eating Disorders/Disordered Eating Guests: <i>Ali Eberhardt & Hannah Robinson</i>		

20-Mar	Disorders of Energy Imbalance Assessing Energy Imbalance. What is an ideal weight? HAES. <i>Guest speaker: Heather Woodward (virtual)</i>	Reading/Videos on Canvas	
22-Mar	Disorders of Energy Imbalance Assessing Energy Imbalance. What is an ideal weight? HAES. <i>Guest speaker: Heather Woodward (virtual)</i>	---	
27-Mar	Disorders of Energy Imbalance Metabolic Syndrome/Obesity	Nelms & Sucher: Ch. 12 (p.255-284) Readings on Canvas	Case study B
29-Mar	Disorders of Energy Imbalance Bariatric surgery <i>Guest speaker: Nooshin Alizadeh-Pasdar (virtual)</i>	Readings on Canvas	
03-Apr	Disorders of Energy Imbalance Metabolic Syndrome/Obesity	---	
05-Apr	Graduate students' seminar	---	
10-Apr	Easter Monday – No class	---	
12-Apr	Course review	---	Case study C <i>Due Apr 19th</i>
25-Apr	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.
- Nelms. Medical Nutrition Therapy – A Case Study Approach. Thompson Books. (6e). 2022.
- 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 from the Medical Terminology modules available through Des Moines University. Students must upload a completion certificate from the eNCPT Modules to Canvas for the quiz to be marked. This quiz will be closed book and must be completed individually.

REVIEW QUIZ:

Students will complete an online review quiz before the midterm to review and practice the content for the exam. It will include multiple-choice questions and will incorporate materials from the Nutrition Support module. This quiz will be closed book and must be completed individually.

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 two of these case studies will be completed in groups of 3, and the third case study 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 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.

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.

PEER REVIEW/ TEAM REFLECTION TOOL:

To ensure that your team gets the support you need to complete your case-study assignments, this tool 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 after the first case study is completed so that instructor can help troubleshoot any difficult group dynamics. The form is to be submitted via Canvas.

Evaluation Items	Due Date	Percentage of Final Grade
Quizzes		
eNCPT and Medical Terminology Quiz	Jan 23 rd	05%
eNCPT Certificate of Completion	Jan 23 rd	01%
Review quiz	Feb 26 th	05%
Problem-based Case Studies		
Case study A	Feb 20 th	10%
Case study B	Mar 27 th	10%
Case study C (<i>Individual</i>)	Apr 19 th	10%
Peer review	Feb 15 th	04%
Exams		
Midterm	Feb 27 th	20%
Final exam	Apr 25 th	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 and review quiz

Case studies and review quiz 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 or completing a quiz in order to avoid last-minute technological issues.

Late and missed assignments

Late assignments will only be accepted up until 5 days after the due date; however, a daily 10% grade deduction will automatically be applied to late submissions. There will be no make-up activities for missed assignments. ATTENTION: Please allow yourself extra-time when uploading an assignment or completing a quiz 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.

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