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 II	FNH 470 – HUNU 576	3

Lecture time and location: Mondays & Wednesdays, 9:00 AM - 10:30 AM – FSC 1611
Wednesdays, 10:30 AM - 11:30 AM - DMP 101 *(Tutorial session*)*

Prerequisites: FNH 371, FNH 375 or HUNU 575.

Tutorial sessions are **mandatory for MND/HUNU 576 students and optional for undergraduate/FNH 470 students.*
*Attention! Tutorial sessions are optional for undergraduate students but **highly recommended** to help practice clinical judgement and become better prepared for practice education. Tutorials will include case studies and discussions related to the lecture content each week. Tutorials may also cover more unique practice cases. For undergraduate students, no preparation prior to tutorials is needed.*

CONTACT

Course Instructor(s)	Contact Details	Office Location	Office Hours
Bruna Donatti Castro Falci	Use Canvas email system.	FNH 324	1. Mondays 10:30am - 12:00 pm (in-person) 2. Tuesdays 3:00 - 4:00 pm (virtual)

Bruna Donatti Castro Falci
My name is Bruna, and I use she, her, and hers as my pronouns. I am a registered dietitian with 17 years of experience in clinical practice, working in both acute care and outpatient settings. Additionally, teaching has always been one of my greatest passions, and I have had the privilege of working as a lecturer for over a decade.
I am excited to guide you through this course, exploring the complex and fascinating world of nutrition care. Nutrition offers us endless preventative and therapeutical options, which is what made me pursue a career in Clinical Nutrition. I understand that enteral and parenteral nutrition can seem daunting for many students, but my goal is to make this course a positive and enriching experience. As your instructor, I am deeply committed to fostering a learning environment where you are not just a passive recipient but an active participant—engaging fully, sharing your insights, and connecting class concepts to real-world scenarios.
I am truly passionate about the journey we are about to embark on, and I look forward to learning alongside you.

When to contact Bruna: Attendance and accommodations; grading after consulting with TA.
How to contact Bruna: 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). Expect longer response time for emails during weekends, and statutory holidays. Please, plan accordingly.
I strongly encourage you to meet with me during office hours if you have questions, comments, or suggestions for the course. If you are unable to attend office hours, please contact me so we can make an alternative arrangement. I am here to support you!

OTHER INSTRUCTIONAL STAFF

Teaching Assistants: Celeste Bouchaud, PhD student in Human Nutrition, MSc, RD
Jennifer Appiah, MND student
Shelby Cender, MND student

Celeste Bouchad

Hi! My name is Celeste (she/her) and I am a PhD Student in Human Nutrition under the supervision of Dr. Cohen. My PhD project explores the interplay between child and parent eating behaviours. I completed my bachelor's in dietetics at the University of Ottawa in 2019 and my applied master's in Human Nutrition at McGill University in 2020. I have been working as a counselling dietitian in private practice for the past three years and I work with people living with chronic diseases such as type 1 and type 2 diabetes and heart disease. I also work with clients living with IBS and to help clients improve their relationship with food. Before starting my PhD, I worked as a research assistant at Concordia University for two years, working on projects relating to eating behaviours, dietary self-monitoring and dietary changes. Please reach out if you have any questions about the class, being a dietitian or research!
I look forward to being your TA this semester!

When to contact Celeste: Questions about assignments, class activities, class logistics (Canvas related issues, upload assignments, discussions on Canvas).

How to contact Celeste: Use Canvas email system

Jennifer Appiah

Hello everyone! My name is Jenn (she/her). I am a student in the first cohort of the Master of Nutrition and Dietetics (MND) program, gearing up for my final placements within the Northern Health Authority. I earned my BSc Honours in Psychology from the University of Northern British Columbia in 2015, and worked as an intake crisis counsellor for several years. While nutrition has always fascinated me, it was my fibromyalgia diagnosis that inspired me to pursue a career as a Registered Dietitian. I am passionate about exploring the intersection of nutrition and clinical psychology, especially in managing complex chronic diseases, and how nutrition can support recovery from neurological conditions.
I am always open and happy to discuss the course, my MND experience so far, and anything else - I am here to support you! Looking forward to connecting with you all and having a fantastic semester together!

When to contact Jennifer: Questions about grading.

How to contact Jennifer: Use Canvas email system.

Shelby Cender

Hello, my name is Shelby (she/her) and I am a Masters and Nutrition and Dietetics student in the first ever cohort. I completed my Nutrition and Food Sciences undergraduate degree at the University of Alberta in 2015. I was unsuccessful in obtaining a dietetic internship during my undergrad, and afterwards worked a number of odd jobs including as a food safety inspector for a private company and as a dietary aide at a long term care facility. It was due to my love of helping people, the gut microbiome, and nutrition as it relates to mental health that I persevered and continued my education. I am a huge advocate for mental health, especially as it relates to addiction and recovery, and welcome any questions related to the course, my dietetic journey, or resources for mental health/recovery. I look forward to our semester together!

When to contact Shelby: Questions about grading.

How to contact Shelby: Use Canvas email system.

COURSE STRUCTURE

This course is part two in a series of three Nutrition Care courses required for students in the dietetics major. The 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. This course also includes a weekly 50-min tutorial student-led session for the HUNU 576 students. Attendance in these tutorial sessions is optional for FNH 470 students. 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 trauma, surgery, critical care, gastrointestinal diseases, liver diseases, diseases of the gallbladder and exocrine pancreas, and diseases of the respiratory tract.
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.

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 but are not limited to 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. Slide sets 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:

- Textbook: Nelms & Sucher. Nutrition and Pathophysiology (4e). 2020. Cengage Learning.
- This textbook is available for purchase through the UBC Bookstore. The 3rd edition is also suitable to the course. A hard copy has also been placed on reserve in Woodward Library.
- 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.

UBC CANVAS:

- Canvas User Resources: https://community.canvaslms.com/
- Slides will be posted ahead of class.
- Guest lecture notes/slides will be posted as soon as they are available, if permission is granted by the guest speaker.
- Additional readings and links to videos will be posted under each module on Canvas. These readings are provided for further enrichment and to broaden understanding beyond lecture notes, text, case studies and guest presentations.
- **FNH 470 course pack:** Reference sheets and a compilation of materials and links to useful websites will be posted on Canvas before and throughout the term.

LIVE STREAMING AND RECORDED LECTURES

This course is delivered **in person**, with eventual virtual classes to accommodate the needs of instructors and guest lecturers.
Lectures will be recorded. The recording will be posted on Canvas on the same day as the lecture. Please note that delays might happen if there are any online/system issues. 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 NOT be recorded.
This course will NOT be live-streamed when classes are in person.

MANDATORY IN-PERSON ATTEDANCE FOR SELECTED ACTIVITIES

Attendance during guest lectures is mandatory. **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.
Classes are in person, with come classes being delivered on-line via zoom.

Date	Topic	Textbook chapters *All modules may have required readings and videos in addition to the textbook - materials will be available on Canvas*	Evaluation/ Deadlines
04-Sep	**Course Intro and Review**	---	---
	Tutorial: Introduction		
09-Sep	**Enteral Nutrition**	• Nelms & Sucher: Ch.5.2	**Pre-class quiz 1** **Sep 8 11:59 pm**
11-Sep	**Enteral Nutrition**	---	---
	Tutorial: Case study - Metabolic stress, labs assessment		
16-Sep	**Enteral Nutrition**	---	---
18-Sep	**Enteral Nutrition**	---	---
	Tutorial: Case study - EN calculations		
23-Sep	**Enteral Nutrition**	---	**Pre-class quiz 2** **Sep 22 11:59 pm**
25-Sep	**Parenteral Nutrition**	• Nelms & Sucher: Ch.5.3	---
	Tutorial: Case study – Ehlers Danlos		
30-Sep	**TRUTH AND RECONCILIATION**	***No class***	
02-Oct	**Parenteral Nutrition**	---	**EN calculations** **Oct 2 11:59 pm**
	Tutorial: Case study – Chylothorax		
07-Oct	**Parenteral Nutrition**	---	---
09-Oct	**Parenteral Nutrition**	---	**PN calculations** **Oct 17 11:59 pm**
	Tutorial: Hot topics in EN/PN		
14-Oct	**THANKSGIVING**	***No class***	---
16-Oct	**Diseases of the Upper GI Tract**	• Nelms & Sucher: Ch. 14 • Video recording for self-directed studies	
	Tutorial: MND presentation + PN calculations		

21-Oct	**MIDTERM**	---	**Midterm**
23-Oct	**Diseases of the Lower GI Tract**	---	---
	Tutorial: Esophagectomy		
28-Oct	**Diseases of the Lower GI Tract**	• Nelms & Sucher: Ch. 15	---
30-Oct	**Diseases of the Lower GI Tract** *Guest speaker: Celeste Bouchad, MSc, RD*	---	**Case A – Upper GI** **Oct 30 11:59 pm**
	Tutorial: Case study – IBS		
04-Nov	**Diseases of the Lower GI Tract** *Guest speaker: Gina Almasan, RD*	---	
06-Nov	**Diseases of the Lower GI Tract** *Guest speaker: Gina Almasan, RD*	---	
	Tutorial: Case study – Chron's disease		
11-Nov	**READING BREAK**	***No class***	---
13-Nov	**READING BREAK**	***No class***	---
18-Nov	**Diseases of the Liver** *Guest speaker: Shelagh Alam, RD*	• Video recording for self-directed studies • Nelms & Sucher: Ch.16 (sections 16.1 to 16.5)	---
20-Nov	**Diseases of the Exocrine Pancreas**	---	**Case B – IBD** **Nov 20 11:59 pm**
	Tutorial: Case study – Whipple surgery		
25-Nov	**Diseases of the Respiratory tract**	• Nelms & Sucher: Ch.21	---
27-Nov	**Diseases of the Respiratory tract**	---	
	Tutorial: Hot topics in GI disease		
02-Dec	**Surgery** *Guest speaker: Jaylene Mah, RD*	• Nelms & Sucher: Ch.22 (sections 22.9-22.10)	---
04-Dec	**Critical care**	• Nelms & Sucher: Ch.22 (sections 22.4-22.8)	**Case C – Pancreatitis** **Dec 4 11:59 pm**
	Tutorial: Case study – COVID and ECMO (ICU)		
TBD	**Final exam**		

ASSESSMENTS OF LEARNING

Additional information for each assignment and exams will be discussed in class and posted on Canvas.

QUIZZES:

Students will take pre-class quizzes containing multiple-choice questions based on the assigned unit's readings, either from the textbook or additional assigned materials. The quizzes are open book.
Correct answers will be available after the quiz submission deadline.
Late submissions will not be accepted.

NUTRITION SUPPORT CALCULATIONS

Students will complete two nutrition support calculations assignments, in order to practice their enteral and parenteral nutrition skills.
Students will be able to self-sign-up for the groups, limited to 4 students each. Collaborative work is expected to enhance essential skills for the practice education year.
Answer keys will not be provided, but will be discussed in-class if time permits. Students can access a printed copy of the answer key in the instructor's office after each assignment's due date and during office hours.
Students are strongly encouraged to review the answer keys to facilitate their learning of the course content.

PROBLEM-BASED CASE STUDIES:

Students will complete three case-study assignments individually.
Answer keys for the case studies will not be provided. However, students can access a printed copy of the answer key in the instructor's office after each assignment's due date and during office hours. Students are strongly encouraged to review the answer keys to facilitate their learning of the course content.
Late submissions will not be accepted.

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 closed book and must be completed individually.
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 to students who have questions about their marks. If any student wishes to request a re-grading, the instructor will assess the entire exam, not just the specific question in question. The re-grading process may lead to adjustments in the marks for any question and, consequently, may result in either an increase or decrease in the student's overall exam grade.

Citations

Please use APA style (7th edition) for citation. Review the following link to learn about APA style: https://guides.library.ubc.ca/apacitationstyle. For more information, please consult with a librarian.

Use of AI tools

The use of generative AI tools, including ChatGPT and other similar tools, to complete or support the completion of any form of assignment or assessment in this course is not allowed and would be considered academic misconduct.

Evaluation Items	Due Date	Percentage of Final Grade	
		FNH 470	HUNU 576
Quizzes			
Quiz EN *(individual)*	Sep 8th	1.5%	Optional
Quiz PN *(individual)*	Sep 22th	1.5%	Optional
Problem-based Case Studies			
Case study A *(individual)*	Oct 30th	10%	10%
Case study B *(individual)*	Nov 20th	10%	10%
Case study C *(individual)*	Dec 4th	10%	10%
Nutrition Support calculations			
EN calculations *(groups of 4 students – self assigned)*	Oct 2nd	5%	5%
PN calculations *(groups of 4 students – self assigned)*	Oct 17th	2%	2%
Tutorial sessions *(only for MND students)*	---	---	3%
Exams			
Midterm *(individual)*	Oct 21st	25%	25%
Final exam *(individual)*	TBD *(as per UBC)*	35%	35%

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 ICDEP document to familiarize themselves with the requirements.

Late assignments:

ATTENTION: Please allow yourself extra-time when uploading an assignment or completing a quiz in order to avoid last-minute technological issues.

Quizzes: Late quizzes will NOT be accepted.

Case studies: Late case studies will NOT be accepted.

Nutrition support calculations: For each day your assignment is late (daily deadline is 11:59PM, including weekends), 20% will be deducted from your assignment grade. Assignments will not be accepted more than 3 days past the due date.

Missed assignment: In the event where a student misses the discussion component of the "finding information" assignment, documentation must be provided as per faculty and University policies. Please, let your instructor know as soon as possible and provide supporting documentation. The corresponding mark will be allocated to the final exam.

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 policies. The student is required to inform the instructor at the earliest possible time to arrange for a makeup exam, *if possible*. If a makeup exam is not possible, the marks will be allocated to the final exam.

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 (eg. 75.5 becomes 76; 75.4 is 75%). Grade changes will only be permitted if there is a calculation error. Final grades are determined using the faculty-specific grading schemes in the UBC Vancouver Academic Calendar (https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/grading-practices/introduction).

Note that the passing grade for MND students is 60%, and only 6 credits of an entire degree may receive grades between 60-68% (https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/academic-regulations/academic-progress).

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.

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 review statistics on course content being accessed to support improvements in the course.

COURSE CONDUCT - STUDENT RESPONSIBILITIES:

1. Attend and engage in class. Come prepared to listen, take notes, and participate in class. If you are unable to attend a class, it is your responsibility to be informed of the content discussed in class.
2. Review the course material and related course chapters of the textbook. Looking at the material multiple times, and trying to recall (testing yourself, not just reading) will help solidify your understanding.
3. Use the resources available to you (instructor, textbook, additional and required readings and videos, Canvas site, discussion board, quizzes, and assignments) to enhance your learning.
4. Ask questions both in and out of class. You can post your questions about course content on the Canvas discussion board or bring your questions to the instructor's office hours.
5. Connect concepts from this course to knowledge gained in other courses and your own experiences.
6. Be respectful of diverse opinions.
7. Use considerate language in class and online
8. Turn off electronic devices that you are not using for academic purposes.

ACADEMIC INTEGRITY

Academic honesty is a core value of scholarship. Any form of academic dishonesty will not be tolerated. Refer to the UBC Calendar to learn about UBC disciplinary actions for academic misconduct. The UBC Academic Integrity Resource Centre provides tips on avoiding plagiarism, FAQs, tutorials and other resources related to academic integrity. It is the student's responsibility to inform themselves of the University regulations and act appropriately, particularly when completing online exams and assignments.

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.

EQUITY, DIVERSITY, INCLUSION, AND INDIGENEITY

This course is designed to support and serve students from diverse backgrounds and perspectives. The diversity you contribute is recognized as a valuable resource, strength, and benefit to our learning community.
I am committed to cultivating a classroom environment where students of all backgrounds and identities feel safe and empowered to share their perspectives and experiences on various topics throughout the course. I also acknowledge that understanding diverse perspectives and identities is an ongoing learning process. If anything is said or done in class that makes you or others feel uncomfortable, I strongly encourage you to bring it to my attention. Your feedback on how we can further enhance inclusivity within our course is highly valued. This feedback can be shared through meetings, email, or anonymously through our course platform. I am dedicated to addressing any concerns that arise and making meaningful changes as needed.
For further information, please refer to our departmental EDI.I webpage.

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