

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 |
|--------------------|--------------------|-------------------|
| Nutrition Care III | FNH 475 – HUNU 577 | 3 <i>FNH 475</i> |
| | | 4 <i>HUNU 577</i> |

Lecture time and location: Mondays & Wednesdays, 11:00 AM - 12:30 PM – HEBB B112
 Mondays, 12:30 PM - 12:30 PM – FNH 50 (*Tutorial session**)

Prerequisites: For FNH 475: All of BIOC 302, FNH 470
 For HUNU 577: All of HUNU 545, HUNU 573, HUNU 575, HUNU 576, HUNU 579. Corequisite: HUNU 525.

Tutorial sessions are **mandatory for MND/HUNU 577 students and optional for undergraduate/FNH 475 students. Attention! Although optional for undergraduate students, tutorial sessions are **highly recommended** to help them 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. Wednesdays 3:30pm - 5:30 pm (in-person) 2. TBD (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 clinical practice experience, working in acute and outpatient care 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 made me pursue a career in Clinical Nutrition. 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
Aubrey Lee, Dietetics 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

Aubrey Lee

Hi everyone! My name is Aubrey (she/her) and I'm excited to be your TA this term. FNH 475 was my favourite class in 4th year and I hope you'll enjoy it as much as I did. I'm currently in my 5th year of clinical rotations at VGH in the Spine and Thoracics unit. When I'm not studying, you can find me watching animes like Demon Slayer! Looking forward to a great semester with all of you :)

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

How to contact Aubrey: Use Canvas email system

COURSE STRUCTURE

This course is the third in a series of three Nutrition Care courses required for Dietetics majors. The course structure includes:

- **Two weekly 80-minute classes.**
Class time will feature a mix of lecture-style teaching, guest lectures, group work, and problem-based learning using in-class case studies.
 - **One weekly 50-minute tutorial session**
Tutorials will feature practical discussions related to lecture content, unique practice case studies, guest lectures, and case-based learning activities.
 - **Self-directed study** to complete the online course Pediatric Nutrition 101 offered by Dietitians of Canada
 - **Enteral Nutrition Workshop – Parts I and II**, offering a unique opportunity for hands-on practice activities
 - **Learning activities**, designed to complement the course content, to be completed outside of class time
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LEARNING OUTCOMES

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

1. Describe the etiology and pathophysiology of select diseases and conditions, 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.

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
- DC Pediatric Nutrition 101 course

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 475 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 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.

Attention:

- Guest speaker’s classes will NOT be recorded.
- This course will NOT be live-streamed when classes are in person.
- Class recordings are not a substitute for attending class. They are intended as a resource for reviewing content or for use if you are sick or unable to attend class for valid reasons. It is the student's responsibility to monitor their progress throughout the course.
- Requests for extended access to class recordings will not be granted regularly. Extensions will only be considered in exceptional cases and require appropriate documentation.

COURSE SCHEDULE

This schedule is **tentative and subject to change**.

Classes are in person, with some classes being delivered online via Zoom.

Attendance during guest lectures is mandatory. **The dates are subject to change**. Any changes will be communicated as soon as possible in advance.

| | Date | Topic | Textbook chapters <i>All modules may have <u>required readings and videos</u> in addition to the textbook - materials will be available on Canvas</i> | Evaluation/ Deadlines |
|--------|---|---|--|-------------------------|
| WEEK 1 | 06 Jan | Course Intro and Review | --- | --- |
| | <i>Tutorial: Introduction</i> | | | |
| | 08 Jan | Neoplastic disease | Nelms & Sucher: Ch.23 + Ch. 10 section 10.25 (p.222-224) | |
| WEEK 2 | 13 Jan | Neoplastic disease | --- | --- |
| | <i>Tutorial: Case study – Nutrition support in cancer</i> | | | |
| | 15 Jan | Immuno-compromised populations | Nelms & Sucher: Ch.22 section 22.11 (p.693-696) | --- |
| WEEK 3 | 20 Jan | Diseases of the Neurological System | Nelms & Sucher: Ch.20 | --- |
| | <i>Tutorial: Case study – Parkinson’s disease and GI symptoms</i> | | | |
| | 22 Jan | Diseases of the Neurological System <i>Guest speaker – Aaron Sihoe, RD</i> | --- | Case study A |
| | | Dysphagia 1:30 – 4:30 pm <i>Guest speaker – Peter Lam, RD</i> | Review dysphagia lecture from FNH 375 | |
| WEEK 4 | 27 Jan | Respiratory diseases | Nelms & Sucher: Ch.21 | --- |
| | <i>Tutorial: Guest speaker – Breast cancer</i> | | | |
| | 29 Jan | Diseases of the Cardiovascular System | Nelms & Sucher: Ch. 13 | --- |
| WEEK 5 | 03 Feb | Diseases of the Cardiovascular System | --- | Topic submission |
| | <i>Tutorial: Case study – Dyslipidemia and hypertension</i> | | | |
| | 05 Feb | EN workshop – Part I | Review enteral nutrition lectures from FNH 470 | --- |

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|---|--|--|--|--|
| WEEK 6 | 10 Feb | Diseases of the Cardiovascular System | --- | --- |
| | <i>Tutorial: Case study – Heart failure and LVAD</i> | | | |
| | 12 Feb | No class | --- | Case study B |
| | | EN workshop – Part II 1:30 – 4:30 pm | | --- |
| WEEK 7 | 17 Feb | MIDTERM BREAK | | |
| | 19 Feb | | | |
| WEEK 8 | 24 Feb | Diseases of the Endocrine System | Nelms & Sucher: Ch.17 (p. 477-520). | EN workshop self-evaluation |
| | <i>Tutorial: Practice quiz</i> | | | |
| | | 26 Feb | MIDTERM | --- |
| WEEK 9 | 03 Mar | Diseases of the Endocrine System | --- | --- |
| | <i>Tutorial: T1DM and anorexia nervosa</i> | | | |
| | | 05 Mar | Diseases of the Endocrine System | • Nelms & Sucher: Ch. 15 |
| WEEK 10 | 10 Mar | Diseases of the Endocrine System | --- | --- |
| | <i>Tutorial: Guest TBD</i> | | | |
| | | 12 Mar | Diseases of the Endocrine System | --- |
| WEEK 11 | 17 Mar | Diseases of the Renal System <i>Guest speaker – Team VCH</i> | --- | --- |
| | <i>Tutorial: Guest TBD</i> | | | |
| | | 19 Mar | Diseases of the Renal System <i>Guest speaker – Team VCH</i> | Nelms & Sucher: Ch.17 |
| WEEK 12 | 24 Mar | Diseases of the Renal System | | --- |
| | <i>Tutorial: Guest TBD</i> | | | |
| | | 26 Mar | Pediatric Nutrition | --- |
| WEEK 13 | 31 Mar | Integration | | Hot topics – Submission due April 1st 11:59 pm |
| | <i>Tutorial: Case study – Metabolic syndrome and CKD</i> | | | |
| | | 2 Apr | Hot topics in Clinical Nutrition | Hot topics – oral presentation |
| <i>Tutorial: Hot topics in Clinical Nutrition</i> | | | | |
| WEEK 14 | 7 Apr | Review | | --- |
| | <i>Tutorial: Review</i> | | | |

ASSESSMENTS OF LEARNING

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

1. PROBLEM-BASED CASE STUDIES

Goal: To develop critical skills in clinical case analysis and collaborative problem-solving while fostering teamwork and preparing for the practice education year.

Assignment Overview:

- Participants: First case study: Individual // Last two case studies: Groups of 3 (groups must remain the same throughout the term)
- Submission: Answers should be submitted on Canvas.

Instructions

- Work collaboratively on group assignments to build essential skills for clinical practice.
- Review answer keys to facilitate learning. (Answer keys will not be provided directly but can be accessed in the instructor's office after each due date and during office hours.)

2. PEDIATRIC NUTRITION

Pediatric Nutrition 101 is a self-directed online course developed by Dietitians of Canada.

Goal: To develop and apply knowledge of pediatric nutrition principles, including nutritional assessment, nutrient requirements, care planning, and addressing common pediatric conditions, while providing evidence-based nutrition information.

Assignment Overview:

- Participants: Individual.
- Submission: Submit the certificate of completion to Canvas.

Instructions

- Self-enroll in the course. A discount code will be provided by the instructor.
- Estimated Time to Complete: 6–8 hours. Complete the course independently outside of class time.
- A personal certificate of completion becomes available upon achieving a minimum score of 80% on the end-of-course exam.

3. EN WORKSHOP SELF-EVALUATION

Goal: To reflect on participation in the Enteral Nutrition (EN) workshop to assess strengths, weaknesses, knowledge, and skills gained, as well as areas for improvement, to guide future learning.

Assignment Overview:

- Participants: Individual
- Submission: After the second part of the workshop, via Canvas
- In-person attendance at the workshop is MANDATORY.

4. HOT TOPICS IN CLINICAL NUTRITION

Goal: To explore and critically analyze new or controversial nutrition-related topics relevant to diseases studied in FNH 475. Demonstrate research, interpretation, and communication skills by presenting findings and creating educational materials tailored to a specific audience.

Assignment Overview:

- Participants: Undergraduate students: Groups of 6; MND students: Groups of 4
- Deliverables:
 - Oral Presentation: 10 minutes, summarizing research findings.
 - Nutrition Education Piece: (e.g., handout, brochure, fact sheet, magazine article) tailored to a specific audience, defined by the group.

Instructions

- Work collaboratively on group assignments to build essential skills for clinical practice.

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 | Submission period* | Percentage of Final Grade | |
|---|--|---|---------------------------|----------------|
| | | | FNH 475 | HUNU 577 |
| Problem-based Case Studies Case study A (<i>individual</i>) Case study B (<i>groups of 3, self-assigned</i>) Case study C (<i>groups of 3, self-assigned</i>) | Jan 22 nd Feb 12 th Mar 19 th | Jan 22 nd – Jan 27 th Feb 12 th – Feb 17 th Mar 19 th – Mar 24 th | 8% 8% 8% | 8% 8% 8% |
| Pediatric Nutrition (<i>individual</i>) | Mar 26 th | Mar 26 th – Mar 31 st | 6% | 6% |
| Self-evaluation EN workshop (<i>individual</i>) | Feb 24 th | Feb 24 th – Mar 3 rd | 2% | 2% |
| Hot topics in Clinical Nutrition <i>UG: groups of 6, self-assigned</i> <i>MND: groups of 4, self-assigned</i> | Apr 1 st | --- | 8% | 5% |
| Tutorial sessions (<i>only for MND students</i>) | --- | --- | --- | 3% |
| Exams Midterm (<i>individual</i>) Final exam (<i>individual</i>) | Feb 26 th TBD | --- --- | 25% 35% | 25% 35% |

*The submission period reflects the timeframe during which assignments can be submitted. While students are strongly encouraged to submit their assignments on the first day of the submission period, they may submit anytime within the window without penalty. This structure is designed to support time management, encourage early planning, and provide flexibility in case unexpected circumstances arise.

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.

For each day your assignment is late (daily deadline is 11:59PM, including weekends), 10% will be deducted from your assignment grade. Assignments will not be accepted more than 5 days past the due date.

Missed assignment: In the event that a student misses the presentation component of the “Hot topics in clinical nutrition” 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. **Complete all assigned pre-class materials**, including journal articles, practice guidelines, textbook readings, or videos provided on Canvas, to come to class prepared.
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.

DISCUSSION BOARD CONDUCT

The discussion board is a collaborative space for sharing questions and answers, enabling everyone to benefit from collective knowledge and experiences.

Expectations for Participation:

1. **Active Engagement:** I encourage all students to actively participate by asking questions and responding to classmates' posts. This fosters a deeper understanding and promotes a sense of community.
2. **Respectful Communication:** Always use respectful language and maintain a positive and supportive tone. This is a space for learning, and creating an environment of mutual respect is essential for effective collaboration.
3. **Anonymity Option:** The discussion board includes an anonymous feature. You can choose to reveal your name and profile picture or remain fully anonymous. Use this feature thoughtfully to contribute meaningfully to discussions.
4. **Instructor Involvement:** The instructors (TAs and course instructor) will monitor the discussion regularly and provide responses whenever possible. However, peer-to-peer interaction is highly encouraged as it enhances learning for everyone.
5. **Course Content Questions:** Questions related to course content will not be answered through private messages or emails. All course-related questions must be posted on the discussion board to ensure that everyone can benefit from the shared questions and answers.

Benefits of Participation:

Helping and teaching your peers can reinforce your own understanding and learning. By explaining concepts or answering questions, you gain deeper insights into the material.

Let's work together to create an engaging, respectful, and supportive learning space!

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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