

# FNH 370: Nutrition Assessment

## Theme: Indigenous Peoples of Canada



Fall 2025: In-Person Lecture Course

### About this Course



**PURPOSE** In this course you will learn how to use biochemical, clinical, dietary, anthropometric and related information to assess the nutritional status of individuals and populations. You will engage in critical analysis and interpretation of assigned readings, guest speakers, and a group-developed case study, present research on your case study, and provide ongoing peer-to-peer critical and constructive feedback.

### Quick Facts: Where, When, Access



**CLASSES** Tuesdays and Thursdays, 3:30–4:50PM in-person, **SWNG 122**. Your attendance is expected and is necessary for you to participate in the class-based activities, group projects and presentations. Please show respect for your classmates and instructor by arriving on time, having read the assigned articles and prepared to discuss each week’s topic.

**COURSE WEBSITE:** Course materials and correspondence is posted in Canvas on the FNH 370 course website ([canvas.ubc.ca](https://canvas.ubc.ca)). Use your CWL to login.

### Your Instructor & Teaching Assistants



**INSTRUCTOR:** Dr. Gail Hammond, RD  
Physical office: FNH 214  
Office hours: **Tuesdays & Thursdays 11AM-12PM**, after class, or by appointment  
Email: Use Canvas email system.



**TEACHING ASSISTANTS:** Office hours for the TAs are by appointment. Contact the TAs through Canvas email.



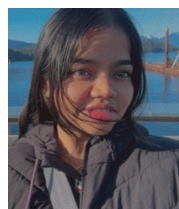
Erica McFarland



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### Inside this Syllabus

- [About this Course](#) ..... 1
- [Quick Facts](#) ..... 1
- [Instructor and TAs](#) ..... 1
- [Learning Outcomes](#) ..... 2
- [Course Materials](#) ..... 2
- [Course Format](#)..... 2
- [Course Schedule](#) ..... 3
- [Course Evaluation](#)..... 3
- [Course Conduct & Success](#)..... 4
- [Case Study Small Group Work](#) ..... 4
- [Accommodation & Disabilities](#) ..... 4
- [Student Support](#)..... 4
- [Exams & Late Assignments](#) ..... 5
- [Academic Integrity](#) ..... 5
- [Managing Email](#) ..... 5
- [Final Words](#)..... 5

FNH 370 recognizes the UBC Point Grey campus where we work, learn, live & play is located on the traditional, ancestral, and unceded territory of the [Musqueam](#) people.

## Learning Outcomes

FNH 370 is designed for you to achieve the following learning outcomes.

1. The primary course outcome is for you to learn how and why it is important to assess the nutritional status of individuals and populations, and to appropriately interpret and use the results.
2. Success of the primary course outcome will be achieved by you:
  - a. Defining nutrition assessment and related terms.
  - b. Describing commonly used methods, indicators and indices for conducting the nutritional assessment of individuals and populations in developing and developed countries.
  - c. Comparing and contrasting the strengths and limitations of 4 common methods used to assess the nutritional status of individuals and populations in different life stages and conditions of health and disease.
  - d. Outlining the role of nutrition assessment in the nutrition care process.
  - e. Designing and developing a case study, selecting appropriate methods and indicators/indices, assessing results, and creating a plausible nutrition care plan representing the specifics of the case.
  - f. Critically appraising current scientific articles to identify improvements—such as emerging indicators—in conducting nutritional assessments of individuals and populations.
  - g. Giving, responding to, and reflecting on critical and meaningful feedback.



### Information for Students in the Dietetics Major

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.

## Course Materials

TEXT (optional): Gibson, R. *Principles of Nutritional Assessment*, 3e, <https://nutritionalassessment.org/>;  
Lee, R.D. and Nieman, D.C. 2018. *Nutritional Assessment*, 7<sup>th</sup> edition, McGraw-Hill Higher Education Ltd, NY.

SOFTWARE: Cronometer (<https://cronometer.com/>), or other *reliable* dietary assessment software (e.g., *Diet & Wellness Plus* – online access, [www.cengage.com](http://www.cengage.com))

**Dietitians of Canada Course** (optional):  
Nutrition Screening (4 modules)

## Course Format

The format of FNH 370 will be a combination of:

- class lectures
- guest speakers
- small group work to develop, analyze, and present real world-based case studies
- small and large group discussions

As **instructor**, I will be responsible for integrating instructional strategies that support collaborative active learning and accommodate students' different learning styles, and as a **student** you will be responsible for developing new knowledge by engaging in critical dialogue and research with your peers: **together**, we will both be responsible for ensuring a respectful, engaging, inclusive, effective, and productive learning environment.

To participate in class, you need to prepare *before arriving* at each class, actively engage with your peers in class, and continue your learning outside of class. You will be building on your own knowledge base through dialogue, critical thinking and problem-solving with your peers in a learning environment that uses your own strengths and learning style. By committing to readings, research and case study development, and thoughtful in-class discussion, it is expected that you will be able to achieve the course learning outcomes.

**Note:** If you are unable to attend a class, **it is your responsibility** to learn the material covered, including lecture content, learning activities, and key messages from guest speakers.

## Course Schedule

In-person classes held on **Tuesdays** and **Thursdays from 3:30-4:50PM** in **SWNG 122**. This schedule is *tentative*.

<u>DATE (2025)</u>	<u>TOPIC</u>	<u>CHAPTERS</u>
Sept 2	Imagine UBC – no class	
Sept 4	Orientation to FNH 370; <b>Learner Survey-PRE (due @ 11:59PM, Sunday, Sept 15)</b>	
Sept 9, 11, 16	Global & national <b>prevalence &amp; trends</b> in nutrition; Introduction to <b>nutrition assessment (NA) methods; Nutrition Care Process (NCP) model; Environmental Assessment</b> .....	1, 2
Sept 18	<b>Environmental Assessment: Impact of social determinants on health</b> ..... <b>Readings 1 &amp; 2: Richmond et al., 2021; Simms et al., 2025</b>	11
Sept 23, 25	<b>Clinical Assessment: Common indicators, interpretation &amp; use of data</b> .....	7, 10
Sept 30	<b>National Day for Truth &amp; Reconciliation – no classes</b>	
Oct 2	<b>Clinical Assessment</b> .....	7, 10
Oct 7, 9	<b>Biochemical Assessment: Static &amp; functional biomarkers; Case Study Conceptualization check-in (final 30 min), Draft outline of Case Study due @ 11:59PM</b> .....	9
Oct 10-12	<b>Midterm (Prevalence &amp; trends, NA, NCP; E &amp; C methods; Readings 1 &amp; 2)</b>	
Oct 14, 16	<b>Biochemical Assessment</b> .....	9
Oct 21, 23, 28	<b>Anthropometric Assessment: Measuring the body; Tutorials: worksheet due (1 per group); Readings 3, 4 &amp; 5: Hackett et al., 2016; Mosby &amp; Galloway, 2017; Dietitians of Canada Collaborative Statement... et al., 2010</b> .....	6
Oct 30, Nov 4, 6	<b>Anthropometric Assessment; Case Study Research check-in (final 30 min)</b> .....	6
Nov 10-12	<b>Fall midterm break – no classes</b>	
Nov 13	Work on case study – no class (tbc)	
Nov 18, 20	<b>Dietary Assessment: Dietary data collection, interpretation &amp; use of data; Readings 6 &amp; 7: Batal et al., 2021; Riediger, et al., 2022</b> .....	6, 2, 3
Nov 25, 27	<b>Case Study Presentation Showcase</b>	
Dec 2, 4	<b>Dietary Assessment; Course wrap-up</b> .....	2, 3
Dec 5	<b>Case Study Reports, CQ, &amp; Peer-Evaluations; Learner Survey-POST – due @ 11:59PM</b>	
Dec 9-20	<b>Final exam (comprehensive – emphasis on B, A &amp; D methods, Readings 3-7)</b>	

## Evaluation

Midterm ( <b>12PM Oct 10 – 11:59PM Oct 12</b> ).....	20%	(MCQ, fill in the blanks, calculations, short answer)
Anthropometrics Tutorial Worksheet ( <b>Oct 23 or 28</b> ).....	5%	
Discussions (throughout term).....	4%	
Learner Surveys (PRE (1%), POST-bonus 1%).....	2%	(total)
Case Study due ( <b>Dec 5</b> ).....	35%	(details in Case Study Instructions)
Final Exam (2.5 hours; <b>tba Dec 9-20</b> ) .....	35%	(MCQ, fill in the blanks, calculations, essay questions)

Both exams are **open-book** and designed to cover specific information as well as general concepts that apply to assessing the nutritional status of individuals and populations taken from the lecture slides, handouts, calculations, and course readings. Preparation is key to writing an open-book exam. Refer to the **Tips for Writing an Open Book Exam** document in Canvas. Your Case Study and providing feedback on other case studies is a way for you to demonstrate your understanding of the 5 methods and multiple different indicators applied to nutritional assessment. Grades are determined based on UBC policies and regulations for Grading Practices available at:

[www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,0,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,0,0)

## Course Conduct & Success

Your in-person attendance at all classes is expected and will enhance your likelihood of successfully completing the course. If you cannot attend a class, it is your responsibility to be informed of the content discussed in class, for example, class announcements, calculations, exam scheduling & content, or other course content. Successful completion of the course requires a strong academic performance and your active participation in the learning activities throughout the course. Appropriate conduct is expected of all students at all times. Research has shown you are more likely to be successful if you conduct yourself in the following manner:

- Complete the readings before coming to class.
- Arrive to class on time and prepared for active participation.
- Ask questions about any material you do not understand.
- Contribute similar and/or different ideas on a topic under discussion.
- Be respectful of diverse opinions.
- Use considerate language in class and online.
- Employ good time management skills.
- Turn off electronic devices that you are not using for academic purposes.
- Do not disturb the concentration of your peers.

## Accommodation & Disabilities

If you have special needs, please bring these to my attention before or at the first class of term. I will make every effort to accommodate your requirements in the classroom. For additional support to enhance your educational experiences, UBC Access and Diversity (<http://students.ubc.ca/about/access>) works with students, faculty and staff to ensure a safe and secure learning environment for students living with long-term disabilities.



## Case Study – Small Group Work

In small groups, you will develop a case study based on a common area of interest amongst the group members. You will be choosing the characteristics of your subject(s), such as life stage, health condition, living conditions, two methods of nutrition assessment, and appropriate indicators.

The case study will form a basis for personalizing your learning and applying your knowledge of selected assessment methods and indicators/indices, interpreting normative and non-normative data, and generating an appropriate nutrition care plan. You will present your case study to the class, critique other case studies, and submit a written report of your work. You will also complete self- and peer-evaluations. *Detailed instructions are posted under Assignments in the FNH 370 Canvas website.*

## Student Support

The UBC Chapman Learning Commons (CLC) (<http://learningcommons.ubc.ca/>; @UBCLearn<sup>🐦</sup>) is located on the 3<sup>rd</sup> floor of the Irving K. Barber Learning Centre, and has an online portal of resources available to help you achieve academic success and wellness.

Through the CLC, you can access peer tutoring and academic coaching, collaborative work areas, and study groups, borrow tech tools (e.g., cameras, microphones, laptops...), and find many other academic resources.

If you want help with improving your writing skills, CLC offers free academic writing tutor services. You can make an appointment online or drop into CLC for assistance with your writing. This is a valuable free resource to you as a UBC student. See the CLC website for more details.

## Required Readings

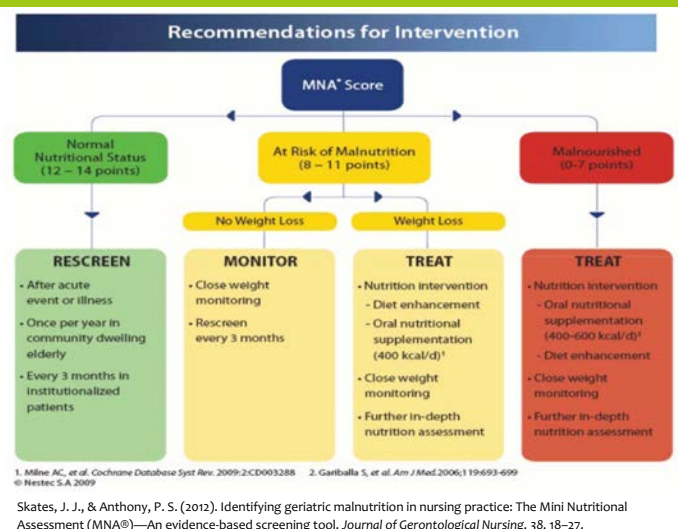
You are required to complete a series of readings that are listed in the Course Schedule and are accessible on each Module page in Canvas. Readings are examinable.

## Scheduled Exams and Late Assignments

Every student will be expected to write the midterm and final exam on the days indicated in the Course Schedule. I will keep the midterm exam open for two days, however, the final exam will be written in-person during the scheduled exam period at the scheduled time using the Respondus LockDown browser app. Exceptions will only be granted for valid medical reasons. The Anthropometric Tutorial Worksheet and Case Study Project (multiple components) are due as indicated in the Course Schedule. Each day an assignment is late (including weekends), 10% will be deducted from your assignment grade. Submissions will not be accepted after 5 days past the due date. **11:59PM** is the daily deadline for submitting late assignments. Details are provided in the assignment instructions on Canvas.

## Academic Integrity

As a member of the UBC scholarly community, the production of knowledge is founded on honesty and integrity. All of us at UBC are expected to comply with all university regulations regarding academic integrity including plagiarism, cheating, and submitting your own work. At UBC, the ethical production of work lies at the foundation to contributing to a civil and just society. You are at UBC to learn: that means you commit to producing your own original work, acknowledge the work of others from which you draw inspiration, and write exams without colluding with other people or resources, unless explicitly permitted by your instructor. Be honest and comply with UBC's policies regarding academic integrity available at: <https://academicintegrity.ubc.ca/>.



## Managing Email

Questions sent through email or posted on a Canvas discussion board can be difficult to respond to in a satisfactory manner. Your reaction to this observation may be “but why”? Oftentimes students’ questions are not clearly written, and/or it can take a lot of time to write a complete answer. Moreover, when a student is provided with an answer, the level of comprehension is not clearly visible to the teaching team.

In FNH 370, I will be managing emails as follows:

- If you have a question about any aspect of the course, ask it in class, refer to the textbook, post it in the Discussion area, or locate a reliable source to answer your question (i.e., be self-directed in your learning!).
- If you know the answer to a question that has been posted, answer it. The TAs and Instructor will monitor the discussion platforms to make sure all answers are correct and on track, and will correct any misguided answers.

## A Few Final Words...

Your successful completion of FNH 370 will prepare you for more advanced clinical and community nutrition courses and work. As you continue to develop your personal learning strategies, you will be able to apply these skills to other courses in your degree program and ultimately to your employment in the workforce. FNH 370 uses a discovery learning framework, which provides you with opportunities to try different approaches to learning that best fit with your current and future goals. Approaching your work with a growth mindset and actively participating in the course activities allows you to take advantage of these opportunities and expand your understanding and application of your personal learning strategies to the topic of nutrition assessment.