

Welcome to FNH 370 — Nutrition Assessment!

Note 1: Our **first class** will be **Thursday, September 4** in SWNG 122, 2175 West Mall

Note 2: **Carefully read the course syllabus** to gain an understanding of the course. Try to do this before the first class so you can ask any questions you have when we first meet.

Note 3: Please use Canvas email to contact me. **I will be available to respond to emails as my schedule permits from Monday to Friday, between 9:00AM-5:00PM. Alternatively, you may use Canvas email to contact any of the 4 TAs for the course.**

Note 4: Make a note of the **December 9 to 20** exam period in your calendar. The exam schedule will be released in mid-October. The exam will be written in-person on your computer using a lockdown browser in the assigned room on the designated date and time. You will be required to download and test the Respondus LockDown browser app one week advance of the 2.5-hour open book final exam. I'll explain this strategy in class.

Course Content

Nutrition assessment lies at the foundation of setting evidence-based public nutrition policy, supporting people in regaining their health, advocating for community-based initiatives, and much, much more. Without accurate measures of **nutritional status** how would we know where to set the nutrient requirements? How could we diagnose a condition? How could an appropriate treatment plan be designed? How could progress be monitored following the implementation of a nutrition care plan? How could we provide targeted nutrition education to specific individuals or populations? Take a moment to think about the context of your life and generate your own list of relevant experiences that rely on nutrition assessment for you or your community.

The FNH 370: Nutrition Assessment course is designed for you to first gain basic knowledge that you can then interpret and apply to a case study that you will create in a small group. The case study that your group designs will fit with the interests of the people in your group: every case study is different. As active creators of new knowledge, you will take control of your learning by setting your own group rules and goals, and designing a plan to achieve them. The skills that you enhance through active engagement in this project are what employers look for in new hires. For students in the Dietetics program, you will be building on the competencies of what you learn in Nutrition Assessment when you take the Foundations of Nutrition Care I and II courses in fourth year.

In this course, the basics of nutrition assessment will be taught using 5 methods comprising Anthropometrics, Biochemical, Clinical, Dietary and Environmental (A, B, C, D, E). Although not as well researched – and beyond the scope of this course – some people also include F (family, friends) and G (gender) methods in their work. For example, how do we determine appropriate nutrient cutoffs for transgender people? While there are many questions that we need to grapple with in the field of nutrition assessment, we will cover the A, B, C, D, E basics in this introductory course.

It is your responsibility to regularly check Canvas for postings in the following areas, and have access to the documents during class:

Home

- **Syllabus—carefully read** (includes the tentative schedule, due dates, learning activities and other information, links to important resources, and this [Welcome Message](#))

Modules

- [Module Pages for each topic and assessment method](#)—include links to topic-specific Learning Objectives, Slides, Guest speaker handouts, Videos, Resources, Assignments and Discussions
- [Practice questions for exams](#)—sample midterm and final exam questions will be available prior to each exam

Announcements

- [Announcements](#)—important information for updates and needs for taking action

Assignments (instructions and submission)

- [Anthropometrics Tutorial Worksheet](#)—in your case study group, you'll be working with data collected during the tutorial session and responding to questions (as a group) in a worksheet
- [Case Study Project](#)—the detailed instructions will guide your group through the process
- [Online Discussions](#)—in your case study group, you will discuss different topics (e.g., about the sample case of Meaghan that weaves throughout the different assessment methods)

Library Online Course Reserves

- [Key readings](#)—articles are aligned with specific nutrition assessment methods throughout the course; you are responsible for these readings and they are examinable

Discussions

- [Class-wide Discussions](#)—communicate with your classmates, TAs and Instructor

People

- [Connect with your Case Study group members](#)—correspondence to the group as a whole from the TAs and instructor will be posted to your Group Homepage in Canvas

Grades

- [Watch Your Progress](#)—not all components will be in the Grades area, but you will be able to keep track of key evaluation components

My Media

- [Your Media Files](#)—a place to post an interesting video or audio recording

Course Evaluation

- [Important feedback from YOU](#)—be sure to complete the Student Experience of Instruction survey at the end of the term. I use this information to constantly improve the course (e.g., the 2024 course emphasizes greater self-directed learning with more practice questions and course handouts, and greater engagement with guest speakers compared to previous years)

Note: The content of this course does not lend itself well to 'right and wrong' answers that are characteristically used in clicker questions; rather the course covers content that is open to discussion and different perspectives. One exception will be the calculation questions that are used in the Clinical, Biochemical and Anthropometric methods, which do have correct answers: practice worksheets are available for these questions. In this course, you will have many opportunities to work through practice scenarios, discuss ideas with your neighbours, and engage with your case study group members to support your learning of the course content.

Evaluation Components

Exams

1. **Midterm (20 points, individual)**—open book (read *Tips for Writing an Open Book Exam*), open online **October 10 (12PM) – October 12 (11:59PM)**; covers Prevalence & Trends of Malnutrition, Overview of Nutrition Assessment Methods, NCP, Environmental and Clinical Assessment Methods, and key knowledge gained from the Environmental & Clinical readings. **Don't be fooled into thinking that an open book exam will be easy.** You need

to **prepare well in advance of the exam**, starting with the first class and keep preparing your study notes from there onward.

2. **Final Exam (35 points, individual)**—open book, during exam period (**Dec 9-20, tba**); comprehensive, with an emphasis on B, A and D methods, key messages from A & D guest speakers, and key messages from the Anthropometric readings

Assignments

Submit your assignments on time, as a penalty will be applied to all assignments submitted after the due date/time. Each day late (including weekends), a **-10% penalty** will be applied at 11:59PM. Submissions more than 5 days late will not be accepted.

1. **Online Discussions (4 points, group)**—As we proceed through the different assessment methods in the course, your case study group will be required to post into a discussion thread your response to a particular scenario or set of data. Each case study group will collectively respond to the questions and submit one response. Every person in the group should fully engage in preparing the response. All members of the group will receive the same grade.
2. **Anthropometrics Tutorial Worksheet (5 points, group)**—You will be presented with anthropometric data and need to answer calculation questions in an online worksheet. Each case study group will submit one worksheet by **11:59PM on the day of their tutorial (Oct 23 or Oct 28)**. All members of the group will receive the same grade—it's up to you to make sure everyone in your group fully participates.
3. **Case Study Project (35 points, group)**—In a small group of 6 members, you will develop a case study based on a common area of interest to your group members. You will choose the characteristics of your subject(s), such as life stage, health condition, living conditions, two methods of nutrition assessment, and appropriate indicators, and will use the **Nutrition Care Process model** to frame your case. You will write 2 nutrition assessment-related critical questions that remain unanswered after designing your NCP, or new questions that would be critical to answer if you had chosen different assessment methods and/or indicators in your case, as would be the case when nutrition professionals design a NCP in practice.

Presentation	10 points
Report	15 points
2 Critical Questions & Answers	5 points
Self- & Peer-Evaluation	5 points

The case study will form a base for personalizing your learning and applying your knowledge of assessment methods and indicators/indices, interpretation of normative and non-normative data, and the generation of an appropriate nutrition care plan. You will present your case study to the class, critique other case studies, submit a written report, prepare 2 critical questions with corresponding answers, and complete self- and peer-evaluations. The **Case Study Showcase** is on **November 25 and 27**. The deadline for your Case Study Report, Critical Questions & Self- & Peer-Evaluations is **11:59PM on Friday, December 5**.

4. **Learner Surveys (2 points total, individual)**—Understanding your evolving self-perspectives as learners through second, third and fourth year is my area of scholarship research. These surveys help me refine the design of my courses to better meet the diversity of students' needs, which do change rapidly! By completing the PRE and POST

learner surveys, you provide insight into how your needs change (e.g., learning in the online environment). The PRE survey contributes 1 point (1%) to your total final grade, and the POST survey is allotted 1 *bonus* point (1%) that is added to the total points you earn from all of the other evaluation components. FYI: The highest grade any student has achieved in FNH 370 is 97%, which included the single bonus point.

Textbook & Software

The OER textbook, nutritionalassessment.org, by Rosalind Gibson is an excellent resource for this course. Also, the 7th edition of the textbook titled, *Nutritional Assessment*, by Robert D Lee and David C Nieman is a good reference textbook and available online. Both textbooks are optional. Depending on the 2 assessment methods you choose for your case study, you may need to access a nutrition analysis program. A free nutrition analysis program, [Cronometer](#), is sufficient for the case study project. Alternatively, [Diet & Wellness Plus](#)¹ (~\$58 for 12-month access) is a robust option available online through Cengage, or a third-party vendor such as Amazon.

Throughout the course, if you have **questions about the course content**, please follow these steps:

1. Ask your question in class.
2. If you remain unclear about the material, refer to the textbook or locate a reliable source to answer your question.
3. If you still remain unclear, post your question in the Discussion area so your classmates can help to answer your question (the TAs and I will monitor posts).
4. And finally, if you don't understand the material, talk to me after class, attend my office hours, or make an appointment with a TA or me.

I do not typically respond to questions regarding material/queries that we have covered in class, because it is your responsibility as a UBC student to attend classes. **Remember, if you miss a class, it is your responsibility** to be informed of the content covered in class, such as lecture content, learning activities, and key messages from guest speakers. Successful completion of the course requires your active participation in the learning activities.

A Note about Making Appropriate Postings in the Discussion Area

As outlined in the Policies and Regulations section of the UBC Academic Calendar, all UBC students are required to observe policies and guidelines established by the University and Faculty. This includes a requirement to behave in a collegial manner and contribute to a learning environment that is professional, respectful, and free of discrimination and harassment. Ensure your postings in the Discussions area adhere to these policies and guidelines.

Please **carefully read** through the entire **Course Syllabus** posted in the Course menu, and if you have any questions, bring them to class on Thursday.

I look forward to introducing you to the basics of Nutrition Assessment and working with you throughout the term!

Dr. Gail Hammond, PhD, RD

¹ <https://www.cengage.ca/c/diet-and-wellness-plus-44-1-term-6-months-instant-access-44-1st-edition-1e-cengage-mcquire-beerman-dunford-doyle/9781285856216/>