

# FNH 370

## Nutrition Assessment

Fall 2016

### About this Course



**PURPOSE** In this course you will learn how to use dietary, anthropometric, biochemical, and related information to assess the nutritional status of individuals and populations. You will engage in critical analysis and interpretation of assigned readings and self-selected topics, present your research to the class, and provide ongoing critical and constructive feedback to your classmates.

### Quick Facts: Where, When, Access



**CLASSES** Tuesdays and Thursdays, 12:30pm–1:50pm in **Swing 222**. Your attendance is expected and is necessary for you to participate in the classroom activities, group work and presentations. Please show respect for your classmates and instructor by arriving on time, having read the assigned papers and being prepared to discuss each week’s readings.

**COURSE WEBSITE** Important correspondence for the course will be posted on the FNH 370 Connect course website ([elearning.ubc.ca/connect/](http://elearning.ubc.ca/connect/)): use your CWL to login.

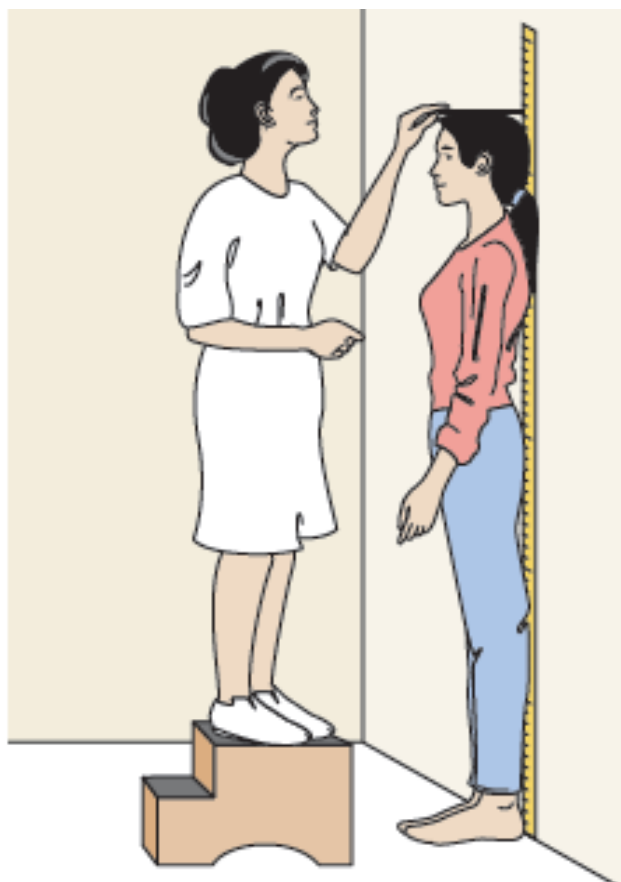
### Your Instructor & Teaching Assistants



**INSTRUCTOR:** Dr. Gail Hammond, RD  
Office: FNH 214  
Office hours: **Tuesdays 2:00-3:00pm**, at class, or by appointment.  
Email: [Gail.Hammond@ubc.ca](mailto:Gail.Hammond@ubc.ca) Use your UBC email account and include FNH 370 in the subject line.



**TEACHING ASSISTANTS**  
Rebecca Mercer: [mercerc14@mail.ubc.ca](mailto:mercerc14@mail.ubc.ca)  
Carly Sable: [csable@mail.ubc.ca](mailto:csable@mail.ubc.ca)  
Office hours for the TAs are by appointment. Contact TAs directly by email.



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## Course Objectives

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

1. The primary course objective 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 objective will be achieved by you:
  - a. Describing commonly used methods, indicators and indices for conducting nutrition assessment of individuals and populations in developing and developed countries.
  - b. Comparing and contrasting the strengths and limitations of each method applied to individuals and populations in different life stages and conditions of health and disease.
  - c. Outlining the role of nutrition assessment in the nutrition care process.
  - d. Developing a case study, recommending appropriate methods and indicators/indices, assessing results, & creating a plausible nutrition care plan related to the specifics of the case.
  - e. Critically appraising current scientific articles to identify improvements—such as emerging indicators—in conducting nutrition assessments of individuals and populations.
  - f. Giving, responding to, and reflecting on critical and meaningful feedback.



<http://bit.ly/2cCt9Bf>

### 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: Lee, R.D. and Nieman, D.C. 2012. *Nutritional Assessment*, 6<sup>th</sup> edition, McGraw-Hill Higher Education Ltd, New York.

SOFTWARE: **Diet & Wellness Plus** – online access ([www.cengage.com](http://www.cengage.com))

### Dietitians of Canada Courses:

WHO Growth Chart Training (5 modules)  
Nutrition Screening (optional; 4 modules)

## Course Format

The format of FNH 370 will be a combination of:

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

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 classmates: 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 classmates in class, and continue your learning outside of class. You will build on your own knowledge base through dialogue, critical thinking and problem solving with your classmates in a learning environment that uses your own strengths and learning style. By committing to readings, research, and thoughtful in-class discussion, it is expected that you will be able to achieve the course objectives.

## Course Schedule

Classes are held on **Tuesdays** and **Thursdays from 12:30-1:50pm** in **Swing 222**. The following schedule is tentative.

<u>DATE (2016)</u>	<u>TOPIC</u>	<u>CHAPTERS</u>
Sept 6	Imagine UBC—no class	
Sept 8	Orientation	
Sept 13, 15	Global & national trends in deficiency/excess; Introduction to nutrition assessment, including methods & Nutrition Care Process .....	1, 2
Sept 20, 22, 27	<b>Dietary Assessment:</b> Dietary data collection, interpretation & use of data .....	2, 3
<b>Sept 29</b>	<b>Case study: Development</b>	
<b>Oct 4</b>	<b>Guest Speaker:</b> Dr. Moss Norman – Critical Perspectives on Nutrition Assessment	
<b>Oct 6</b>	<b>Guest Speaker:</b> Lauren Cornish – Program Manager, Western Region, Statistics Canada	
Oct 11, 13	<b>Dietary Assessment:</b> Dietary data collection, interpretation & use of data; <b>Biochemical Assessment:</b> Static & functional biomarkers – assessing individuals and populations .....	2, 3, 9
<b>Oct 18</b>	<b>Guest Speaker:</b> Dr. James McCormack – Evaluating Nutritional Evidence	
<b>Oct 18-20</b>	<b>Midterm (online 6pm on Oct 18 – 10pm on Oct 20)</b>	
<b>Oct 20</b>	<b>Case study: Research</b>	
<b>Oct 25, 27</b>	<b>Clinical Assessment:</b> common indicators & use of data; Subjective Global Assessment .....	10
	<b>Guest Speaker:</b> Lori Fortier, Clinical dietitian, SGA	
<b>Nov 1, 3</b>	WHO Growth Chart Course due date ( <b>Nov. 1</b> ); <b>Anthropometric Assessment:</b> Measuring the body; Using calipers: Interpreting data .....	6
Nov 8, 10	<b>Ecological Assessment:</b> Integration of social determinants of health & socioeconomic status .....	Reading
Nov 15	Combining methods; Assessment of hospitalized patients .....	7
Nov 17	Counselling theory .....	11
<b>Nov 22, 24, 29, Dec 1</b>	<b>Case study: Presentation Showcase</b>	
<b>Dec 5</b>	<b>Case study: Reports &amp; Reflections due</b>	

## Evaluation

Midterm ( <b>Oct. 18-20</b> ).....	20% (multiple choice, fill in the blanks, short answer)
Class participation .....	10% (breakdown in Details of Evaluation document)
Case study: critical questions ( <b>Dec. 5</b> ).....	5%
DC online WHO Growth Chart course ( <b>Nov. 1</b> ) .....	5%
Case study presentations ( <b>Nov. 22-Dec. 1</b> ); reports due <b>Dec 5</b> ..	.25% (details posted on FNH 370 website)
Final exam (2 hours; tbd).....	35% (multiple choice, fill in the blanks, essay questions)

The DC online WHO Growth Chart course will prepare you for studying Anthropometric Assessment. Exams are designed to cover specific information as well as general concepts that apply to the assessing the nutritional status of individuals and populations. Your case study and providing feedback on other case studies is a way for you to demonstrate your understanding of different methods used in 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

Your 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 by requesting this information on the course Discussion Board; for example, class announcements, exam scheduling, exam 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. Research has shown you are more likely to be successful if you conduct yourself in the following manner:

- Read the textbook or articles 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 of 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 classmates.

## 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 a small group format, you will develop a case study based on your area of interest (i.e., choose characteristics of your subject(s), such as age group and health condition, and two methods of nutrition assessment).

The case study will form a basis for applying your knowledge of 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 on the FNH 370 Connect website.*

## Student Support

The UBC Learning Commons (<http://learningcommons.ubc.ca/>) is an online portal available to all students to help you achieve academic success. You can access peer tutoring and academic coaching, interactive workshops, study groups, tech tools, student-directed seminars, and many other academic resources at the website.

The UBC Writing Centre (accessed through the UBC Learning Commons website) offers free academic writing tutor services for UBC students from September to April. You can make an appointment or drop into the Chapman Learning Commons in the Ike Barber Learning Centre for assistance with your writing. If you are looking to improve your writing skills, this is a valuable free resource to you as a UBC student. See the website for details.

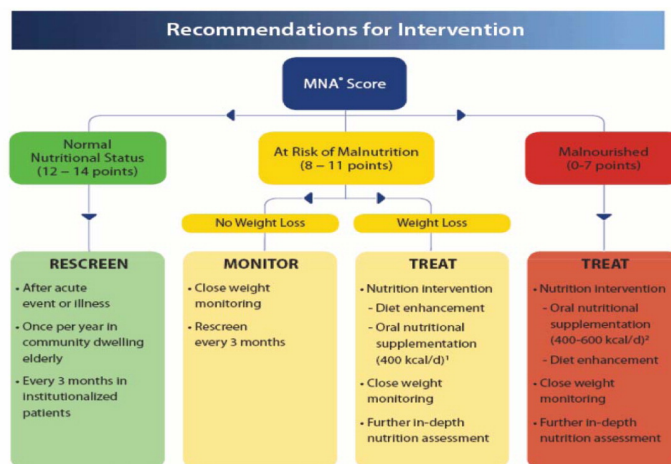
## Scheduled Exams and Late Assignments

Every student will be expected to write the midterm and final exams at the times indicated in the Course Schedule. Exceptions will only be granted for medical reasons accompanied by a valid medical certificate from your treating health care professional indicating your dates of illness and expected date of return to school work. The case study and the Dietitians of Canada course is due as indicated in the Course Schedule. For each day an assignment is late (including weekends), 10% will be deducted from your assignment grade. Note the daily deadline for submission of late assignments is **NOON, 12:00pm**. Refer to the Assignment Instructions for details.

## 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 ([www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959-10894](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959-10894)).

The UBC Academic Integrity Resource Centre (<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>) provides tips on avoiding plagiarism, FAQs, tutorials and other resources related to academic integrity.



1. Milne AC, et al. *Cochrane Database Syst Rev*. 2009;2:CD003288. © Nestec S.A 2009  
2. Gariballa S, et al. *Am J Med*. 2006;119:693-699  
Skates, J. J., & Anthony, P. S. (2012). Identifying geriatric malnutrition in nursing practice: The Mini Nutritional Assessment (MNA®)—An evidence-based screening tool. *Journal of Gerontological Nursing*, 38, 18–27.

## 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. Active participation 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.

