



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

### NUTR\*3090 COURSE OUTLINE – WINTER 2026

#### 1. CALENDAR DESCRIPTION

The epidemiology, pathophysiology, and role of nutrition will be considered in the prevention and management of several major chronic conditions including cardiovascular diseases, disorders of energy balance and diabetes mellitus. There is an emphasis on developing the skills for high-risk individual management approaches.

**Credit Weight:** 1.0 credits

**Course Hours:** 3-3 (3 lecture; 3 lab/seminar)

**Pre-Requisite(s):** (BIOM\*2000 or BIOM\*3200), FRHD\*3070, NUTR\*2050, (NUTR\*3190 or NUTR\*3210), STAT\*2090

**Co-Requisites(s):** FRHD\*3400

**Restriction(s):** NUTR\*3040. Registration is limited to students registered in the B.A.Sc. AHN major.

#### 2. COURSE DESCRIPTION

The epidemiology, pathophysiology, and role of nutrition will be considered in the prevention and management of several major chronic conditions including cardiovascular diseases, disorders of energy balance and diabetes mellitus. There is an emphasis on developing the skills for high-risk individual management approaches.

#### 3. TIMETABLE

**Lecture:**

**Location:**

**Final Exam:**

#### 4. INSTRUCTIONAL SUPPORT

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## **5. LEARNING RESOURCES**

### **Required Resource(s):**

In this course, we use many resources in different formats. Many of those references and resources are listed in the course's schedule and are available on Courselink. Available through Ares/Courselink at no cost.

### **Recommended Resource(s):**

Krause and Mahan's Food and the Nutrition Care Process, 16th Edition, by Janice L Raymond, MS, RDN, CSG and Kelly Morrow, MS, RDN, FAND. Elsevier Canada. September 27, 2022. Cost range: \$260-\$280.

## **6. LEARNING OUTCOMES**

At the completion of the course, successful students will be able to:

1. Demonstrate knowledge of the epidemiology (who gets it), etiology (causes), pathophysiology (what happens to their bodies when people get it), natural history, current prevention, and treatment methods (medical, behavioural and nutritional) of the conditions in Canada.
2. Demonstrate oral and written skills in the nutrition care process for individuals by conducting and evaluating: A. nutrition assessment, B. making a nutrition diagnosis, C. planning and executing nutrition interventions (counselling or nutrition education), D. monitoring progress and E. documentation.
3. Demonstrate knowledge of the basic organization of the Canadian health care system and federal legislation, regulations, and policies applicable to applied nutrition practice.

4. Demonstrate knowledge of current systems for creating and translating evidence into practice as it relates to provision of nutrition services to prevent and treat the conditions under study.
5. Demonstrate skills in finding and evaluating evidence to support or change nutrition services for the conditions under study.
6. Demonstrate skills in combining evidence, reflection, and consultation in developing nutrition care plans.
7. Demonstrate beginning skills in self-reflection, self-directed learning, teamwork, and assessment of others' learning and professional practice skills to improve practice.
8. Explain Indigenous histories, Peoples and communities and identify how these unique determinants relate to Indigenous health status and health care in Canada.
9. Develop cultural competencies and an awareness of the concept of cultural safety with respect to working with Indigenous Peoples and communities.
10. Reflect on your role as a future health care provider and educator working with Indigenous populations in a variety of geographic and cultural settings.
11. Demonstrate understanding of the sensory evaluation of food.
- 12.

## 7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1	Introduction, nutrition assessment overview, explanatory and process models for health behavior change	See detailed schedule	Read articles
2	Diabetes Diet and Physical activity assessment		Read articles
3	Diabetes An introduction to sensory evaluation		Read articles

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
4	Finish Diabetes Introduction to CVD Interpret assessment data against population standards Plan diets using Beyond the Basics		Read articles
5	Dyslipidemia An indigenous lens on dietetics		Read articles  Groups work on diabetes case study for next week  Work on patient scenario due Feb 13
6	Dyslipidemia Diabetes case study		<b>Midterm to end of Diabetes – Feb 11</b>  Submit patient scenario to Courselink and send to counsellor by Feb 13
7	Hypertension Day 1 of Counselling		Patient to collect 3-day diet record
8	Clinical CVD Energy regulation Complete assessment and teaching plan		Patient submits 3-day record to Courselink AND sends to counsellor by Mar 4  Observer submits CC guide 1 to Courselink and sends to counsellor by Mar 6  Counsellor analyses assessment and develops initial teaching plan - submit to Courselink by Mar 11

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
9	Excess weight management Day 2 of Counselling		<b>Midterm to end of CVD – Mar 11</b>  Observer submits CC guide 2 to CourseLink and sends to counsellor by Mar 18
10	Adult and pediatric obesity Day 3 of Counselling		Groups work on case study
11	Underweight/eating disorders Nutrition in older adults Dyslipidemia case study		Groups work on case study
12	Putting it Together Metabolic syndrome case study		Counsellor submits ADIME chart notes by Apr 2  Counsellor submits reflection by Apr 2  Patient submits reflection by Apr 2  Each group submits their recorded sessions by Apr 2

**Note:** This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Midterm 1	Assessment and DM (multiple choice and short answer questions)	Feb 11 (class time)	10
Midterm 2	CVD (multiple choice and short answer questions)	Mar 11 (class time)	15

Assessment	LOs Addressed	Due Date	% of Final
Final	Cumulative (multiple choice and short answer questions)	April 17 (TBD)	25
Group Case Studies In lab	3 discussions (first session, Feb 13, is practice)	In class assessment of participation Feb 13, Mar 27, Apr 1	9
<b>Counselling Assignment</b>	<b>Practice Counselling</b>		
Patient scenario	Create a realistic scenario from template	Feb 13 (to be submitted by 5:30 PM in compliance with the rules related to winter break)	5
Patient 3-day food record	Complete	Mar 4 (grades to be returned by March 6)	5
Patient reflection on counselling	Written reflection on experience	Apr 2	2.5
Counsellor nutrition Assessment, initial teaching plan and BTB plan	Based on Day 1 visit and patient record	Mar 11	10
ADIME counsellor chart notes		Apr 2	10
Counsellor reflection		Apr 2	2.5
Observer reflections x 2	Using CC guide	Mar 6, Mar 18	6
<b>Total:</b>			<b>100%</b>

## 9. COURSE STATEMENTS

### Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen

our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

**Course Website:**

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

**Late Assignments:**

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

**Receipt of Grades:**

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

**Turnitin Software:**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

**10.UNIVERSITY STATEMENTS****E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When you cannot meet a course requirement:**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

**Drop date:**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

**Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

**Academic misconduct:**

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and**



**students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

#### **Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

#### **Resources:**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

#### **Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

### Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

### COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

### Appendix:

For those students enrolled in the Area of Emphasis in Dietetics: The Integrated Competencies for Dietetic Education and Practice (2020; CDIPRC.dietetics@gmail.com):

*Performance Indicators (PI) that are met by this course:*

Practice Competency	Performance Indicator	Learning Activity
<i>1. Food and Nutrition Expertise</i>		
<b>1.01 Apply understanding of food composition and food science</b>	<p>Demonstrate understanding of the sensory evaluation of food</p> <p>Identify sources of micronutrients and macronutrients in food</p> <p>Identify sources of non-nutrient functional components in food</p>	<ul style="list-style-type: none"> <li>• Mid-term and final Know How exams and in-class lab</li> <li>• Mid-term and final Know How exams and case studies</li> <li>• Mid-term and final Know How exams and case studies</li> </ul>
<b>1.02 Apply understanding of food environments</b>	<p>Demonstrate awareness of Indigenous values and ways of knowing related to food environments</p>	<ul style="list-style-type: none"> <li>• Know How in-class case study</li> </ul>

<b>1.03 Apply understanding of human nutrition and metabolism</b>	<p>Demonstrate understanding of the role of nutrients and other food components</p> <p>Demonstrate understanding of the processes of ingestion, digestion, absorption and excretion</p> <p>Demonstrate understanding of metabolism</p>	<ul style="list-style-type: none"> <li>• Mid-term and final Know How exams and case studies</li> </ul>
<b>1.04 Apply understanding of dietary requirements and guidelines</b>	<p>Demonstrate understanding of dietary requirements across the lifespan, in health and disease</p> <p>Demonstrate understanding of factors affecting energy balance in determining dietary requirements</p> <p>Demonstrate understanding of current nutrition recommendations and dietary guidelines</p> <p>Demonstrate understanding of how deficiencies and toxicities of nutrients affect health</p> <p>Demonstrate understanding of the role of dietary supplements</p>	<ul style="list-style-type: none"> <li>• Mid-term and final Know How exams and case studies</li> </ul>
<b>1.05 Apply understanding of dietary practices</b>	<p>Demonstrate understanding of behavioural theories relevant to food choice and eating</p> <p>Demonstrate understanding of social aspects of food choice and eating</p> <p>Demonstrate understanding of psychological aspects of food choice and eating</p> <p>Demonstrate understanding of the impact of financial resources on food choice and eating</p> <p>Demonstrate awareness of the role of Indigenous traditional / country foods in dietary practices</p>	<ul style="list-style-type: none"> <li>• Mid-term and final Know How exams and case studies</li> <li>• Mid-term and final Know How exams and case studies</li> <li>• Mid-term and final Know How exams and case studies</li> <li>• Mid-term and final Know How exams and case studies</li> <li>• Know How in-class case study</li> </ul>
<b>1.06 Integrate nutrition care principles and practices</b>	<p>Demonstrate knowledge of human physiological systems in health and disease</p> <p>Demonstrate knowledge of the etiology and pathophysiology of nutrition-related diseases</p> <p>Demonstrate understanding of nutrition-related disease management strategies</p> <p>Demonstrate understanding of the Nutrition Care Process</p>	<ul style="list-style-type: none"> <li>• Mid-term and final Know exams and case studies</li> <li>• Mid-term and final Know exams and case studies</li> <li>• Mid-term and final Know How exams and case studies</li> <li>• Mid-term and final Know How exams and case studies</li> </ul>

Practice Competency	Performance Indicator	Learning Activity
<i>2. Professionalism and Ethics</i>		

<b>2.01 Practice within the context of Canadian diversity</b>	<p>Demonstrate knowledge of the diversity in Canadian society.</p> <p>Demonstrate knowledge of the diversity in Canadian society.</p> <p>Demonstrate understanding of the impact of diverse attitudes and values on health</p> <p>Identify structures that impact health equity and social justice</p>	<ul style="list-style-type: none"> <li>• Know How case studies</li> <li>• Know How case studies</li> <li>• Know How case studies</li> <li>• Know How in-class Indigenous case study</li> </ul>
<b>2.02 Act ethically and with integrity</b>	<p>Treat others with respect</p> <p>Act in a manner that engenders trust</p> <p>Act in accordance with ethical principles</p> <p>Accept accountability for decisions and actions</p> <p>Act in a manner that upholds the reputation of the profession</p> <p>Maintain professional boundaries</p>	<ul style="list-style-type: none"> <li>• Show How video-taped counselling session</li> </ul>
<b>2.03 Practice in a manner that promotes cultural safety</b>	<p>Act with sensitivity and humility with regard to diverse cultural groups</p> <p>Demonstrate awareness of Indigenous values and ways of knowing related to health and wellness</p> <p>Demonstrate awareness of the ongoing impact of colonization / residential schools / intergenerational trauma / systemic racism on Indigenous peoples in Canada</p> <p>Act with awareness of how one's own biases, beliefs, behaviours, power and privilege may affect others</p>	<ul style="list-style-type: none"> <li>• Know How in-class case study, Show How video-taped counselling session</li> <li>• Know How in-class case study</li> <li>• Know How in-class case study</li> <li>• Know How case studies, Indigenous in-class case study</li> </ul>
<b>2.04 Employ a client-centred approach</b>	<p>Demonstrate knowledge of principles of a client-centred approach</p> <p>Ensure informed consent</p> <p>Identify client perspectives, needs and assets</p> <p>Engage client in collaborative decision making</p> <p>Maintain client confidentiality and privacy</p>	<ul style="list-style-type: none"> <li>• Know exams, case studies, video counselling</li> <li>• Show How video counselling</li> <li>• Show How case studies/video counselling</li> <li>• Show How video counselling</li> <li>• Show How video counselling</li> </ul>
<b>2.06 Ensure appropriate and secure documentation</b>	<p>Document relevant information accurately and completely, in a timely manner</p>	<ul style="list-style-type: none"> <li>• Show How video counselling assignment, ADIME note</li> </ul>
<b>2.08 Manage time and workload</b>	<p>Prioritize activities</p> <p>Meet deadlines</p>	<ul style="list-style-type: none"> <li>• Show How case studies/video counselling</li> <li>• Show How all assignments</li> </ul>

<b>2.09 Employ an evidence-informed approach to practice</b>	Demonstrate knowledge of factors that inform decision making	<ul style="list-style-type: none"> <li>• Know exams, case studies</li> </ul>
	Demonstrate knowledge of the process of evidence-informed decision making	<ul style="list-style-type: none"> <li>• Know exams, case studies</li> </ul>
	Make evidence-informed decisions	<ul style="list-style-type: none"> <li>• Know How exams, case studies</li> </ul>
<b>2.10 Engage in reflective practice</b>	Demonstrate knowledge of principles of reflective practice	<ul style="list-style-type: none"> <li>• Know How video counselling assignment</li> </ul>
<b>2.12 Maintain comprehensive and current knowledge relevant to practice</b>	Use relevant terminology	<ul style="list-style-type: none"> <li>• Show How case studies/video counselling</li> </ul>
	Identify relevant sources of information	<ul style="list-style-type: none"> <li>• Show How case studies, video counselling</li> </ul>
	Critically appraise information relevant to practice	<ul style="list-style-type: none"> <li>• Show How case studies, video counselling</li> </ul>
	Identify emerging information relevant to practice	<ul style="list-style-type: none"> <li>• Show How case studies, video counselling</li> </ul>
<b>2.13 Use information management technologies to support practice</b>	Use information management systems	<ul style="list-style-type: none"> <li>• Show How Case studies, counselling - navigating literature search tools, PEN</li> </ul>

<b>Practice Competency</b>	<b>Performance Indicator</b>	<b>Learning Activity</b>
<b>3. Communication and Collaboration</b>		
<b>3.01 Use appropriate communication approaches</b>	Identify opportunities for and barriers to communication relevant to context	<ul style="list-style-type: none"> <li>• Show How case studies, video counselling</li> </ul>
	Use communication approaches appropriate to context	<ul style="list-style-type: none"> <li>• Show How video counselling</li> </ul>
	Use language tailored to audience	<ul style="list-style-type: none"> <li>• Show How video counselling</li> </ul>
<b>3.02 Use effective written communication skills</b>	Write clearly and in an organized fashion	<ul style="list-style-type: none"> <li>• Show How video counselling, ADIME note and reflection</li> </ul>
<b>3.03 Use effective oral communication skills</b>	Speak in a manner responsive to audience	<ul style="list-style-type: none"> <li>• Show How case studies/video counselling</li> </ul>
	Speak clearly and in an organized fashion	<ul style="list-style-type: none"> <li>• Show How case studies/video counselling</li> </ul>
<b>3.05 Use effective interpersonal skills</b>	Employ principles of active listening	<ul style="list-style-type: none"> <li>• Show How video counselling</li> </ul>
	Use and interpret non-verbal communication	
	Act with empathy	
	Establish rapport	
	Employ principles of negotiation and conflict management	
	Seek and respond to feedback	
	Provide constructive feedback to others	

<b>3.06 Engage in teamwork</b>	Demonstrate knowledge of principles of teamwork and collaboration  Contribute effectively to teamwork	<ul style="list-style-type: none"> <li>• Know How case studies/video counselling</li> <li>• Show How case studies/video counselling</li> </ul>
<b>3.07 Participate in collaborative practice</b>	Identify scenarios where dietetics knowledge is a key element in collaborative practice  Identify scenarios where the expertise of others is a key element in dietetic practice  Participate in discussions with team members  Contribute dietetics knowledge in collaborative practice  Draw upon the expertise of others  Contribute to collaborative decision making	<ul style="list-style-type: none"> <li>• Know How, case studies</li> <li>• Know How, case studies</li> <li>• Show How case studies/video counselling</li> <li>• Know How case studies</li> <li>• Know How case studies</li> <li>• Show How case studies/video counselling</li> </ul>

<b>Practice Competency</b>	<b>Performance Indicator</b>	<b>Learning Activity</b>
<i>4. Management and Leadership</i>		
<b>4.03 Participate in practice-based research activities</b>	Critically appraise literature  Interpret findings  Communicate findings	<ul style="list-style-type: none"> <li>• Know exams</li> <li>• Know How case studies, video counselling</li> <li>• Show How video counselling</li> </ul>
<b>4.04 Undertake knowledge translation</b>	Identify food and nutrition knowledge relevant to others  Reframe knowledge into a format accessible to others	<ul style="list-style-type: none"> <li>• Know How case studies, video counselling</li> <li>• Show How video counselling</li> </ul>
<b>4.06 Foster learning in others</b>	Demonstrate understanding of theories of teaching and learning  Identify opportunities for learning  Assess learning needs and assets  Develop learning outcomes	<ul style="list-style-type: none"> <li>• Know How case studies, video counselling</li> <li>• Know How case studies, video counselling</li> <li>• Know How case studies, video counselling</li> <li>• Know How case studies, video counselling</li> <li>• Show How video counselling</li> </ul>

	<p>Implement educational strategies</p> <p>Evaluate achievement of learning outcomes</p>	<ul style="list-style-type: none"> <li>• Show How case studies, video counselling</li> </ul>
<b>4.07 Foster development of food literacy in others</b>	Identify strategies to assist the development of food literacy	<ul style="list-style-type: none"> <li>• Know How case studies, video counselling</li> </ul>
<b>4.08 Foster development of food skills in others</b>	<p>Demonstrate understanding of factors that impact client ability to safely plan, access, select, store and prepare food that meets their needs.</p> <p>Demonstrate awareness of the availability and preparation of Indigenous traditional / country foods</p> <p>Demonstrate awareness of the availability and preparation of foods specific to cultural groups</p> <p>Respond to the cultural foodways of client</p> <p>Identify strategies to assist in the development of food skills</p> <p>Interpret food label</p>	<ul style="list-style-type: none"> <li>• Know How case studies, video counselling</li> <li>• Know How Indigenous in-class case study</li> <li>• Know How Indigenous in-class case study</li> <li>• Know How Indigenous in-class case study</li> <li>• Know How case studies, video counselling</li> <li>• Show How video counselling</li> </ul>
<b>5. Nutrition Care</b>		
<b>5.01 Conduct nutrition assessment</b>	Use appropriate nutrition risk screening strategies	<ul style="list-style-type: none"> <li>• Show How case studies, video counselling</li> </ul>

	<p>Identify relevant information</p> <p>Assess and interpret food- and nutrition-related history</p> <p>Obtain and interpret medical history</p> <p>Obtain and interpret demographic, psycho-social and health behaviour history</p> <p>Assess and interpret anthropometric parameters</p> <p>Assess and interpret nutrition-focused physical findings</p> <p>Obtain and interpret biochemical data</p> <p>Obtain and interpret results from medical tests and procedures</p> <p>Obtain and interpret medication data</p>	
<b>5.02 Determine nutrition diagnosis</b>	<p>Integrate assessment findings to identify nutrition problem(s)</p> <p>Prioritize nutrition problems</p>	<ul style="list-style-type: none"> <li>• Show How case studies, video counselling</li> </ul>
<b>5.03 Plan nutrition intervention(s)</b>	<p>Determine nutrition goals</p> <p>Determine nutrition requirements</p>	<ul style="list-style-type: none"> <li>• Show How case studies, video counselling</li> </ul>



	<p>Determine dietary modifications</p> <p>Determine therapeutic supplementation</p> <p>Determine supportive physical and social / environmental accommodations</p> <p>Determine client learning needs and assets</p> <p>Determine required resources and support services</p>	
<b>5.04 Implement nutrition intervention(s)</b>	<p>Coordinate implementation of nutrition intervention(s)</p> <p>Provide nutrition education</p> <p>Provide nutrition counselling</p>	<ul style="list-style-type: none"> <li>• Show How case studies, video counselling</li> </ul>
<b>5.05 Monitor nutrition intervention(s) and evaluate achievement of nutrition goals</b>	<p>Determine strategies to monitor effectiveness of nutrition intervention(s)</p> <p>Evaluate progress in achieving nutrition goals</p> <p>Adjust nutrition intervention(s) when appropriate</p>	<ul style="list-style-type: none"> <li>• Show How case studies, video counselling</li> </ul>