



# COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

## NUTR\*3090 Clinical Nutrition I

### COURSE OUTLINE – WINTER 2021

#### 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:** Tues and Thurs 8:30-9:50 AM **Location:** online

**Lab:** Wed 11:30AM - 02:20PM **Location:** online

**Final Exam:** 07:00PM - 09:00PM (2021/04/22) **Location:** online

#### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Dalia El Khoury, PhD RD

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**Teaching Assistant:** Aiyu Liu

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**Office Hours:** none

## 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.

### Recommended Resource(s):

Raymond JL, Morrow K. Krause and Mahan's Food and the Nutrition Care Process (15<sup>th</sup> ed). Elsevier Canada, 2020. Also, on Reserve at the library.

## 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.

From the Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>):

**Performance Indicators:**

Practice Competencies (PCs)		Performance Indicators (PIs)	3090 Activities
<b>1. Professional Practice</b>			
1.04	Practice within limits of individual level of professional knowledge and skills.		
	b	Reflect upon and articulate individual level of professional knowledge and skills.	Students, as "counsellors" self-reflect on their performance as part of the counselling assignment
1.06	Use a systematic approach to decision making.		
	e	Obtain and interpret evidence.	Guided process for case studies review process and Counselling assignment practice
1.09	Use technologies to support practice.		
	b	Use technology to communicate.	Use of nutrition assessment technologies and equipment. Use of video to record counselling. Use of course management software.
	d	Use technology to seek and manage information.	
1.1	Ensure appropriate and secure documentation.		
	a	Demonstrate knowledge of documentation principles.	Students write a medical chart note, in ADIME format
1.11	Assess and enhance approaches to dietetic practice.		
	a	Demonstrate knowledge of the role of evidence, self reflection, and consultation in assessing effectiveness of approaches to practice.	There is a self-reflection component of the video counselling assignment. As well, a student observer provides feedback to the counsellor, based on the Calgary Cambridge Guide. They do this exercise twice.
	e	Seek new knowledge that may support or enhance practice activities.	Students consult the course text book, practice guidelines and current readings (including systematic reviews) to develop teaching plans for their counselling assignment.
<b>2. Communication and Collaboration</b>			
2.01	Select appropriate communication approaches.		
	c	Demonstrate knowledge of practice-setting-related terminology.	Students practice communicating orally for case studies, and practice working with the Calgary Cambridge Guide counselling structure in the video counselling

			assignment. There is also the written portion of the video counselling assignment.
	e	Demonstrate knowledge of medical and dietetics-related terminology.	Students develop their medical and dietetics terminology through the creation of PES statements, in their written reports, and in the midterm and final exam during which they are tested on terminology.
2.02	Use effective written communication skills.		
	c	Edit written material for style, spelling and grammar.	Written communication in several assignments for counselling assignment
	d	Write clearly and concisely, in a manner responsive to the needs of the reader(s).	
	e	Write in an organized and logical fashion.	
	f	Provide accurate and relevant information in written material.	
	g	Ensure that written material facilitates communication.	
2.03	Use effective oral communication skills.		
	b	Speak clearly and concisely, in a manner responsive to the needs of the listener(s).	Will get feedback on oral communication in counselling assignment. Also, will be asked in class to address issues in Case Study reviews
	d	Use appropriate tone of voice and body language.	
	e	Recognize and respond appropriately to non-verbal communication.	Part of interviewing skills being assessed in counselling assignment
2.04	Use effective interpersonal skills.		
	a	Demonstrate knowledge of principles of active listening	All addressed in observer notes on counsellor skills in counselling assignment.
	b	Utilize active listening.	
	d	Communicate in a respectful manner.	
	f	Demonstrate empathy.	
	h	Establish rapport.	
	j	Apply counselling principles.	
	n	Seek, respond to and provide feedback.	
2.05	Contribute to the learning of others.		
	a	Recognize common opportunities in practice to contribute to the learning of others.	Oral case studies, for which students can complement the responses of their team-mates during the oral presentation of the case. Students also provide feedback to their classmate on the video counselling assignment.

	d	Demonstrate knowledge of educational strategies relevant to practice, and their appropriate uses.	Students complete a teaching plan to teach to their classmate (mock patient) as part of the video counselling assignment
	f	Demonstrate knowledge of learning resources, and their appropriate use in practice.	Video counselling assignment for which students select and teach various education resources specific to the client's case
	j	Demonstrate knowledge of ways to establish and assess learning outcomes.	Group discussion during case studies, and during which students compare and contrast various counselling approaches for the same patient, and learn how different strategies can be appropriate for different clients in different contexts
2.06	Contribute productively to teamwork and collaborative processes.		
	a	Group discussion during case studies, and during which students compare and contrast various counselling approaches for the same patient, and learn how different strategies can be appropriate for different clients in different contexts	This is imbedded throughout the course, and assessed in various learning activities including case studies, the midterm and final exam. Students are asked to identify whether nutrition is core to, or an adjunct of, the treatment of a particular condition.
	i	Facilitate interactions and discussions among team members.	Students work in teams on the counselling assignment and case studies. They also contribute to learning of peers through group discussion
<b>3. Nutrition Care</b>			
3.01	Assess nutrition-related risks and needs.		
	a	Demonstrate knowledge of principles for selection and use of common nutrition risk screening strategies.	Midterm and final exam, and oral case studies.
	c	Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment.	Midterm and final exam, and oral case studies, and video counselling assignment
	e	Demonstrate knowledge of methods to obtain perspective of client, family and / or relevant others.	
	g	Demonstrate knowledge of principles for obtaining and interpreting a medical history.	
	h	Identify principles for selection of relevant medical information.	

	j	Demonstrate knowledge of ways to obtain and interpret demographic, psycho-social and health behaviour history.	
	k	Demonstrate knowledge of principles for selection of relevant demographic, psycho-social and health behaviour data.	
	m	Demonstrate knowledge of principles for obtaining and interpreting food and nutrient intake data.	
	o	Demonstrate knowledge of principles to identify food and nutrition related learning needs of clients.	
	q	Demonstrate knowledge of principles for obtaining and interpreting anthropometric data.	
	s	Demonstrate knowledge of ways to obtain and interpret biochemical and medical test / procedure data.	
	dd	Demonstrate knowledge of selection and use of methods used to determine energy, protein, fluid, macronutrient, micronutrient, electrolyte and trace element requirements.	
	ee	Perform calculations to determine nutritional requirements.	
	gg	Identify methods to integrate assessment findings and identify nutrition problems.	
	hh	Integrate assessment findings to Identify nutrition problem(s).	
3.02	Develop nutrition care plans.		
	a	Demonstrate knowledge of principles for prioritization of nutrition care goals based on risk and available resources.	Counselling assignment and case studies
	c	Demonstrate knowledge of ways to identify and select appropriate nutrition interventions.	
	g	Demonstrate knowledge of principles for development and modification of meal plans.	
	s	Demonstrate knowledge of principles for development of a client support plan.	
3.03	Manage implementation of nutrition care plans.		
	a	Identify ways to implement nutrition interventions.	Case studies and Counselling assignment
	d	Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others.	Counselling assignment and do ADIME notes
3.04	Evaluate and modify nutrition care plan as appropriate.		
	c	Identify necessary changes to nutrition care plan.	Counselling assignment
	3	Identify necessary changes to nutrition care plan.	Counselling assignment

<b>4. Population and Public Health</b>		
4.01	Assess food and nutrition related issues of groups, communities and populations.	
	g	Demonstrate knowledge of sources of and methods to obtain health status data.  Students compare various pieces of personal data (e.g., anthropometric values, serum glucose, etc.) to the Canadian Health Measures Survey data. Therefore students compare themselves to the larger Canadian population.

**Foundational Knowledge Specifications:**

CONTENT AREA	COGNITIVE COMPLEXITY LEVEL
<b>1. Anatomy and Physiology</b>	
a) Structure of the human body at the macro and cellular level	1
b) Role, function and regulation of the integumentary, musculoskeletal, nervous, endocrine, cardio---respiratory, urinary, lymphatic and digestive systems in health and disease	2
<b>2. Biochemistry</b>	
b) Major metabolic pathways	2
d) Mechanisms of metabolic regulation	1
<b>3. Communication</b>	
b) Communication channels and techniques, and their appropriate usage	1
c) Strategies for effective written communication	3
d) Strategies for effective oral communication	3
e) Strategies for effective interpersonal communication	3
f) Medical and dietetics---related terminology	2
<b>4. Counselling</b>	
a) Counselling theories	2
b) Counselling strategies and techniques	2
c) Counselling processes	2
<b>5. Food</b>	
e) Application of dietary requirements, guidelines, and guidance tools to food planning	3
f) Food modification to address therapeutic, textural or other needs	2
h) Religious and cultural food practices	2
i) Food labeling	3

CONTENT AREA	COGNITIVE COMPLEXITY LEVEL
<b>7. Health System in Canada</b>	
a) Organization and delivery of care	1
b) Issues and trends	1
c) Political influence.	1
<b>8. Human Nutrition across the Lifespan</b>	
a) Ingestion, digestion, absorption, metabolism and excretion of nutrients	1
c) Nutrient and energy requirements	3
d) Physical activity and energy balance	2
e) Nutrition recommendations and guidelines	3
f) Effect of deficiencies and toxicities of nutrients	2
g) Food sources of nutrients and dietary supplements	3
h) Role of nutrients and other food components in health	3
i) Dietary practices	2
<b>9. Interprofessional Collaboration</b>	
b) Patient / client / family /community---centered care	3
c) Interprofessional role clarification, including the role of the dietitian	1
d) Team functioning	3
e) Collaborative leadership	3
<b>12. Nutrition Assessment</b>	
a) Food and nutrient intake of individuals and populations	3
b) Environmental and individual factors affecting food intake	3
c) Anthropometric data collection and interpretation	3
d) Biochemical parameter interpretation	2
e) Clinical data collection and interpretation	3
<b>13. Nutrition Care Process and Medical Nutrition Therapy</b>	
a) Etiology and pathophysiology of nutrition---related diseases	3
b) Nutrition---related disease management strategies	3
c) Use of assessment, diagnosis, intervention, monitoring, evaluation (ADIME) in medical nutrition therapy	3
d) Calculation of energy and nutrient requirements for conditions/diseases	3
e) Goal setting and outcome measurement in nutrition therapy	3
h) Complementary and alternative nutrition therapies	1
<b>14. Pharmacology</b>	
a) Drug classifications relevant to nutrition and their modes of action	1
b) Common medication side effects and contraindications relevant to nutrition	1
c) Drug---nutrient interactions	2
d) Nutrients and nutraceuticals as pharmacological agents	2



CONTENT AREA	COGNITIVE COMPLEXITY LEVEL
e) Natural health products	1

CONTENT AREA	COGNITIVE COMPLEXITY LEVEL
<b>16. Professional Practice in Dietetics</b>	
d) Reflective practice	2
f) Decision making	2
g) Time and workload management	2
<b>17. Population and Public Health</b>	
a) Frameworks for population and public health	1
d) Values and philosophy of public and population health	1
f) The determinants of health	1
<b>18. Research and Evaluation</b>	
a) Theoretical foundations of research	3
d) Evidence---informed practice	3
f) Systematic review and critical appraisal of literature	2
g) Use of technology to seek and manage information	3

CONTENT AREA	COGNITIVE COMPLEXITY LEVEL
<b>19. Social and Psychological Foundations</b>	
a) Behavioural theories relevant to eating and food choice	2
b) Social and psychological aspects of eating and food choice, in health and disease	2
e) Cultural competence	2
<b>20. Teaching and Learning</b>	
a) Theories of teaching and learning	2
b) Strategies to assess teaching and learning needs	2
c) Development and assessment of learning outcomes	2
d) Strategies to address the teaching and learning needs of individuals and populations	2
e) Learning resource selection and development	1

## 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
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 26
6	Hypertension Diabetes case study		<b>Midterm to end of Diabetes – Feb 25</b>  Submit patient scenario to Courselink and send to counsellor by Feb 26
7	Clinical CVD and Hypertension Day 1 of Counselling		Patient to collect 3-day diet record
8	Energy regulation Obesity Complete assessment and teaching plan		Patient submits 3-day record to Courselink AND sends to counsellor by Mar 9

			Observer submits CC guide 1 to CourseLink and sends to counsellor by Mar 9  Counsellor analyses assessment and develops initial teaching plan - submit to CourseLink by Mar 12
<b>9</b>	Excess weight management Day 2 of Counselling		<b>Midterm to end of CVD – Mar 16</b>  Observer submits CC guide 2 to CourseLink and sends to counsellor by Mar 19
<b>10</b>	Bariatric care Excess weight gain prevention Day 3 of Counselling		Groups work on case study
<b>11</b>	Pediatric obesity Underweight/eating disorders Dyslipidemia case study		Groups work on case study
<b>12</b>	Canada's Health System Putting it Together Metabolic syndrome case study		Counsellor submits ADIME chart notes by Apr 9  Counsellor submits reflection by Apr 9  Patient submits reflection by Apr 9  Each group submits their recorded sessions by Apr 13

**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 CourseLink.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Midterm 1	Assessment and DM	Feb 25	10

Midterm 2	CVD	Mar 16	15
Final	Cumulative	07:00PM - 09:00PM (2021/04/22)	25
Group Case Studies In lab	3 discussions (first session Feb 24 is practice)	In class assessment of participation Feb 24, Mar 31, Apr 7	9
<b>Counselling Assignment</b>	<b>Practice Counselling</b>		
Patient scenario	Create a realistic scenario from template	Feb 26	5
Patient 3-day food record and pedometer steps	Complete	Mar 9	5
Patient reflection on counselling	Written reflection on experience	Apr 9	2.5
Counsellor nutrition Assessment, initial teaching plan and BTB plan	Based on Day 1 visit and patient record	Mar 12	10
ADIME counsellor chart notes		Apr 9	10
Counsellor reflection		Apr 9	2.5
Observer reflections x 2	Using CC guide	Mar 9, Mar 19	6
<b>Total:</b>			<b>100%</b>

## 9. COURSE STATEMENTS

### 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.

### Missed Examinations:

In the event that you are not able to write a midterm examination (e.g. for an illness or because of

another commitment), the weight of that midterm will be moved to the remaining examinations.

**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.

**COVID-19 Disclaimer:**

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

The University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semesters.

**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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email 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 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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

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

**Academic misconduct:**

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.

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

**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.

Schedule may change with notice from the professor.

## NUTR\*3090 Clinical Nutrition I Winter 2021 – COURSE SCHEDULE



Week	Date	Lecture Topic and Readings	Lab	Rooms for Labs	Activities/ Assessments
1	Jan 12	World context Nutrition care process Evidence to practice General Resources Nutrition care process <b>Ref – Lim 2012; Alam 2019; Krause Chap 9, 10</b>	Overview of nutrition assessment processes Review of General Resources  <b>Ref - Krause Chap 2, 4, 5, 7, 8; Gibson book; Thompson 2015</b>	Online	Read articles
	Jan 14	Theories/models/perspectives Behavioural counselling: what we do with individuals – Part I <b>Ref - van't Riet 2011; Vanstone 2013; Collins 2004; Krause Chap 8, 13</b>			



Schedule may change with notice from the professor.

Week	Date	Lecture Topic and Readings	Lab	Rooms for Labs	Activities/ Assessments
2	Jan 19	Theories/models/perspectives Behavioural counselling: what we do with individuals – Part II + more on motivational interviewing	Assign lab groups  <b>Sarah Wedde and Alyssa Ramuscak to demonstrate:</b> <ul style="list-style-type: none"> <li>• Diet and physical activity assessment</li> <li>• Demonstration and practice of multi-pass method for 24-hour recall</li> </ul>	Online	Read articles
	Jan 21	Diabetes – Pathophysiology/ Epidemiology/ Etiology <b>Krause Chap 29</b>			
3	Jan 26	Medical Management <b>Ref – Canadian Diabetes Association guidelines and resources;</b> <b>Krause Chap 29</b>	<b>Dr. El Khoury to coordinate the session on:</b> <ul style="list-style-type: none"> <li>• Introduction to sensory evaluation</li> </ul>	Online	Read articles
	Jan 28	Diet overview <b>Krause Chap 29</b>			

Schedule may change with notice from the professor.

Week	Date	Lecture Topic and Readings	Lab	Rooms for Labs	Activities/ Assessments
4	Feb 2	Exercise, Complications, Issues by Age <b>Ref - Canadian Diabetes Association guidelines and resources;</b> <b>Krause Chap 29</b>	<b>Aiyu Liu</b> <ul style="list-style-type: none"> <li>How to interpret anthropometric and dietary data against population standards</li> </ul> <b>Dr. El Houry</b> <ul style="list-style-type: none"> <li>Using BTB to plan diets</li> </ul> <b>DRI books and Health Canada; Canadian Health Measures Survey;</b> <b>Krause's inside cover, &amp; Chap 10 for diet guidelines and nutrient standards</b>	Online	Read articles
	Feb 4	CVD – epidemiology, etiology, risk assessment <b>Krause Chap 32</b>			
5	Feb 9	Dyslipidemia - Pathophysiology Epidemiology, Etiology <b>Brauer 2007;</b> <b>Krause Chap 32</b>	An Indigenous Lens on Dietetics <b>with</b> <b>Jamie Horner and Julie Rochefort</b>	Online	Read articles  Groups work on diabetes case study for next week  Work on patient scenario due Feb 26
	Feb 11	Dyslipidemia - Management <b>Ref – Anderson 2013; Anderson 2014;</b> <b>Anderson 2016; Krause Chap 32</b>			
<b>Reading Week</b>					
6	Feb 23	Hypertension - Pathophysiology Epidemiology/Etiology <b>Krause Chap 32;</b> <b>Canadian Hypertension Education Program; Pimenta 2009</b>	Review case study – type 2 DM  Work in groups to develop patient scenarios	Online	<b>Submit patient scenario to Courselink and send to counsellor by Feb 26</b>
	Feb 25	<b>Midterm on assessment and diabetes</b>			

Schedule may change with notice from the professor.

Week	Date	Lecture Topic and Readings	Lab	Rooms for Labs	Activities/ Assessments
7	Mar 2  Mar 4	Hypertension - Management <b><i>Krause Chap 32</i></b>  CVD – Management Finish CVD <b><i>Krause Chap 32;</i></b> <b><i>C-CHANGE (Tobe 2014)</i></b>	<b>Day 1 – Nutrition Assessment/</b> counselling for Type 1 diabetes, gestational diabetes, prediabetes or hypoglycemia	Online	Patient to collect 3-day diet record
8	Mar 9  Mar 11	Physiology of Macronutrient and Energy Balance and Control <b><i>Krause Chap 20;</i></b> <b><i>Ashwell and Gibson 2016</i></b>  Excess Body Weight – etiological complexity; natural history of weight gain; health and social risks <b><i>Krause Chap 20;</i></b> <b><i>Pike 2008</i></b>	Use time to complete assessments and teaching plan AND to ask questions to Dr. El Khoury	Online	<b>Patient submits 3-day record to CourseLink AND sends to counsellor by Mar 9</b>  <b>Observer submits CC guide 1 to CourseLink and sends to counsellor by Mar 9</b>  <b>Counsellor analyses assessment and develops initial teaching plan - submit to CourseLink by Mar 12</b>
9	Mar 16  Mar 18	<b>Midterm – to end of CVD</b>  Excess Weight – Management; Metabolic Syndrome <b><i>Krause Chap 20;</i></b> <b><i>CTFPHC Guidelines – child and adult obesity 2015;</i></b> <b><i>Peirson 2014 and 2015</i></b>	<b>Day 2 – Initial counselling</b>	Online	<b>Observer submits CC guide 2 to CourseLink and sends to counsellor by Mar 19</b>  Counsellors reflect on initial teaching plan and revise
10	Mar 23  Mar 25	Bariatric care <b><i>Krause Chap 20</i></b>  Excess Weight – Prevention <b><i>CTFPHC Guidelines- child and adult obesity 2015;</i></b> <b><i>Peirson 2014 and 2015</i></b>	<b>Day 3 – follow-up counselling;</b> getting into specific issues in eating pattern for health condition	Online	Students work on case study for following week

Schedule may change with notice from the professor.

Week	Date	Lecture Topic and Readings	Lab	Rooms for Labs	Activities/ Assessments
11	Mar 30  Apr 1	Pediatric obesity – <b>by Aiyu Liu</b> <b><i>CTFPHC Guidelines- child obesity 2015;</i></b> <b><i>Peirson 2015</i></b>  Underweight /eating disorders <b><i>Krause Chap 21;</i></b> <b><i>Nicely 2014</i></b>	Case study – dyslipidemia	Online	Students work on case study for following week
12	Apr 6  Apr 8	Canada’s Health System  Putting it together and Review session	Case study – metabolic syndrome	Online	<b>Counsellor submits ADIME chart notes by Apr 9</b>  <b>Counsellor submits reflection by Apr 9</b>  <b>Patient submits reflection by Apr 9</b>  <b>Each group submits their recorded sessions by Apr 13</b>