



# COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

## NUTR\*4040 Clinical Nutrition II COURSE OUTLINE – FALL 2019

### 1. CALENDAR DESCRIPTION

This course is a continuation of [NUTR\\*3090](#). This lecture based course is concerned with the application of nutrition to clinical conditions. Methods and content of medical nutrition therapy in prevention and treatment of gastrointestinal, renal, hepatic diseases and catabolic states will be emphasized. Ethical issues in nutrition management of disease and health professional practice will be addressed

**Credit Weight:** 0.5 credits

**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)

**Pre-Requisite(s):** 14.50 credits including, [1 of BIOM\*2000, ( BIOM\*3100 or BIOM\*3110 ), BIOM\*3200], ( NUTR\*3040 or NUTR\*3090) Restriction(s): Registration in the B.A.Sc. AHN major.  
Department(s): Department of Family Relations and Applied Nutrition)

**Co-Requisites(s):** None

**Restriction(s):** Registration in the B.A.Sc. AHN major

### 2. COURSE DESCRIPTION

**3.** NUTR\*4040 is a continuation of NUTR\*3090. This lecture and case study based course focuses on the role of nutrition in the management and/or treatment of various diseases and conditions. Nutritional support (enteral and parenteral) and methods and mechanisms of medical nutrition therapy in catabolic, renal and gastrointestinal conditions will be emphasized. Cancer, Cystic Fibrosis and hepatic and neurological conditions will also be covered, as will ethical and professional issues in dietetic practice.

### 4. TIMETABLE

**Lecture:** Tuesdays and Thursdays 1:00-2:20PM

**Location:** MIN 300

**Final Exam:** December 9<sup>th</sup>, 2019

### 5. INSTRUCTIONAL SUPPORT

**Course Instructor:** Nicole Bourgeois, MSc, RD

**Email:** TBD

**Telephone:** 519-824-4120 ext. TBD

**Office:** MAC 228

**Office Hours:** TBD

**Teaching Assistant:** TBD

**Email:** TBD

## **6. LEARNING RESOURCES**

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

Course notes: A printed version is available from the bookstore> Notes are also free for download from CourseLink

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

The same textbook recommended for Clinical Nutrition I:

Mahan, Escott-Stump, Raymond. Krause's Food and the Nutrition Care Process. 13th or 14th edition. Elsevier Saunders, St. Louis Missouri, 2012.

### **Other Free or Optional Resources:**

1. You will find the following resources in CourseLink; click on "Content" (on the navbar at the top) and then "Online Readings and Resources":
  - Abbott Nutrition. Adult Nutritional Products Guide. 2011.
  - Health Canada. Nutrient Value of Some Common Foods. 2008.
  - Steinecke R and College of Dietitians of Ontario. The Jurisprudence Handbook for Dietitians in Ontario. College of Dietitians of Ontario. Web edition, 2015.
2. Online Access to the Academy of Nutrition and Dietetics' Nutrition Care Manual (free to University of Guelph AHN students!). You can access this without a password if you are on campus and navigate to it through the library website. Alternatively, cut and paste the following url into your browser: <http://www.nutritioncaremanual.org/>

Username: lday@uoguelph.ca (this is lower case LDAY)

Password: uoguelph

There is a limit of 5 users at any one time, so occasionally you may get a message that you can't get in because the 'seats' are full. It hasn't been an issue in the past, but if it does happen, wait a few moments and then try again.

3. Optional: Book about Medication and Food Interactions:  
Pronsky ZM, Crowe JP, Elbe D, Epstein S, Roberts W, Young VSL, Ayoob K.  
Food Medication Interactions. Lists many medications, nutritionally-relevant side effects, interactions, effects on lab values, etc.  
<http://www.foodmedinteractions.com/>

## On Reserve at the Library

Gibson RS. Principles of Nutritional Assessment, 2<sup>nd</sup> ed. New York: Oxford University Press, 2005.

Mahan, Escott-Stump, Raymond. Krause's Food and the Nutrition Care Process. 13<sup>th</sup> or 14<sup>th</sup> edition. Elsevier Saunders, St. Louis Missouri, 2012.

Nelms M, Sucher K, Lacey K, Long Roth S. Nutrition Therapy and Pathophysiology. 2<sup>nd</sup> edition. Wadsworth, Cengage Learning. Belmont CA, 2011

## 7. LEARNING OUTCOMES

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

1. Create Nutrition Care Plans for patients with various conditions by A. conducting nutrition assessments, B. making nutrition diagnoses, C. planning and executing nutrition interventions (diet prescriptions, counselling or nutrition education), and D. monitoring and evaluating progress.
2. Summarize the background, etiology, pathophysiology, medical management, nutrition implications and nutrition management of various conditions including metabolic stress, chronic renal disease, selected upper and lower gastrointestinal conditions, cancer, hepatic diseases, Cystic Fibrosis and Alzheimer's Disease.
3. Demonstrate broad knowledge of common medications (classifications, modes of action, side effects, drug-nutrient interactions) prescribed to patients with the conditions outlined in #2 above.
4. Demonstrate productive teamwork and communication skills.
5. Identify and explain common issues related to professional and ethical practice of dietetics including knowledge of regulatory requirements relevant to the profession

## 8. TEACHING AND LEARNING ACTIVITIES

| Week | Topics  | Assigned Readings & Guest Speakers | Notes & Due Dates                                       |
|------|---|------------------------------------|---|
| 1    | Welcome, course overview, learning outcomes and the Nutrition Care Process      | Course Outline<br>Notes Chp 1-4    |   |
| 2    | Nutrition Support: <i>Oral and Enteral</i><br>Assign case study teams           | Notes Chp 5<br>Krause Chp 13       |   |
| 3    | Nutrition Support: <i>Parenteral</i><br>Debrief enteral nutrition practice case | Notes Chp 6<br>Krause Chp 13       | Complete Enteral Practice Case by Sept 19 <sup>th</sup> |

| Week | Topics  | Assigned Readings & Guest Speakers   | Notes & Due Dates  |
|------|---|--|--|
| 4    | Metabolic Stress  | Notes Chp 7<br>Krause Chp 39   |  |
| 5    | Metabolic Stress<br>Renal Disease                         | Notes Chp 8<br>Krause Chp 36   | Metabolic stress case and Self/Peer Assessments due at 4pm on Fri Oct. 4th   |
| 6    | Renal Disease   | Notes Chp 8<br>Krause Chp 36   |  |
| 7    | Renal Disease<br>Debrief Metabolic Stress Case            | Notes Chp 8<br>Krause Chp 36   |  |
| 8    | Upper GI<br>Lower GI<br>Debrief Renal Case                | Notes Chp 9 and 10<br>Krause Chp 28 and 29,<br>dysphagia p 929-933.                              | Renal case and Self/Peer Assessments due at 4pm on Wed. Oct. 23rd  |
| 9    | Midterm Exam!<br>Lower GI                                 | Notes Chp 10<br>Krause Chp 29  | Midterm exam in class on Oct. 29   |
| 10   | Cancer<br>Midterm Debrief                                 | Notes Chp 11<br>Krause Chp 37  | Upper GI or lower GI case (choose only one) and Self/Peer Assessments due at 4pm on Fri Nov. 8th                       |
| 11   | Cancer<br>Hepatic Diseases                                | Notes Chp 12<br>Krause Chp 30  | Chart Note Assignment. Optional early submission for feedback due Nov. 12th at 4pm                                     |
| 12   | Cystic Fibrosis<br>Debrief GI Case<br>Alzheimer's Disease | Notes Chp 13, 14<br>Krause p 790-794 and p 939-942   | Cancer case and Self/Peer Assessments due at 4pm on Wed Nov 20th   |
| 13   | Dietetic Practice<br>Debrief Cancer Case<br>Exam Review   | Notes Chp 15<br>Jurisprudence Handbook for Dietitians in Ontario, 2015 (available on CourseLink) | Chart Note Assignment due at 4pm Fri Nov.29<br><br>Professional Practice and Jurisprudence Quiz Due at 4pm Fri Nov. 29 |

**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

## 9. ASSESSMENT DETAILS

| Assessment   | LOs Addressed | Due Date   | % of Final          |
|--|---------------|--|---------------------|
| Case studies (3 graded, best 2 counted)<br><b>NOTE: You MUST do the Renal Case Study</b> | 1-4           | Throughout the Semester  | 20% (10% each)      |
| Midterm exam – covering material up to the end of renal disease                          | 1-4           | Oct. 29, in class  | 25% OR 40%*         |
| Medical Charting Assignment  | 4             | Tuesday Nov. 12 optional early submission<br>Fri. Nov. 29 by 4pm final submission  | 5%**<br>5% OR 10%** |
| Professional practice and jurisprudence online quiz                                      | 5             | Available on CourseLink, can be completed any time during the semester. You may attempt the quiz an unlimited number of times. Due by Nov. 29. | 5%                  |
| Final exam – from GI onwards <u>only</u> . The final exam is <b>NOT</b> cumulative.      | 1-4           | Time and Location TBA  | 25% OR 40%*         |
| <b>Total:</b>  |               |  | 100%                |

## 10. COURSE STATEMENTS

### E-mail Policy

***Please try to keep email to a minimum.*** For your course content related questions, please ask me during lectures, office hours or post on the “Ask the Prof” CourseLink discussion page. Please check the discussion page regularly – your question may already have been answered! Please e-mail me if there is an emergency or to ask more personal questions (i.e. I’m sick and will miss the midterm, what do I do?” or “I’m having problems with my case study group”)

### 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.

**11. 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:**

Students have until the last day of classes to drop courses without academic penalty. 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.

**Appendix:**

For those students enrolled in the Area of Emphasis in Dietetics: The Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>):

*Foundational Knowledge Specifications (FKS) that are met by this course:*

| <b>Foundational Knowledge Specification</b>  | <b>Complexity Level (1, 2, 3)</b> | <b>How FKS is met in this curriculum</b> |
|--|-----------------------------------|--|
| <b>1. Anatomy and Physiology</b>   |                                   |  |
| 1a. Structure of the human body at the macro and cellular level  | 1                                 | Throughout                               |
| 1b. Role, function and regulation of the integumentary, musculoskeletal, nervous, endocrine, cardiorespiratory, urinary, lymphatic and digestive systems in health and human disease | 3                                 | Throughout                               |
| 1c. Homeostasis including fluid-electrolyte and acid-base balance  | 2                                 | Trauma, renal                            |
| <b>2. Biochemistry</b>   |                                   |  |
| 2d. Mechanisms of metabolic regulation   | 2                                 |  |
| <b>3. Communication</b>  |                                   |  |
| 3b. Communication channels and techniques, and their appropriate usage   | 3                                 | Medical charting assignment              |
| 3c. Strategies for effective written communication   | 3                                 | Medical charting Assignment              |
| 3f. Medical and dietetics-related terminology  | 3                                 | Case studies                             |
| <b>4. Counselling</b>  |                                   |  |
| 4b. Counselling strategies and techniques  | 3                                 | Case studies                             |
| 4c. Counselling processes  | 3                                 |  |
| <b>5. Food</b>   |                                   |  |
| 5e. Application of dietary requirements, guidelines, and guidance tools to food planning   | 3                                 | Case studies                             |
| 5f. Food modification to address therapeutic, textural or other needs  | 3                                 | Dysphagia case study                     |



| <b>Foundational Knowledge Specification</b>  | <b>Complexity Level (1, 2, 3)</b> | <b>How FKS is met in this curriculum</b>            |
|--|-----------------------------------|---|
| <b>6. Food Service Systems</b><br>6c. Institutional menu modification to address therapeutic, textural, cultural or other needs  | 2                                 | Dysphagia content                                   |
| <b>7. Health System in Canada</b><br>7a. Organization and delivery of care<br>7b. Issues and trends<br>7c. Political influence   | 1<br>1<br>1                       | Throughout  |
| <b>8. Nutrition Across the Lifespan</b><br>8a. Ingestion, digestion, absorption, metabolism and excretion of nutrients<br>8b. Biochemical utilization of nutrients and energy<br>8c. Nutrient and energy requirements<br>8e. Nutrition recommendations and guidelines<br>8g. Food sources of nutrients and dietary supplements | 3<br>2<br>3<br>3<br>3             | Throughout  |
| <b>9. Interprofessional Collaboration</b><br>9a. Interprofessional communication<br>9b. Patient/client/family/community-centred care<br>9c. Interprofessional role clarification include the role of the registered dietitian<br>9d. Team functioning<br>9e. Collaborative leadership  | 2<br>3<br>3<br>3<br>3             | Case studies  |
| <b>12. Nutrition Assessment</b><br>12a. Food and nutrient intake of individuals and populations<br>12b. Environmental and individual factors affecting food intake<br>12c. Anthropometric data collection and interpretation<br>12d. Biochemical parameter interpretation<br>12e. Clinical data collection and interpretation  | 3<br>3<br>3<br>3<br>3             | Embedded throughout the course, and in case studies |
| <b>13. Nutrition Care Process and Medical Nutrition Therapy</b><br>13a. Etiology and pathophysiology of nutrition-related diseases<br>13b. Nutrition-related disease management strategies<br>13c. Use of assessment, diagnosis, intervention, monitoring, evaluation (ADIME) in medical nutrition therapy                     | 3<br>3<br>3                       | Embedded throughout the course, and in case studies |

| <b>Foundational Knowledge Specification</b>   | <b>Complexity Level (1, 2, 3)</b> | <b>How FKS is met in this curriculum</b>  |
|---|-----------------------------------|---|
| 13d. Calculation of energy and nutrient requirements for conditions/diseases                  | 3                                 |   |
| 13e. Goal setting and outcome measurement in nutrition therapy                                | 3                                 |   |
| 13f. Oral, enteral and parenteral nutrition support   | 3                                 |   |
| 13g. Feeding assessment, including identification of chewing, swallowing and feeding problems | 2                                 |   |
| 13h. Complementary and alternative nutrition therapies  | 1                                 |   |
| <b>14. Pharmacology</b>   |                                   |   |
| 14a. Drug classification relevant to nutrition and their modes of action                      | 3                                 | Embedded throughout the course, and in case studies. Natural health products are covered in the cancer unit |
| 14b. Common medication side effects and contraindications relevant to nutrition               | 3                                 |   |
| 14c. Drug-nutrient interactions   | 3                                 |   |
| 14e. Natural health products  | 1                                 |   |
| <b>16. Professional Practice in Dietetics</b>   |                                   |   |
| 16a. Federal, provincial/territorial requirements   | 2                                 | Online quiz   |
| 16b. Practice in a regulated health profession  | 2                                 |   |
| 16c. Ethical conduct  | 2                                 |   |
| 16d. Reflective practice  | 1                                 |   |
| 16e. Professional development   | 1                                 |   |
| 16f. Decision making  | 3                                 |   |
| 16j. Appropriate and secure documentation practices   | 2                                 |   |
| <b>18. Research and Evaluation</b>  |                                   |   |
| 18d. Evidence-informed practice   | 1                                 | Throughout  |
| <b>19. Psychological and Social Foundations</b>   |                                   |   |
| 19b. Social and psychological aspects of eating and food choice, in health and disease        | 1                                 | Throughout and in case studies  |
| <b>20. Teaching and Learning</b>  |                                   |   |
| 20e. Learning resource selection and development  | 3                                 | Case studies  |

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

| <b>Performance Indicator</b>    | <b>How PI is met in this curriculum</b> |
|---------------------------------|---|
| <i>1. Professional Practice</i> |   |

| Performance Indicator  | How PI is met in this curriculum   |
|--|--|
| <p><i>1.01 Comply with federal and provincial / territorial requirements relevant to dietetic practice.</i></p> <p>1.01a. Demonstrate knowledge of federal legislation, regulations and policies applicable to practice.</p> <p>1.01b. Recognize non-compliance with federal legislation, regulations and policies.</p> <p>1.01c. Demonstrate knowledge of provincial / territorial legislation, regulations and policies applicable to practice.</p> <p>1.01d. Recognize non-compliance with provincial / territorial legislation, regulations, and policies.</p>   | <p>Quiz and/or final exam</p>  |
| <p><i>1.02 Comply with regulatory requirements relevant to dietetic practice</i></p> <p>1.02a. Demonstrate knowledge of bylaws and regulations relevant to practice.</p> <p>1.02b. Recognize non-compliance with bylaws and regulations.</p> <p>1.02c. Demonstrate knowledge of regulatory scope of practice, standards of practice and codes of ethics.</p> <p>1.02d. Recognize non-compliance with regulatory scope of practice, standards of practice and code of ethics.</p> <p>1.02m. Demonstrate knowledge of the elements of professional boundaries</p> <p>1.02n. Recognize non compliance with professional boundaries.</p> | <p>Quiz</p> <p>Quiz</p> <p>(1) Case studies into which scope of practice is embedded, (2) final exam</p> <p>Quiz</p> <p>Final exam</p> <p>Quiz</p> |
| <p><i>1.06 Use a systematic approach to decision making.</i></p> <p>1.06a. Demonstrate knowledge of the role of ethics, evidence, contextual factors and client perspectives in decision making.</p> <p>1.06b. Demonstrate knowledge of ethical principles for decision making.</p> <p>1.06d. Demonstrate knowledge of contextual factors that may influence decision making.</p> <p>1.06e. Obtain and interpret evidence</p>  | <p>Case studies</p> <p>Final exam</p> <p>Case studies</p> <p>Case studies</p>  |
| <p><i>1.07 Maintain a client-centred focus</i></p>   |  |

| Performance Indicator  | How PI is met in this curriculum  |
|--|---|
| 1.07a. Demonstrate knowledge of the legal and moral basis for respecting individual rights, dignity and uniqueness.  | Final exam  |
| <p><i>1.09 Use technologies to support practice</i></p> <p>1.09c. Demonstrate knowledge of technologies to seek and manage information relevant to practice, and their appropriate uses.</p> <p>1.09d. Use technology to seek and manage information.</p>  | <p>Use of PEN pathways and general literature searching imbedded into written case studies</p> <p>Use of PEN pathways and general literature searching imbedded into written case studies</p>   |
| <p><i>1.10 Ensure appropriate and secure documentation.</i></p> <p>1.10a. Demonstrate knowledge of documentation principles.</p>   | Medical chart note writing assignment   |
| <p><i>1.11 Assess and enhance approaches to dietetic practice</i></p> <p>1.11a. Demonstrate knowledge of the role of evidence, self reflection, and consultation in assessing effectiveness of approaches to practice.</p> <p>1.11b. Demonstrate knowledge of sources of evidence to assess effectiveness of approaches to practice.</p> <p>1.11e. Seek new knowledge that may support or enhance practice activities.</p> | <p>Case studies require students to identify consultation needs with other health care professionals, e.g. MD. Students also incorporate evidence-based practice in case studies.</p> <p>Case studies require students to identify a monitoring plan as part of the Nutrition Care Process</p> <p>Case studies require students to consult literature and PEN Pathways to support their Nutrition Care Plan</p> |
| <b>2. Communication and Collaboration</b>  |   |
| <p><i>2.01 Select appropriate communication approaches.</i></p> <p>2.01e. Demonstrate knowledge of medical and dietetics-related terminology</p>   | Students are required to use appropriate medical and dietetics-related terminology in completion of case studies  |
| <p><i>2.02 Use effective written communication skills.</i></p> <p>2.02c. Edit written material for style, spelling and grammar</p> <p>2.02d. Write clearly and concisely, in a manner responsive to the needs of the reader(s).</p>  | Case studies  |

| Performance Indicator   | How PI is met in this curriculum   |
|---|--|
| <p>2.02e. Write in an organized and logical fashion.</p> <p>2.02f. Provide accurate and relevant information in written material.</p> <p>2.02g. Ensure that written material facilitates communication.</p>   |  |
| <p><i>2.04 Use effective interpersonal skills.</i></p> <p>2.04b. Utilize active listening</p> <p>2.04h. Establish rapport</p>   | Group work during case studies   |
| <p><i>2.06 Contribute productively to teamwork and collaborative processes.</i></p> <p>2.06b. Demonstrate knowledge of ways to effectively contribute dietetics knowledge in collaborative practice.</p> <p>2.06d. Demonstrate knowledge of common scenarios where the expertise of other health care providers is a key element in dietetic practice.</p> <p>2.06i. Facilitate interactions and discussions among team members.</p>  | Case studies   |
| <b>3. Nutrition Care</b>  |  |
| <p><i>3.01 Assess nutrition-related risks and needs</i></p> <p>3.01a. Demonstrate knowledge of principles for selection and use of common nutrition risk screening strategies.</p> <p>3.01c. Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment.</p> <p>3.01g. Demonstrate knowledge of principles for obtaining and interpreting a medical history.</p> <p>3.01h. Identify principles for selection of relevant medical information.</p> <p>3.01v. Demonstrate knowledge of ways to obtain and interpret information from mealtime / feeding observations.</p> <p>3.01aa. Identify signs and symptoms of dysphagia.</p> <p>3.01dd. Demonstrate knowledge of selection and use of methods used to determine energy, protein, fluid, macronutrient,</p> | <p>This PI is met through case studies, plus any other activities noted for individual PIs as relevant</p> <p>Dysphagia case study</p> <p>Dysphagia case study; final exam</p> |

| Performance Indicator  | How PI is met in this curriculum  |
|--|---|
| <p>micronutrient, electrolyte and trace element requirements.</p> <p>3.01ee. Perform calculations to determine nutritional requirements.</p> <p>3.01gg. Identify methods to integrate assessment findings and identify nutrition problems.</p> <p>3.01hh. Integrate assessment findings to Identify nutrition problem(s).</p> <p><i>3.02 Develop nutrition care plans.</i></p> <p>3.02a. Demonstrate knowledge of principles for prioritization of nutrition care goals based on risk and available resources.</p> <p>3.02c. Demonstrate knowledge of ways to identify and select appropriate nutrition interventions.</p> <p>3.02e. Demonstrate knowledge of ways to identify and select appropriate textural and therapeutic diet modifications.</p> <p>3.02g. Demonstrate knowledge of principles for development and modification of meal plans.</p> <p>3.02i. Demonstrate knowledge of principles for supplement selection and use.</p> <p>3.02k. Demonstrate knowledge of principles of enteral nutrition.</p> <p>3.02l. Demonstrate knowledge of methods for designing enteral feeding regimens.</p> <p>3.02m. Calculate enteral nutrition regimen requirements.</p> <p>3.02n. Design enteral feeding regimes</p> <p>3.02o. Demonstrate knowledge of principles of parenteral nutrition.</p> <p>3.02p. Demonstrate knowledge of methods for designing parenteral feeding regimens.</p> <p>3.02q. Calculate parenteral nutrition regimen requirements.</p> <p>3.02r. Design parenteral feeding regimes</p> <p>3.02u. Demonstrate knowledge of principles for development of a client education plan.</p> | <p>Case studies (including enteral and parenteral case studies), and midterm exam</p> |

| Performance Indicator  | How PI is met in this curriculum                       |
|--|--|
| <p>3.02w. Demonstrate knowledge of strategies for monitoring and assessment of nutrition care plan outcomes.</p> <p><i>3.03 Manage implementation of nutrition care plans.</i></p> <p>3.03a. Identify ways to implement nutrition interventions.</p> <p>3.03c. Identify the roles of team members in supporting the implementation of a care plan.</p> <p>3.03d. Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others.</p> <p><i>3.04 Evaluate and modify nutrition care plan as appropriate.</i></p> <p>3.04c. Identify necessary changes to nutrition care plan.</p> | <p>Medical chart note assignment</p> <p>Final exam</p> |