

**COURSE OUTLINE**

**COURSE INSTRUCTOR:**

Dr. Colleen O'Connor Ph.D., R.D.  
Office hours: TBA  
Ursuline Hall – RM 308  
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**COURSE DESCRIPTION:**

Introduction to therapeutic nutritional care/service, modifications of normal diet to meet special nutritional needs, menu planning; documentation of nutritional care.

**CLASS SCHEDULE:** (3 lecture hours, half-course)

**Section 530:** Monday 2:30PM-5:30PM – MSJ RM 135

**Section 531:** Tuesday 11:30AM-2:30PM – MSJ RM 135

**Section 532:** Wednesday 2:30PM-5:30PM – MSJ RM 204

**PREREQUISITE:** Foods and Nutrition 2241A/B, Registration in the Foods and Nutrition or Nutrition and Families modules (Honors Specialization, Specialization, Major, Minor in Foods and Nutrition).

**CO-or PREREQUISITE:** Foods and Nutrition 3344A/B.

**OBJECTIVES:** Upon successful completion of this course, students will be able to demonstrate the Brescia Competencies as follows:

1. Demonstrating an understanding of the role of the Foods and Nutrition Services in nutrition management of patients/clients. (Inquiry & Analysis; Critical Thinking, Level 4)
2. Demonstrating nutritional interviewing and counseling skills. Identify the nutritional implications of age, economics, physiological and sociocultural characteristics of patients/clients. (Problem Solving Level 4; Interpersonal Communication Level 3; Social Awareness & Engagement Level 3)
3. Assessing the quantity and quality of food available to individuals in hospitals, as well as develop an understanding of normal and therapeutic/modified diets. (Critical Thinking; Problem Solving, Level 4)
4. Assessing and monitoring the nutritional status and needs that hospitalized patients have using appropriate tools and pertinent medical terminology. Be aware of the nutritional

implications of drug-nutrient interactions. (Inquiry & Analysis, Problem Solving, Critical Thinking, Level 4)

5. Using the principles involved in planning and implementing nutrition care, including those necessary for the interpretation of nutrition data, the recommendation of appropriate diet orders and the implementation of physicians' orders. (Critical Thinking; Problem Solving; Communication, Level 4)
6. Recognizing the principles involved in menu planning for optimum nutrition of individuals in the disease state, including the use of a software program in menu analysis and control. (Critical Thinking; Problem Solving, Level 4)
7. Interpreting nutritional prescriptions and translate standard therapeutic diet guidelines into daily food selections. Exhibit knowledge about commercial supplements. (Inquiry & Analysis; Critical Thinking, Level 4)
8. Recognizing the influence of the psychological, political, social, cultural and economic factors on food consumption, including food habits and preferences, in counseling modified diets. (Social Awareness & Engagement; Inquiry & Analysis, Level 3)
9. Respecting the ethics as applied to personal and professional behavior, especially the confidentiality in patient care management. (Interpersonal Communication; Valuing, Level 3)
10. Developing critical thinking, teamwork and oral communication skills. (Critical Thinking, Interpersonal Communication, Level 4)
11. Beginning to think like a clinician, and to follow patient-centered care practices. (Critical Thinking; Self-Awareness and Development, Level 3)
12. Acting as each patients' nutritional ombudsman. (Social Awareness & Engagement; Valuing, Level 3)

### **TEACHING MODES:**

- **3 lecture hours per week**, plus supplementary readings and exercises assigned.
- Students will be graded on written assignment (e.g. case study), and two exams.
- An interactive approach to learning will include individual and group work, patient case studies requiring menu revisions, class discussions, and role-playing.
- Emphasis will be placed on the mechanics involved and skills required to put theory into practice. Please bring a calculator to every lecture.

## REQUIRED TEXTS:

1. Nelms, M., K.P. Sucher, K. Lacey and S.L. Roth. 2016. Nutrition Therapy & Pathophysiology. 3rd edition. Wadsworth, Belmont, California. (Main Text)  
-It is strongly encouraged to review the case studies and review questions within the assigned chapters.

Please ensure you have access to current editions (available online) for Diagnostic and Laboratory References (SI Units will be used for all case studies and class material) and Medical Dictionaries for Health Professionals.

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and any other components of the course materials are the intellectual property of the instructor. Reproduction through tape-recording, video-recording, photographing, sharing via social media, or posting on course-sharing websites without explicit permission from the instructor is an infringement of copyright and is prohibited. Such action may also be considered a Scholastic Offence, which may lead to sanctions. Further information on Scholastic Offences is available at: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20).

## Course Evaluation Components:

<u>Component</u>	<u>Percent of Final Grade</u>	<u>Dates</u>
<b>On-line Quizzes</b>	10%	Periodically throughout the semester
<b>Case Study:</b>	30%	Due Week 11 at the beginning of class
<b>Mid-term Exam</b>	30%	Date: Saturday, October 27 <sup>th</sup> , 2018 9AM-12PM - Auditorium Length: 3 hours
<b>Final Exam</b>	30%	Based on final exam schedule (December 2018)

## COURSE POLICIES:

**Penalty for late assignments:** Assignments are due at class time on the date specified. There will be a deduction of 20% of the value of the assignment for late submission. NO assignment will be accepted one (1) week after due date.

**Special examination:** NO special examination will be given for a student who has missed a scheduled examination except in cases with proper documentation to show a confirmed personal illness or a death in the student's immediate family.

**Up to 10% of marks on each assignment and examination can be deducted for lack of proper English communication skills, including errors in spelling or grammar.**

**TENTATIVE SCHEDULE OF LECTURES AND TOPICS:**

<b>Week Date</b>	<b>Topic</b>	<b>Readings*</b>
Week 1 Sept 10	Course outline Case Study Overview Open Mendeley Account Role of the Registered Dietitian and Scope of Practice; other member of the nutrition team Interdisciplinary health care team Food in the hospital: regular and modified diets	<b>Text: Chapter 1</b>
Week 2 Sept 17	Nutrition care process and standardized language Medical vs nutrition diagnoses Nutrition care plan Medical record and Charting Medical Abbreviations Introduction to Problem Interpretation Plan [PIP] and charting	<b>Text: Chapters 2, 6 (p. 115-124), Appendix M (for reference) Readings: 1, 2-3 (for reference)</b>
Week 3 Sept 24	Nutrition and Dietary Assessment Drug-nutrient interactions Factors affecting food intake Nutrition education and counseling High-energy, high-protein nutrition care plan Liquid diets Oral nutritional supplements and enteral formulas	<b>Text: Chapter 4, 11 (p. 217-220, 237-247, Boxes 11.1, 11.2, 11.3, 11.4 &amp; Tables 11.2-11.8 Readings: 4-5</b>
Week 4 Oct 1	Neurological Diseases Dysphagia	<b>Text: Chapter 20, Chapter 14 (p. 359-362) Readings 6-7</b>
Week 5 Oct 8	<b>NO CLASSES – FALL READING WEEK</b>	

Week 6 Oct 15	Obesity and weight management Metabolic Syndrome	<b>Text: Chapter 12</b> <b>Readings: 8-11</b>
Week 7 Oct 22	Food intolerances and allergies Celiac disease and the gluten-free diet Lactose Intolerance FODMAPs Diverticulosis/diverticulitis High fibre and fibre-restricted diets	<b>Text: Chapter 9 (184-190)</b> <b>&amp; 15 (389-400, 405-418,</b> <b>423-424)</b> <b>Readings: 12-14</b>
Saturday, October 27 <sup>th</sup> 9am-12pm Auditorium	<b>Midterm Exam</b>	<b>Includes material covered</b> <b>in class and assigned</b> <b>readings and exercises</b> <b>Weeks 1-6 inclusively</b>
Week 8 Oct 29	Type 2 Diabetes Mellitus - Part 1 Lifestyle management Meal planning using Beyond the Basics	<b>Text: Chapter 17 (p.482-</b> <b>508)</b> <b>Readings: 15-17</b>
Week 9 Nov 5	Type 2 Diabetes Mellitus - Part 2 Eating Disorders	<b>Chapter 12: 279-287</b>
Week 10 Nov 12	Nutrition management of cardiovascular disease, hyperlipidemias and hypertension - Part 1	<b>Text: Chapter 13</b> <b>Reading: 18</b>
Week 11 Nov 19	Nutrition management of cardiovascular disease, hyperlipidemias and hypertension - Part 2	
Week 12 Nov 26	Nutrition management of renal disease	<b>Text: Chapter 18</b> <b>Readings: 19-20</b>
Week 13 Dec 3	Wrap-up and review	<b>TBD</b>
	<b>Final Examination</b>	<b>Includes material covered</b> <b>in class and assigned</b> <b>readings and exercises</b> <b>Weeks 7-13 inclusively</b>

**\*Other readings may be added**

**READINGS: (Some of the readings provided below are for your reference only. This will be clarified in class throughout the semester)**

1. Academy of Nutrition and Dietetics “Nutrition Care Process *Snapshot* and Model”  
Assessment, Diagnosis, Intervention & Monitoring and Evaluation. On OWL

2. The Jurisprudence Handbook for Dietitians in Ontario. (This document is available for consultation online at <http://www.cdo.on.ca>).
  - a. Chapter 4: “Scope of Practice, Controlled Acts, Delegations and Orders” p 36-52.
  - b. Chapter 5: “Privacy Obligations” p 53-63.
  - c. Chapter 6: “Confidentiality & Disclosure of Client Information” p 64-76.
  - d. Chapter 8: “Record Keeping” p 87-99.
3. Record Keeping Guidelines for Registered Dietitians. College of Dietitians of Ontario, Toronto, Ontario. (This document is available for consultation online at <http://www.cdo.on.ca>).
4. Predictive Energy Equations. On OWL.
5. “Dangerous Abbreviations” Handout on OWL. Eating Guidelines for a Low Tyramine Diet On OWL.
6. Dietitians of Canada. The role of the registered dietitian in dysphagia assessment and treatment. A discussion paper. <http://www.dietitians.ca/Downloads/Public/Role-DC-in-Dysphagia-Assessment-n-Treatment.aspx>
7. College of Dietitians of Ontario. Scope of Practice for Registered Dietitians caring for Clients with Dysphagia in Ontario. On OWL.
8. Edmonton Obesity Staging System. On OWL
9. PEN “ How to Choose a Weight Loss Diet” On OWL.
10. Lau DCW, Douketis JD, Morrison KM, Hramiak IM, Sharma AM, Ur E. for the members of the Obesity Panel. 2007. “Canadian clinical practice guidelines on the management and prevention of obesity in adults and children. Canadian Medical Journal 176 (8 Suppl), 1-117. [available online at [www.cmaj.ca](http://www.cmaj.ca) or [www.obesitynetwork.ca](http://www.obesitynetwork.ca)
11. Edmonton Obesity Staging System <https://www.youtube.com/watch?v=CeGfee9igK4>
12. Case S. The gluten-free diet: how to provide effective education and resources. Gastro 2005;128:S128-S135.
13. Dietitians of Canada. Managing Diarrhea on OWL.
14. Academy of Nutrition and Dietetics. High Fiber Nutrition Therapy. On OWL.
15. Canadian Diabetes Association Clinical Practice Guidelines Expert Committee. 2013. Canadian Diabetes Association 2013 Clinical Practice Guidelines for the Prevention and Management of Diabetes in Canada. Can J Diabetes 2013;37(suppl 1):S1-S212. (This document is available for consultation online at <http://guidelines.diabetes.ca/> and can be purchased from the Canadian Diabetes Association at 1-800-BANTING or through their Web site).
16. Handout on Glycemic Index. On OWL.
17. Canadian Diabetes Association. 2005. “Beyond the Basics: Meal Planning for Healthy Eating, Diabetes Prevention and Management.” (poster resource). Canadian Diabetes Association, Toronto, Ontario.
18. Hypertension Canada. 2018 Guidelines. <http://guidelines.hypertension.ca/>
19. Dietitians of Canada. PEN. Low Potassium Handout
20. The Kidney Foundation of Canada. Phosphorus and Chronic Kidney Disease.

## 2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence

rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=> ). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory ([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68) ).

### 4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20) .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.



The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

## **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## **7. SUPPORT**

### **Support Services**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

### **Mental Health and Wellness**

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html), for information about how to obtain help for yourself or others.

### **Sexual Violence**

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.