



School of Natural Sciences and Mathematics

Department of Biology

BI-304 Clinical Nutrition

Section 01: TR 10:00–11:20 am | Section 02: TR 11:30 am–12:50 pm | Henry Hall 107

Credits: 3 | Sections: 01 & 02 | Term: Fall Semester 2026

Instructor Information

Instructor	Michael Weichhaus, PhD
Email	michael.weichhaus@chaminade.edu
Phone	808.440.4286
Office Location	Wesselkamper Science Center, room 107
Office Hours	M/W/F 9:30–11:00 am T/R 1:00–2:00 pm
Office Hours Sign-Up	Sign-up is required — the link is posted on the Canvas course home page.
Virtual Office	By appointment via Zoom — request a time by email or Canvas Inbox.

Communication

Instructions and updates are given verbally during class and are also posted using the Announcements feature in Canvas. Questions about this course may be emailed to the instructor or sent through the Canvas Inbox. You can expect a response within 24–48 hours on weekdays (Monday–Friday); messages sent over the weekend or a holiday will be answered on the next business day. For questions that need a longer conversation, please come to office hours rather than email.

School & Department

School	School of Natural Sciences and Mathematics
Location	Wesselkamper Science Center, room 115
Phone	(808) 440-4204
Questions?	If you have questions regarding the Department of Biology, reach out to your instructor or the School of Natural Sciences and Mathematics.

Course Description & Materials

Catalog Description

Nursing required course. Study of nutrients and their respective functions, food sources, and physiological needs. Dietary guidance and nutritional requirements through the lifespan are explored. Role of nutrition in health promotion, disease prevention, and the nutritional management of disease is examined, including modified diets, enteral nutrition, and total parenteral nutrition.

Pre-Requisites: EN 102, COM 101, BI 152, BI 152L, BI 250, BI 250L, CH 250, NUR 202, NUR 203, and Nursing major.

Course Snapshot

Modality	Face-to-Face
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Meeting Location	Henry Hall, room 107 (Lecture) — both sections
Meeting Days/Times	Section 01: Tuesday & Thursday, 10:00–11:20 am Section 02: Tuesday & Thursday, 11:30 am–12:50 pm
Time Commitment	Three-credit course requiring 135 clock hours of student engagement per the CUH Credit Hour Policy — approximately 9 hours per week including class time, reading, PrepU quizzes, discussions, and assessments.
Required Materials	Lippincott CoursePoint: Dudek, Nutrition Essentials for Nursing Practice, 9th ed. (ISBN 978-1-9751-8518-3) — digital subscription required; access link provided in Canvas. ATI Companion book (ebook available online). Respondus LockDown Browser — required for all online exams.
Recommended Items	A food-tracking app or website of your choice for the Food Tracker assignments.
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com). Check Canvas regularly — it is the official channel for this course.
Final Exam	Section 01: Thursday, December 10, 11:00 am–1:00 pm Section 02: Monday, December 7, 3:30–5:30 pm Per the Fall 2026 Final Exam Schedule — note the two sections sit the final on different days.
Semester Dates	Instruction: August 17 – December 4, 2026 Fall Wellness Week (no classes): October 12–16, 2026 Final examinations: December 7–10, 2026

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Estimated distribution:

- Seat time: approx. 37 h (160 min TR across 15 instruction weeks, less Fall Wellness Week and holidays)
- Food Tracker reports: 14 h (2 × 7 h)
- Food Tracker Comparison Report: 3 h
- Mid-term exams: 22.5 h (3 × 7.5 h)
- Final exam: 15 h
- PrepU quizzes: 30 h (2 h/week)
- Reading: 12.5 h (50 min/week)
- Discussions and case studies: 12.5 h (50 min/week)

Total: approximately 144.5 hours.

LockDown Browser Requirement

This course requires the use of Respondus LockDown Browser for online exams. Download and install it from the link posted in Canvas before the first exam. You will not be able to open an exam that requires LockDown Browser in a standard web browser.

When taking an online exam, follow these guidelines:

- Know how much time is available for the exam and allow enough time to complete it.
- Turn off all mobile devices and phones, and keep them out of reach.
- Clear your area of all external materials — books, papers, other computers or devices.
- Remain at your desk or workstation for the duration of the exam.
- LockDown Browser prevents access to other websites and applications; you cannot exit the exam until all questions are completed and submitted.

Help: use the "Help Center" button on the LockDown Browser toolbar and its System & Network Check, or visit support.respondus.com.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the undergraduate B.S. program in Nursing, the student will be able to:

- Utilize the nursing process to advocate for safe, holistic, patient-centered care across the lifespan, incorporating the Marianist value of service, justice and peace.
- Apply leadership and communication skills to ensure quality, collaborative, and continuous patient care.
- Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan.
- Incorporate informatics and healthcare technologies into the practice of professional nursing.
- Contribute to the safety and quality improvement of the healthcare environment.

Course Learning Outcomes (CLOs)

Upon completion of BI-304 Clinical Nutrition, the student will be able to:

- Understand the role of the six classes of nutrients on physiological homeostasis.
- Grasp the nutritional guidelines for healthy eating and the composition of nutrients in food items.
- Explain the cultural, ethnic and religious influences on food choices and the changing nutrient requirements across the lifespan.
- Understand the requirements for modified diets, enteral nutrition and total parenteral nutrition.
- Determine the barriers to adequate nutrition.
- Understand the modified nutritional requirements of common diseases including cardiovascular, gastrointestinal and renal disorders as well as diabetes, cancer and immunosuppressive disorders.

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

- Education for formation in faith.
- Provide an integral, quality education.
- Educate in family spirit.
- Educate for service, justice and peace, and integrity of creation.
- Educate for adaptation and change.

Clinical Nutrition for Nursing Majors aligns with the Marianist value of educating for service, justice, and peace by empowering future nurses to understand and apply nutritional science in promoting health equity. Students learn to recognize how access to adequate nutrition differs across communities, and to advocate for patients whose care is shaped by cultural, economic, and structural barriers to healthy food.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the following 'Ōlelo No'eau:

- Educate for Formation in Faith (Mana): E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.
- Provide an Integral, Quality Education (Na'auao): Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
- Educate in Family Spirit ('Ohana): 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
- Educate for Service, Justice and Peace (Aloha): Ka lāma kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.
- Educate for Adaptation and Change (Aina): 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Marianist Values	2	2	3	2	4	2
PLOs	1	1	1	1	1, 5	1, 3

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Native Hawaiian Values	2	2	3	2	4	2

Attendance & In-Class Participation

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness or other extenuating circumstances prevent them from attending class, and make arrangements to complete missed work. Notification may be done by emailing the instructor directly or by calling the school office.

Federal regulations require continued attendance for continued payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor and then with the appropriate school office.

Students with disabilities who have obtained accommodations from Accessibility Services may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Quick Reference — Absence Thresholds:

- More than one week of unexcused absences (2 class sessions) may lead to a grade reduction for the course.
- Two consecutive weeks or more of unexcused absence may result in being withdrawn from the course by the instructor.
- Notify the instructor in advance whenever possible — communication before an absence is always better than an explanation afterward.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

Come prepared — complete readings and activities before each session.

Participate actively in discussions and group work, demonstrating critical thinking.

Engage respectfully and honor diverse perspectives.

Use personal devices for course purposes only unless otherwise directed.

Submit work by established deadlines to support course pacing.

Participation in this course is assessed primarily through the graded Canvas discussions, which require both an initial post and substantive replies to classmates, and through in-class activities such as Kahoot reviews, case studies, and worked examples.

Course Activities

Discussions

Discussions are the main vehicle for student-to-student interaction and fall into three categories:

- (1) Patient-Education discussions — you present a health-education overview to a specific audience (junior high students, kupuna in a care home, collegiate athletes, an antenatal class, or community health practitioners) and respond to the questions that audience raises.
 - (2) Critical-Thinking and Deep-Learning discussions — explore in greater detail an important part of the current module content.
 - (3) ATI-specific topics — summarize content from the ATI Companion book that is not covered in the textbook or where the two differ.
- For all discussions you are expected to evaluate your colleagues' posts and provide a substantive, meaningful reply. Each discussion has its own rubric.

Weekly Quizzes (PrepU)	You will complete weekly quizzes using the PrepU dynamic learning tool included with your electronic textbook. The goal is not a specific score but reaching the target mastery level for each chapter; PrepU adapts question difficulty to your performance as you work.
Exams	There are three mid-term exams and a final exam, all administered in class using Respondus LockDown Browser. A study guide for each exam is linked in the corresponding Canvas module. A short practice quiz is offered before Exam 1 so you can confirm LockDown Browser works on your machine.
ATI Exam	This course is part of your ongoing ATI readiness assessment within the Nursing curriculum. Late in the semester you will take the RN Nutrition 2023 ATI exam. Make sure you have your ATI account access well before the exam date.
Individual Project	You will track your own food intake for one week early in the semester (Food Tracker Report — Week 1) and again late in the semester (Week 14), then compare the two in the Food Tracker Analysis Comparison Report. The comparison report is the largest single assignment in the course.
Interactive Case Studies	Six interactive case studies are available through the course. These are not graded, but they are excellent preparation for both the exams and the ATI assessment, and are strongly recommended.

Course Policies

Late Work	Deadlines matter for course pacing, but I recognize that circumstances arise. Penalties by assignment type: Food Tracker reports — submit by the deadline. If you need more time to complete a full 7-day tracking period, communicate before the deadline; complete data matters more than an exact submission time. Food Tracker Comparison Report — up to 24 hours late: 10% reduction; up to 48 hours late: 20% reduction; beyond 48 hours: not accepted, as it coincides with the end of the semester. PrepU quizzes — up to one week late with no penalty; beyond one week they are not graded, though you are encouraged to complete them for your own benefit. Discussions — up to 24 hours late: 10% reduction; up to 48 hours late: 20% reduction; beyond 48 hours: not accepted. This policy does not apply where the late work would extend beyond the end of the semester.
Make-Up Work	Make-up exams are permitted only when a valid physician's note documents illness during the exam period. Provide the note promptly so arrangements can be made. Of the three mid-term exams, the lowest score may be replaced by the final exam percentage where announced in class.
Extra Credit	No extra credit is available in this course. Your grade is determined by the assessments listed under Final Grades.
Incomplete Grade	Students and instructors may negotiate an incomplete grade when there are specific justifying circumstances. An Incomplete Contract (available from the Divisional Secretary and the Portal) must be completed and signed before a grade of "I" is issued.

Communication & Extensions	If you anticipate needing an extension, it is your responsibility to communicate that need as early as possible. Failure to communicate will result in late penalties being applied. In extraordinary circumstances, additional considerations may be made at the instructor's discretion — please communicate honestly and promptly.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Your current grade is updated frequently and can be viewed in Canvas. Final grades are submitted to Self-Service (selfservice.chaminade.edu).

Grade Weighting

Component	Weight
Online Discussions	5%
ATI Exam	10%
Exam 1	15%
Exam 2	15%
Exam 3	15%
Final Exam	20%
PrepU Quizzes	10%
Food Tracker Analysis	10%
Total	100%

Grading Scale

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

ATI Examination Policy

- The Nutrition ATI Examination is worth 10% of your final grade.
- Level 2 or above on the proctored exam: 100% for this portion of the grade.
- Level 1: 50% for this portion of the grade.
- Below Level 1: 0% for this portion of the grade.
- There are no retakes for this examination.

What the Letter Grades Mean

A — Outstanding scholarship and an unusual degree of intellectual initiative.

Reflects mastery of the course material and an exceptional ability to synthesize and apply knowledge creatively, with critical thinking, originality, and precision in argument and interpretation.

B — Superior work done in a consistent and intellectual manner.

Represents strong understanding and application of course concepts, theories, and principles. Work is consistently thorough and well organized, demonstrating analytical ability and clear communication.

C — Average grade indicating a competent grasp of subject matter.

Denotes satisfactory comprehension with the ability to apply key concepts, but may lack depth in understanding or application. Meets the basic course requirements.

D — Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite coursework.

Reflects limited understanding and minimal engagement with key concepts. Work is often incomplete, superficial, or lacks cohesion.

F — Failed to grasp the minimum subject matter; no credit given.

Signifies a lack of basic comprehension and an inability to apply or articulate fundamental concepts.

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the university.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Course-specific note: several discussions in this course ask you to use a generative AI tool as a role-play partner. In those activities the AI is the audience you are teaching, and the required, assessed work is your own

explanation, reasoning, and response to the questions it raises. Using AI to write your posts, reports, or exam answers is not permitted and falls under the policy above.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement — Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement and accreditation.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas. All Canvas deadlines are 11:59 pm Hawai'i time unless stated otherwise; PrepU quizzes close at 11:30 pm.

Wk of	Theme	Topics / Readings	Due Dates
1 Aug 17	Foundations	Nutrition in Health; Guidelines for Healthy Eating Reading: Ch. 1–2	PrepU 1–2 — Sun Aug 23 Discussion: First Discussion

Wk of	Theme	Topics / Readings	Due Dates
2 Aug 24	Macronutrients I	Carbohydrates; Protein Reading: Ch. 3–4	PrepU 3–4 — Sun Aug 30 Food Tracker Report Week 1 — Sun Aug 30 Discussion: Healthy Eating Education (junior high) — Sun Aug 30
3 Aug 31	Lipids	Lipids; catch-up and review Reading: Ch. 5	No Canvas deadlines this week
4 Sep 7	Lipids & Vitamins	Lipids; Vitamins Reading: Ch. 5–6	PrepU 5–6 — Sun Sep 13 Discussion: Carbohydrate Education (kupuna) — Sun Sep 13
5 Sep 14	Minerals & Energy Balance	Water and Minerals; Energy Balance Reading: Ch. 7–8	Practice Quiz — Tue Sep 15 (in class) Exam 1 — Tue Sep 15 (in class) PrepU 7–8 — Sun Sep 20 Discussion: Healthy Fat Education (athletes) — Sun Sep 20
6 Sep 21	Labeling & Consumer Issues	Food and Supplement Labeling; Consumer Interests and Concerns Reading: Ch. 9–10	PrepU 9–10 — Sun Sep 27 Discussion: Minerals Review — Sun Sep 27
7 Sep 28	Culture & Pregnancy	Cultural and Religious Influences on Food; Nutrition during Pregnancy and Lactation Reading: Ch. 11–12	PrepU 11–12 — Sun Oct 4 Discussion: Food Safety Review — Sun Oct 4
8 Oct 5	Lifespan Nutrition	Nutrition for Infants, Children, and Adolescents; Nutrition for Older Adults Reading: Ch. 13–14	PrepU 13–14 — Sun Oct 11 Discussion: Breastfeeding Education (antenatal) — Sun Oct 11
— Oct 12	Fall Wellness Week	No classes — Fall Wellness Week (October 12–16)	No classes, no deadlines
9 Oct 19	Review & Exam 2	Review of Ch. 9–14	Exam 2 — Thu Oct 22 (in class)
10 Oct 26	Hospital Nutrition	Hospital Nutrition: Defining Nutrition Risk and Feeding Clients; Enteral and Parenteral Nutrition Reading: Ch. 15–16	PrepU 15–16 — Sun Nov 1
11 Nov 2	Obesity & Critical Illness	Nutrition for Obesity and Eating Disorders; Nutrition for Clients with Critical Illness Reading: Ch. 17–18	PrepU 17–18 — Sun Nov 8 Discussion: Enteral Feeding Nursing Actions — Sun Nov 8 Interactive Case Studies: Eating Disorders; Critically Ill
12 Nov 9	Review & Exam 3	Review of Ch. 15–18	Exam 3 — Thu Nov 12 (in class) Active Learning Sheets, practice exam A — Sun Nov 15

Wk of	Theme	Topics / Readings	Due Dates
13 Nov 16	GI Disorders	Nutrition for Clients with Upper GI Disorders; Lower GI Disorders and Accessory Organs (liver, gallbladder, pancreas) Reading: Ch. 19–20	PrepU 19–20 — Sun Nov 22 Active Learning Sheets, practice exam B — Sun Nov 22 Discussion: Barriers to Adequate Nutrition — Sun Nov 22 Discussion: Weight Management Education (community) — Sun Nov 22
14 Nov 23	Diabetes & Cardiovascular	Nutrition for Clients with Diabetes Mellitus; Cardiovascular Disorders Reading: Ch. 21–22 Thanksgiving holiday — no class Thursday Nov 26	ATI Exam — Tue Nov 24 (in class) PrepU 21–22 — Sun Nov 29 Discussion: Practical Insights into GI Diseases — Sun Nov 29 Interactive Case Studies: Diabetes; Cardiovascular
15 Nov 30	Kidney, Cancer & HIV/AIDS	Nutrition for Clients with Kidney Disorders; Cancer or HIV/AIDS Reading: Ch. 23–24 Last day of instruction: Friday Dec 4	Food Tracker Report Week 14 — Fri Dec 4 PrepU 23–24 — Sun Dec 6 Food Tracker Comparison Report — Sun Dec 6 Discussion: Diabetes Patient Care Review — Sun Dec 6 Interactive Case Study: Cancer
Finals Dec 7–10	Final Examinations	Comprehensive final examination	Section 01 — Thu Dec 10, 11:00 am–1:00 pm Section 02 — Mon Dec 7, 3:30–5:30 pm