

[Download Course Syllabus Here](#)

 POINT LOMA NAZARENE UNIVERSITY	Department of Kinesiology and Health Sciences <i>NUT 3020 –Nutrition Assessment</i> 2 units
Fall 2026	

Meeting days: Tues/Thurs	Instructor title and name: Professor Crystal Karges, MS, RDN, IBCLC
Meeting times: 1:30-2:25 pm	Phone: 619-849-2351
Meeting location: Evans Hall 121	E-mail: ckarges1@pointloma.edu
Final Exam: TBD	Office location and hours: Office: Kinesiology and Health Sciences Department (Across from gym); Office Hours: Tuesday/Thursday, 2:30–4:00 PM; Wednesday, 2:00–4:00 PM; and by appointment

PLNU Mission:
To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of

Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

GOALS AND OUTCOMES:

COURSE DESCRIPTION

A study of nutrition status and assessments, including anthropometrics, biochemical and clinical parameters,

dietary intake, computerized dietary analysis systems, growth charts, national health and nutrition surveys and physical signs of nutritional status as related to

Revised 8/27/26

nutritional assessment of the human. The Nutrition Care Process and basic ADIM/E charting will be introduced.

DIETETIC PROGRAM LEARNING OUTCOMES

1. PLO 1. Demonstrate content knowledge of food and nutrition as well as concepts and theories of nutrition across a broad range including: lifecycle stages, cellular nutrition, disease prevention and medical therapy; food and food systems; development, modification, and evaluation of recipes, menus and food products.
2. PLO 3. Identify and assess scientific research evaluating current evidence-based research related to dietetics.
3. PLO 4. Evaluate the effects of societal, cultural, ethical and financial dynamics upon diet trends, dietary choices, and food preparation methods among individuals, families and societies.

NUT 3020 COURSE STUDENT LEARNING OUTCOMES:

By the end of NUT 3020, students will be able to:

1. **Gather** relevant nutrition assessment data using appropriate dietary, anthropometric, biochemical, clinical/physical, and health-screening methods.
2. **Perform** foundational nutrition assessment skills accurately and professionally, including anthropometric measurements, routine health screening, and introductory nutrition-focused physical examination techniques.
3. **Interpret** nutrition assessment findings using appropriate standards, reference values, evidence, and clinical context while recognizing limitations and areas of uncertainty.
4. **Integrate** multiple sources of nutrition assessment data to identify nutrition-related problems and determine what additional information is needed.
5. **Apply** the Nutrition Care Process to patient cases, including development of appropriate nutrition diagnoses/PES statements and professional ADIM/E documentation.
6. **Communicate** nutrition assessment findings clearly, ethically, compassionately, and professionally while demonstrating evidence-based reasoning and respect for the whole person.

ACEND's KRDN Didactic Course Core Knowledge for the RDN in DPD Programs based on 2022 Standards:

KRDN 1.1: Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence- based practice decisions.

KRDN 1.2: Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols.

KRDN 1.3: Apply critical thinking skills.

KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation.

KRDN 2.2: Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.

KRDN 3.1: Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions and develop plans to monitor the effectiveness of these interventions.

KRDN 3.4: Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as glucose or cholesterol).

COURSE CREDIT HOUR INFORMATION .

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

ESSENTIAL INFORMATION:

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Required

Academy of Nutrition and Dietetics. *Pocket Guide to Nutrition Assessment*, 4th ed.

Recommended/Optional

Nieman, D. C. *Nutritional Assessment*, 7th ed. McGraw Hill.

OPTIONAL RESOURCE:

Student Member of AND to gain access to the Evidence Analysis Library.

Annual subscription to AND's Nutrition Care Manual:

<https://www.nutritioncaremanual.org/>

HOW WE WILL LEARN IN THIS COURSE

Nutrition assessment requires more than collecting numbers or memorizing reference values. Throughout this course, you will practice gathering, interpreting, integrating, and communicating nutrition assessment information through cases, skill labs, clinical reasoning activities, professional documentation, and reflection.

We will frequently use the NICE clinical reasoning framework:

- Notice - What stands out?
- Investigate - What do I know, and what do I still need to know?
- Connect - How do these findings fit together?
- Explain - What does this mean, and how would I communicate it?

As you develop these skills, we will return to four qualities of professional formation: Skill • Humility • Curiosity • Compassion.

You are not expected to begin this course already knowing how to reason like an experienced clinician. You are expected to participate actively, practice thoughtfully, learn from feedback, and progressively take greater responsibility for your clinical reasoning.

Course Grading Criteria

Assessment Category	Points	Weight
Knowledge Checks	100	10%
Nutrition Assessment Skill Labs	200	20%
Clinical Reasoning Cases	200	20%
Clinical Documentation	150	15%
Mid-Semester Assessment	100	10%

Integrated Nutrition Assessment	200	20%
Focused Cumulative Final	50	5%
TOTAL	1,000	100%

Grade distribution: A >93%; A- 90-92%; B+ 87-89%; B 83-86%; B- 80-82%; C+ 77-79%; C 73-76%; C- 70-72%; D+ 67-69%; D 63-66%; D- 60-62%; F <59%.

Attention NUT Students: You are required to turn in a portfolio project as a senior. Keep any and all graded work you want to showcase.

GRADE DISTRIBUTION:

A	> 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	≤ 59%

ASSESSMENT DESCRIPTIONS:

Knowledge Checks

Short, low-stakes assessments will provide regular opportunities to retrieve foundational concepts, identify areas needing additional practice, and prepare for application in clinical cases and skill labs.

Nutrition Assessment Skill Labs

Students will practice and demonstrate foundational nutrition assessment skills, including dietary assessment, anthropometric measurement, routine health screening, and introductory NFPE techniques. Skill labs emphasize accurate technique, interpretation, professional communication, and patient dignity.

Clinical Reasoning Cases

Students will work through progressively complex patient cases using nutrition assessment data from multiple domains. Cases will emphasize identifying relevant information, recognizing missing or uncertain information, connecting findings, and explaining clinical reasoning.

Clinical Documentation

Students will practice translating nutrition assessment reasoning into professional documentation, including nutrition diagnoses/PES statements and ADIM/E documentation. Selected work will include opportunities for feedback and revision.

Mid-Semester Assessment

The mid-semester assessment will evaluate foundational knowledge and students' developing ability to interpret nutrition assessment information independently.

Integrated Nutrition Assessment

The culminating assessment will require students to integrate multiple sources of patient information and demonstrate beginning professional competence in nutrition assessment, clinical reasoning, and communication.

Focused Cumulative Final

A focused cumulative assessment during finals week will evaluate retention and application of foundational nutrition assessment knowledge.

Assignments At-a-Glance

Due Date	Assignment	Points
Sept 20	Knowledge Check 1	25
Sept 24	Dietary Assessment Skill Lab	50
Oct 4	Knowledge Check 2	25
Oct 8	Anthropometrics Skill Lab	50

Oct 18	Clinical Reasoning Case 1: What Do You Notice?	75
Oct 20	Mid-Semester Assessment	100
Oct 29	Routine Health Screening Skill Lab	50
Nov 8	Knowledge Check 3	25
Nov 12	NFPE Skill Lab	50
Nov 15	Knowledge Check 4	25
Nov 22	Clinical Reasoning Case 2: What Does the Whole Picture Tell You?	125
Dec 1	From Assessment to Diagnosis: PES Statement	50
Dec 3	Clinical Documentation: ADIM/E Note - Draft	75
Dec 8	ADIM/E Revision + Reflection	25
Dec 10	Integrated Nutrition Assessment: Assess the Patient	200
Finals Week	Focused Cumulative Final	50

DAILY SCHEDULE:

Tentative Course Schedule

Revised 8/27/26

Week / Dates	This Week's Big Idea	Learning Focus	Major Evidence
1 Sept 1 & 3	Nutrition assessment is learning to see the whole person.	Course orientation; role of nutrition assessment; assessment domains; NICE and clinical reasoning.	Baseline NICE Patient Case (formative)
2 Sept 8 & 10	Good assessment begins with good questions.	Nutrition Care Process; assessment within the NCP; chart review; gathering relevant information.	-
3 Sept 15 & 17	Data become useful when we understand their quality and context.	Sources and quality of assessment data; evidence-informed assessment; reliability, limitations, and interpretation.	Knowledge Check 1 due Sept 20
4 Sept 22 & 24	Dietary data are clues, not perfect representations of intake.	Dietary assessment methods; interviewing; 24-hour recall; interpreting dietary information.	Dietary Assessment Skill Lab - Sept 24
5 Sept 29 & Oct 1	Numbers require appropriate reference points.	DRIs/reference standards; dietary adequacy; energy estimation; limitations of predictive equations.	Knowledge Check 2 due Oct 4

6 Oct 6 & 8	Measurement requires both technical skill and humility.	Anthropometrics; measurement technique; BMI/weight history; measurement error and interpretation.	Anthropometrics Skill Lab - Oct 8
7 Oct 13 & 15	Body measurements tell only part of the story.	Body composition; interpretation; integrating dietary and anthropometric information.	Clinical Reasoning Case 1 due Oct 18
8 Oct 20; Oct 22 Fall Break	Assessment requires both knowledge and judgment.	Integration and retrieval of foundational assessment concepts; no class Oct 22.	Mid-Semester Assessment - Oct 20
9 Oct 27 & 29	Clinical measurements become meaningful only in context.	Biochemical assessment; laboratory values; routine health screening; blood pressure and point-of-care testing.	Routine Health Screening Skill Lab - Oct 29
10 Nov 3 & 5	The body provides information that cannot always be found in the chart.	Clinical assessment; medical history, medications and symptoms; introduction to NFPE.	Knowledge Check 3 due Nov 8
11 Nov 10 & 12	Clinical findings gain meaning when interpreted as patterns rather than isolated observations.	NFPE; muscle/fat findings; fluid status; malnutrition assessment; documentation.	NFPE Skill Lab - Nov 12; Knowledge Check 4 due Nov 15

12 Nov 17 & 19	No single assessment domain tells the patient's whole story.	Integrating anthropometric, biochemical, clinical and dietary findings; contextual factors; uncertainty and missing information.	Clinical Reasoning Case 2 due Nov 22
13 Nov 24; Nov 26 Thanksgiving Recess	A strong nutrition diagnosis emerges from strong assessment reasoning.	From assessment to nutrition diagnosis; etiology; signs/symptoms; developing defensible PES statements; no class Nov 26.	-
14 Dec 1 & 3	Clinical reasoning must be communicated clearly to be useful.	NCP integration; PES statements; ADIM/E documentation; professional communication; feedback and revision.	PES Statement - Dec 1; ADIM/E Draft - Dec 3
15 Dec 8 & 10	Good nutrition assessment requires competence without pretending certainty.	Integrated patient assessment; independent clinical reasoning; professional integration; revisit Patient #1.	ADIM/E Revision - Dec 8; Integrated Nutrition Assessment - Dec 10
Finals Dec 14-18	Integration requires retaining and applying foundational knowledge.	Focused cumulative assessment.	Official PLNU final time TBD

POLICIES AND PROCEDURES:

ATTENDANCE: Class attendance and participation are expected since they are part of your integrated experience in nutrition. Attendance and punctuality is important here, as in your future professional life. If absent: You are required to obtain information from your peers.

LATE POLICY: There is a **25%** penalty for any work turned in late. Due dates are enforced.

EXAMS: No makeup exams are given. Emergencies will be processed on an individual basis.

EMERGENCIES: Everyone has them. Be responsible, communicate promptly and privately, tell the truth, don't take advantage of the instructor's goodwill. Each will be evaluated on its merits. Documentation may be requested.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on

the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU RECORDING NOTIFICATION

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC BEHAVIOR POLICY

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, [by email](#) or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) has experienced other forms of discrimination, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office](#).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact [Counseling Services](#) or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Attendance and Participation: Because this course includes collaborative case work, skill practice, and clinical learning experiences that cannot always be replicated independently, regular attendance and active participation are important to your learning and professional development. If you must miss class, please communicate with me as soon as reasonably possible. You remain responsible for course learning and missed work, and we will determine an appropriate path forward when an absence affects a required skill-based experience.

Late Work: Due dates are designed to support the progression of learning in this course. If circumstances interfere with your ability to meet a deadline, please communicate with me as early as possible. Late work may be accepted when appropriate, although opportunities for feedback, revision, or full credit may be limited when work is significantly delayed. Some in-class skill assessments or collaborative experiences may require an alternative arrangement rather than a traditional late submission.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, or in some cases generate portions of work you will submit. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. Please use this Purdue resource to guide your citations when using AI.

Course-specific guidance: Appropriate AI use will vary by assignment. In this course, AI may support learning, but it should not replace the nutrition assessment, clinical reasoning, professional judgment, or communication skills you are developing. When AI use is permitted, assignment instructions will identify appropriate boundaries and documentation expectations.

LOMABOOKS INSTRUCTIONS FOR STUDENTS

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

This course is part of our course material delivery program, [LomaBooks](#). The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your [LomaBooks](#) materials.