

## Course Syllabus

1	<b>Course title</b>	Diet Therapy 1
2	<b>Course number</b>	0643451
3	<b>Credit hours (theory, practical)</b>	(2,1)
	<b>Contact hours (theory, practical)</b>	(2,3)
4	<b>Prerequisites/corequisites</b>	0603332; 0603353
5	<b>Program title</b>	Bachelor of Human Nutrition and Dietetics
6	<b>Program code</b>	043
7	<b>Awarding institution</b>	The University of Jordan
8	<b>School</b>	School of Agriculture
9	<b>Department</b>	Nutrition and Food Technology
10	<b>Level of course</b>	4 <sup>th</sup> Year
11	<b>Year of study and semester (s)</b>	2 <sup>nd</sup> Semester
12	<b>Final Qualification</b>	BSc in Human Nutrition and Dietetics
13	<b>Other department (s) involved in teaching the course</b>	-
14	<b>Language of Instruction</b>	English
15	<b>Date of production/revision</b>	Dec. 16 <sup>th</sup> ,2019

### 16. Course Coordinator:

Dr. Hamed R Takruri  
 Office number: 166  
 office hours: available at the office; changing based on each semester's schedule  
 phone number: 22410  
 email address: [htakruri@ju.edu.jo](mailto:htakruri@ju.edu.jo)

### 17. Other instructors:

Dr. Rima Misha'al  
 Dr Shatha Hammad  
 Dr Haydar El-domi

### 18. Course Description:

Application of nutritional and dietetic principles in diseases which respond to diet therapy; the diseases included in this course are diseases of inborn errors of metabolism, diseases of gastrointestinal tract, liver and pancreas, obesity and diabetes mellitus. The practical part includes selected case studies in these diseases with related dietetic applications.

## 19. Course aims and outcomes:

<p>A- Aims: After finishing this course, the student is expected to:</p> <ol style="list-style-type: none"> <li>1- Recognize different hospital diets and their use in different disease situations.</li> <li>2- Know the role of dietician in nutritional counselling and fighting faddism.</li> <li>3- Assess nutritional status in selected disease.</li> <li>4- Recognize the aetiologies, diagnosis tools, signs and symptoms and prognosis of selected diet-related diseases.</li> <li>5- Apply nutritional and dietetics principles in planning appropriate diets in selected cases of the following diseases: Inborn errors of metabolism, GIT diseases, hepatic and pancreatic diseases and diabetes mellitus, as well as in weight management and control of obesity.</li> </ol>
<p>B- Intended Learning Outcomes (ILOs): Upon successful completion of this course students will be able to</p> <p>A. Knowledge and Understanding: Student is expected to:</p> <ol style="list-style-type: none"> <li>A1- Know the aetiologies, diagnosis tools, signs and symptoms and pathophysiologic correlations of certain common diseases included in the syllabus of this course.</li> <li>A2- Ability of the students to read and understand the patient file and plan the right diet for the patient.</li> <li>A3- Know and understand the special needs of infants and recognize their commercial feeding formulas.</li> <li>A4- Understand the importance of early nutritional intervention in the diseases of inborn errors of metabolism.</li> <li>A5- Recognize the hazards of applying fad diets in the treatment of chronic diseases such as obesity and diabetes mellitus</li> </ol>
<p>B. Intellectual Analytical and Cognitive Skills: Student is expected to</p> <ol style="list-style-type: none"> <li>B1- Explain the differences between characteristics of diets in different disease situations</li> <li>B2- Relate the clinical signs and symptoms of the disease to the etiology and understand the importance of the right diet in dealing with such symptoms.</li> <li>B3- Assess the patient nutritional status using different nutritional assessment tools.</li> <li>B4- Find the relationship between laboratory and anthropometric measurements and the disease symptoms.</li> </ol>
<p>C. Subject- Specific Skills: Students are expected to</p> <ol style="list-style-type: none"> <li>C1- Plan the right diet for each disease condition</li> <li>C2- Apply the exchange list system in diet planning and dietary assessment.</li> <li>C3- Apply problem solving strategies such as utilizing cultural food habits and social and economical data in educating and counselling of patients.</li> </ol>
<p>D. Transferable Key Skills: Students are expected to</p> <ol style="list-style-type: none"> <li>D1- Educate and counsel patients in the use of right diet for each specific disease.</li> <li>D2- Produce brochures on diets.</li> <li>D3- Prepare a presentation on how to make use of local foods in dietary planning.</li> </ol>

## 20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
<p><b>Introduction to the course</b></p> <ul style="list-style-type: none"> <li>• Course contents</li> <li>• The dietitian as a member in the health care team</li> <li>• Hospital diets</li> </ul>	1 <sup>st</sup>	Prof. Hamed R Takruri	A1;A5	Exams, Quizzes and assignment	Textbook 1 Ch.11 Textbook 2
<p><b>Dietary planning and assessment of nutritional status</b></p>	2 <sup>nd</sup> &3 <sup>rd</sup>	Prof. Hamed R Takruri	B4	Exams, Quizzes and assignment	Textbook 1 Ch.12 Ref.2&7

<ul style="list-style-type: none"> <li>• Applications in hospital patients</li> <li>• Education and counseling</li> </ul>					
<b>Genetic diseases of infancy</b> <ul style="list-style-type: none"> <li>• Phenylketonuria</li> <li>• Galactosemia</li> <li>• Glycogen storage disease</li> <li>• Tyrosinosis</li> <li>• Maple syrup urine disease</li> <li>• Dental caries &amp; other diseases</li> </ul>	3 <sup>rd</sup> &4 <sup>th</sup>	Prof. Hamed R Takruri	C2	Exams, Quizzes and assignment	Textbook 1 Ch.44 Textbook 2 Case 1
<b>Gastrointestinal diseases</b> <b>A. gastro intestinal diseases &amp; malabsorption problems common in infancy</b> <ul style="list-style-type: none"> <li>• cystic fibrosis</li> <li>• diarrhea</li> <li>• constipation</li> <li>• celiac disease</li> <li>• vomiting</li> <li>• cleft lip and palate</li> </ul>	5 <sup>th</sup> &6 <sup>th</sup>	Prof. Hamed R Takruri	D1-D3	Exams, Quizzes and assignment	Textbook 1 Ch.29& 44 Textbook 2 Case 2
<b>B. Gastrointestinal diseases, cont'd</b> <ul style="list-style-type: none"> <li>• Gastroesophageal reflux disease (GERD)</li> <li>• Hiatal hernia</li> <li>• Peptic ulcer</li> <li>• Ulcerative colitis and Crohns' diseases</li> <li>• Irritable bowel syndrome (IBS)</li> <li>• Short bowel syndrome (SBS)</li> <li>• Diverticulosis, hemorrhoids and other GIT diseases.</li> </ul>	6 <sup>th</sup> -8 <sup>th</sup>	Prof. Hamed R Takruri	A1; A5	Exams, Quizzes and assignment	Textbook 1 Ch.28 Textbook 2 Cases 5,7 and 8

<b>MIDTERM EXAM</b>	9 <sup>th</sup>	Prof. Hamed R Takruri	B4	Exams, Quizzes and assignment	
<b>Diseases of liver and gallbladder:</b> cholecystitis, cholelithiasis, hepatitis, cirrhosis, hepatic coma.	10 <sup>th</sup> &11 <sup>th</sup>	Prof. Hamed R Takruri	C2	Exams, Quizzes and assignment	Textbook 1 Ch.30 Textbook 2 Case 9 and 10
<b>Pancreatic diseases: Acute and chronic pancreatitis</b>	11 <sup>th</sup> & 12 <sup>th</sup>	Prof. Hamed R Takruri	D1-D3	Exams, Quizzes and assignment	Textbook 1 Ch.30
<b>Obesity and weight management</b>	12&13	Prof. Hamed R Takruri	A1; A2; A4	Exams, Quizzes and assignment	Textbook 1 Ch. 22 Textbook 2 Case 19
<b>Diabetes mellitus</b>	13-15	Prof. Hamed R Takruri	B1-B4	Exams, Quizzes and assignment	Textbook 1 Ch.31 Textbook 2 Cases 18,12&13
<b>Final Exam</b>		Prof. Hamed R Takruri			

## 21. Teaching Methods and Assignments:

This course is tutored through lectures, discussions, assignments and case studies. Student participation is achieved through assignments and case study preparation and discussion.

Development of ILOs is promoted through the following teaching and learning methods:

<b>ILO/s</b>	<b>Learning Methods</b>
A. Knowledge and Understanding (A1-A5)	Lectures and discussions.
B. Intellectual, Analytical and Cognitive Skills (B1-B4)	Lectures and discussions.
C. Subject- Specific Skills (C1-C3)	Lectures, Discussions, assignments and case studies.
D. Transferable Key Skills (D1-D3)	Projects, Presentations and brochures preparation.

## 22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

ILO/s	Evaluation Methods
A. Knowledge and Understanding (A1-A5)	Exams and quizzes.
B. Intellectual, Analytical and Cognitive Skills (B1-B4)	Exams and Quizzes.
C. Subject- Specific Skills (C1-C3)	Exams, Quizzes and assignments
D. Transferable Key Skills (D1-D3)	Project assessment and evaluation.

### Projects and Assignments

Each student is given a weekly assignment which is discussed in the laboratory sessions. Also, students are asked to prepare in groups certain issues from the references and internet.

## 23. Course Policies:

A- Attendance policies: Students are not to be absent for more than 15% of lectures

B- Absences from exams and handing in assignments on time: This is required unless there is an excuse

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehaviour: University regulations are to be applied

E- Grading policy: 30% of the grade for midterm exam, 20% for course project and 50% for a final exam

F- Available university services that support achievement in the course:

## 24. Required equipment: ( Facilities, Tools, Labs, Training...)

Data Shaw, white board, computers etc.

## 25. References:

Required book (s), assigned reading and audio-visuals:

- 1- Mahan L.K. and Escottstump, S.. (2017), Food, Nutrition and Diet Therapy, 13th edition, W.B., Saunders Co., Philadelphia.
- 2- Takruri, H.R. & Tayyem, R. F. (2009). Selected Case Studies in Clinical Nutrition, 2nd edn. Dar-Almanahij, Amman.

Recommended books, materials, and media:

1. Shils, M. E. et al. (2006). Modern Nutrition in Health and Disease, 5<sup>th</sup> edition. Lea and Febiger, Philadelphia.
2. Schlenker.E. & Roth.S.(2011).Williams' Essentials of Nutrition and Diet Therapy, 10<sup>th</sup> edition, The C.V. Mosby Co., St. Louis.
3. American Dietetic Association (ADA) and American Diabetic Association (2008). Choose Your Foods: Exchange Lists for Diabetes, ADA Chicago.
4. DeBruyne, L. K., Whitney. E. N. and Pinna.K. (2012). Nutrition and Diet Therapy, 8<sup>th</sup> ed. Thomson ,Belmont, USA.

- 5- عبد الرحمن المصيفر. (2007). أسس التغذية العلاجية، ط2 دار القلم. دبي
- 6- جلال المخللاتي (2006) دليل تغذية المرضى في المستشفيات ط 2 دار الشروق .عمان.
- 7- هبة بوادي وحامد التكروري وآخرون.(2017). نظام بدائل الأغذية للمأكولات الشائعة في المجتمع الأردني والعربي، دار الشروق، عمان.

### **Selected internet sites (to be given as handouts).**

- i- [www.hwa.ca](http://www.hwa.ca)
- ii- [www.eatright.com](http://www.eatright.com)
- iii- [www.faseb.org/ascn](http://www.faseb.org/ascn)
- iv- [www.nutritiongate.com](http://www.nutritiongate.com)
- v- [www.esdrnetwork.org](http://www.esdrnetwork.org)
- vi- [www.fda.gov/Food](http://www.fda.gov/Food) Resources For You
- vii- [www.choose MyPlate.gov](http://www.chooseMyPlate.gov)
- viii- [www.cdc.gov](http://www.cdc.gov)
- ix- [www.gastro.org](http://www.gastro.org)
- x- [www.icdiabetes.org](http://www.icdiabetes.org)
- xi- [www.heart.org](http://www.heart.org)
- xii- [www.cancer.gov/cancertropic](http://www.cancer.gov/cancertropic)
- xiii- [www.kidney.gov](http://www.kidney.gov)
- xiv- [www.oncologynutrition.org](http://www.oncologynutrition.org)
- xv- [www.arthritis.org](http://www.arthritis.org)
- xvi- [www.ameriburn.org](http://www.ameriburn.org)
- xvii- [www.renalnet.org](http://www.renalnet.org)

**26. Additional information:**

<u>Evaluation</u>		
<b>Evaluation</b>	<b>Point %</b>	<b>Date</b>
<b>Midterm Exam</b>	Theoretical: 30 Practical: 10	6 <sup>th</sup> week
<b>Quizzes</b>	5	As announced by instructor
<b>Homeworks</b>	5	As announced
<b>Final Exam</b>	50	As announced by registrar's Department

**Intended Grading Scale (Optional)**

This depends on the student average and standard deviation

**Notes:**

- Concerns or complaints should be expressed in the first instance to the module lecturer; if no resolution is forthcoming, then the issue should be brought to the attention of the module coordinator (for multiple sections) who will take the concerns to the module representative meeting. Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and then ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.
- For more details on University regulations please visit:  
<http://www.ju.edu.jo/rules/index.htm>

Name of Course Coordinator: Prof Hammed R Tadruri Signature: ----- Date: -----

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: ----- -Signature: -----