

Course Syllabus

1	Course title	Contemporary Issues in Nutrition and Dietetics
2	Course number	0643432
3	Credit hours (theory, practical)	3 Crhrs
	Contact hours (theory, practical)	3 per week
4	Prerequisites/corequisites	---
5	Program title	Bachelor of Human Nutrition and Dietetics
6	Program code	043
7	Awarding institution	The University of Jordan
8	School	Agriculture
9	Department	Nutrition and Food Technology
10	Level of course	3 rd
11	Year of study and semester (s)	1 st and 2 nd
12	Final Qualification	BSc in Human Nutrition and Dietetics
13	Other department (s) involved in teaching the course	
14	Language of Instruction	English
15	Date of production/revision	March 4, 2020

16. Course Coordinator: Prof. Hayder A. Al-Domi

Office numbers, office hours, phone numbers, and email addresses should be listed.
034, three hrs a week, 0535000 ext. 22419, h.aldomi@ju.edu.jo.

17. Other instructors:

Office numbers, office hours, phone numbers, and email addresses should be listed.

18. Course Description:

Developing and extending student's knowledge and skills in both nutrition and applied dietetics, and highlighting the latest development in selected current issues of special interest

A- Aims:

1. Understanding the concept of health, health care team, and role of nutrition in health.
2. Differentiate between the role of nutritionists and dietitians in hospital governance as a significant collaborator to the health care team.
3. Poverty, hunger cycle, intrauterine nutrition, and right to adequate food
4. Updates on the role of aging, non-communicable diseases in preventable disabilities.
5. Updates on obesity. Role of the immune system and epigenetics.
6. Diabetes and its drivers: the largest epidemic in human history
7. Discuss current issues in medical nutrition intervention in critical care.
8. The role of the modification concept in preparing enteral and total parenteral nutrition.

B- Intended Learning Outcomes (ILOs): Upon successful completion of this course students will be able to

A- Knowledge and Understanding: Students will be able to

- A1. Understand and describe the concept of diet versus diet therapy.
- A2. Discuss and apply role of aetiopathogenesis of selected lifestyle-related disease as well as diseases that require rehabilitation including selected surgeries and severe illness resulting from burns and accidents
- A3. Elaborate on principles of the comprehensive medical nutrition care plan for long term dietary rehabilitation process for selected illnesses.
- A4. Explore the principles of dietary modification as well as the guidelines for the application of enteral and parenteral nutrition
- A5. Understanding the basic nutrition principles to special topics in clinical dietetics.

B. Intellectual Analytical and Cognitive Skills: Student is Expected to

- B1. Clinical Implications of the subject Matter: To give students an opportunity to develop their understanding of the ethical implications of the subject matter.
- B2. Problem Solving: To give students an opportunity to improve their skills in problem-solving related to applied nutrition.
- B3. Writing: To give students an opportunity to improve their writing skills.
- B4. Oral Communications: To give students an opportunity to develop their skills in oral communications.
- B5. Social Interaction: To give students an opportunity to improve their skills in working cooperatively with other people.
- B6. Research: To give students an opportunity to improve their skills in research and/or information retrieval and gain knowledge about major information systems and data bases.

C. Subject- Specific Skills: Students are expected to

- C1. Written/verbal communication: Able to express ideas clearly in writing and expressing ideas clearly and confidently in speech
- C2. Teamwork: Working confidently within a group
- C3. Planning and organizing: Able to plan activities and carry them through effectively.
- C4. Investigating, analyzing and problem solving: Gathering information systematically to establish facts and principles.
- C5. Developing professionalism: Paying care and attention to quality in all work. Taking the opportunity to learn new skills

D. Transferable Key Skills: Students are expected to

- D.1. Master technical, Communication (verbal, non-verbal), critical thinking, multitasking, teamwork, creativity, and leadership transferable skills that will enhance their opportunities in the marketplace.

20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Overview of the concept of health, health care team, and role of nutrition in health.	1	Prof. Hayder Al-Domi (HD)	A1, A2, B1, C1, D1	Exams, Quizzes, Assignment, and Discussions (EQAD)	
Overview of the holistic NCP in clinical practice	2	HD	A2, A3, B2, 3, C1, D1	EQAD	
Poverty, hunger cycle, intrauterine nutrition, and right to adequate food.	3	HD	A3, B4, C1, D1	EQAD	
Updates on the role of aging, non-communicable diseases in preventable disabilities.	4	HD	A1, A4, B4, C1, D1	EQAD	
Updates on obesity. Role of the immune system and epigenetics.	5	HD	A5, A2, B5, 6, C1, D1	EQAD	
Diabetes and its drivers: the largest epidemic in human history.	6	HD	A1, A2, B1, C1, D1	EQAD	
Discuss current issues in medical nutrition intervention in critical care.	7	HD	A5, A3, B6, C1, D1	EQAD	
The role of the modification concept in preparing enteral and total parenteral nutrition.	8	HD	A1-5, B1-6, C1, D1	EQAD	
Review and final assessment.	9-10	HD	A1-5, B1-6, C1, D1	EQAD	

21. Teaching Methods and Assignments:

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

- Lectures, group discussions and presentations by students for previously assigned topics (Core Content).
- Seminars and term papers of assigned topics (Acquiring critical thinking skills and independency).
- Text books, Journal articles, handouts, OHT, and PowerPoint presentations as well as web site searching constitute the main teaching tools.

22. Evaluation Methods and Course Requirements:

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

Discussion, assignment, presentation, quizzes, and exams and publishing high quality papers

23. Course Policies:

A- Attendance policies:

Attendance requirements

- Attendance/Absence Rules and Regulations of the University of Jordan regarding attendance WILL APPLY.
- **Lectures:** Attendance at lectures is **COMPULSORY**.

B- Absences from exams and handing in assignments on time:

- Attendance/Absence Rules and Regulations of the University of Jordan regarding attendance WILL APPLY.
- If student's attendance exceeded the limit determined by the Rules and Regulations of the University of Jordan (15% of lectures and laboratory sessions assigned for each course) , the student WILL BE DENIED ENTRANCE TO THE RESPECTIVE FINAL EXAMINATION.
- 15% of lectures and laboratory sessions assigned for each course is equivalent to missing 7.2 lectures.
- A student who is denied entrance to the examination due to absences is considered to have failed that course.
- Attendance/Absence Rules and Regulations of the University of Jordan regarding attendance WILL APPLY.
- Students who miss a lab class (because of documented illness/misadventure) must contact their lab supervisor at the earliest opportunity to arrange to attend a later session of the missed lab class, if applicable.
- If no later session is available, the student will be required to undertake a substitute for the missed component.
- In all cases, it is the student's responsibility to discuss missing work with the lab supervisor and to complete the make-up work.

C- Health and safety procedures:

- JU students should also be aware that they are required to abide by the University's Codes, Occupational Health and Safety and Social Justice policies.

D- Honesty policy regarding cheating, plagiarism, misbehaviour:

The Jordan University is committed to academic integrity, honesty and promotion of ethical scholarship. Under the University's Student Code of Conduct, students are expected to:

- Act honestly and ethically in the production of all academic work and assessment tasks.
- Give recognition to any direct quotes used from other authors or to those authors whose work has made an intellectual contribution to the contents of your work.
- Acknowledge shared ownership of ideas in group projects or assessment tasks.
- The University's Student Misconduct Rule defines academic misconduct as "conduct by a student that in any way undermines or otherwise puts at risk the academic integrity of any course, unit of study or assessment (including examinations) or the University's academic reputation".
- The acknowledgement of sources underpins all academic work. The JU University take plagiarism and collusion seriously as these are the most common form of academic misconduct.

E- Grading policy:

- Midterm exam (30%),
- lab reports, assignment, discussion, presentation and quiz (30%, and
- final exam (40%).

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

- 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>

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

25. References:

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

1. Mahan L.K. and Escottstump, S. (2008), Krause's Food and Nutrition Therapy, 12th edition, W.B., Saunders Co., Philadelphia.
2. M. Eric Gershwin (Editor), J. Bruce German (Editor), Carl L. Keen (Editor). Nutrition and Immunology: Principles and Practice. Humana Press.
3. American Dietetic Association (ADA) and American Diabetic Association (2003). Exchange Lists for Meal Planning, ADA Chicago.

Recommended books, materials, and media:

4. Weigley, E.S., Mueller, D.H. and Robinson, C.H. et al. (1997) Basic Nutrition and Diet Therapy, 8th edn., Merrill-Printice Hall, New Jersey.
5. Shils, M. E. et al. (2006). Modern Nutrition in Health and Disease, 10th edition. Lippincott Williams and Wilkins, Philadelphia.
6. Passmore, R. and Eastwood, M.A.R. (2000). Davidson and Passmore Human Nutrition and Dietetics, 9th ed. E. and S. Livingstone LTD Edinburgh.
7. Pellett, and Shadarevian, S. (1970) Food Composition Tables for Use in the Middle East. AUB, Beirut
8. Schlenker. Eleanor D., and Long, Sara (2006). Williams Essentials of Nutrition and Diet Therapy, 9th edition, The C.V. Mosby Co., St. Louis.
9. American Dietetic Association (ADA) and American Diabetic Association (2003). Exchange Lists for Meal Planning, ADA Chicago.
10. Georgia Dietetic Association (1992) Diet Manual of the Georgia Dietetic Association Inc., 4th ed. Georgia.
11. Whitney. E. N. et. al., 2002. Understanding Normal and Therapeutic Nutrition, 6th edn. West Wadsworth Intern. Publ. Co. New York

26. Additional information:

- Students should be familiar with and required to abide by all University rules, policies processes and codes, related to their studies and time at the University of Jordan.

Name of Course Coordinator: Prof. Hayder Al-Domi -Signature: ----- Date: 4/3/2020

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

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

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

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