

## Course Syllabus

|    |  |                                     |
|----|--|-------------------------------------|
| 1  | Course title   | Training in Therapeutic Nutrition   |
| 2  | Course number  | 0653494                             |
| 3  | Credit hours (theory, practical)                     | 4                                   |
|    | Contact hours (theory, practical)                    | 4                                   |
| 4  | Prerequisites/corequisites                           | -                                   |
| 5  | Program title  | Bachelor in 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                                      | 4 <sup>th</sup> year                |
| 11 | Year of study and semester (s)                       | Second 2019-2020                    |
| 12 | Final Qualification                                  |                                     |
| 13 | Other department (s) involved in teaching the course | -                                   |
| 14 | Language of Instruction                              | English                             |
| 15 | Date of production/revision                          | Dec 23, 2019                        |

### 16. Course Coordinator:

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

Office #: 21-Agriculture, Office hrs: TBA, email addresses: [sh.hammad@ju.edu.jo](mailto:sh.hammad@ju.edu.jo)

### 17. Other instructors:

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

Dr Reema Tayyem, Dr Rima Mashal, Dr Hayder Al-Domi

### 18. Course Description:

Training the students to enable them develop skills necessary for evaluating the nutritional status of patients and planning of suitable therapeutic diets for different disease conditions, use of electronic nutrition software.

## **19. Course aims and outcomes:**

At the end of this course, students are expected to:

1. Perform initial and follow up nutrition screening and status assessments for patients requiring nutrition support.
2. Review the medical records and interview the patient to obtain information/data necessary to plan for appropriate medical nutritional intervention care plan (MNICP).
3. Understand how to set objectives for optimal, achievable patient outcomes and develop a suitable MNICP.
4. Design the feeding modality to match the medical needs of the patient by selecting the appropriate oral supplementation, enteral formula, or parenteral prescription.
5. Monitor the patient progress through observation of clinical and nutritional status, laboratory data, and tolerance to medical nutritional interventions.
6. Translate the MNICP into familiar, understandable language.
7. Train the patient/family by providing education on home care MNICP, formula preparation, prevention, and management of complications, and the availability of resources.

### **Intended Learning Outcomes (ILOs):**

Successful completion of the course should lead to the following outcomes:

- A. Knowledge and Understanding:** Students will be able to:
- A1. Understand and describe the concept of nutrition screening and status assessments for patients requiring nutrition support.
  - A2. Discuss the structure of medical records and verbal and non-verbal interviewing process to obtain information/data
  - A3. Elaborate on principles of the comprehensive medical nutrition care plan for various illnesses.
  - A4. Explore the principles of dietary modification as well as the guidelines for the application of enteral and parenteral nutrition
  - A5. Explain and apply understanding of basics of diet therapy principles to special topics in clinical dietetics.
  - A6. Understand the importance of nutrition status ongoing reassessment and redesigning the nutrition care plan.
  - A7. Translate the medical nutrition care plan into simple layman language.
  - A8. Apply nutrition education principles to educate on home medical nutrition care plan, formula preparation, prevention, and management of complications, and the availability of resources.
- B. Intellectual Analytical and Cognitive Skills:** Students will be able to:
- B1. Clinical Implications of the Subject Matter: To give students an opportunity to develop their understanding of the ethical implications of medical nutrition interventions.
  - 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 will be able 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:** Student is expected to

D1. Develop a home-based medical nutrition-clinical care process plan for various chronic non-communicable diseases as well as injuries.

D2. Evaluate the effectiveness of the medical nutrition-clinical care plan, ongoing reassessment reevaluation, and redesign of the medical nutrition care plan. prognosis and

**20. Topic Outline and Schedule:**

| No. of lecture (s) /Week      | Subject   | Sources   | ILOs                       |
|-------------------------------|---|---|----------------------------|
|                               | <b>Onsite Training (1<sup>st</sup> week)</b>  |   |                            |
| <b>Sunday</b>                 | <b>Principles of Nutritional Management of Diseases:</b> <ul style="list-style-type: none"> <li>Emphasis on developing basic skills in medical terminology and medical record abbreviations.</li> </ul>   | Various chapter of the main reading list, lecture notes, discussion panels, field cases | A1-8, B1-6, C1-5, AND D1-2 |
| <b>Monday</b>                 | <b>SOAP-System/charting using Medical Records</b> <ul style="list-style-type: none"> <li>Interpretations of information in the medical records, including laboratory data and diagnostic procedures.</li> <li>Prepare a case study on a patient of particular interest to verify and discuss the patient's diagnosis, treatment and prognosis.</li> <li>The case study will be presented to the class.</li> </ul>   |   |                            |
| <b>Monday</b>                 | Applied Principles of Nutritional Assessment Techniques.  |   |                            |
| <b>Wednesday</b>              | <b>Modified Diets</b><br>It will be covered with respect to the following: Purpose, use, modifications, adequacy, preparation of a menu pattern and a sample menu, tolerance, and progress. <ul style="list-style-type: none"> <li>Selected therapeutic diets.</li> <li>Enteral feeding.</li> <li>total parenteral nutrition (TPN).</li> </ul>  |   |                            |
| <b>Tuesday &amp; Thursday</b> | <b>Selected case studies</b><br>Nutritional management and support of selected diseases processes. Each of the cases listed below will be covered with respect to pathophysiology, assessment, MNICP, and counseling. <ul style="list-style-type: none"> <li>Chronic diseases of lifestyle including:</li> <li>Obesity, DM, CVD, and Cancer.</li> <li>Inborn error of metabolism:</li> <li>Amino acid metabolism</li> <li>Carbohydrate metabolism</li> <li>Hyper-metabolic states (Burns, Cancer, AIDS, Renal Diseases).</li> <li>Pre- and Post-operative Conditions.</li> <li>Gastrointestinal Diseases</li> </ul> |   |                            |
| <b>2-8 week</b>               | <b>Supervised Filed Training</b>  |   |                            |

## 21. Teaching Methods and Assignments:

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

| ILO/s  | Learning Methods   | Evaluation Methods                         |
|--|--|--|
| A. Knowledge and understanding<br>(A1-A8)                  | Lectures and Discussions                                   | Daily and weekly reports                   |
| B. Intellectual Analytical and Cognitive Skills<br>(B1-B6) | Lectures and Discussions                                   | Group discussion and group presentation    |
| C. Subject Specific Skills<br>(C1-C5)                      | Lectures and Discussions                                   | Daily reports                              |
| D. Transferable Key Skills<br>(D1-D2)                      | Journal article critical review, Assay & oral presentation | Project and oral presentation evaluation . |

## 22. Evaluation Methods and Course Requirements:

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

| Evaluation                               | Points % | Description                                    | Points %  | Dates                        |
|--|----------|--|---|------------------------------|
| ONSITE TRAINING:<br>1 <sup>st</sup> week | 20       | Daily report                                   | 10  | End of the Training Day      |
|  |          | Daily groups training assignment               | 10  | End of the training day      |
|  |          | <b>Total</b>                                   | <b>20</b>   |                              |
| SUPERVISED FIELD TRAINING:<br>(6 weeks)  | 30       | Daily Reports (Form 1)                         | 20  | End of the training day      |
|  |          | Final Summary Report                           | 10  | Completion of field training |
|  |          | <b>Total</b>                                   | <b>30</b>   |                              |
| Final                                    | 50       | Field training confidential institution report | 20  | TBA                          |
|  |          | Written Exam                                   | 30<br><b>10 Marks:</b><br>Onsite Training (i.e. 1 <sup>st</sup> week) | TBA                          |

|              |  |              |   |            |
|--------------|--|--------------|---|------------|
|              |  |              | <b>20 Marks:</b><br>Supervised Field Training<br>(i.e. 2 <sup>nd</sup> & 3 <sup>rd</sup> Week). |            |
|              |  | <b>Total</b> | <b>50</b>   |            |
| <b>TOTAL</b> |  |              |   | <b>100</b> |

### 23. Course Policies:

#### A- Attendance policies:

- Attendance/Absence Rules and Regulations of the University of Jordan regarding attendance **will apply**.
- The limit determined by the Rules and Regulations of the University of Jordan is **15% of lectures and laboratory sessions assigned for each course**. If student's absence exceeded the limit, the student **will be denied entrance to the respective final examination and will be considered to have failed that course**.

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

Valid absence as in case of illness must be documented, signed by a medical practitioner and provided to the instructor. The deadline for providing documentation of illness, etc. is one week after the date of the examination. If you do not withdraw by the deadline, it will count as an exam attempt. In case you fail to submit the assignment at or before the announced deadline, 5% of your mark will be deducted.

#### C- Health and safety procedures:

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

#### D- Honesty policy regarding cheating, plagiarism, misbehavior:

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university).

To plagiarize is to take ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources. To provide adequate and correct documentation is not only an indication of academic honesty but is also a courtesy which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/ herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

An assignment which is prepared and submitted for one course should not be used for a different course. This is called "duplicate submission" and represents a form of cheating because course

requirements are expected to be fulfilled through original work for each course.

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

- E-learning website
- Library

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

Lecture room  
Training in hospitals

#### 25. References:

Main Reference/s:

- Mahan L.K. and Raymond J. L. (2017), Food, Nutrition and Diet Therapy, 14th edition, W.B., Saunders Co., Philadelphia.
- Whitney. E. N. et. al., 2002. Understanding Normal and Therapeutic Nutrition, 6th edn. West Wadsworth Intern. Publ. Co. New York
- Schlenker. Eleanor D., and Long, Sara (2006). Williams Essentials of Nutrition and Diet Therapy, 9th edition, The C.V. Mosby Co., St. Louis.
- Related books and websites are useful.

References:

- USDA (2010). Report of the Dietary Guidelines Advisory Committee on the Dietary Guidelines for Americans, 2010. Available form:  
<http://www.health.gov/PAGuidelines/guidelines/intro.aspx>.
- U.S. Department of Health and Human Services (2008). 2008 Physical Activity Guidelines for Americans. Available form: [www.health.gov/paguidelines](http://www.health.gov/paguidelines).
- U.S. Department of Health and Human Services (2008). 2008 Physical Activity Guidelines for Americans At-A-Glance: A Fact Sheet for Professionals. Available form:  
[www.health.gov/paguidelines](http://www.health.gov/paguidelines).

#### 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

- 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: -----Signature: ----- Date: -----

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

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

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

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