Syllabus of Internship in Medical Nutrition Therapy

Second Semester 2023 /2024

COURSE INFORMATION	
Course Name: Internship In Medical Nutrition Therapy **Semester:** Second Semester **Department:** Department of Clinical Nutrition and Dietetics **Faculty:** Applied Medical Sciences	**Course Code: 140502463** **Section:** 1 **Core Curriculum**: **Obligatory department**
Day(s) and Time(s): Sunday: 8:00-14:00 Tuesday: 8:00-14:00 **Classroom:** **Hospitals**	**Credit Hours**: 4 **Prerequisites:** Nutrition counseling and Education (140502351), Medical Nutrition Therapy (2) (140502447), and Nutrition Through The life cycle (140502452)

COURSE DESCRIPTION

The medical nutrition therapy Internship involves 11 weeks of hospital and community-based rotations with Registered Dietitians @ 12 hours per week. In-hospital meetings will be held weekly to discuss competencies, experiences, and projects. In addition, group discussions will be required, including case studies evaluation, presentation of recent guidelines, critique of journal articles, and development of educational tools.

DELIVERY METHODS

The course will be delivered through a combination of active learning strategies. These will include:

- Active In-hospital and classroom-based discussion
- Collaborative learning through small groups acting in an interdisciplinary context.
- Encouraging the use of social media and communication between students to enhance the learning experience.
- Case studies require that all students participate in order to create an environment conducive to learning.
- Encouraging reading and summarizing scientific nutrition related articles

FACULTY INFORMATION	
Name	**Dr. Buthaina Al-Khateeb; Islam Al-Shami**
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Office Hours:	**Sunday** 10:00-11:00 and 12:00-1:00 **Tuesday** 10:00-11:00 Or to be determined by appointment

REFERENCES AND LEARNING RESOURCES

Required Textbook:

- **Nelms, M., Sucher, K , Lacey, K and Roth, S. (2020) Nutrition Therapy and Pathophysiology 4th Edition. Australia: Wadsworth, Cengage learning.**
- **Nieman, DC. 2017. Nutritional Assessment. 7th edition. Boston: McGraw Hill.**
- **Choose Your Foods Exchange Lists for Diabetes, American Diabetes Assoc. & The Academy of Nutrition and Dietetics.**
- **Pocket Guide for the International Dietetics and Nutrition Terminology Reference Manual: Standardized Language for the Nutrition Care Process: https://www.eatright.org/shop/product.aspx?id=6442471409**
- **Food-Medication Interactions (18th edition) (Spiral-bound) by Zaneta M. Pronsky (Author), Jeanne Patricia, Sr. Crowe (Editor), Veronica S. L. Young (Editor), Dean Elbe (Editor), Sol, M.D. Epstein (Editor) (http://www.foodmedinteractions.com/) (Previous edition will be fine. PDA version available)**
- **Medical Dictionary (available at Nursing School Bookstore)**
- **Laboratory Value & Diagnostic Test Reference (available at Nursing School Bookstore)**
- **Pocket Resource for Nutrition Assessment (2009), Published by Dietetics in Health Care Communities (DHCC), Practice Group of the American Dietetic Association, http://www.dhccdpg.org/store/products/clinical/5006-pocket-resource-for-nutrition-assessment-2013/**
- **ADA Pocket Guide to Pediatric Assessment, Beth L. Leonberg,, 2009: https://www.eatright.org/shop/product.aspx?id=6442477939**

STUDENT LEARNING OUTCOMES MATRIX*

Core Curriculum Learning Outcomes	Program Learning Outcomes	Course Objectives	Course Student Learning Outcomes	Assessment Method
To provide students with the optimum educational standard in the field of clinical nutrition and general knowledge in food technology	**KP1:** Demonstrate a depth understanding of the basis of nutritional science and the nutrient composition of food and discover the links between diet and disease and health	1. use critical thinking skills to evaluate social, anthropometric, nutritional, medical, laboratory, pharmacologic and other relevant patient data/information for all assigned case studies and care plans and recommend appropriate intervention strategies 2. relate the theoretical bases for nutrition/medical intervention strategies with the anatomical, physiological and/or biochemical changes of selected diseases/conditions 3. integrate the theories and principles of medical nutrition therapy into clinical practice 4. develop and justify appropriate recommendations for the management of selected diseases/conditions 5. understand and use medical terminology and appropriate documentation styles to communicate patients' status with other health care professionals 6. develop skills in using medical reference materials and begin to build a professional library 7. develop problem solving skills 8. give and receive constructive criticism	K1- Use the nutrition care process (NCP) to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.	• "On-line' reading • Case Studies • Exams
To provide optimal educational and training opportunities for students during their professional preparation for careers in nutrition.	**KP2:** demonstrate an understanding of food chemistry, technology, preparation, safety and correlates nutrition with food technology and future challenges**.**			
To participate in community services for health promotion and disease prevention programs	**KP3:** Explain the principles of cellular metabolic processes, the structure and function of the various physiological systems, and the principles of biochemistry			
To encourage creativity and innovation in solving problems of emerging cases in the field of clinical nutrition	**KP4:** Providing students with high levels of educational quality based on training on specific pathological conditions in therapeutic nutrition.			
	SP1: Evaluate critically scientific research from a variety of sources in relation to nutrition and health through working with others, communication, self-management, and problem-solving and reflect on the various components		S1- Perform nutrition diagnosis and intervention practically using NCP by practicing case studies S2- Explain current research trends associated with each disease or disorder which may ultimately affect nutritional status/support S3- Summarizes the clinical/nutritional implications of: anthropometric, biochemical data, medical tests & procedures, client history, nutrition focused physical exam and food history S4- Examine medical history, food history, and nutrition focus physical examination, and interpret biochemical data.	• Group discussion • Group projects • Case studies • Exams
To sustain the concept of collaboration to promote an appropriate diet solution in cases of health and disease	**SP2:** Communicate effectively with groups and individuals to promote the benefits of a balanced diet throughout the lifespan and demonstrate the ability to use scientific laboratory skills.			
	SP3: Assess diet, food and nutrient intake, and the consumption of food constituents in individuals and groups			
	CP1: Demonstrate consistent professional behavior in accordance with the legal and ethical boundaries of the dietetic profession		C1- Show proper professional behaviour and work ethics C2- Illustrate self-learning for development of knowledge in dietetic practice C3- Demonstrate effective leadership skills and team work in the hospital	• Group discussion • Group projects • Case studies • Exams
	CP2: Critically apply knowledge of diet and health to evaluate and communicate and comment on dietary or health information both from scientific sources.			
	CP3: Utilize the methods of data analysis using computer software and apply these methods to analyze data obtained from a wide variety of sources and situations, and apply critical thinking, testing hypotheses, formulating suggestions in diet and health			

ACADEMIC SUPPORT

It is The Hashemite University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individual's needs.

Special Needs Section:
Tel:
Location:
Email:

COURSE REGULATIONS

Policy:

- All students should have the same opportunity to learn. There will be times throughout the training time you will be encouraged to share personal experiences and opinions and likewise to listen to other students' comments. Friendly, courteous, respectful behavior and positive attitude will be expected from all students each day. There will be NO tolerance for any disrespect towards other students, the patient, or the trainers, otherwise, the misbehaved student will be asked to leave the training location**.**
- Participation and discussion are encouraged for earning additional points (extra credits)**.**

Plagiarism

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviours that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples and it applies to all student assignments or submitted work:

- **Use of the work, ideas, images or words of someone else without his/her permission or reference to them.**
- **Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks.**
- **Misrepresentation of the sources that were used.**

<u>The instructor has the right to fail the coursework or deduct marks where plagiarism is detected</u>

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

COURSE ASSESSMENT

Course Assessment

Students will be graded through the following means of assessment and their final grade will be calculated from the forms of assessment as listed below with their grade weighting taken into account. The criteria for grading are listed at the end of the syllabus

Assessment	Instrument	Grade Weighting
Continuous Assessment	Case studies	20 %
	Dietary Recommendations	20 %
	Medical Nutrition project	20 %
Final Comprehensive Exam		40 %

Description of Exams

Test questions will predominately come from material presented in the lectures. Semester exams will be conducted during the regularly scheduled lecture period. Exam will consist of a combination of multiple choice, short answer, match, true and false and/or descriptive questions.

No make-up exams will be given. Only documented absences will be considered as per HU guidelines.

Grades are not negotiable and are awarded according to the following criteria*:

Letter Grade	Description	Grade Points
A+	**Excellent**	**4.00**
A		**3.75**
A-		**3.50**
B+	**Very Good**	**3.25**
B		**3.00**
B-		**2.75**
C+	**Good**	**2.50**
C		**2.25**
C-		**2.00**
D+	**Pass**	**1.75**
D	**Pass**	**1.50**
F	**Fail**	**0.00**
I	**Incomplete**	**-**

Assessment Rubrics

Classroom Participation: Assessment Criteria					
Criteria	**Quality**				**Score**
	Excellent (4 points)	**Good (3 points)**	**Satisfactory (2 points)**	**Needs Improvement (1 points)**	
Degree to which student integrates course readings into classroom participation	often cites from readings; uses readings to support points; - often articulates "fit" of readings with topic at hand.	- occasionally cites from readings; - sometimes uses readings to support points; - occasionally articulates "fit" of readings with topic at hand **.**	- rarely able to cite from readings; - rarely uses readings to support points; - rarely articulates "fit" of readings with topic at hand	- unable to cite from readings; - cannot use readings to support points; cannot articulates "fit" of readings with topic at hand .	
Interaction/ participation in classroom discussions	- always a willing participant, responds frequently to questions; - routinely volunteers point of view .	- often a willing participant, - responds occasionally to questions; - occasionally volunteers point of view .	- rarely a willing participant, - rarely able to respond to questions; - rarely volunteers point of view .	- never a willing participant., - never able to respond to questions; - never volunteers point of view .	
Interaction/participation in classroom learning activities	- always a willing participant; - acts appropriately during all role plays; - responds frequently to questions; - routinely volunteers point of view.	- often a willing participant; - acts appropriately during role plays; - responds occasionally to questions; - occasionally volunteers point of view.	- rarely a willing participant. - occasionally acts inappropriately during role plays; - rarely able to respond to direct questions; - rarely volunteers point of view .	- never a willing participant - often acts inappropriately during role plays;, - never able to respond to direct questions; - never volunteers point of view.	
Demonstration of professional attitude and demeanor	- always demonstrates commitment through thorough preparation; - always arrives on time; - often solicits instructors' perspective outside class.	rarely unprepared; rarely arrives late; - occasionally solicits instructors' perspective outside class **.**	- often unprepared; occasionally arrives late; - rarely solicits instructors' perspective outside class .	- rarely prepared; - often arrives late; - never solicits instructors' perspective outside class	