Syllabus of Recent Methods of Nutritional Assessment and Counseling (2105021712)

First Semester 2021 /2022

COURSE INFORMATION	
Course Name: Recent Methods of Nutritional Assessment and Counseling **Semester:** First Semester **Department:** Department of Clinical Nutrition and Dietetics **Faculty:** Applied Medical Sciences	**Course Code:** 2105021712 **Section:** 1 **Core Curriculum**: **Mandatory department**
Day(s) and Time(s): Monday: 9:00-12:00 **Classroom:** MS 311	**Credit Hours:** 3 **Prerequisites**:

COURSE DESCRIPTION

This course focuses on the recent methods used to assess the nutritional status of pediatrics, adults, elderly, and pregnant and lactating women such as the anthropometric, biochemical, nutrition-focused physical examination, and dietary and history assessment. Additionally, the recent education and counseling will be included. The information in this course provides the students learning opportunities in the area of clinical nutrition, including the application of the nutrition care process and model to complex medical conditions .

DELIVERY METHODS

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

- PowerPoint lectures and active 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.
- Food models
- Online dietary assessment tools available at http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=2&tax_subject=256&topic_id=1325
- Anthropometric tools available in the Clinical Nutrition Unit of the Hashemite University

- WHO Anthropometry Training Video

FACULTY INFORMATION

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Office Hours:	**Sunday** 11:00-12:00 and 12:00-1:00 **Monday 12:00-13:00** **Tuesday** 11:00-12:00 Or to be determined by appointment

REFERENCES AND LEARNING RESOURCES

Required Textbook:

- Gibson, S. 2005. **Principles of Nutritional Assessment.** 2nd Edition. Oxford University Press, New York, New York.
- Nieman, DC. 2019. **Nutritional Assessment**. 7th edition. New York, NY: McGraw-Hill. **ISBN 0078021405.**
- Charney, P, and Malone, A. 2015. **ADA Pocket Guide to Nutrition Assessment.** American Dietetic Association, Chicago, Illinois.
- FAO. 2018. **Dietary Assessment: A resource guide to method selection and application in low resource settings.** Rome.
- Recent related articles.

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:

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. Know the purposes of food and nutrition surveys and its role in nutrition intervention planning.	**A–Knowledge and Understanding** CLO1: Know means of assessing dietary intake, body composition and growth, and micronutrient status and under what circumstances they would be used. CLO2- Describe performance characteristics (validity, reliability, dependability, sensitivity and specificity) of nutritional status indicators and measures and how they are assessed. CLO3- To gain an understanding of the rationales, S1- Know the techniques required to plan, conduct, analyze and interpret food and nutrition surveys of individuals, household and communities. **B– Skills** CLO4- Gain an understanding of the appropriate applications of the various methods and the interpretation of results. CLO5- Identify and compare/contrast methods of assessing body size and composition, dietary intake. CLO6- Collect, analyze, and interpret nutritional status data and be able to summarize findings in a report. **C–Competences** CLO7- Participate in discussions about current controversies in nutritional status assessment.	**EXAM** **ASSIGNMENT**
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**.**	2. Know the principles of assessment of the nutritional status of individuals, household and communities.		**Term Paper**
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	3. To become familiar with the current best practices in dietary, biochemical, and anthropometric assessment of nutritional status.		
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.	4. Be able to select and perform the most appropriate methods to be used for assessment of the nutritional status of individuals, households and communities.		
	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	5. To understand the rationales, advantages, and disadvantages of these various approaches to nutritional assessment.		**Exam**
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.	6. To gain an understanding of the appropriate applications of the dietary methods and the interpretation of results.		**Case Study**
	SP3: Assess diet, food and nutrient intake, and the consumption of food constituents in individuals and groups	7. To demonstrate ability to measure, calculate, and interpret anthropometric data.		**Exam**
	CP1: Demonstrate consistent professional behavior in accordance with the legal and ethical boundaries of the dietetic profession	8. To interpret laboratory parameters relating to nutrition.		
	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			

COURSE REGULATIONS

Participation

Class participation and attendance are important elements of every student's learning experience at Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. *Those exceeding this limit of 15% will receive a failing grade regardless of their performance*. It is a student's responsibility to monitor the frequency of their own absences. **Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.**

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offense 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 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.**

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

- Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.
- In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with university regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

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 Calendar and 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	Grade Weighting	Deadline Assessment
Midterm Exam	30 %	12/12/2022 Time & place: To be determined
Term Paper	15%	After Midterm
Case Study	15%	Two weeks prior to final exam
Final Exam	40 %	Date, Time & place: To be determined later by the University

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**	**-**

WEEKLY LECTURE SCHEDULE AND CONTENT DISTRIBUTION

"Lecture hours and weeks are approximate and may change as needed"

Note: For Assessment of Nutritional Status sections with 2 lecture periods per week (Sun. & Tues.), one lecture period covers 1 lecture hours. The chapters of the textbook that considered as part of course content will be included in exams.

Course Content		
Week	**Topics**	**Chapter in Text/handouts**
1	**Introduction: Nutrition Screening & Nutritional Assessment**	Chapter 1
2	**Nutritional Assessment: Measuring Diet**	Chapter 3
3	**Nutritional Assessment: Anthropometry**	Chapter 6
4	**Biochemical (Biomarker) Assessment of Nutritional Status**	Chapter 9
5	**Clinical Assessment of Nutritional Status**	Chapter 10
6	**Computerized Dietary Analysis Systems**	Chapter 5
7	**Counseling Theory and Technique**	Chapter 11

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;	- often a willing participant, - responds occasionally to questions;	- rarely a willing participant, - rarely able to respond to questions;	- never a willing participant., - never able to respond to questions;	
	- routinely volunteers point of view .	- occasionally volunteers point of view .	- rarely volunteers point of view .	- 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	