Seminar in Clinical Nutrition and Dietetics (2405021791)
First Semester 2026/2027

COURSE INFORMATION	
Course Name: Seminar in Clinical Nutrition and Dietetics **Semester:** Second **Department:** Department of Clinical Nutrition and Dietetics **Faculty:** Applied Medical Sciences	**Course Code:** 2405021791 **Section** 3 **Core Curriculum**: Major Requirements
Day(s) and Time(s): Wensday: 3:00-4:00 **Classroom:** Building of Medical Schools	**Credit Hours:** 1 **Prerequisites:** last Year Level

COURSE DESCRIPTION

The student chooses current topics in clinical nutrition and dietetics and discusses using recent references and presents it using audiovisual aids.

DELIVERY METHODS

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

- PowerPoint presentation
- Active classroom-based discussion

FACULTY INFORMATION

Name	**Dalia Z. Alomari**
Academic Title:	**Assis. Professor**
Office Location:	Building of Medical Schools
Telephone Number:	--
Email Address:	daliaz.alomari@hu.edu.jo
Office Hours:	Sun, and Tues: 10:30-11:30/Tuse:13:30-14:30, Wens:14:00-15:00

REFERENCES AND LEARNING RESOURCES

Required Textbook:

This course does not require the use of any textbook

A published research article should be chosen and presented in front of the class.

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 Section0
Tel: --
Location: Building of Medical Schools
Email: daliaz.alomari@hu.edu.jo

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. Understand current research topics in the field of foods and nutrition.		Mini review
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**.**			Mini review
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			Summery of research article
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.			Presentation
	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	1. Develop skills in critical thinking and evaluation of research results **2.** Develop skills in oral presentation of information to scientific and consumer audiences.	Evaluate critically scientific research from a variety of sources	Presentation
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			
	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 The 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 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.**

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**
Selection of published articles, Reading and analyzing the article Preparing a mini review, and summery on 2 different topics. Giving a presentation on the subject Answering questions from the audience	**100%**

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	-

Week	Lectures	Topic
1	1	Review of Course Syllabus and Assigning of Dates for Scientific Presentation
2	2	Selection of published article
3	3	Preparation of the first assignment
4	4	Preparation of the first assignment
5	5	Preparation of the first assignment
6	6	First assignment due
7	7	Preparation of second assignment
8	8	Preparation of second assignment
9	9	Preparation of second assignment
10	10	second assignment due
11	11	Preparation of Student Presentations
12	12	Preparation of Student Presentations
13	13	Student Presentations
14	14	Student Presentations

WEEKLY LECTURE SCHEDULE AND CONTENT DISTRIBUTION

ASSESSMENT RUBRICS

Classroom Participation: Assessment Criteria					
Criteria	Quality				
	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs improvement (1 point)	Score
Degree to which 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	

Classroom Participation: Oral Presentation										
Element	**Excellent**			**Satisfactory**			**Needs Improvement**			**Points**
	8	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**	
Organization	▪ There is a logical sequence of information. ▪ Title slide and closing slide are included appropriately.			▪ There is some logical sequence of information. ▪ Title slide and closing slides are included.			▪ There is little or no logical sequence of information. ▪ Title slide and/ or closing slides are not included.			
Slide Design (text, colors, background, illustrations, size, titles, subtitles)	▪ Presentation is attractive and appealing to viewers.			▪ Presentation is somewhat appealing to viewers.			▪ Little to no attempt has been made to make presentation appealing to viewers.			
Content	▪ Presentation covers topic completely and in depth. ▪ Information is clear, appropriate, and accurate.			▪ Presentation includes some essential information. ▪ Some information is somewhat confusing, incorrect, or flawed.			▪ Presentation includes little essential information. ▪ Information is confusing, inaccurate, or flawed.			
Language	▪ Spelling, grammar, usage, and punctuation are accurate ▪ Fluent and effective			▪ There are minor problems in spelling, grammar, usage, and/or punctuation.			▪ There are persistent errors in spelling, grammar, usage, and/or punctuation. ▪ Less or not fluent and effective.			
Delivery	▪ Ideas were communicated with enthusiasm, proper voice projection and clear delivery. ▪ There was sufficient eye contact with audience. ▪ There was sufficient use of other non-verbal communication skills. ▪ Appropriate delivery pace was used.			▪ There was some difficulty communicating ideas due to voice projection, lack of preparation, incomplete work, and/or insufficient eye contact. ▪ Insufficient use of non-verbal communication skills. ▪ Delivery pace is somewhat appropriate.			▪ There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete work, and/or little or no eye contact. ▪ No use of nonverbal communication skills. ▪ Inappropriate delivery pace was used.			
Interaction with Audience	▪ Answers to questions are coherent and complete. ▪ Answers demonstrate confidence and extensive knowledge.			▪ Most answers to questions are coherent and complete. ▪ Answers somehow demonstrate confidence and extensive knowledge.			▪ Answers to questions are neither coherent nor complete. ▪ Is tentative or unclear in responses.			
	Total Score (Y x 5/16) =									