



Therapeutic Nutrition and Nutritional Care Process (2105021720)

First Semester 2022/2023

COURSE INFORMATION	
Course Name: Therapeutic Nutrition and Nutritional Care Process Semester: First Department: Department of Clinical Nutrition and Dietetics Faculty: Applied Medical Sciences	Course Code: 2105021720 Section: 1 Core Curriculum: Elective Requirements
Day(s) and Time(s): Wednesday: 9:00- 12:00 Classroom: Building of Medical Schools 311	Credit Hours: 3 Prerequisites: -
COURSE DESCRIPTION	
In this course, the nutritional care process framework will be integrated with evidence-based guidelines and other recommendations for medical nutritional therapy for patients diagnosed with cardiovascular disease, diabetes, cancer, gastrointestinal diseases, and kidney disease. In addition, topics such as weight management, treatment of patients before and after bariatric surgery, nutritional support, trauma and burns will be covered.	
DELIVERY METHODS	
The course will be delivered through a combination of active learning strategies. These will include: <ul style="list-style-type: none"> • Lectures • Literature review • Analysis & discussion • Group discussions • Presentations 	
FACULTY INFORMATION	
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Academic Title:	Professor
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Office Hours:	Sun and Tues: 10:00-11:00 Tuesday and Wednesday: 12:00-1:00

REFERENCES AND LEARNING RESOURCES

Required Textbook:

- Nelms M, Sucher K, Lacey K, Roth S. Nutrition Therapy and Pathophysiology. 2015 or 2019. Thomson & Wadsworth Publishing, Belmont, CA. 3rd or 4th edition.
- Raymond J and Morrow K. Krause and Mahan's Food & The Nutrition Care Process. 2021. Saunders. 15th edition.
- Academy of Nutrition and Dietetics. Nutrition Care Process Terminology (NCPT) Reference Manual. 2017.

Suggested Additional Resources

Different types of a published article

ACADEMIC SUPPORT

The Hashemite University policy provides educational opportunities that ensure fair, appropriate and reasonable accommodation to students with disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their instructors to ensure their individual needs are met. The University, through its Special Needs section will exert all efforts to accommodate for individual needs.

Special Needs Section:

Tel: +962 5 3903333/ 5366

Location: Building of Medical Schools 2167

Email: hhourani@hu.edu.jo

STUDENT LEARNING OUTCOMES MATRIX*

Core Curriculum Learning Outcomes	Program Learning Outcomes	Course Objectives	Course Student Learning Outcomes	Assessment Method
To promote independent creative problem-solving in the context of nutritional issues.	LO1: Demonstrate a critical approach to the science of therapeutic nutrition and food safety, as well as the ability to evaluate studies independently.	<ol style="list-style-type: none"> Understand the application of nutrition principles to the current practice of clinical nutrition in all areas of medical nutrition therapy. Interpret information from medical, social, and nutritional histories, combined with biochemical and anthropometrical indices during different pathophysiological states to assess nutritional status, develop nutrition care plans, and problem solve 	<ol style="list-style-type: none"> Designing and carrying out health status assessment protocols, and identifying nutritional risk factors. Develop advanced critical thinking skills 	Exam Critiquing article
To Review scientific literature in the fields of therapeutic nutrition and food safety to practice scientific writing.	LO2: Demonstrate consistent professional behavior in accordance with the legal and ethical boundaries of the dietetic profession.	<ol style="list-style-type: none"> Accurately define, both in writing and orally, how the pathophysiology of a selected disease state impacts nutritional status and what nutrition interventions are indicated. 	<ol style="list-style-type: none"> Interpreting a nutritional diagnosis, evaluating nutritional aspects of a clinical record and implementing a dietary treatment plan. 	review of certain topic Prsentation
To prepare and support researchers who work on chronic illness prevention and treatment.	LO3: Apply evidence-based nutrition and food safety information to solve problems and apply advanced and integrated knowledge of food safety and nutrition-related health problems.	<ol style="list-style-type: none"> Understand the pathophysiology of nutrition-related disease states. 		

To establish reputable nutrition departments in hospitals and other healthcare facilities.	LO4: Select and develop appropriate modes of communication to obtain and share evidence-based nutrition and food safety knowledge,			
	LO5: Critical thinking of nutrition/food safety information and problems using appropriate technologies			
To enhance experts and researchers in the field of therapeutic nutrition and food safety for various academic institutions, research centres, and food plants.	LO6: Select, develop and validate appropriate study methodology to evaluate the nutritional status on a community basis.			
To help enhance food plants with experts in the field of product development, quality control, and biological safety.	LO7: Identify appropriate research methodology to evaluate various food safety issues	1. Understand and use medical terminology and appropriate documentation styles to communicate patients' status with other health care professionals	Formulating systems to gather, analyze and interpret data from a practice setting to develop appropriate protocols and care plans using the nutritional care process	Presentation
To disseminate food safety and nutrition-related information through a variety of tools, such as public and private business, marketing, and social media.	LO8: Act and communicate effectively as a professional expert in the field of therapeutic nutrition and food safety.			

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	Day and Date
Mid Exam	25%	Wednesday 7 th Dec. 2022
Presentations	20%	
Term paper	15%	
Final	40%	To be announced

Description of Exams

Test questions will predominately come from material presented in the lectures, presentations and selected articles. Semester exams will be conducted during the regularly scheduled lecture period. Exam will consist of essay, case-study, and short answer questions.

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

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

Letter Grade	Grade Points
A+	4.00
A	3.75
A-	3.50
B+	3.25
B	3.00
B-	2.75
C+	2.50

Weekly Lecture Schedule and Content			
Week	Lectures	Topic	Chapter
1	1	<ul style="list-style-type: none"> • The Nutrition Care Process • Evidence-based Practice for RDs • PES Statements 	R1;Ch2
2	2	Nutrition Screening Nutrition Assessment <ul style="list-style-type: none"> • Anthropometry • Biochemical • Dietary 	R3
3	3	<ul style="list-style-type: none"> • The Endocrinology of Obesity 	An Article
4	4	Presentations	
5	5	<ul style="list-style-type: none"> • Type 2 DM in children and adolescents 	An Article
6	6	<ul style="list-style-type: none"> • Inflammation and the pathophysiology of chronic disease 	R2;Ch7
7	7	<ul style="list-style-type: none"> • Bone diseases 	R1;Ch 24 R2;Ch 23
8	8	MIDTERM EXAM	
9	9	<ul style="list-style-type: none"> • Bariatric surgery 	An article
10	10	<ul style="list-style-type: none"> • Endstage Renal Disease 	An article
11	11	Presentation of the term paper	
12	12	Presentation of the term paper	

ASSESSMENT RUBRICS

Assessment Rubrics to be determined by the department. Add samples below.

Classroom Participation: Assessment Criteria					
Criteria	Quality				Score
	Excellent (4 points)	Good (3 points)	Satisfactor y (2 points)	Needs improvement (1 point)	
Degree to which integrates course readings into classroom participation	<ul style="list-style-type: none"> - often cites from readings ; - uses readings to support points; - often articulates "fit" of readings with topic at hand. 	<ul style="list-style-type: none"> -occasionally cites from readings; - sometimes uses readings to support points; -occasionally articulates "fit" of readings with topic at hand. 	<ul style="list-style-type: none"> -rarely able to cite from readings; - rarely uses readings to support points; - rarely articulates "fit" of readings with topic at hand 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -always a willing participant, responds frequently to questions; - routinely volunteers' point of view. 	<ul style="list-style-type: none"> -often a willing participant, - responds occasionally to questions; - occasionally volunteers' point of view. 	<ul style="list-style-type: none"> -rarely a willing participant, - rarely able to respond to questions; - rarely volunteers point of view. 	<ul style="list-style-type: none"> -never a willing participant., - never able to respond to questions; - never volunteers point of view. 	
Interaction/participation in classroom learning activities	<ul style="list-style-type: none"> -always a willing participant; -acts appropriately during all role plays; - responds frequently to questions; - routinely volunteers' point of view. 	<ul style="list-style-type: none"> -often a willing participant; -acts appropriately during role plays; - responds occasionally to questions; 	<ul style="list-style-type: none"> -rarely a willing participant. -occasionally acts inappropriately during role plays; - rarely able to respond to direct questions; 	<ul style="list-style-type: none"> -never a willing participant - often acts inappropriately during role plays; - never able to respond to direct questions; - never volunteers point of view. 	

		-occasionally volunteers' point of view.	-rarely volunteers point of view.		
Demonstration of professional attitude and demeanor	<ul style="list-style-type: none"> -always demonstrates commitment through thorough preparation; - always arrives on time; - often solicits instructors' perspective outside class. 	<ul style="list-style-type: none"> - rarely unprepared ; rarely arrives late; - occasionally solicits instructors' perspective outside class. 	<ul style="list-style-type: none"> -often unprepared; occasionally arrives late; - rarely solicits instructors' perspective outside class. 	<ul style="list-style-type: none"> -rarely prepared; - often arrives late; -never solicits instructors' perspective outside class 	