



**Syllabus: Special Topics in Nutrition and Dietetics (140502472)**  
**(Geriatric Nutrition)**  
**First Semester 2023 /2024**

COURSE INFORMATION	
<b>Course Name:</b> Special Topics in Nutrition and Dietetics (Geriatric Nutrition) <b>Semester:</b> First Semester <b>Department:</b> Department of Clinical Nutrition <b>Faculty:</b> Applied Medical Sciences	<b>Course Code:</b> 140502472 <b>Section:</b> 1 <b>Core Curriculum:</b> Elective
<b>Day(s) and Time(s):</b> Sun, Tue, Thu: 1:00-2:00 <b>Classroom:</b> AMS-107	<b>Credit Hours:</b> 3 hours <b>Prerequisites:</b> Completing 90 hrs
COURSE DESCRIPTION	
This course is a three-credit hour course designed to focus on the unique aspects of aging that affect health and nutrition. Physiological, psychological, social, and financial changes place the elderly at risk for poor nutritional status. Complications, nutritional screening, assessment, and complexity of caring will be discussed along with appropriate interventions.	
DELIVERY METHODS	
The course will be delivered through a combination of active learning strategies. These will include: <ul style="list-style-type: none"> <li>• PowerPoint lectures and active classroom-based discussion</li> <li>• Collaborative learning through small groups acting in an interdisciplinary context.</li> <li>• Relevant films and documentaries</li> <li>• Video lectures</li> <li>• E-learning resources: e-reading assignments and practice quizzes through Model and Microsoft Team</li> </ul>	
FACULTY INFORMATION	
<b>Name</b>	Nada Abdallah Saleh
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<b>Office Hours:</b>	Sunday 11:00-1:00 Tuesday 11:00-1:00 <i>Please send an e-mail (nadaa_mo@hu.edu.jo) to meet at any other time.</i>

## REFERENCES AND LEARNING RESOURCES

### Required Textbook

- Melissa Bernstein and Nancy Munoz. Nutrition for the Older Adult. Latest Edition. Jones & Bartlett Learning.

### Suggested Additional Resources:

- Chernoff, R. (2014). Geriatric nutrition: The health professional's handbook. 4th Edition. Jones & Bartlett Learning.
- L. Kathleen Mahan, Janice L. Raymond, and Sylvia Escott-Stump. Krause's Food and the Nutrition Care Process, 14th Edition. Saunders.

### Useful Web Resources:

[www.nutrition.org](http://www.nutrition.org)    [www.faseb.org/ascn](http://www.faseb.org/ascn)  
[www.bda.uk.com](http://www.bda.uk.com)    [www.dietetics.com](http://www.dietetics.com)  
[www.who.int](http://www.who.int)    [www.diabetes.org](http://www.diabetes.org)  
[www.americanheart.org](http://www.americanheart.org)    [www.fao.org/food](http://www.fao.org/food)    [www.fda.gov](http://www.fda.gov)    [www.usda.gov](http://www.usda.gov)  
[www.dietitians.ca](http://www.dietitians.ca)    [www.webmed.com](http://www.webmed.com)

## 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	<b>KP1:</b> 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 the physiological, psychological, social and financial changes in older adults, and identify nutrition-related challenges facing the aging population	<b>Knowledge and Understanding:</b> <b>CLO1-</b> Describe the physiological, psychological, social and financial changes in older adults, and identify nutrition-related challenges facing the aging population. <b>CLO2-</b> Define the process of screening in geriatrics and list the essential components of nutritional assessment, including anthropometrics, biochemical, clinical, and dietary components. <b>CLO3-</b> Identify the use and efficacy of complementary and alternative medicine (CAM) particularly applicable to older adults. <b>Skills:</b> <b>CLO4-</b> Assess the nutritional status of older adults along with appropriate interpretation. <b>CLO5-</b> Distinguish between natural physiologic changes of aging and disease. <b>CLO6-</b> Create appropriate dietary and lifestyle interventions for older adults based on their nutritional and health status. <b>CLO7-</b> Discuss the role medications play in the health of older adults including impact on nutritional status and interaction with nutrients. <b>Competence:</b> <b>CLO8-</b> Show active participation, teamwork and contributions in group discussion.	Exams, Quizzes, Poster design
To provide optimal educational and training opportunities for students during their professional preparation for careers in nutrition.	<b>KP2:</b> demonstrate an understanding of food chemistry, technology, preparation, safety and correlates nutrition with food technology and future challenges.	2. Address the process of screening in geriatrics and list the essential components of nutritional assessment, including anthropometrics, biochemical, clinical, and dietary components		
To participate in community services for health promotion and disease prevention programs	<b>KP3:</b> Explain the principles of cellular metabolic processes, the structure and function of the various physiological systems, and the principles of biochemistry	3. Provide evidence-based recommendations for geriatrics to promote successful aging and minimize disease impact in the second half of life		
To encourage creativity and innovation in solving problems of emerging cases in the field of clinical nutrition	<b>KP4:</b> Providing students with high levels of educational quality based on training on specific pathological conditions in therapeutic nutrition.			
	<b>SP1:</b> 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			
To sustain the concept of collaboration to promote an appropriate diet solution in cases of health and disease	<b>SP2:</b> 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.			
	<b>SP3:</b> Assess diet, food and nutrient intake, and the consumption of food constituents in individuals and groups			
	<b>CP1:</b> Demonstrate consistent professional behavior in accordance with the legal and ethical boundaries of the dietetic profession			
	<b>CP2:</b> Critically apply knowledge of diet and health to evaluate and communicate and comment on dietary or health information both from scientific sources.			
	<b>CP3:</b> 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	Deadline Assessment
First-Hour exam	25%	TBA
Second-Hour exam	25%	TBA
Quizzes	10%	Continuous
Final Exam	40%	16 <sup>th</sup> Week

### **Description of Exams**

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

**Quizzes:** Unannounced quizzes will be given during or/and at the end of each chapter based upon the previous lectures. It will enforce that you come prepared to the class.

No make-up exams, homework or quizzes 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\*:**

<b>Letter Grade</b>	<b>Description</b>	<b>Grade Points</b>
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**

<b>Week</b>	<b>Topic</b>
1	Physiologic Changes with Aging I
1-2	Physiologic Changes with Aging II
3	Macronutrient and Fluid Requirements
4-5	Micronutrients Requirements
6	Health Promotion and Disease Prevention in the Older Adult
7	Nutrition Screening & Assessment of the Older Adult
8-9	Nutritional Implications of Endocrine and Metabolic Alterations
10	Nutritional Implications of Oral Health
11	Nutritional Implications of Cognitive Disorders
12	Wound Healing in Geriatrics
13	Nutritional Implications of Obesity and Malnutrition
14	Pharmacology, Nutrition, and the Older Adult: Interactions and Implications
15	Nutrition in Palliative and End-of-life Care

## Poster Evaluation Rubrics

### Patient Education Materials Assessment Tool for Printable Materials (PEMAT-P)

Title of Material: \_\_\_\_\_

Name of Reviewer: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Each question has specific response options. Select your response option from the dropdown in the "Rating" column.

Read the PEMAT User's Guide (available at: <http://www.anra.gov/professionals/prevention-chronic-care/prepare/self-mgmt/pemat/>) before rating materials.

Item	Response Options		Rating
UNDERSTANDABILITY			Select your responses here
TOPIC: CONTENT			
1. The material makes its purpose completely evident.	Disagree = 0	Agree = 1	
2. The material does not include information or content that distracts from its purpose.	Disagree = 0	Agree = 1	
TOPIC: WORD CHOICE & STYLE			
3. The material uses common, everyday language.	Disagree = 0	Agree = 1	
4. Medical terms are used only to familiarize audience with the terms. When used, medical terms are defined.	Disagree = 0	Agree = 1	
5. The material uses the active voice.	Disagree = 0	Agree = 1	
TOPIC: USE OF NUMBERS			
6. Numbers appearing in the material are clear and easy to understand.	Disagree = 0	Agree = 1	
7. The material does not expect the user to perform calculations.	No numbers = NA		
	Disagree = 0	Agree = 1	
TOPIC: ORGANIZATION			
8. The material breaks or "chunks" information into short sections.	Disagree = 0	Agree = 1	
	Very short material* = NA		
9. The material's sections have informative headers.	Disagree = 0	Agree = 1	
	Very short material* = NA		
10. The material presents information in a logical sequence.	Disagree = 0	Agree = 1	
11. The material provides a summary.	Disagree = 0	Agree = 1	
	Very short material* = NA		
TOPIC: LAYOUT & DESIGN			
12. The material uses visual cues (e.g., arrows, boxes, bullets, bold, larger font, highlighting) to draw attention to key points.	Disagree = 0	Agree = 1	
TOPIC: USE OF VISUAL AIDS			
15. The material uses visual aids whenever they could make content more easily understood (e.g., illustration of healthy portion size).	Disagree = 0	Agree = 1	
16. The material's visual aids reinforce rather than distract from the content.	Disagree = 0	Agree = 1	
	No visual aids = NA		
17. The material's visual aids have clear titles or captions.	Disagree = 0	Agree = 1	
	No visual aids = NA		
18. The material uses illustrations and photographs that are clear and uncluttered.	Disagree = 0	Agree = 1	
	No visual aids = NA		
19. The material uses simple tables with short and clear row and column headings.	Disagree = 0	Agree = 1	
	No tables = NA		
ACTIONABILITY			Select your responses here
20. The material clearly identifies at least one action the user can take.	Disagree = 0	Agree = 1	
21. The material addresses the user directly when describing actions.	Disagree = 0	Agree = 1	
22. The material breaks down any action into manageable, explicit steps.	Disagree = 0	Agree = 1	
23. The material provides a tangible tool (e.g., menu planners, checklists) whenever it could help the user take action.	Disagree = 0	Agree = 1	
24. The material provides simple instructions or examples of how to perform calculations.	Disagree = 0	Agree = 1	
	No calculations = NA		
25. The material explains how to use the charts, graphs, tables or diagrams to take actions.	Disagree = 0	Agree = 1	
	No charts, graphs, tables, diagrams = NA		
26. The material uses visual aids whenever they could make it easier to act on the instructions.	Disagree = 0	Agree = 1	

\*A very short print material is defined as a material with two or fewer paragraphs, and no more than 1 page in length.