

Module Syllabus for Malnutrition – from theory to practice

1. General information

Module Name: Malnutrition-from theory to practice

Mode of delivery: **6 synchronous Zoom sessions, each 3.5 hours long. 1 asynchronous session**

Academic credits: **2 credits**

Short syllabus for prospective students (between 100 to 250 words)

This small group international module introduces innovation in different aspects of nutritional disorders with a focus on malnutrition and Sarcopenia management of adults for dieticians. Students will gain in-depth knowledge and skills in the assessment, diagnosis, and management of malnutrition using the NCP model in local and global contexts through simulations, case studies, and peer teaching. The students will discuss policy dilemmas about malnutrition and evaluate appropriate diagnosis tools from a global perspective with guest lecturers from around the world. A special focus will be on preparing students to become active members of interdisciplinary teamwork in treating malnutrition.

Names of lecturers: Dr Galia Sheffer Hilel & Josefa Kachal MPH

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2. Educational aims

Module aims:

This module aims to provide students with in-depth knowledge about the complexities of malnutrition and related diagnoses on a local and global scale from clinical, social, and policy perspectives through class and small group discussions. Three central types of malnutrition will be discussed in detail: acute malnutrition, chronic malnutrition, and psycho-social malnutrition. Students will develop practical skills in the assessment, diagnosis, and management of malnutrition according to the NCP model using simulations, case studies, and peer teaching. This module will also examine the interdisciplinary nature of the treatment of malnutrition and sarcopenia and the most effective practices for working on an interdisciplinary treatment team.

General aims

This module will provide students with critical thinking skills to determine which tools and models to apply in a clinical setting in their local context. In addition, students will gain communication skills for academic and professional purposes, using English as the international lingua franca. Finally, students will have the opportunity to develop professional collaboration skills through team-based assignments.

3. Learning outcomes

Subject-specific knowledge, understanding, and skills

After completing this module, the student should be able to:

- demonstrate an understanding of nutrition-focused physical exam (NFPE) of muscle, and oral health-related malnutrition in adults.
- provide treatment for adults who are malnourished/sarcopenic.

- discuss policy dilemmas about malnutrition and evaluate appropriate diagnosis tools from a global and local perspective.
- conduct professional and respectful patient interviews to diagnose malnutrition and other nutrition-related issues.
- explain the importance of and promote effective interdisciplinary teamwork in treating malnutrition.
- write a discharge letter to ensure continuity of care.

General academic skills

After completing this module, the student should be able to:

- collaborate in a team.
- present an academic presentation in English.
- write a discharge letter in English.

4. Teaching and Assessment

Topic

- Nutritional Care Process (NCP) model
- Screening tools for malnutrition
- Anthropometrics measurements
- Nutritional-focused physical examination related malnutrition in adults
- The complexity of diagnosing malnutrition
- Tools for malnutrition diagnosis
- Understanding malnutrition interventions through case studies
- Continuity of care
- Sarcopenia+ sarcopenic obesity
- Homecare visit by a dietician (movie)
- Malnutrition: an interdisciplinary approach

*subject to changes

Assessment: How will this module be assessed?

Type of assessment	Proportion
Class participation (80% attendance)	10%
Anthropometric case presentations (group assignment)	20%
Peer-learning	20%
Definitions of Malnutrition (group assignment – in class)	20%
Case study: Sarcopenia (group assignment – in class)	10%
Interview with a team member and presentation (group assignment -home and in class)	20%