

Liverpool John Moores University

Title: CLINICAL NUTRITION
Status: Definitive
Code: **6041TEF** (103859)
Version Start Date: 01-08-2016

Owning School/Faculty: Sports Studies, Leisure and Nutrition
Teaching School/Faculty: Sports Studies, Leisure and Nutrition

Team	Leader
Julie Abayomi	Y

Academic Level: FHEQ6
Credit Value: 12
Total Delivered Hours: 33
Total Learning Hours: 120
Private Study: 87

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	15
Practical	4
Seminar	5
Workshop	6

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	AS1		100	3

Aims

To understand the relationship between nutrition, pathology and clinical outcome for selected disorders and the value of therapeutic nutrition.

Learning Outcomes

After completing the module the student should be able to:

- 1 Explain the nutritional significance of a variety of pathological states
- 2 Explain the theoretical basis for, and the value of, therapeutic nutritional regimens for a variety of clinical disorders
- 3 Understand the wider impact of therapeutic nutritional regimens

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

EXAM	1	2	3
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Outline Syllabus

*Nutrition and the metabolic response to injury (trauma, burns etc.).
Biochemical/physiological basis of selected disorders eg diabetes I & II, obesity, coeliac disease, cystic fibrosis, phenylketonuria (inherited disorders of metabolism), hyperlipidaemias etc. (epidemiology, natural history, aetiology, diagnosis, therapy), eating disorders.
Nutritional support: parenteral, enteral, supplements.
Dietary treatment of selected disorders: eg. diabetes I & II, obesity, coeliac.
Role of 'Industry' in treating these disorders.
Impact of dietary treatment eg on individuals & communities; especially children .*

Learning Activities

Formal lectures serve to map out the module syllabus and indicate the level of study required. This develops the students skills in listening and processing technical information. The students are encouraged to interact during the lectures; to question, to express opinions and to influence the content. Thus the distinction between lecture/ seminar and workshops is not rigid. Distinct workshops are held to enable students to work in small groups to analyse policies and behaviour, debate issues and suggest solutions to problems set. Students are strongly encouraged to discover information for themselves and take responsibility for their own learning making full use of the LRC.

Notes

This module examines the role of nutrition in the treatment and outcome of a variety of disorders. It examines the theory of dietary change and nutritional support. Evidence from this module may contribute to WoW certification.