

Philadelphia University	 PHILADELPHIA UNIVERSITY THE WAY TO THE FUTURE	Approved Date: 10/2024
Faculty: Pharmacy		Issue:1
Department: Pharmacy		Credit Hours:3
Academic Year:2025\2026		Bachler:

Course Information

Course No.	Course Title	Prerequisite	
0520526	Special Topics	Department's approval	
Course Type		Class Time	Room No.
☐ Univirsity Requirement ☐ Fuclyt Requirement ☐ Major Requirement ☐ Elective ☒ Compulsory		Sec 1: Wed, Thu : 18:45-20:00	ONLINE

Course Level*				Hours			Equivalent hours*
4 th	5 th	6 th	7 th	Contact	Independent Learning	Assessment	9
☐	☐	☐	☒	30	30	30	
				Total: 90			

*According to JNQF standards

Instructure Information

Name	Office No.	Phone No.	Office Hours	E-mail
Ms. Asma El-Shara	Faculty of Pharmacy 5601/4	+962263744 4 Ext: 2641	Sat: 11:15-12:30	aelshara@philadelphia.edu.jo

Course Delivery Method

☐ Blended ☐ Online ☒ Physical			
Learning Model			
Percentage	Synchronous	Asynchronous	Physical
	50%	50%	0%

Course Description

This course focuses on real life application of nutrition in a wide spectrum of population groups, diseases, treatment plans and interventions for chronic and emerging diseases that are related to nutrition. Course includes over view on nutrition and it needs as related to the life cycle and health conditions, disorders and diseases related to nutrition such as diabetes, cardiovascular, pregnancy and lactation, gastrointestinal disorders and other diseases. It also emphasizes the elements of nutritional care process, concepts of dietary guides, criteria of the healthful diet, and interviewing and counseling techniques

Course Learning Outcomes

		Program Outcomes
Knowledge		
K1	Develop and integrate knowledge from the foundational sciences to analyze methods of dietetics education principles and nutrition counseling	Kp1
K2	Establish the knowledge required to design preventive suggestion and interventions, and educational strategies for individuals and communities to manage problems related to human nutrition and dietetics	Kp2
Skills		
S1	Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding related to nutrition education and counseling.	Sp1
S2	Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution, for problems related to human nutrition and dietetics	Sp2
Competencies		
C1	Provide patient-centered care as the medication expert (collect and interpret evidence about dietary guidelines for healthy eating; as well as formulate regular and therapeutic diets for particular conditions.	Cp1

Learning Resources

Course Textbook	1. <i>Understanding Normal and Clinical Nutrition</i>. Rolfes, S.R., Pinna. K., Whitney, E. 10th ed. Cengage Learning, Wadsworth :2015. ISBN-13: 9781285458762. 2. <i>Understanding Nutrition</i>. Whitney, E., Rolfes, S.R. 13th ed. Cengage Learning, Wadsworth: 2013. ISBN-13: 978-1-133-58752-1 3. <i>Nutrition and diet therapy</i>. Roth A. R.10th ed. New York: Cengage Learning- Delmar :2011. ISBN-13: 978-14354-8629-4.
Supporting References	Hand book of clinical nutrition and ageing, connie watkins bales, 2th edition, 2009, ISBN 978-1-60327-384-8.
Supporting Websites	http://www.clinicalnutritionjournal.com The American journal of clinical nutrition: http://ajcn.nutrition.org

Teaching Environment	☒ Classroom ☐ laboratory ☐ Learning Platform ☐ Other
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Meetings and Subjects Time Table

Week	Topic	Learning Method*	Task	Learning Material
(1)	Vision and Mission of Faculty of Pharmacy Course Syllabus Introduction	Lecture Problem solving based learning	Case study	Provided in the Learning Resources table
(2)	An overview of nutrition: the nutrients, dietary reference intake, diet and health	Lecture Problem solving based learning	Case study	
(3-4)	Planning a healthy diet: principles and guidelines and food labels	Lecture Problem solving based learning	Case study	
(5)	Energy balance and body composition	Lecture Problem solving based learning	Case study	
(6-7)	Water and the major minerals: fluids and electrolytes balance, minerals and trace minerals in diets	Lecture Problem solving based learning	Case study	
(8-9)	MIDTERM Probiotics	Lecture Problem solving based learning	Case study	
(10-11)	Enteral nutrition support	Lecture Problem solving based learning	Case study	
(12-13)	Parenteral nutrition support	Lecture Problem solving	Case study	

		based learning		
	1.Types of ENS and PNS 2.Candidates, indications, complications, and contraindications 3.Types and composition of Formulas, Macro and micronutrients 4.Energy calculations 5.Feeding routes for EN and Administration routes for PN 6.The osmolarity of the formula, water content, and electrolytes 7.Administration of medications 8.Transition to table food 9.Metabolic stress, Nutrition support for specific diseases, cancer, surgery and burns			
(14) – (16)	FIANL EXAMS			

Course Contributing to Learner Skill Development

Using Technology
-Use PowerPoint or any other relevant programs for preparing presentations -Use variety of Electronic databases in searching for published data.
Communication Skills
-Report writing -Oral presentation of selected topics
Application of Concept Learnt
- Students will apply most of the acquired knowledge from the theoretical lectures in the physiology - The theoretical information also allows them to be able to perform a research and experimental work

Assessment Methods and Grade Distribution

Assessment Methods	Grade	Assessment Time (Week No.)	Course Outcomes to be Assessed
Mid Term Exam	% 30	Week 7-8	K1, K2, S1, S2, C1
Term Works*	% 30	Continuous	K1, K2, S1, S2, C1
Final Exam	% 40	Week 11-12	K1, K2, S1, S2, C1
Total	%100		

* Include: quizzes, in-class and out of class assignment, presentations, reports, Videotaped assignment, group or individual project

Alignment of Course Outcomes with Learning and Assessment Methods

Number	Learning Outcomes	Learning Method*	Assessment Method**
Knowledge			
K1	Develop and integrate knowledge from the foundational sciences to analyze methods of dietetics education principles and nutrition counseling	Case Study Subjective quiz	Lecture Problem solving based learning

		Exam/Objective questions	
K2	Establish the knowledge required to design preventive suggestion and interventions, and educational strategies for individuals and communities to manage problems related to human nutrition and dietetics	Case Study Subjective quiz Exam/Objective questions	Lecture Problem solving based learning
SKILLS			
S1	Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding related to nutrition education and counseling .	Case Study Subjective quiz Exam/Objective questions	Lecture Problem solving based learning
S2	Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution, for problems related to human nutrition and dietetics	Case Study Subjective quiz Exam/Objective questions	Lecture Problem solving based learning
COMPETENCIES			
C1	Provide patient-centered care as the medication expert (collect and interpret evidence about dietary guidelines for healthy eating; as well as formulate regular and therapeutic diets for particular conditions .	Case Study Subjective quiz Exam/Objective questions	Lecture Problem solving based learning

*Include: lecture, flipped class, project based learning, problem solving based learning, collaboration learning.

** Include: quizzes, in-class and out of class assignments, presentations, reports, videotaped assignments, group or individual projects.

Course Policies

Policy	Policy Requirements
Passing Grade	The minimum pass for the course is (50%) and the minimum final mark is (35%).
Missing Exams	Anyone absent from a declared semester exam without a sick or compulsive excuse accepted by the dean of the college that proposes the course, a zero mark shall be placed on that exam and calculated in his final mark.

	• Anyone absents from a declared semester exam with a sick or compulsive excuse accepted by the dean of the college that proposes the course must submit proof of his excuse within a week from the date of the excuse's disappearance, and in this case, the subject teacher must hold a compensation exam for the student. • Anyone absent from a final exam with a sick excuse or a compulsive excuse accepted by the dean of the college that proposes the material must submit proof of his excuse within three days from the date of holding that exam.
Attendance	The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lecture days (n t) and seven lectures (days). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory or compulsive excuse accepted by the dean of the faculty, he is prohibited from taking the final exam and his result in that subject is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college that The article is introduced, it is considered withdrawn from that article, and the provisions of withdrawal shall apply to it.
Academic Integrity	Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as cheating, plagiarism (academic theft), collusion, intellectual property rights.

Number	Learning Outcome	Course Title	Assessment Method	Target Performance level
Cp1	Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).	Special Topics	Presentation	70%

Description of Program Learning Outcome Assessment Method

Number	Detailed Description of Assessment
Cp1	Titles will be announced, and students will choose a subject related to clinical nutrition. Students will work solely.

Rubric of the Oral presentation

FIRST: SCIENTIFIC MATERIAL (10 marks)			
1-	QUALITY:		MARKS
		a- Cutting edge information	4
		b- At least three genuine non-AI generated references, AMA citation style.	3
2-	CONTENT ARRANGMENT AND DISPLAY		3
SECOND: ORAL PRESENTATION (20 marks)			
1-	TIME MANAGEMENT		
		a- FIVE minutes maximum for each student, every extra minute, ONE mark will be deducted.	5
		b- Rescheduling any given subject within a period less than a week, FIVE marks will be deducted.	-5
2-	COMPREHENSION OF PRESENTATION		
		a- Fluency and ideas arrangement	5
3-	ORAL PRESENTATION		
		a- Fluency of speech, Voice inflection, pacing, clear audible voice.	5
4-	POSTURE, EYE CONTACT AND GESTURES.		5
	TOTAL MARK		30