Philadelphia University	PHILADELPHIA UNIVERSITY THE WAY TO THE FUTURE	**Approval date:**
Faculty of Allied Medical Sciences		**Issue:**
Department of Clinical Nutrition and Dietetics		**Credit Hours: 2 hrs**
Academic year 2025/2026	**Course Syllabus**	**Bachelor**

Course information

Course#	Course title	Prerequisite	
1110249	**Nutrition Through Lifecycle**	**Nutrition Through Lifecycle 1110248**	
Course type		**Class time**	**Room #**
☐ University Requirement ☐ Faculty Requirement ☒ Major Requirement ☐ Elective ☒ Compulsory		**11:15-12:05 Sun, Tue**	**9422**

Instructor Information

Name	Office No.	Phone No.	Office Hours	E-mail
Dr. Bayan AL-Tarifi	61212	2434	Sat, Tue (12:15-1:05) Sun (9:45-10:35) Mon (11:15- 1:05) Tue (12:15-2:05)	baltarifi@philadelphia.edu.jo

Course Delivery Method

Course Delivery Method			
☒ **Physical**	☐ **Online**	☐ **Blended**	
Learning Model			
Percentage	**Synchronous**	**Asynchronous**	**Physical**
			100%

Course Description

This course is a continuity of nutrition through the life cycle (1). It focuses on physiological, psychosocial, and physical growth during preschool, school, and adolescence and their relationship to nutrition. Additionally, the course addresses the physiological and physical changes, nutritional implications, and key dietary and health concerns related to old age.

Course Learning Outcomes

Number	Outcomes	Corresponding Program outcomes	Corresponding Competencies
Knowledge			
K1	Demonstrate a deep understanding of the basis of nutritional science and food's nutrient composition and discover the links between diet, disease, and health.	**K_P1**	
K2	Recognize the nutritional implications of the physiological, physical, and psychosocial changes during growth.	**K_{P1}**	
K3	Address the nutritional needs and proper diet management of individuals with diseases or developmental delays	**K_P2**	
Skills			
S1	Evaluate critically scientific research about nutrition and health through problem-solving based on dietary assessment for food and nutrient intake among individuals and groups.	**S_P1**	
S2	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.	**S_{P3}**	

Learning Resources

Course textbook	Brown, JE. Nutrition through the Life Cycle. 7th. Edition. Thomson Wadsworth, USA. 2018.
Supporting References	1. Nutrition Through the Life Cycle (MindTap Course List),2024, Brown, JE, USA. 2. Handbook for Nutritional Assessment Through Life Cycle, 2016, Daradkeh. G, 3. Williams SR. & Anderson SA. Nutrition and Diet Therapy. Saint Louis: CV. Mosby Co. (Latest edition or reprint). 4. Food and Nutrition Board, Institute of Medicine- National Academy of Sciences. 2001. Dietary Reference Intakes. www.nap.edu 5. Most Recent Human/Clinical Nutrition Textbooks, Articles & Literature.
Supporting websites	1. www.nutrition. Org 2. www.dietetics.com 3. www.fao.org/food 4. www.fda.gov 5. www.who.int
Teaching Environment	☒**Classroom** ☐ **laboratory** ☐**Learning platform** ☐**Other**

Meetings and subject's timetable

Week	Topic	Learning Methods	Tasks	Learning Material
Week 1	**Introduction to Nutrition Through Life Cycle (2) Course**	Lecture		Vision and Mission of the school of allied medical sciences Course Syllabus
Weeks 2-3	**Child and Preadolescent Nutrition** - Tracking Child and Preadolescent Health - Normal Growth and Development - Physiological and Cognitive Development of School-Age Children - Energy and Nutrient Needs of School-Age Children - Common Nutrition Problems - Prevention of Nutrition-Related Disorders in School-Age Children - Dietary Recommendations - Public Food and Nutrition Programs - **Case study: Paediatric Overweight**	Lecture problem-solving based learning,	Assignment	Textbook, chapter 12
Week 4	**Child and Preadolescent Nutrition Conditions and Interventions** - Nutritional Requirements of Children with Special Health Care Needs - Growth Assessment - Nutrition Recommendations - Eating and Feeding Problems in Children with Special Health Care Needs - Dietary Supplements and Herbal Remedies - **Case study: Dealing with Food Allergies in School Settings**	Lecture Collaborative learning	Quiz	Textbook, chapter 13
Weeks 5-6	**Adolescent Nutrition** - Normal Physical Growth and Development - Psychosocial and Cognitive Development - Health and Nutrition- Related Behaviors During Adolescence - Dietary Requirements, Intake, and Adequacy Among Adolescents - Nutrition Screening, Assessment, and Intervention - Promoting Healthy Eating and Physical Activity Behaviors - Overweight and Obesity - Supplement Use Among	Lecture Collaborative learning	Assignment	Textbook, chapters 14,15

	Adolescents - Nutrition for Adolescent Athletes - Dieting, Disordered Eating and Eating Disorders - **Case study: Moral and Ethical Dietary Considerations Leading to Changes in Dietary Habits in Late Adolescence**			
Week 7-9	**Adult Nutrition** - Tracking Adult Nutritional Health and Its Determinants - Physiological Changes During the Adult Years - Energy Recommendations - Nutrient Recommendations - Dietary Recommendations for Adults - Physical Activity Recommendations - Overweight and Obesity - Chronic diseases: Cardiovascular Disease, Metabolic Syndrome, Diabetes Mellitus, and Cancer - Case: Managing Metabolic Syndrome in Adults: Dan Goes Dancing	Lecture Collaborative learning		Textbook, chapters 16,17
Midterm Exam				
Weeks 10-12	**Nutrition and Older Adults** - Picture of the Aging Population: Vital Statistics - Theories of Aging - Physiological Changes - Nutritional Risk Factors - Dietary Recommendations for Older Adults - Nutrient Recommendations - Food Safety Recommendations - Physical Activity Recommendations - Nutrition Policy and Intervention for Risk Reduction - **Case study: JT—Spiraling Out of Control?**	Lecture		Textbook, chapter 18
Weeks 13-15	**Nutrition and Older Adults** - Nutrition and Health - Diseases: Heart Disease, Stroke, Hypertension, Diabetes: Special - Concerns for Older Adults - Obesity - Osteoporosis - Oral Health - Gastrointestinal Diseases - Cognitive Impairment,	Lecture Collaborative learning	Quiz	Textbook, chapter 19

	Dementia, and Alzheimer's Disease - Polypharmacy: Prescription and Over the-Counter Medications - Low Body Weight/ Unintentional Weight Loss - Dehydration			
Final exam				

* Includes: Lecture, flipped Class, project-based learning, problem-solving based learning, collaborative learning

Course Contributing to Learner Skill Development

Using Technology
Using Microsoft programs (word, PowerPoint), YouTube videos, and different scientific websites to collect data about nutritional requirements through certain age groups
Communication skills
Through presentation, discuss the nutritional needs for each growth period during pregnancy, lactation, and infant age.
Application of concepts learned
Transfer learned nutrition through life cycle information to others

Assessment Methods and Grade Distribution

Assessment Methods	Grade Weight	Assessment Time (Week No.)	Link to Course Outcomes
Mid Term Exam	**% 30**	**8th week**	**K1, K2**
Various Assessments *	**% 30**	**Continuous**	**K1, K2, K3, S1,S2**
Final Exam	**% 40**	**16th week**	**K1, K2,k3, S1, S2**
Total	**%100**	**100%**	

* includes: quiz, in class and out of class assignment, presentations, reports, videotaped assignment, group or individual projects.

Alignment of Course Outcomes with Learning and Assessment Methods

Number	Learning Outcomes	Learning Method*	Assessment Method**
Knowledge			
K1	Demonstrate a deep understanding of the basis of nutritional science and food's nutrient composition and discover the links between diet, disease, and health.	Lecture Collaborative learning	**Assignments** **Exams** **Quizzes**
K2	Recognize the nutritional implications of the physiological, physical, and psychosocial changes that take place during growth periods.	Lecture	**Assignments** **Exams** **Quizzes**

K3	Address the nutritional needs and related proper diet management of individuals with developmental delays.	Lecture	**Assignments** **Exams**
Skills			
S1	Evaluate critically scientific research about nutrition and health through problem-solving based on dietary assessment for food and nutrient intake among individuals and groups.	Lecture problem-solving based learning,	**Assignments** **Exams**
S2	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.	Lecture problem-solving based learning,	**Assignments**

* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

** includes: quiz, in class and out of class assignment, presentations, reports, videotaped assignment, group or individual projects.

Course Polices

Policy	*-- Policy Requirements
Passing Grade	The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%).
Missing Exams	• Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. • A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from an exam or assessment due date. • A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.
Attendance	The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded.
Academic Honesty	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, and violating intellectual property rights.

Program Learning Outcomes to be Assessed in this Course

Number	Learning Outcome	Course Title	Assessment Method	Target Performance level
KP1	Demonstrate profound and contemporary knowledge relevant to nutritional sciences, food science, safety, and food system management to promote population health and enhance patient-centered care	Nutrition Through Life Cycle	MCQ question	80% of students will achieve 6/10
SP1	Exhibit critical thinking skills, analytical abilities, problem-solving, and evidence-based approach, including technology related to dietetic practice to evaluate and improve the nutritional well-being of individuals or populations.	Nutrition Through Life Cycle	cases solving and exams	80 of the students will achieve 6/10
SP3	Communicate effectively verbally and nonverbally to multiple audiences, including individuals, public health professionals, stakeholders, and researchers.	Nutrition Through Life Cycle	cases solving, and exams	70 of the students will achieve 6/10

Description of Program Learning Outcome Assessment Method

Number	Detailed Description of Assessment
KP1	Comprehensive questions (10 marks included in the final exam)
SP1,SP3	The assessment will be based on students' ability: (1) to solve nutritional issues related to nutrition through the life cycle in exams, (2) to deliver a full project assignment about a topic in nutrition through the life cycle and (3) discuss it orally with the instructor (20 marks)

Assessment Rubric of the Program Learning Outcome

Reading journal assessment and evaluate the response of critique level in subject regarding nutrition

Key elements	4 points	2-3 points	0-1 point
comprehensive	Written response demonstrates clear understanding of reading	Written response demonstrates a general understanding of reading	Written response is vague and unclear
Application of mini lessons/instruction	Consistently applies concepts of mini-lessons/ instruction	Usually applies concepts of mini-lessons/ instruction	Unable to apply concepts of mini-lessons/ instruction

completeness	Journal completely reading done and turned in on time	Journal mostly reading and turned in on time	Journal not turned in on time, rarely or never complete
Personal response	Personally reacts to and responds to text	Some personal response and reaction	Little or no personal response or reaction

The rubric evaluation:

To evaluate the student confident and the ability to analyze journal article including the journal title , introduction, material and methods results and discussion and evaluate the student reaction to complete the assignment on time: 5 marks