Philadelphia University	PHILADELPHIA UNIVERSITY THE WAY TO THE FUTURE	**Approved Date:**
Faculty ofAllied Medical Sciences		**Issue: 1**
Department:- Clinical nutrition and dietetics		**Credit Hours:2**
Academic Year:2025/2026	**Course Syllabus**	**Bachler:**

Course Information

Course No.	Course Title	Prerequisite	
1110357	Diet therapy (2)	Diet therapy (2) 1110357	
Course Type		Class Time	Room No.
☐ University Requirement ☒ Fuclty Requirement ☒ Major Requirement ☐ Elective ☐ Compulsory		8:15-9:05 Sun, Tus	61209

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

☐ Blended	☐ Online	☒ Physical
Learning Model		
Percentage	Synchronous	Asynchronous	Physical
			100%

Course Description

This course is designed as a continuous course for diet therapy 1. It focuses on the main nutritional disorders related to diabetes types and their management, cardiovascular diseases, hyperlipidemia, respiratory disease (COPD), osteoporosis, and others, and the application of nutritional and dietetic principles in diseases that respond to diet therapy.

Course Learning Outcomes

Number	Outcome	Corresponding Program Outcomes	Corresponding Competencies
Knowledge			
K1	Identify the etiologies, pathophysiology, diagnostic criteria, signs, symptoms, and laboratory and anthropometric measurements correlated to specific common diseases.	KP2	C1
K2	Assess the patient's nutritional status to Design a practical, healthy, personalized patient' diet based on their special needs.	KP3	C1
K3	Recognize the threats of applying trend diets in the management of chronic diseases.	Kp3	C1
Skills			
S1	Plan an appropriate nutational intervention for each disease based on social, economic, and cultural factors.	S_{P1}	C1
S3	Use the World Wide Web to document information when performing assignments.	SP1	C1
S2	Apply critical thinking to assess nutritional status and solve medical problems.	SP2	C1

Learning Resources

Course Textbook	**Nutrition Therapy and Pathophysiology**, Marcia Elms, Kathryn P. Sucker, 5th ed, 2021. ISBN-13: 978-0357973820 ISBN-10: 0357973828
Supporting References	**Food, Nutrition and Nutrition Care Process**, Mahan L.K. and Escottstump, 15th edition, 2020 S.ISBN-10 : 1437722334, ISBN-13 : 978-1437722338. **Modern Nutrition in Health and Disease**, shills,11 the edition, 2013, ISBN-13: 978-1605474618, ISBN-10: 1605474614 **Fundamentals of foods, nutrition and diet therapy**,Sumati R, 2010, ISBN-13 : 978-8122433494, ISBN-10 : 9788122433494
Supporting Websites	American Nutrition Association American Society for Nutrition - Nutrition Research & Practice www.kidney.gov, www.eatright.org http://arborcom.com www.nal.usda.gov/finc www.cyberdiet.com navigator.tufts.edu www.scinecedirect.com, www.youtube.com
Teaching Environment	■ **Classroom** ☐ **laboratory** ☐ **Learning Platform** ☐ **Other**

Meetings and Subjects TimeTable

Week	Topic	Learning Method*	Task	Learning Material

1	**Course Syllabus** • Introduction to diet therapy 2 course	Lecture		Vision and Mission of school of allied medical sciences Course syllabus Text Book, chapter 1
2	**Diseases of diabetes mellitus** • Introduction • anatomy and physiology of endocrine system • pathophysiology of the endocrine system • Hyperglycemia and hypoglycemia	Lecture		Text Book, chapter 17
3-4	**Diseases of diabetes mellitus** Type 1 DM • Pathophysiology • Nutritional Assessment and diagnosis • Management (insulin, dietary) • Carhohydrtes counting • Hypoglycemia management	Lecture Collaborative learning	Quiz	Text Book, chapter 17
5-6	**Diseases of the diabetes mellitus** Type 2 DM • Pathophysiology • Complications of DM • Nutritional Assessment and diagnosis • Management (dietary, exchange list)	Lecture project-based learning	Assignment Project	Text Book, Chapter 17
7	**Diseases of diabetes mellitus** Gestational DM • Pathophysiology • Complications • Nutritional Assessment and diagnosis • Management	Lecture Collaborative learning		Text Book, Chapter 17
8	**Diseases of diabetes mellitus** polycystic ovary syndrome • Gestational DM • Pathophysiology • Complications • Nutritional Assessment and diagnosis Management	Lecture	Quiz	Text Book Chapters 15
MID exam				
9	**Diseases of the cardiovascular system (CVD)** • Introduction • anatomy and physiology of the cardiovascular system • Pathophysiology cardiovascular system • Complications of CVD	Lecture		Text Book Chapters 13
10-11	**Disease of hypertension** • Pathophysiology • Nutritional Assessment and diagnosis • Management (DASH diet)	Lecture project-based learning	Project	Text Book Chapter 13
12	**Disease of hyperlipidemia** • Pathophysiology • Nutritional Assessment and diagnosis	Lecture Collaborative		Text Book Chapter 13

	• Management (therapeutic life change TLC diet)	learning		
13	**Disease of heart failure and myocardial infraction** • Pathophysiology • Nutritional Assessment and diagnosis • Management (DASH diet, TLC diet)	Lecture project-based learning	Quiz Project	Text Book Chapter 13
14	**Diseases of the respiratory system** • Pathophysiology of COPD • Nutritional Assessment and diagnosis • Management (malnutrition)	Lecture		Text Book Chapters 21
15	**Diseases of osteoporosis** • Pathophysiology • Nutritional Assessment and diagnosis • Management (dietary, supplementation	Lecture project-based learning	Assignment Project	Text Book Chapters 18
Final exam				

*Includes lecture, flipped Class, project-based learning, problem-solving-based learning, and collaboration learning.

Course Contributing to Learner Skill Development

Using Technology
Using Microsoft programs (word, PowerPoint), YouTube videos, Google, and scientific websites
Communication Skills
Videos and Assignments discussion
Application of Concept Learnt
Transfer learned diet therapy (2) information about body systems and diseases to others

Assessment Methods and Grade Distribution

Assessment Methods	Grade	Assessment Time (Week No.)	Course Outcomes to be Assessed
Mid Term Exam	**% 30**	6-8 ^{the}	K1,2,3
Term Works*	**% 30**	Continuous	S1-S3
Final Exam	**% 40**	16 th	K1-K3 S1-S3
Total	**%100**		

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

Alignment of Course Outcomes with Learning and Assessment Methods

Number	Learning Outcomes	Corresponding Compatienes	Learning Method*	Assessment Method**
Knowledge				
K1	Identify the etiologies, pathophysiology, diagnostic criteria, signs, symptoms, and laboratory and anthropometric measurements correlated to specific common diseases.	C1	Lecture	Quizzes Exam Assignments
K2	Assess the patient's nutritional status to Design a practical, healthy, personalized patient' diet based on their special needs.	C1	Lecture Collaborative learning	Exam Video Assignments
K3	Recognize the threats of applying trend diets in the management of chronic diseases.	C1	Lecture Project Based Learning	Exam Assignments
Skills				
S1	Plan an appropriate nutational intervention for each disease based on social, economic, and cultural factors.	C1	Lecture Collaborative learning	Quizzes Exam
S2	Use the World Wide Web to document information when performing assignments.	C1	Lecture	Video assignment
S3	Apply critical thinking to assess nutritional status and solve medical problems.	C1	Lecture Project Based Learning	Video assignment assignments

*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 Polices

Policy	Policy Requirements
Passing Grade	The minimum pass for the course is (50%) and the minimum final mark 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 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.

Program Learning Outcomes to be assessed in this Course

Number	Learning Outcome	Course Title	Assessment Method	Targeted Performance level
KP3	Identify the Nutrition Care Process to assess nutritional parameters, diagnose nutrition-related problems, and determine appropriate nutrition interventions, education, and counseling based on scientific research methods and innovative approaches.	Diet therapy (2)	Essay questions	70 of the 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.	Diet therapy (2)	cases solving, and exams	70 of the students will achieve 6/10
SP2	Assess nutritional status in individuals and groups to identify problems; explore design, implement, monitor, and evaluate nutritional therapeutic strategies.	Diet therapy (2)	MCQ questions	70 of the students will achieve 6/10

Description of Program Learning Outcomes Assessment Method

Number	Detailed Description of Assessment
KP3	Essay questions rated ten marks in the final exam
SP1	The assessment will based on students' ability: (1) to solve nutritional issues related to chronic diseases in exams, (2) to determine the nutritional diagnosis in cases solved in the lab, and (3) to deliver a full project assignment about a topic in nutrition therapy and discusses it orally with instructor

Assessment Rubric of the Program Learning Outcomes

Project assignment will be evaluated, totaling 10 points as follows in specific title

- **Introduction to the topic**: proper generation of questions about the problem (diagnosis) **2 marks**
- **Quality of information:** complete and concise answers **3 marks**
- **Information gathering:** sources of information and citation **2 marks**
- **Grammar and spelling, the flow of information, organized writing, clear 2 marks**
- **Graphs and photos**: are engaging and enhance text **1 mark**
- **All reports should be printed with soft copy , No hand writing**

The rubric for presentation:

		1	2	3	4
Non-Verbal Skills	**Eye Contact while reading**	Student reads with no eye contact.	Student occasionally uses eye contact.	Generally looks at the audience, but generally to the teacher.	Student is able to present the project looking at the audience and making them feel included.
	Posture	Slumps or leans during presentation.	Sways or fidgets during much of presentation.	Occasionally sways or fidgets, but stands up straight with both feet on the ground most of the time.	Stands up straight and still with both feet on the ground, and moves the hands for emphasis.
Oral Skills	**Elocution**	Student mumbles, very low voice and do not use any tonal differences.	Student's voice is low-medium, but part of the audience still has some difficulty hearing presentation. Tonality barely changes.	Student's voice is clear, and most of the audience members can easily hear the presentation. The tone used changes.	Student uses a clear voice, rhythm and tone, so that all audience members can hear presentation.
	Pronunciation	Student does not do any effort regarding pronunciation.	Student pronounces incorrectly some terms, mostly vocabulary of the unit.	Pronunciation is good, but some constructions and terms are incorrect.	Student pronounces mostly everything clearly and correctly.
Contents	**Organization**	Audience cannot understand the presentation because there is no sequence of information.	Audience has some difficulty following presentation because student jumps around.	Students presents information in a logical sequence which audience can follow.	Student has a good hook and presents information in logical, interesting sequence which audience can easily follow.
	Subject Knowledge	Student does not appear to have a grasp of information; cannot answer questions about subject.	Student is comfortable with information, but is only able to answer simple questions.	Student is at ease with information and answers questions satisfactorily, but fails to elaborate.	Student demonstrates full knowledge and can answer and elaborate on most/all questions asked
Presentation	**Visual**	The presentation had small fonts and blurry pictures. It has been difficult to follow.	The images used changed from blurry to high-resolution. Text varied depending on parts.	The audience could read the slides and the images were generally good.	Visual aid showing effort and creativity is used thus improving overall presentation.
Teamwork	**Coordination**	The team did not know when to speak, or what role were having. Only one person leads the group.	One or two members of the group have focused most of the presentation. The rest of the group did not have clear instructions about their role.	The team was mostly coordinated, but there were some moments of doubt and/or unbalance. A minority of the members of the group did not know what to do.	The team run perfectly coordinated, with clear guidelines about each member's role. Each member has participated..