

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 3 hrs
Academic year 2025/2026		Bachelor

Course information

Course#	Course title	Prerequisite
1110249	Nutrition Through Lifecycle (2)	Nutritional Education and Food Preparation
Course type ☐ University Requirement ☐ Faculty Requirement ☒ Major Requirement ☐ Elective ☒ Compulsory		Class time 8:15-9:05 Sun, Tue
		Room # 9422

Instructor Information

Name	Office No.	Phone No.	Office Hours	E-mail
Dr. Bayan AL-Tarifi	61212	2434	Sat (12:15-14:05) Sun (11:15-12:05) Mon (9:45- 10:35) (13:15-14:05) Tue (13:15-15:05)	baltarifi@philadelphia.edu.jo

Course Delivery Method

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

Course Description

Prenatal growth and development; physiological, psychosocial developments and physical growth, taking place during infancy, toddler, pre-school, school and adolescent periods and their relationship with and nutrition; physiological and physical changes during pregnancy, lactation and old age, and their nutritional implications; main dietary and health concerns.

Course Learning Outcomes

Number	Outcomes	Corresponding Program outcomes
Knowledge		
K1	Demonstrate a depth understanding of the basis of nutritional science and the nutrient composition of food and discover the links between diet and disease and health.	KP1
K2	Understand the nutrition implications of the physiological, physical and psychosocial changes occurring during growth periods.	KP2
K3	Understand the nutritional needs and manage feeding the developmentally delayed.	KP3
Skills		
S1	Evaluate critically scientific research from a variety of sources in relation to nutrition and health through working with others, communication, self-management, and problem-solving and reflect on the various components.	SP1

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.	SP2
S3	Assess diet, food and nutrient intake, and the consumption of food constituents in individuals and groups.	SP1
Competencies		
C2	Manage diet-related complications and concerns during pregnancy, lactation, growth periods and old age.	Cp2

Learning Resources

Course textbook	Brown, JE. Nutrition through the Life Cycle. 4th. Edition. Thomson Wadsworth, USA. 2011.
Supporting References	1. Williams SR. & Anderson SA. Nutrition and Diet Therapy. Saint Louis: CV. Mosby Co. (Latest edition or reprint). 2. Food and Nutrition Board, Institute of Medicine- National Academy of Sciences. 2001. Dietary Reference Intakes. www.nap.edu 3. 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 subjects timetable

Week	Topic	Learning Methods	Tasks	Learning Material
Week 1	Course syllabus 1. Vision, mission, and objectives of the faculty and the department 2. Revision	Lecture		
Week 2+3	3. Infant Nutrition: Conditions and Interventions: - Nutritional needs of infants before or shortly after birth - Infants at Risk - Energy and Nutrient Needs - Growth - Nutrition for Infants with Special Health Care Needs - Common Nutritional problem - Nutrition Intervention	Lecture	Quiz	Chapter 9 Brown, JE. Nutrition through the Life Cycle. 4th. Edition.
Week 4+6	4. Toddler and Preschooler Nutrition - Describes the growth and development of toddlers and pre-school age children - Definitions of the Life Cycle Stage - Importance of Nutrition Status - Tracking Toddler and Preschooler Health - Normal Growth and Development - Common Problems with Measuring & Plotting Growth Data - Physiological and Cognitive	Lecture	Case /Group Discussion	Chapter 10 Brown, JE. Nutrition through the Life Cycle. 4th. Edition.

	Development: Toddlers - Development of Feeding Skills of Toddlers - Case Study - Appetite and Food Intake of Toddlers - Feeding Behaviors of Preschool-Age Children - Appetite and Food Intake of Preschoolers - Nutrient Needs - Food security and safety - Nutrition and Prevention of Cardiovascular Disease - Dietary and Physical Activity Recommendations - Recommendations for Intake - Nutrition Intervention for Risk Reduction			
Week 7+8	5. Toddler and Preschooler Nutrition: Conditions and Interventions Covers nutrition needs and services for children with: - Food allergies - Breathing problems - Developmental delays - Those needing nutrition support - Case study - Developmental Delay & Evaluation - Sources of Nutrition Services	Flipped class	Quiz	Chapter 11 Brown, JE. Nutrition through the Life Cycle. 4th. Edition.
Midterm Exam				
Week 9+10	6. Child and Preadolescent Nutrition - Focuses on growth and development of school-age and pre-adolescent children - Physical, cognitive, emotional, social growth - Growth spurts - Body Image and Excessive Dieting - Modeling healthy eating and physical activity behaviors - Prevention of Nutrition-Related Disorders - Case study - Dietary and physical activity Recommendation - Nutrition Education	Lecture	Assignment	Chapter 12 Brown, JE. Nutrition through the Life Cycle. 4th. Edition.
Week 11+12	7. Adolescence nutrition - Changes at puberty and indices of maturity - Nutritional needs dietary concerns. - Nutrition and feeding of the developmentally delayed child. - Vegetarian Diets During Adolescence - Physical Activity for Adolescents - Nutrient Requirement - Nutrition Screening, Assessment, and Intervention - Nutrition Education and Counseling	Lecture	Assignment	Chapter 14 Brown, JE. Nutrition through the Life Cycle. 4th. Edition.
Week 13	8. Adult nutrition - Physiological changes during adulthood - Nutritional needs; dietary concerns and their management	Lecture	Assignment	Chapter 15 Brown, JE. Nutrition through the Life Cycle. 4th.

Week 14+15	9. Nutrition for Older Adults - Population trends - The aging process - Nutritional needs during aging - Ageing problem - Factors Which Affect Food Intake - Social, psychological and health concerns - Caregiver Tips if Mental Decline Decreases Food Intake	Lecture		Edition. Brown, JE. Nutrition through the Life Cycle. 4th. Edition.
Final Exam				

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

Course Contributing to Learner Skill Development

Using Technology
Using different scientific websites to collect data about nutritional requirements through the all age group
Communication skills
Discuss the nutritional needs for each growth period and during pregnancy and lactation, and during old age through presentation.
Application of concepts learnt
Calculate body mass index

Assessment Methods and Grade Distribution

Assessment Methods	Grade Weight	Assessment Time (Week No.)	Link to Course Outcomes
Mid Term Exam	% 30	8 th week	K1, K2, K3
Various Assessments *	% 30	Continuous	K1, K2, S1
Final Exam	% 40	16 th week	K1, K2,k3, S1, S2,S3
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	Knowledge and Understanding: Student is expected to: Demonstrate a depth understanding of the basis of nutritional science and the nutrient composition of food and discover the links between diet and disease and health	Lecture	Assignment Exam
K2	Understand the nutrition implications of the physiological, physical and psychosocial changes occurring during growth periods.	Flipped class	Quiz
Skills			
S1	Evaluate critically scientific research from a variety of sources in relation to nutrition and health through working with others, communication, self-management, and problem-solving and reflect on the various components.	Lecture	Quiz
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	Assignment
S3	Assess diet, food and nutrient intake, and the consumption of food constituents in individuals and groups.	Lecture	Assignment
Competencies			
C1	Manage diet-related complications and concerns during pregnancy,		Assignment

	lactation, growth periods and old age.		
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* 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 Policies

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 a depth understanding of the basis of nutritional science and the nutrient composition of food and discover the links between diet and disease and health.	Nutrition Through Life Cycle	Comprehensive questions (10 marks included in the final exam).	100% of students will achieve 7 and more
KP2	Explain the nutritional implications of physiological, physical, and psychosocial changes occurring during the different stages of growth and development	Nutrition Through Life Cycle	Midterm examination	70% of students will achieve a score of 7/10 or higher
KP3	Apply appropriate nutritional management and feeding strategies for individuals with special nutritional needs and developmental conditions	Nutrition Through Life Cycle	Case study and individual Assignment	70% of students will achieve a score of 7/10 or higher
SP1	Assess dietary intake and evaluate the nutritional status of individuals and groups using appropriate assessment method	Nutrition Through Life Cycle	Dietary assessment assignment and case study analysis	70% of students will achieve a score of 7/10 or higher

Description of Program Learning Outcome Assessment Method

Number	Detailed Description of Assessment
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KP1	Comprehensive questions (10 marks included in the final exam)

Assessment Rubric of the Program Learning Outcome

Criteria	4Pt	3Pt	2Pt	1Pt
Demonstration of nutritional knowledge	Demonstrates comprehensive and accurate understanding of life-cycle nutrition concepts with clear linkage to health and disease	Shows good understanding with minor inaccuracies	Shows basic understanding but with noticeable gaps	Shows limited understanding and major inaccuracies
Explanation of nutritional implications across life stages	Provides clear, critical, and well-structured explanation of physiological and nutritional changes	Provides clear explanation with limited depth	Provides general description with minimal analysis	Provides unclear or incorrect explanation
Application of nutritional management	Develops appropriate, evidence-based nutritional interventions for different conditions	Develops appropriate interventions with minor errors	Provides basic interventions with limited justification	Provides inappropriate or unclear interventions
Dietary assessment and interpretation	Accurately analyzes dietary intake and correctly interprets nutritional adequacy with justified recommendations	Analyzes dietary intake with minor calculation or interpretation errors	Performs basic analysis with limited interpretation	Inaccurate analysis and incorrect interpretation
Use of scientific evidence	Uses recent, relevant, and properly cited scientific references	Uses relevant references with minor citation errors	Uses limited or outdated references	Lacks scientific support and proper referencing
Organization and presentation	Information is well-organized, clearly presented, and professionally written	Generally well-organized with minor issues	Acceptable organization but lacks clarity in some parts	Poorly organized and unclear presentation

Assessment Rubric of the Presentation

Category	Criteria	1Pt	2Pt	3Pt	4Pt
Non-Verbal Skills	Eye Contact while reading	Student reads with no eye contact.	Student occasionally uses eye contact.	Student generally looks at the audience, but sometimes at the teacher.	Student presents to the audience looking at them 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 hands for emphasis.
Oral Skills	Elocution	Student mumbles, very low voice and does not use tonal differences.	Voice is low-medium and difficult to hear; tonal differences are minimal.	Voice is clear most of the time and audience can hear presentation.	Student uses a clear voice, rhythm and tone so all audience members can hear changes.

	Pronunciation	Student does not regard pronunciation.	Student mispronounces terms, mostly vocabulary of the unit.	Pronunciation is good but some constructions or terms are incorrect.	Student pronounces most words clearly and correctly.
Contents	Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Information is logical but audience can follow only some parts.	Student presents information logically and audience can easily follow.
	Subject Knowledge	Student does not appear to have a grasp of information; answers questions about subject.	Student is comfortable with information but only able to answer simple questions.	Student shows clear familiarity and answers most questions.	Student demonstrates full knowledge and can answer detailed questions.
Presentation	Visual	Small fonts and blurry pictures; difficult to see.	Images used changed from blurry to high-resolution.	Audience could read slides and images were generally good.	Visual aid shows effort and creativity; useful in improving overall presentation.
Teamwork	Coordination	Team did not know when to speak or what role they had.	One or two members prepared most of the work; others unclear about roles.	Team mostly coordinated but some imbalance.	Team well coordinated; each member has clear role and participates.