

Philadelphia University	 PHILADELPHIA UNIVERSITY THE WAY TO THE FUTURE	Approved Date: / / 2025
Faculty: Allied Medical Sciences		Issue:
Department:- Clinical Nutrition & Dietetics		Credit Hours: 2
Acad. Year:2 nd 2025/2026		Bachelor of clinical nutrition and Dietetics

Course Information

Course No.	Course Title	Prerequisite	
1110462	Community Nutrition	Nutritional Assessment (1110360)	
Course Type		Class Time	Room No.
☐ University Requirement ☐ Faculty Requirement ☒ Major Requirement ☐ Elective ☒ Compulsory		9:45-10:35 Sun,Tue	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

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

Course Description

This course presents the scientific basis for the Study of community, emphasizing community nutrition system, Community Nutrition Programs (CNP), Community Needs Assessment, Program Planning, Addressing the Obesity Epidemic, Health Care Systems and Policy, Food Insecurity and Food Assistance Programs, different age groups programs and services, developing nutrition intervention programs and Managing Community Nutrition Programs.

Course Learning Outcomes

Number	Outcome	Corresponding Program Outcomes	Corresponding Competences
Knowledge			
K 1	explain the scientific basis for the Study of community, through a deep understanding of the structure of the community nutrition systems and the tools that constitute the background of the community nutrition and facilitate the role of community nutritionist.	KP1	
K2	demonstrate an understanding of community assessment and epidemiology.	KP2	
K3	Explain survey design and data collection methods in community nutrition.	KP3	
Skills			
S 1	Differentiate between the community nutrition techniques used in community organizations, management, planning, nutritional assessment, public and professional education.	SP1	
S2	Demonstrate the processes involved in designing, implementing and evaluating a community nutrition program through a service-learning project.	SP1	
Competencies			
C1	Assure transferable skills and attributes through the ability to plan a pilot study among different target groups, using various approaches of the Community Nutrition Programs.	CP1	CP1

Learning Resources

Course Textbook	Community Nutrition in Action: An Entrepreneurial Approach. Wadsworth, Cengage Learning. 7th Edition. M. Boyle & D. Holben. (2017). ISBN-13: 978-1-305-63799-3 ISBN-10: 1-305-63799-2
Supporting References	Community Nutrition: Planning of community nutrition programs. Dar-Hunin. (Arabic/English). El Masri, K. (2013)
Supporting Websites	WHO, FAO, CDC, American Nutrition Association American Society for Nutrition - Nutrition Research & Practice www.scinedirect.com, www.youtube.com e-learning resources, lecture rooms needed for the course
Teaching Environment	☒ Classroom ☐ Laboratory ☒ Learning Platform ☐ Other

Meetings and Subjects TimeTable

Week	Topic	Learning Method*	Task	Learning Material
1	Course Syllabus - Vision, mission, and objectives of the faculty and the department - Introduction to Community Nutrition course Opportunities in Community Nutrition	Lecture		Course Syllabus + Textbook Chapter 1
2	Community Needs Assessment	Lecture	Quiz Assignment	Textbook Chapter 4
3	Program Planning for Success	Interactive Lecture		Textbook Chapter 5
4	(continue) Program Planning for Success	Lecture	project-based learning	Textbook Chapter 5
5	A National Nutrition Agenda for the Public's Health	Lecture		Textbook Chapter 7
6	Addressing the Obesity Epidemic: An Issue for Public Health Policy	Lecture		Textbook Chapter 8
7	Health Care Systems and Policy	Lecture Problem solving	Assignment	Textbook Chapter 9
8	Midterm Exam			
9	Food Insecurity and the Food Assistance Programs	Lecture Case study	Assignment	Textbook Chapter 10
10	Mothers and Infants: Nutrition Assessment, Services, and Programs	Lecture	Quiz	Textbook Chapter 11
11	Children and Adolescents: Nutrition Issues, Services, and Programs	Lecture		Textbook Chapter 12
12	(continue) Children and Adolescents: Nutrition Issues, Services, and Programs	Flipped Lecture		Textbook Chapter 11
13	Healthy Aging: Nutrition Assessment, Services, and Programs	Lecture		Textbook Chapter 13
14	Global Food and Nutrition Security: Challenges and Opportunities	Lecture	Assignment	Textbook Chapter 14
15	Managing Community Nutrition Programs	Lecture	Student project presentations	Textbook Chapter 18
16	Final exam			

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

Course Contributing to Learner Skill Development

Using Technology
Using Microsoft programs (word, PowerPoint), YouTube videos, Google, and scientific websites (ScienceDirect)
Communication Skills
homework discussion, Videos, and paper discussions
Application of Concept Learnt
Conduct practical application of different approaches at different target groups.

Assessment Methods and Grade Distribution

Assessment Methods	Grade	Assessment Time (Week No.)	Course Outcomes to be Assessed
Mid Term Exam	30 %	8th week	K1,K2
Quizzes	10 %	Before & after the midterm exam	K3,K1
Term Works* (Nutritional survey report + assignments)	20 %	Continuous	S1,S2,C1
Final Exam	40 %	16 th	K1,K2,K3,S1,S2
Total	100%		

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

Alignment of Course Outcomes with Learning and Assessment Methods

Number	Learning Outcomes	Corresponding Competencies	Learning Method*	Assessment Method**
Knowledge				
K 1	Identify the scientific basis for the Study of community, through a deep understanding of the structure of the community nutrition systems and the tools that constitute the background of the community nutrition and facilitate the role of community nutritionist.	KP1	Lecture	Quizzes Exam Assignments
K2	demonstrate an understanding of community assessment and epidemiology.	KP2	Lecture, Case Study	Exam
K3	Explain survey design and data collection methods in community nutrition.	KP3	Lecture	Quizzes Exam
Skills				

S1	Differentiate between the community nutrition techniques used in community organizations, management, planning, nutritional assessment, public and professional education.	SP1	Lecture	Quizzes Exam Report (Presentations)
S2	Demonstrate the processes involved in designing, implementing and evaluating a community nutrition program through a service-learning project.	SP1	Project-Based Learning	Project & Presentation
Competencies				
C1	Assure transferable skills and attributes through the ability to plan a pilot study among different target groups, using various approaches of the Community Nutrition Programs.	CP1	Lecture (training: conducting (survey))	project-based learning (survey: pilot (study))

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

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

Course Policies

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

Program Learning Outcomes to be Assessed in this Course

Number	Learning Outcome	Course Title	Assessment Method	Targeted Performance Level
K_{p3}	Identify the Nutrition Care Process to assess nutritional parameters, diagnose nutrition-related problems, determine appropriate nutrition interventions, education, and counseling, and based on scientific research methods and innovative approaches.	Community Nutrition	Subjective assessment	At least 70% of students will achieve $\geq$ 50%
S_{p1}	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.	Community Nutrition	Objective assessment	At least 70% of students will achieve $\geq$ 50%
C_{p1}	Functions in full autonomy demonstrating principles of healthcare leadership, entrepreneurship, lifelong learning, training, decision making, skills transferring, and performance management (Policies, Guidelines, and Standards in nutrition health care).	Community Nutrition	PowerPoint Presentations done by the students	At least 70% of students will achieve $\geq$ 50%

Description of Program Learning Outcomes Assessment Method

Number	Detailed Description of Assessment
K_{p3}	Subjective assessment (15 questions will be included in the final exam)
S_{p1}	Objective assessment (various questions will be included in the final exam)
C_{p1}	PowerPoint Presentations (% of students will achieve half points (rubric) or more)

Assessment Rubric (Assignment & Project)

	4 pts	3 pts	2 pts	1 pts
Completion How much of the assignment was completed?	The entire assignment was completed	3/4 of the assignment was completed	At least 1/2 of the assignment was completed.	Less than 1/2 of the assignment was completed.
Accuracy How much of the assignment was done right?	The entire assignment (or almost all) of the assignment was done correctly.	3/4 of the assignment was done correctly.	At least 1/2 of the assignment was done correctly.	Less than 1/2 of the assignment was done correctly.
Legibility/ Neatness Can the work pass the stranger test?	Very neat. The writing illustrates a lot of thought and preparation.	Mostly neat and legible The writing illustrates some thought and preparation.	Slightly legible. The writing illustrates little thought or preparation.	Not legible Hard to read. Ideas expressed are difficult to understand.

Directions Did you follow directions? Was the assignment completed showing all the work?	The assignment was done showing lots of work neatly and easily followed.	The assignment was done showing most of the work.	The assignment was done showing some work	The assignment was answers only.
Effort The student worked at what level of their ability?	Outstanding work, the student should be proud of their effort!	A good effort was made and the student met my expectations.	Some effort was made, The student just did enough work.	Minimal effort was given. The student should try harder.
Time Management Was the assignment turned in on time?	The assignment was turned in on time.	The assignment was turned in one day late.	The assignment was turned in two days late.	The assignment was turned in more than two days late.
Total:				

Assessment Rubric (Oral presentation)

	0-2 points	3-5 points	6-9 points	10 points	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which the audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	The student does not have a grasp of information. student cannot answer questions about subject.	The student is uncomfortable with information and is able to answer only rudimentary questions.	The student is at ease with the subject but fails to elaborate.	Student demonstrates full knowledge, with explanations and elaboration.	
Language	The student's presentation has multiple language/ grammatical errors.	The presentation has language and/or grammatical errors.	The presentation has no language and/or grammatical errors.	The presentation has no major grammatical errors.	
Eye Contact	The student fails to make eye contact with the audience.	The student occasionally uses eye contact.	The student maintains eye contact most of the time.	The student maintains meaningful eye contact with the audience.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience to hear.	The student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	The student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	The student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
Total Points:					