

Philadelphia University	 PHILADELPHIA UNIVERSITY THE WAY TO THE FUTURE	Approval date: / / 2025
Faculty of Allied Medical Sciences		Issue:
Department of Clinical Nutrition and Dietetics		Credit hours (2)
Academic year 2025/2026 2nd Sem		Bachelor of Clinical Nutrition and Dietetics

Course information

Course#	Course title	Prerequisite
1110360	Nutritional Assessment (Theoretical)	Human Nutrition (1110210)
Course type		Class time
☐ University Requirement ☐ Faculty Requirement ☒ Major Requirement ☐ Elective ☒ Compulsory		Room #
		12:15-13:05 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 focuses on principles and methods of nutritional assessment across the lifespan and in clinical settings. It covers dietary intake assessment, anthropometric, biochemical, and clinical evaluation methods, computerized dietary analysis systems, and nutritional assessment in disease prevention and hospitalized patients. Emphasis is placed on the application of the Nutrition Care Process and interpretation of assessment data

Course Learning Outcomes

Number	Outcomes	Corresponding Program outcomes	Corresponding Competences
Knowledge			
K1	Understand means of assessing dietary intake, body composition and growth, micronutrient status and under what circumstances they would be used.	K_p2	-
K2	Analyze the Nutrition Care Process in different settings and evaluate the impact of various measures of nutritional status assessment on health systems.	K_p3	-
K3	Evaluate the rationales, advantages, and disadvantages of various approaches of nutritional assessment.	K_p2	
Skill			
S1	Design and implement food and nutrition surveys for individuals, households, and communities, and interpret the collected data.	S_p1	
S2	Apply, analyze, and interpret nutritional status data by using computerized dietary analysis systems and be able to summarize findings in a report.	S_p2	

Learning Resources

Course Textbook	Nutritional Assessment. 7th. Edition. David C. Nieman. 2019
Supporting References	1. Lee, R.D. and Neiman, D.C. 2013. Nutritional Assessment. 6th edition. Mc Graw Hill.
Supporting Websites	American Nutrition Association American Society for Nutrition - Nutrition Research & Practice www.nal.usda.gov/finc www.eatright.org www.scinedirect.com , www.youtube.com e-learning resources, lecture rooms needed for the course
Teaching Environment	☒ Classroom ☒ laboratory ☐ Learning platform ☐ Other

Meetings and subject's timetable

Week	Topic	Learning Methods *	Tasks	Learning Material (Textbook**)
1	Course syllabus - Vision, mission, and objectives of the faculty and the department Introduction to Nutritional Assessment	Lecture + class work	Assignment	Course syllabus + Textbook: Chapter 1 + Reference 2
2 +3	Anthropometry	Lecture + training	Quiz Report (Cases: growth charts)	Textbook: Chapter 6 +
4+5	Biochemical Assessment of Nutritional Status	Lecture	Assignment	Textbook: Chapter 9
6	Clinical Assessment of Nutritional Status	Lecture	Assignment	Textbook: Chapter 10
7	Standards for nutrient intake	Lecture		Textbook: Chapter 2
8	Midterm Exam			
9+10	<u>Measuring Diet</u>	Lecture	Quiz	Textbook: Chapter 3
11	Computerized Dietary Analysis Systems	Lecture	Assignment	Textbook: Chapter 5
12	Assessment of the Hospitalized Patient	Lecture		Textbook: Chapter 7
13+14	Nutritional Assessment in Disease Prevention	Lecture	Quiz	Textbook: Chapter 8
15	National Dietary and Nutrition Surveys	Flipped class	Assignment	Textbook: Chapter 4
16	Final Exam			

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

** Textbook: Nutritional Assessment. 7th. Edition. David C. Nieman. 2019

Course Contributing to Learner Skill Development

Using Technology
Utilize the methods of data analysis using computer software and apply these methods to analyze data obtained from a wide variety of sources
Communication skills
Communicate effectively with groups and individuals to promote the benefits of a balanced diet throughout the lifespan
Application of concepts learnt
Assessing body size and composition, dietary intake. collect, analyze, and interpret nutritional status data

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, S1
Quizzes	10 %	Before & after midterm exam	K1, K2
Term Works*	20 %	Continuous	K1, K2 S1, S2
Final Exam	40 %	16 th week	K1, K2,K3 S1,S2
Total	100%	100%	

* includes: 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	Understand means of assessing dietary intake, body composition and growth, micronutrient status and under what circumstances they would be used.	Lecture	Assignment Midterm Final
K2	Analyze the Nutrition Care Process in different settings and evaluate the impact of various measures of nutritional status assessment on health systems.	Lecture + Problem-based learning	Quiz Final
K3	Evaluate the rationales, advantages, and disadvantages of various approaches of nutritional assessment.	Lecture + Comparative analysis	Assignment Final exam
Skills			
S1	Design and implement food and nutrition surveys for individuals, households, and communities, and interpret the collected data.	Lecture + project- based learning,	group projects
S2	Apply, analyze, and interpret nutritional status data and be able to summarize findings in a report.	Lecture + Software demonstration	Reports Practical

* 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
K_{p2}	Establish the knowledge necessary to address chronic diseases and identify the correlations between diet, disease, health, and social/ethical determinants	Nutritional Assessment	Subjective assessment	At least 70% of students will achieve $\geq 60\%$
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.	Nutritional Assessment	Objective assessment	At least 70% of students will achieve $\geq 60\%$
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.	Nutritional Assessment	Project-report assessment	At least 70% of students will achieve $\geq 60\%$
S_{p2}	Assess nutritional status in individuals and groups to identify problems; explore design, implement, monitor, and evaluate nutritional therapeutic strategies.	Nutritional Assessment	Software application	At least 70% of students will achieve $\geq 60\%$

Description of Program Learning Outcome Assessment Method

Number	Detailed Description of Assessment
K _p 2	Subjective assessment (10 marks – 100% of students achieve 6/10 or above)
K _p 3	Objective assessment (10 marks – 80% of students achieve 6/10 or above)
S _p 1	<u>Project-report</u> assessment (10 marks – 100% of students achieve 6/10 or above)
S _p 2	Software application (10 marks – 100% of students achieve 6/10 or above)

Assessment Rubric (Assignments) of the Program Learning Outcome

	4 pts	3 pts	2 pts	1 pt
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. Writing illustrates a lot of thought and preparation.	Mostly neat and legible Writing illustrates some thought and preparation.	Slightly legible. 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 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!	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:				