Syllabus of Clinical Nutrition for Children / Practical

First Semester 2026 /2027

COURSE INFORMATION	
Course Name: Clinical Nutrition for Children / Practical **Semester:** First Semester **Department:** Department of Clinical Nutrition and Dietetics **Faculty:** Applied Medical Sciences	**Course Code: 1905021444** **Section:** 1 **Core Curriculum**: **Obligatory department**
Day(s) and Time(s): Monday: 11:30-14:30 Monday: 14:30-17:30 **Classroom:** Nutritional clinic- Medical building -3rd floor	**Credit Hours:** 1 **Prerequisites**: Clinical Nutrition for Children (1905021445)

COURSE DESCRIPTION

Topics that will be studied in this course are specified in the nutritional care of infants, children, and adolescents and how the diet can intervene to treat some selected disease conditions. In addition, meal planning for these conditions will be discussed in detail. Modern technologies can be used in nutrition counseling through AI applications to prepare interview scenarios and educational messages, together with Canva to design educational materials suitable for target groups.

DELIVERY METHODS

The course will be delivered through a combination of active learning strategies. These will include:

- Case study assessments using different AI applications
- PowerPoint lectures and active classroom-based discussion
- Collaborative learning through small groups acting in an interdisciplinary context.
- Encouraging the use of AI applications to enhance the learning experience.
- Online dietary assessment tools available at http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=2&tax_subject=256&topic_id=1325
- Anthropometric tools available in the Clinical Nutrition Unit of the Hashemite University
- WHO Anthropometry Training Video

FACULTY INFORMATION

Name	**Islam Al-Shami**
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Office Hours:	**Sunday** 12:30-13:30 **Tuesday** 12:30-13:30 **Wednesday** 11:30-12:30 and 12:30-13:30 Or to be determined by appointment

REFERENCES AND LEARNING RESOURCES

Required Textbook:

- Goday P. and Walia C. (2022), **Pediatric Nutrition for Dietitian**. 1st Ed. Taylor & Francis Group, LLC
- Samour P. Q. and King, K. (2012), **Pediatric Nutrition**. 4th Ed. Jones and Bartlett Learning, Canada.
- Sonneville K and Duggan C. (2014), **Manual of Pediatric Nutrition**. 5th Ed. People's Medical Publishing House- USA.

Suggested Additional Resource:

- Nieman, DC. 2019. **Nutritional Assessment.** 7th edition. New York, NY: McGraw-Hill. **ISBN 0078021405.**
- Charney, P, and Malone, A. 2015. **ADA Pocket Guide to Nutrition Assessment.** American Dietetic Association, Chicago, Illinois
- Ekvall, S. and Ekvall, V. (Editors) (2005), **Pediatric Nutrition in Chronic Diseases and Developmental Disorders.**

STUDENT LEARNING OUTCOMES MATRIX*

Core Curriculum Learning Outcomes	Program Learning Outcomes	Course Objectives	Course Student Learning Outcomes	Assessment Method
To provide students with the optimum educational standard in the field of clinical nutrition and general knowledge in food technology	**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	1. Know the principles of assessment of the nutritional status of infants, children and adolescents 2. To become familiar with the current best practices in dietary, biochemical, and anthropometric assessment of nutritional status for children. 3. Be able to select and perform the most appropriate methods to be used for assessment of the nutritional status of children 4. To demonstrate ability to measure, calculate, and interpret anthropometric data. 5. To interpret laboratory parameters relating to nutrition.	K1-Understand the basic concepts of children nutrition. K2-Understand the development stages during childhood K3-Apply the basic nutritional assessment concepts to evaluate the nutritional status of children in health and different disease conditions.	• Case studies • Exams
To provide optimal educational and training opportunities for students during their professional preparation for careers in nutrition.	**KP2:** Demonstrate an understanding of food chemistry, technology, preparation, safety, and correlate nutrition with food technology and future challenges**.**			
To participate in community services for health promotion and disease prevention programs	**KP3:** Explain the principles of cellular metabolic processes, the structure and function of the various physiological systems, and the principles of biochemistry			
To encourage creativity and innovation in solving problems of emerging cases in the field of clinical nutrition	**KP4:** Providing students with high levels of educational quality based on training on specific pathological conditions in therapeutic nutrition.			
	SP1: 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		S1- Know the techniques required to plan, conduct, analyze, and interpret food and nutrition surveys of infants, children, and adolescents. S2- Understand the biochemical changes, different disease pathophysiology, and the role of nutritional care in disease therapy/management. S3-Apply the knowledge into practice to provide good nutritional counseling and healthy eating practices for infants, children, and adolescents in health and different disease conditions. S4- Identify and compare/contrast methods of assessing body size and composition, dietary intake. S5- Participate in discussions about current controversies in nutritional status assessment.	• Case studies • Assignments • Quizzes
To sustain the concept of collaboration to promote an appropriate diet solution in cases of health and disease	**SP2:** 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.			
	SP3: Assess diet, food and nutrient intake, and the consumption of food constituents in individuals and groups			
	CP1: Demonstrate consistent professional behavior in accordance with the legal and ethical boundaries of the dietetic profession			
	CP2: Critically apply knowledge of diet and health to evaluate and communicate and comment on dietary or health information both from scientific sources.			
	CP3: Utilize the methods of data analysis using computer software and apply these methods to analyze data obtained from a wide variety of sources and situations, and apply critical thinking, testing hypotheses, formulating suggestions in diet and health			

ACADEMIC SUPPORT

It is The Hashemite University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individual's needs.

Special Needs Section:
Tel:
Location:
Email:

COURSE REGULATIONS

Policy:

- Students are encouraged to prepare for class, using the scheduled outline: your understanding in class will be greatly enhanced if you are familiar with the information ahead of time**.**
- Students missing any class time are responsible for obtaining all information, including assignments and schedule changes**.**
- Students who miss more than 15% of total lectures will be deprived of the final exam**.**
- All students should have the same opportunity to learn. There will be times throughout this course you will be encouraged to share personal experiences and opinions and likewise to listen to other students' comments. Friendly, courteous, respectful behavior and a positive attitude will be expected from all students each day. There will be NO tolerance for any disrespect towards other students, the subject, or the instructor, otherwise, the misbehaved student will be asked to leave the classroom**.**
- Participation and discussion are encouraged to earn additional points (extra credits)**.**

Plagiarism

Plagiarism is considered a serious academic offense and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviors that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples and it applies to all student assignments or submitted work:

- **Use of the work, ideas, images, or words of someone else without his/her permission or reference to them.**
- **Use of someone else's wording, name, phrase, sentence, paragraph, or essay without using quotation marks.**
- **Misrepresentation of the sources that were used.**

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

COURSE ASSESSMENT

Course Calendar and Assessment

Students will be graded through the following means of assessment, and their final grade will be calculated from the forms of assessment as listed below, with their grade weighting taken into account. The criteria for grading are listed at the end of the syllabus

Assessment	Instrument	Grade Weighting	Deadline Assessment
Mid-term Assessment	Mid-Term Examination	30 %	30/11/2026 Date, Time & place: To be determined
Continuous Assessment	Educational Tool	10 %	2/11/2026
	Assignments	10 %	To be announced
	Quizzes	10 %	Unannounced
End-of-block Assessment	Written end-of-block Examination	40 %	Date, Time & Place: To be determined later by the University

Description of Exams

Test questions will predominantly come from the material presented in the lectures. Semester exams will be conducted during the regularly scheduled lecture period. The exam will consist of a combination of multiple-choice, short answer, matching, true and false, and/or descriptive questions.

No make-up exams will be given. Only documented absences will be considered as per HU guidelines.

Grades are not negotiable and are awarded according to the following criteria*:

Letter Grade	Description	Grade Points
A+	Excellent	4.00
A		3.75
A-		3.50
B+	Very Good	3.25
B		3.00
B-		2.75
C+	Good	2.50
C		2.25
C-		2.00
D+	Pass	1.75
D	Pass	1.50
F	Fail	0.00
I	Incomplete	-

WEEKLY LECTURE SCHEDULE AND CONTENT DISTRIBUTION

"Labs. hours and weeks are approximate and may change as needed."

Note: For Clinical Nutrition for Children labs, 1 lab per week (on Wednesdays), each lab duration covers 3 hours. The textbook chapters considered part of the course content will be included in exams.

Week #	Date	Case #	Topic
1	12/10	**Orientation**	
2	19/10	Case # 1	Infancy Case Study (Full-term Infant)
3	26/10	Case # 2	Nutritional Management for Preschool Children
4	2/11	Case # 3	Small for Gestational Age and Prematurity
4	2/11	**Due Date for the Educational Tool**	
5	9/11	Case # 4	Failure to Thrive
6	16/11	Case # 5	Nutritional Management in Autism
7	23/11	Case # 6	Nutritional Management for Epilepsy and Cerebral Palsy
8	30/11	Case # 7	Nutritional Management of Gastrointestinal Disorders-Constipation
9	30/11	**Mid-Exam Due Date**	
10	7/12	Case # 8	Obesity and Iron-Deficiency Anemia
11	14/12	Case # 9	Cystic Fibrosis
12	21/12	Case # 10	Diabetes Mellitus -Type I

Assessment Rubrics

Classroom Participation: Assessment Criteria					
Criteria	**Quality**				**Score**
	Excellent (4 points)	**Good (3 points)**	**Satisfactory (2 points)**	**Needs Improvement (1 points)**	
The degree to which student integrates course readings into classroom participation	often cites from readings; uses readings to support points; - often articulates the "fit" of readings with the topic at hand.	- occasionally cites from readings; - sometimes uses readings to support points; - occasionally articulates "fit" of readings with the topic at hand.	- rarely able to cite from readings; - rarely uses readings to support points; - rarely articulates "fit" of readings with the topic at hand	- unable to cite from readings; - cannot use readings to support points; cannot articulate "fit" of readings with the topic at hand.	
Interaction/ participation in classroom discussions	- always a willing participant, and responds frequently to questions; - routinely volunteers point of view.	- often a willing participant, - responds occasionally to questions; - occasionally volunteers point of view.	- rarely a willing participant, - rarely able to respond to questions; - rarely volunteers point of view.	- never a willing participant., - never able to respond to questions; - never volunteer point of view.	
Interaction/participation in classroom learning activities	- always a willing participant; - acts appropriately during all role plays; - responds frequently to questions; - routinely volunteers point of view.	- often a willing participant; - acts appropriately during role plays; - responds occasionally to questions. - occasionally volunteers' point of view.	- rarely a willing participant. - occasionally acts inappropriately during role plays; - rarely able to respond to direct questions; - rarely volunteers' point of view.	- never a willing participant - often acts inappropriately during role plays, - never able to respond to direct questions; - never volunteer point of view.	
Demonstration of professional attitude and demeanor	- always demonstrates commitment through thorough preparation; - always arrives on time; - often solicits instructors' perspectives outside class.	rarely unprepared; rarely arrives late; - occasionally solicits instructors' perspectives outside class.	- often unprepared; occasionally arrives late; - rarely solicits instructors' perspectives outside class.	- rarely prepared; - often arrives late; - never solicits instructors' perspectives outside of class	