



Syllabus* : Nutrition Through the Life Cycle (0140502452)
First Semester 2026 /2027

COURSE INFORMATION	
Course Name: Nutrition Through the Life Cycle Semester: First Department: Department of Clinical Nutrition Faculty: Applied Medical Sciences	Course Code: 0140502452 Section: 1 Core Curriculum: Major requirements
Day(s) and Time(s): Sun, Tue,: 9:30-11:30 Wed: 1:30-2:30 Classroom: A.M. 107	Credit Hours: 3 Prerequisites: 140502211 or 1905021212 or 2605021212
COURSE DESCRIPTION	
This course addresses the effect of nutrition on human growth and development from childhood to old age, including the physiological foundations of nutritional requirements and the relationship between dietary habits and nutrition and their potential contribution to chronic diseases. The study of nutrition throughout the life cycle can be enriched using WHO Anthro, WHO AnthroPlus, and Excel to monitor indicators and requirements, with AI applications used to discuss cases and link growth with appropriate dietary practices.	
DELIVERY METHODS	
The course will be delivered through a combination of active learning strategies. These will include: • PowerPoint lectures and active classroom based discussion • Collaborative learning through small groups acting in an interdisciplinary context. • Relevant films and documentaries • Video lectures • E-learning resources: e-reading assignments and practice quizzes through Model and Microsoft Team	

FACULTY INFORMATION		
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REFERENCES AND LEARNING RESOURCES		
Required Textbook: Brown, JE. Nutrition through the Life Cycle. 4th. Edition. Thomson Wadsworth, USA. 2011.		
Suggested Additional Resources 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.		
Selected Internet Sites:		
01. www.nutrition.org	02. www.faseb.org/ascn	
03. www.bda.uk.com	04. www.dietetics.com	
05. www.who.int	06. www.diabetes.org	
07. www.americanheart.org	08. www.fao.org/food	
09. www.fda.gov	10. www.usda.gov	
11. www.dietitians.ca	12. www.webmed.com	

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:

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	To provide students with a comprehensive understanding of human nutritional needs, physiological changes, and growth requirements across all life stages.	Identify nutrient recommendations, physiological foundations, and dietary requirements during preconception, pregnancy, lactation, infancy, childhood, adolescence, and old age.	First Exam, Second Exam, Final Exam, Quizzes
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 correlates nutrition with food technology and future challenges.	To introduce modern software and digital technology applications used in assessing nutritional status and monitoring growth indicators across the lifespan.	Apply software and digital tools (e.g., WHO Anthro, WHO AnthroPlus, Excel, and AI applications) to monitor growth parameters and evaluate dietary adequacy.	Homework, Computer Assignments, Quizzes
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 explain the biological and physiological mechanisms underlying metabolic demands during different developmental stages.	Analyze the physiological changes, cellular processes, and biochemical requirements essential for fetal development, child growth, and healthy aging.	First Exam, Second Exam, Final Exam
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.	To train students on formulating targeted nutritional management plans for special conditions and complications across life stages.	Formulate evidence-based dietary interventions for specific life-stage conditions (e.g., gestational diabetes, lactation challenges, growth faltering, pediatric malnutrition, and age-related chronic conditions).	Case Studies / Discussions, Homework, Exams
	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	To develop critical thinking skills in analyzing life-cycle nutrition research literature and guidelines.	Critically review scientific research articles, evaluate life-stage dietary recommendations, and propose innovative solutions to complex case scenarios.	Presentations, Classroom Discussion, Homework
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.	To build effective communication skills for delivering life-stage dietary guidance to diverse individuals and target population groups.	Design and deliver clear, tailored dietary counseling and educational messages on balanced nutrition across different age groups and life stages.	Oral Presentation, Classroom Participation Rubric
	SP3: Assess diet, food and nutrient intake, and the consumption of food constituents in individuals and groups	To equip students with practical methods to assess nutritional intake, dietary habits, and growth trajectories in individuals and communities.	Conduct detailed dietary intake assessments and interpret anthropometric measurements across childhood, adolescence, adulthood, and older age.	Homework, Case Studies, Quizzes
	CP1: Demonstrate consistent professional behavior in accordance with the legal and ethical boundaries of the dietetic profession	To instill professional conduct, ethical standards, and cultural competence in dietetic practice.	Apply ethical principles, maintain client confidentiality, and adhere to legal and professional dietetic standards during case discussions and assignments.	Classroom Participation Rubric, Assignment Evaluations
	CP2: Critically apply knowledge of diet and health to evaluate and communicate and comment on dietary or health information both from scientific sources.	To enable students to evaluate public health messaging, dietary supplements, and dietary claims across the lifespan.	Critically appraise and communicate scientific findings regarding food intake, nutrient supplementation, and health outcomes across life stages.	First & Second Exams, Oral Presentations, Quizzes

	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	To provide hands-on experience in using analytical tools and software for assessing and solving nutritional problems.	Analyze nutritional and anthropometric datasets using software tools (Excel, WHO Anthro/AnthroPlus) to test hypotheses and formulate evidence-based dietary recommendations.	Computer Lab Assignments / Homework, Case Study Reports
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Participation

Class participation and attendance are important elements of every student's learning experience at The Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. *Those exceeding this limit of 15% will receive a failing grade regardless of their performance.* It is a student's responsibility to monitor the frequency of their own absences. **Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.**

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offence 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 behaviours 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

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

- Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty.

Assignments handed in more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.

- In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with University regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

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	Grade Weighting	Deadline Assessment
First-exam	30%	Add date/time
Second-exam	30%	Add date/time
Final Exam	40%	Add date/time

Description of Exams

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

Homework: Will be given for each chapter, while the chapter in progress you are supposed to work on them continuously and submit in next lecture when I finish the chapter.

You are also expected to work on in-chapter examples, self-tests and representative number of end of chapter problems. The answers of self-tests and end of chapter exercises are given at the end of the book.

Quizzes: Unannounced quizzes will be given during or/and at the end of each chapter based upon the previous lectures. It will enforce that you come prepared to the class.

No make-up exams, homework or quizzes 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

“Lecture hours and weeks are approximate and may change as needed”

Chapter 1	Nutrition Basics	Week 1	3 lecture hours
Chapter 2	Preconception Nutrition	Week 2	2 lecture hours
Chapter 3	Preconception Nutrition: Conditions and Interventions	Week 3	2 lecture hours
Chapter 4	Nutrition During Pregnancy Pregnancy: - Conception, maternal physiological changes - Placental development and function - Fetal growth and development - Nutritional needs, - Maternal malnutrition & outcome of pregnancy - dietary recommendations, nutrient supplements and - fitness - Dietary concerns and their management	Week 4	3 lecture hours
Chapter 5	Nutrition During Pregnancy: Conditions and Interventions	Week 5	3 lecture hours
Chapter 6	Nutrition During Lactation Factors influencing lactation - Nutritional needs, fitness and recommendations - Contraindications to breastfeeding - Breast feeding concerns and their management	Week 6	3 lecture hours
Chapter 7	Nutrition	During	Lactation

Conditions and Interventions	Week 7	2 lecture hours
Chapter 8 Infant Nutrition	Week 8	2 lecture hours
Feeding: the importance and management of breastfeeding, breast milk substitutes and their modification -Introduction of solid foods and dietary concerns - Strategies for child survival		
Chapter 9 Toddler and Preschooler Nutrition	Week 9	2 lecture hours
Growth and development - Nutritional needs; dietary concerns and their management		
Chapter 10 Toddler and Preschooler Nutrition: Conditions and Interventions	week 10	2 lecture hours
Chapter 11 Child and Preadolescent Nutrition	week 11	2 lecture hours
Chapter 12 Child and Preadolescent Nutrition: Conditions and Interventions	week 11	2 lecture hours
Chapter 13 Adolescent Nutrition	week 12	2 lecture hours
Changes at puberty and indices of maturity Nutritional needs, dietary concerns. - Nutrition and feeding of the developmentally delayed child		
Chapter 14 Nutrition and Older Adults	week 13	2 lecture hours
- Population trends - The aging process - Nutritional needs during aging - Social, psychological and health concerns		
Chapter 15 Nutrition and Older Adults	week 14	2 lecture hours
Conditions and Interventions	week 14	2 lecture hours
Review	Week 15	
University Exams	Week 16	

Assessment Rubrics

Classroom Participation: Assessment Criteria					
Criteria	Quality				Score
	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 points)	
Degree to which student integrates course readings into classroom participation	- often cites from readings; - uses readings to support points; - often articulates "fit" of readings with topic at hand.	-occasionally cites from readings; - sometimes uses readings to support points; -occasionally articulates "fit" of readings with topic at hand .	-rarely able to cite from readings; - rarely uses readings to support points; - rarely articulates "fit" of readings with topic at hand	-unable to cite from readings; -cannot use readings to support points; cannot articulates "fit" of readings with topic at hand .	
Interaction /	-always a willing participant,	-often a willing participant,	-rarely a willing participant,	-never a willing participant.,	

participation in classroom discussions	responds frequently to questions; - routinely volunteers point of view .	- responds occasionally to questions; - occasionally volunteers point of view .	- rarely able to respond to questions; - rarely volunteers point of view .	- never able to respond to questions; - never volunteers 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 volunteers point of view.	
Demonstration of professional attitude and demeanor	-always demonstrates commitment through thorough preparation; - always arrives on time; - often solicits instructors' perspective outside class.	- rarely unprepared; rarely arrives late; - occasionally solicits instructors' perspective outside class .	-often unprepared; occasionally arrives late; - rarely solicits instructors' perspective outside class .	-rarely prepared; - often arrives late; -never solicits instructors' perspective outside class	

Classroom Participation: Oral Presentation

Element	Excellent		Satisfactory			Needs Improvement				score
	8	7	6	5	4	3	2	1	0	
Organization	- There is a logical sequence of information. - Title slide and closing slide are included appropriately.		- There is some logical sequence of information. - Title slide and closing slides are included.			- There is little or no logical sequence of information. - Title slide and/ or closing slides are not included.				
Slide Design (text, colors, background, illustrations, size, titles, subtitles)	Presentation is attractive and appealing to viewers.		Presentation is somewhat appealing to viewers.			Little to no attempt has been made to make presentation appealing to viewers.				
Content	Presentation covers topic completely and in depth.		Presentation includes some essential information.			Presentation includes little essential information.				

	Information is clear, appropriate, and accurate.	Some information is somewhat confusing, incorrect, or flawed.	Information is confusing, inaccurate, or flawed.	
Language	- Spelling, grammar, usage, and punctuation are accurate. - Fluent and effective	There are minor problems in spelling, grammar, usage, and/or punctuation.	- There are persistent errors in spelling, grammar, usage, and/or punctuation. - Less or not fluent and effective.	
Delivery	- Ideas were communicated with enthusiasm, proper voice projection and clear delivery. - There was sufficient eye contact with audience. - There were sufficient use of other non-verbal communication skills. - Appropriate delivery pace was used.	- There was some difficulty communicating ideas due to voice projection, lack of preparation, incomplete work, and/or insufficient eye contact. - Insufficient use of non-verbal communication skills. - Delivery pace is somewhat appropriate.	- There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete work, and/or little or no eye contact. - No use of non verbal communication skills. - Inappropriate delivery pace was used.	
Interaction with Audience	- Answers to questions are coherent and complete. - Answers demonstrate confidence and extensive knowledge.	- Most answers to questions are coherent and complete. - Answers somehow demonstrate confidence and extensive knowledge.	- Answers to questions are neither coherent nor complete. - Is tentative or unclear in responses.	
Total score	= (y*5/16)			