



Syllabus*: Clinical Nutrition for Children (1905021443) First Semester 2023 /2024

COURSE INFORMATION	
Course Name: Clinical Nutrition for children Semester: First Department: Department of Clinical Nutrition Faculty: Applied Medical Sciences	Course Code: 1905021443 Section: 1 Core Curriculum: Specialization Requirments Compulsory.
Day(s) and Time(s): Sun, Tue, Thur: 10:00-11:00 Classroom: Building of Medical Schools 311	Credit Hours: 2 Prerequisites: 140502344 and140502452
COURSE DESCRIPTION	
This course describes the nutritional care of infants, children, and adolescents in health and selected disease conditions.	
DELIVERY METHODS	
The course will be delivered through a combination of active learning strategies. These will include: <ul style="list-style-type: none"> • 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	
Name	Dr. Narmeen Al-Awwad
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REFERENCES AND LEARNING RESOURCES

Required Textbook

1. Samour P. Q. and King, K. (2012), Pediatric Nutrition. 4th Ed. Jones and Bartlett Learning, Canada.
2. Sonnevile K and Duggan C. (2014), Manual of Pediatric Nutrition. 5th Ed. People's Medical Publishing House- USA.
3. The American Dietetic Association (2003), Pediatric Manual of Clinical Dietetics, Williams et al. (Editors).
4. Ekvall, S. and Ekvall, V. (Editors) (2005), Pediatric Nutrition in Chronic Diseases and Developmental Disorders.
5. Mahan, L. (2012), Krause's Food and Nutrition Therapy.
6. and any suggested published scientific papers.

Useful Web Resources:

<http://arborcom.com> www.nal.usda.gov/finc www.eatright.org
www.cyberdiet.com www.navigator.tufts.edu

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. Understand the basic concepts of children nutrition.	K1- Know the principles of assessment of the nutritional status of infants, children and adolescents	• 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 correlates nutrition with food technology and future challenges.	2. Understand the development stages during childhood.	K2- To become familiar with the current best practices in dietary, biochemical, and anthropometric assessment of nutritional status for children.	
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	3. Apply the basic nutritional assessment concepts to evaluate the nutritional status of children in health and different disease conditions.	K3- To interpret laboratory parameters relating to nutrition.	
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.	4. To understand the biochemical changes, different disease pathophysiology, and the role of nutritional care in disease therapy/management.		
To sustain the concept of collaboration to promote an appropriate diet solution in cases of health and disease	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	5. 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.	S1- Be able to select and perform the most appropriate methods to be used for assessment of the nutritional status of children	• Exams
	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.		S2- Know the techniques required to plan, conduct, analyze and interpret food and nutrition surveys of infants, children and adolescents.	
	SP3: Assess diet, food and nutrient intake, and the consumption of food constituents in individuals and groups		S3-To understand the biochemical changes, different disease pathophysiology, and the role of nutritional care in disease therapy/management.	
	CP1: Demonstrate consistent professional behavior in accordance with the legal and ethical boundaries of the dietetic profession		S4- Identify and compare/contrast methods of assessing body size and composition, dietary intake.	
	CP2: Critically apply knowledge of diet and health to evaluate and communicate and comment on dietary or health information both from scientific sources.		S5- To demonstrate ability to measure, calculate, and interpret anthropometric data.	
	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 misses more than 15% of total lectures will be deprived from 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 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 for earning additional points (extra credits).

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

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
First Assessment	First-Hour exam	30 %	Time & place: To be determined
Second Assessment	Second-Hour exam	30 %	Time & place: To be determined
Final Exam	Final Exam	40 %	Time & place: To be determined by the University later

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.

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

"Lecture hours and weeks are approximate and may change as needed"

Weekly lecture schedule and content distribution

Week	Topic
1	Introduction
2	Nutrition Assessment of infants and children
3	Nutritional Management of Full-term Infants
4	Small for Gestational Age and Prematurity
5	Failure to Thrive
6	Nutritional Management in Autism
7	Nutritional Management for Seizures and Epilepsy
8	Nutritional Management of Handicapped Cerebral Palsy.
9	Nutritional Management of Down's Syndrome
10	Nutritional Management of Gastrointestinal Disorders-Reflux and Vomiting, Constipation and Diarrhea
11	Iron-Deficiency Anemia
12	Childhood Overweight and Obesity

13	Pulmonary Disease: Cystic Fibrosis
14	Celiac Disease
14	Diabetes Mellitus -Type I
15	Chronic Kidney Disease

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

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	<ul style="list-style-type: none"> - often cites from readings; - uses readings to support points; - often articulates "fit" of readings with topic at hand. 	<ul style="list-style-type: none"> -occasionally cites from readings; - sometimes uses readings to support points; -occasionally articulates "fit" of readings with topic at hand . 	<ul style="list-style-type: none"> - rarely able to cite from readings; - rarely uses readings to support points; - rarely articulates "fit" of readings with topic at hand 	<ul style="list-style-type: none"> -unable to cite from readings; -cannot use readings to support points; cannot articulates "fit" of readings with topic at hand . 	
Interaction / participation in classroom discussions	<ul style="list-style-type: none"> -always a willing participant, responds frequently to questions; - routinely volunteers point of view . 	<ul style="list-style-type: none"> -often a willing participant, - responds occasionally to questions; - occasionally volunteers point of view . 	<ul style="list-style-type: none"> - rarely a willing participant, - rarely able to respond to questions; - rarely volunteers point of view . 	<ul style="list-style-type: none"> - never a willing participant., - never able to respond to questions; - never volunteers point of view . 	
Interaction /participation in classroom learning activities	<ul style="list-style-type: none"> -always a willing participant; -acts appropriately during all role plays; - responds frequently to questions; - routinely volunteers point of view. 	<ul style="list-style-type: none"> -often a willing participant; -acts appropriately during role plays; - responds occasionally to questions; -occasionally volunteers point of view. 	<ul style="list-style-type: none"> -rarely a willing participant. -occasionally acts inappropriately during role plays; - rarely able to respond to direct questions; -rarely volunteers point of view . 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -always demonstrates commitment through thorough preparation; 	<ul style="list-style-type: none"> - rarely unprepared; - rarely arrives late; - occasionally solicits instructors' perspective outside 	<ul style="list-style-type: none"> -often unprepared; occasionally arrives late; - rarely solicits instructors' 	<ul style="list-style-type: none"> - rarely prepared; - often arrives late; -never solicits instructors' perspective outside 	

demeanor	<ul style="list-style-type: none"> - always arrives on time; - often solicits instructors' perspective outside class. 	class .	perspective outside class .	class	
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