

## Course Syllabus

1	<b>Course title</b>	Nutrition through life cycle
2	<b>Course number</b>	0603431
3	<b>Credit hours (theory, practical)</b>	3
	<b>Contact hours (theory, practical)</b>	16 weeks, 3 hours per week; total of 48 hours
4	<b>Prerequisites/corequisites</b>	Human Nutrition
5	<b>Program title</b>	Nutrition
6	<b>Program code</b>	043
7	<b>Awarding institution</b>	The University of Jordan
8	<b>School</b>	Agriculture
9	<b>Department</b>	Nutrition and Food Technology
10	<b>Level of course</b>	BSc
11	<b>Year of study and semester (s)</b>	2019/2020 second semester
12	<b>Final Qualification</b>	BSc
13	<b>Other department (s) involved in teaching the course</b>	---
14	<b>Language of Instruction</b>	English
15	<b>Date of production/revision</b>	2019

### 16. Course Coordinator: Dr Hadeel Ghazzawi

Office numbers, 22426  
office hours: 2-3 Mon-Wed,  
**E. mail:** h.ghazzawi@ju.edu.jo

### 17. Other instructors:

Office numbers, office hours, phone numbers, and email addresses should be listed.

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### 18. Course Description:

Prenatal growth and development; physiological, psychosocial developments and physical growth, taking place during infancy, toddler, pre-school, school and adolescent periods and their relationship with and nutrition; and physical changes during pregnancy, lactation and old age, and their nutritional implications; main dietary and health concerns.

**19. Course aims and outcomes:**

**A- Aims:**

Upon completion of this course, the student will be able to:

1. Explain the concepts of growth, development and adaptation and their relationship to nutrition.
2. Recognize the importance of preconception care.
3. Understand weight control and its importance during the various stages of the lifecycle.
4. Discuss the relationship between maternal and fetal nutrition.
5. Understand the stages of lactation and factors influencing milk secretion and volume.
6. Describe important nutrition-related adaptations at birth.
7. Describe the importance of growth monitoring and assess child growth.
8. Identify readiness for complementary feeding.
9. Recognize the main developmental milestones for each growth period.

**B- Intended Learning Outcomes (ILOs):** Upon successful completion of this course students will be able to:

**A. Knowledge and Understanding:** Student is expected to

A1- Understand the nutrition implications of the physiological, physical and psychosocial changes occurring during growth periods.

A2- Understand the nutritional needs and manage feeding the developmentally delayed.

A3- Understand the importance of nutritional requirement through all the age groups.

**B. Intellectual Analytical and Cognitive Skills:** Student is expected to

B1- Plan a recommendation for pregnant, lactating women

B2- Address the main nutritional needs for all the school aged

B3- The main nutritional aspects during the adult hood.

**C. Subject- Specific Skills:** Students is expected to

C1- Use the world wide web to document information when performing assignments.

C2- Manage diet-related complications and concerns during pregnancy, lactation, growth periods and old age.

**D. Transferable Key Skills:** Students is expected to

D1- Discuss the nutritional needs for each growth period and during pregnancy and lactation, and during old age.

D2- Discuss the characteristics, nutritional needs and feeding the high risk neonate.

**20. Topic Outline and Schedule:**

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods
Introduction and Preconception nutrition	<b>1-2</b>	Dr Hadeel Ghazzawi	A1,B1,A2	
Pregnancy <ul style="list-style-type: none"> <li>• Conception, maternal physiological changes</li> <li>• Placental development and function</li> <li>• Fetal growth and development</li> <li>• Nutritional needs,</li> <li>• Maternal malnutrition &amp; outcome of pregnancy dietary recommendations, nutrient supplements and fitness</li> </ul>	<b>3-4-5</b>	Dr Hadeel Ghazzawi	A1,B3,A2	

<ul style="list-style-type: none"> <li>• Dietary concerns and their management</li> </ul>				
<b>Lactation</b> <ul style="list-style-type: none"> <li>- Factors influencing lactation</li> <li>- Nutritional needs, fitness and recommendations</li> <li>- Contraindications to breastfeeding</li> <li>- Breast feeding concerns and their management</li> </ul>	<b>6</b>	Dr Hadeel Ghazzawi	A1,A2,C3	
<b>Low birth weight</b> <ul style="list-style-type: none"> <li>- Important physiological and biochemical changes &amp; their nutritional implications</li> <li>- Characteristics nutritional requirements and feeding.</li> </ul>	<b>7</b>	Dr Hadeel Ghazzawi	A1,A2, D2	
<ul style="list-style-type: none"> <li>- Infant nutrition</li> <li>- Growth, development and nutrition.</li> <li>- Feeding: the importance and management of breast feeding, breast milk substitutes and their modification</li> <li>- Introduction of solid foods and dietary concerns</li> <li>- Strategies for child survival</li> </ul>	<b>8-9</b>	Dr Hadeel Ghazzawi	A2	
<b>Toddler and preschool nutrition</b> <ul style="list-style-type: none"> <li>- Growth and development</li> <li>- Nutritional needs; dietary concerns and their management</li> </ul>		10	C2,B3	
<b>School aged nutrition</b> Nutritional needs; dietary concerns and their management		11	C1,D1	
<b>Adolescence nutrition</b> <ul style="list-style-type: none"> <li>- Changes at puberty and indices of maturity</li> <li>- Nutritional needs, dietary concerns.</li> <li>- Nutrition and feeding of the developmentally delayed child.</li> </ul>		12	A1,A2	
<b>Adult hood nutrition</b> Nutritional needs; dietary concerns and their management		12	A4,C2	
<b>Older adult nutrition</b> <ul style="list-style-type: none"> <li>- Population trends</li> <li>- The aging process</li> <li>- Nutritional needs during aging</li> <li>- Social, psychological and health concerns</li> </ul>		13	B3,D2	

## 21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods:

Lectures, group discussion and student critical reading and presentation of research papers. Teaching tools include the use of the board, transparencies, PowerPoint presentation and handouts.

## 22. Evaluation Methods and Course Requirements:

ILO/s	Learning Methods	Evaluation Methods
A- Knowledge and Understanding (A1-A4)	Lectures and Discussions.	Exam, Quiz, oral speech
B- Intellectual Analytical and Cognitive Skills (B1-B3)	Lectures and Discussions.	Exam, Quiz,
C. Subject- Specific Skills (C1-C2)	Lectures and Discussions.	Exam, Quiz,
D. Transferable Key Skills (D1-D2)	Lectures and Discussions.	Exam, Quiz,
<b>100 %</b>		

## 23. Course Policies:

1. Disability: medical\ learning\ physical.
2. Attendance.
3. Class participation
4. Classroom decorum:
  - a. No reading newspaper.
  - b. Turn off cell phones
  - c. No fizzy drinks
  - d. No talking in-between
5. Plagiarism
6. Missed exams/ makeup:
  - a. Reporting illness or family emergencies.

## 24. Required equipment: (Facilities, Tools, Labs, Training....)

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**25. References:**

<p><u>Main Reference/s:</u></p> <ul style="list-style-type: none"> <li>• Judith E. Brown, Janet Isaacs , Bea Krinke , Ellen Lechtenberg , Maureen Murtaugh; “Nutrition Through the Life Cycle”. Cengage Learning; 5 edition</li> <li>• Brown, JE. Nutrition through the Life Cycle. 4<sup>th</sup>. Edition. Thomson Wadsworth, USA. 2011.</li> </ul> <p><u>References:</u></p> <ol style="list-style-type: none"> <li>1. Food and Nutrition Board, Institute of Medicine- National Academy of Sciences. 2001. <i>Dietary Reference Intakes</i>. <a href="http://www.nap.edu">www.nap.edu</a></li> <li>2. Internet sites: <a href="http://www.aap.org">www.aap.org</a>, <a href="http://www.iom.edu">www.iom.edu</a>, <a href="http://www.who.org">www.who.org</a>, <a href="http://www.eatright.org">www.eatright.org</a>.</li> <li>3. Handout sheets and selected reviews and articles</li> </ol>
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**26. Additional information:**

Evaluation	Point %	Date
Mid Exam	30	
Project exam	15	
Student participation	5	
Final Exam	50	

Notes:

- Concerns or complaints should be expressed in the first instance to the module lecturer; if no resolution is forthcoming, then the issue should be brought to the attention of the module coordinator (for multiple sections) who will take the concerns to the module representative meeting. Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and then ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.
- For more details on University regulations please visit:  
<http://www.ju.edu.jo/rules/index.htm>

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: ----- -Signature: -----