### Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation & Assessment**

## Course Specification

**CHS 539**

**Nutrition Through Life Cycle**

**Semester**

**First Semester 1433-1434 H**

**Course Specification**

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| Institution**: King Saud University , Female Section** |
| College/Department : **College of Applied Medical Sciences/ Department of Community Health Sciences** |

**A Course Identification and General Information**

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| 1. Course title and code: **Nutrition Through Life Cycle –CHS 265** |
| 2. Credit hours : **2 Hours** |
| 3. Program(s) in which the course is offered.(If general elective available in many programs indicate this rather than list programs) Faculty of CommunityHealth Sciences, Department Of ‘ Clinical Nutrition’ |
| 4. Name of faculty member responsible for the course    ***Lecturer***  ***Mrs.Sara Al-Mosharruf ( lecture)***  ***salmosharruf@ksu.edu.sa*** |
| 5. Level/year at which this course is offered: **master degree** |
| 6. Pre-requisites for this course (if any)  **none** |
| 7. Co-requisites for this course (if any) |
| 8. Location if not on main campus |

**B Objectives**

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| **1. Summary of the main learning outcomes for students enrolled in the course.**  **Is a comprehensive look at the nutritional needs of people in the various life stages. From conception until death, people have special nutritional requirements to assure health and growth.**  **To study the nutritional needs of various groups: pregnant, lactating, infants, toddler, child , adult and elderly.**  **Application of nutrition principles to the human life cycle: nutrient functions, needs, sources and alterations during pregnancy, lactation, growth, development, maturation and aging.**  **Special emphasis is placed on nutritional assessment, selection of food required to meet physiological need of individual.** |
| 2**. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)**   * **Periodic upgrading of the course content.** * **Using new references.** * **Using relevant web references**. |

**C. Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

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| 1 Topics to be Covered | | |
| Topic | No of  Weeks | Contacthours |
| Syllabus | **1** | **3** |
| Guidelines for healthy eating | **2** | **3** |
| Pregnancy 1 | **4** | **3** |
| Pregnancy 2 | **5** | **3** |
| Myth and Lactation | **6** | **3** |
| Exam 1 | **7** | **3** |
| Vacation | **8** |  |
| Vacation | **9** |  |
| Privet study + Research discussion | **10** | **3** |
| Infant + Toddler nutrition | **11** | **3** |
| Childhood + Adolescent nutrition | **12** | **3** |
| Elderly-1 | **13** | **3** |
| Elderly-2 | **14** | **3** |
| Revision | **15** | **3** |
| Revision | **16** | **3** |
| Finals | **17&18** |  |

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| 2 Course components (total contact hours per semester): 60h/semster | | | |
| **Lecture:**  **3X15= 45h/sem** | **Tutorial:**  **none** | **Practical/Fieldwork/Internship**:  **1x15=15h/sem** | **Other:** |

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| 3**. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)**  **Two-three hours are allocated per week for unscheduled self directed learning:**  **2-3x15 h= 30-45 h semester** |

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| 4**. Development of Learning Outcomes in Domains of Learning**  **For each of the domains of learning shown below indicate:**   * **A brief summary of the knowledge or skill the course is intended to develop;** * **A description of the teaching strategies to be used in the course to develop that knowledge or skill;** * **The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.** |
| **a. Knowledge** |
| (i) **Description of the knowledge to be acquired**   * **Acquired the scientific knowledge about changes in nutritional requirements that occur during the life cycle in humans..** * **To comprehend how development occurs throughout life.** * **Discuss how and why nutrient needs change during each stage of the life cycle.** * **To know the nutritional requirements of each age group in the human.** * **To apply knowledge of nutritional needs of age groups to their dietary needs and food choices.** * **Be able to describe the factors which alter nutrient needs at each stage.** * **Be able to describe the factors that influence dietary intake at each stage.** |
| (ii) **Teaching strategies to be used to develop that knowledge**  **Lectures:** **used to enrich students knowledge & discussion to enhance their understanding.**  **Tutorial: the students use a brainstorming technique to gather a prior knowledge of normal requirements for different age groups, and carry out independent presentations and feed back through group discussion. Flowed by lecturer for a greater coverage of their outcome**  **This unit specification is intended to ensure that there are no artificial barriers to learning or assessment.**  **Written assignment** **used to improve their intellectual skills.**  **Practical applications** **try to calculate the parameters and requirement for different cases to empower their professional skills**. |
| (iii) Methods of assessment of knowledge acquired  **Written exam including MCQs, SEQs.** |
| **b. Cognitive Skills** |
| (i**) Cognitive skills to be developed**   * **Be able to identify strategies to enable nutritive needs to be met at each stage** * **Identify major areas of nutritional concern in each stage of the life cycle, including impact of physiological and developmental changes.** * **Identify nutritional risk factors that may lead to chronic disease.** * **To evaluate dietary or nutrient intake and recommend improvements, if needed.** |
| (ii**) Teaching strategies to be used to develop these cognitive skills**   * **Assignments** * **Seminars** * **Case studies are used to involve the students in applying knowledge and skills to realistic situations**. |
| (iii**) Methods of assessment of students cognitive skills**   * **Written exam including MCQs, SEQs, EMQs are used to during teaching to measure student progress and after teaching to measure what student has learned** * **Problem based exercise** |
| **c. Interpersonal Skills and Responsibility** |
| (i**) Description of the interpersonal skills and capacity to carry responsibility to be developed**   * **Develop, the skills to plan, implement and evaluate a nutrition care program** * **Demonstrate the ability to present a topic related to the study course** * **.Demonstrate the ability to plan, design and and implement a chronic disease prevention programme** * **.Demonstrate the ability to work coherently and successfully as a part of a team in assignments** |
| (ii) **Teaching strategies to be used to develop these skills and abilities**   * + **Act as a model for other community health workers within the frame of team work.**   + **Express themselves freely and adequately by improving their descriptive capabilities and enhancing their communication skills.**   + **Student should be confident if asked about the requirements of normal people in different life stages.**   + **Student should have the well to spread the correct knowledge of nutrition & diet in their family, peers, and community.** |
| (iii) **Methods of assessment of students interpersonal skills and capacity to carry responsibility**   * **Class discussion encourages the open exchange of ideas and information between the instructor and the students. As students ask questions or make comments, they begin to take some responsibility for their own learning.Disccussion is valuable follow-up activity to a lecture, a group teaching sessions or audiovisual presentation of studied topics.** * **Assignments and oral presentation** * **Team working skills** * **Observation is used to watch the student demonstrate her skills.** * **Checklists are used as evaluation tool of the interpersonal skills and responsibility .Checklists enumerate specific characteristics or activities the should have masterd from the teaching sessions.** |
| **d. Communication, Information Technology and Numerical Skills** |
| (i**) Description of the skills to be developed in this domain.**   * **Demonstrate her ability to write a structured assignment in accordance with the standard scientific guidelines ,** * **Demonstrate the competency to make an oral presentation and defend her ideas** * **Demonstrate the ability to use information technology and computer skills to gather information and data about a selected topics.** * **Demonstrate the ability to locate and download research item from the internet** * **Demonstrate the ability to use information technology and computer skills to present a seminar** * **Demonstrate the competency to work in a team** |
| (ii) **Teaching strategies to be used to develop these skills**   * **Preparation of seminar or assignments and oral presentation** * **Perform a search the internet on a selected topic related to the study course** |
| (iii**) Methods of assessment of students numerical and communication skills**   * **Observation and check list** * **Research report** |
| **e. Psychomotor Skills (if applicable)** |
| (i**) Description of the psychomotor skills to be developed and the level of performance required**   * **Use computer and internet skills.** * **Work separately or in groups to research and prepare a scientific topic.** * **Use available presentation aids (e.g Overhead Projectors or Data Show) to present clearly and effectively a scientific topic in a tutorial, a staff meeting.** * **Apply basic principles of nutrition and counseling for normal people.** |
| (ii) **Teaching strategies to be used to develop these skills**   * **Demonstrate by the instructor how the gained information are applied to plane a nutritional care programme for selected topics** * **Train students to analyse dietary history of the patient and evaluate food intake in relation to their health and nutritional status .** * **Use of case studies.** |
| (iii**) Methods of assessment of students psychomotor skills**   * **Written exam** * **Case studies** * **Quizzes** |

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| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
| Assessment | **Assessment task (eg. essay, test, group project, examination etc.)** | Week due | Proportion of Final Assessment |
| 1 | **Mid term I** | **Week7** | **15%** |
| 2 | **Midterm 2** | **Week 12** | **15%** |
|  | **Quizzes** | **Week3-5** | **5%** |
| 3 | **Assignments** | **From week 3-12** | **5%** |
| 3 | Practical  Quizes  Assingment  Attendance and participation | **Week 3(** | **20%** |
| 4 | **End semester exam** | **Week 17th -18th** | **40%** |

**D. Student Support**

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| 1**. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)**   * **General advice and consultation are provided through the instructor at any time the instructor is available** * **” An email “is established for student to enable them access to the instructor at any time ;reply is usually within 24-48h.** * **At least four office hours are allocated by faculty to the students for general and specific educational activities.** |

##### E Learning Resources

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| 1**. Required Text(s)**  **Understanding Normal and Clinical Nutrition sixth edition**  **By Whitney.Cataldo.Rolfes** |
| **2. Essential References**  **Understanding Normal and Clinical Nutrition sixth edition By Whitney.Cataldo.Rolfes**    **Nutrition Though Life Cycle By Judith E.Brown** |
| **3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)**   * *Nutrition and diagnosis Related care 5th edition*   By Sylvia Escott-Stump   * *Nutrition Essentials for Nursing Practice 5th Edition, 2007.*   By Susan Dudek   * [*http://www.ajcn.org/*](http://www.ajcn.org/) |
| **4-.Electronic Materials, Web Sites etc**  [**http://www.fns.usda.gov/tn/Resources/feeding\_infants.pdf**](http://www.fns.usda.gov/tn/Resources/feeding_infants.pdf)  [**http://www.health.gov/dietaryguidelines/dga2005/recommendations.htm**](http://www.health.gov/dietaryguidelines/dga2005/recommendations.htm)  [**http://www.indiana.edu/~nutrvmg/n331/index.html**](http://www.indiana.edu/~nutrvmg/n331/index.html)  [**http://www.nfsc.umd.edu/files/Syllabi/NFSC315.cfm**](http://www.nfsc.umd.edu/files/Syllabi/NFSC315.cfm)  **http://www.babycenter.com**  [**http://www.nutrition.gov/**](http://www.nutrition.gov/)  [**http://mypyramid.gov/**](http://mypyramid.gov/)  [**http://www.cdc.gov/growthcharts/**](http://www.cdc.gov/growthcharts/) |
| 5**- Other learning material such as computer-based programs/CD, professional standards/regulations** |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.) |
| 1**. Accommodation (Lecture rooms, laboratories, etc.)**  **Class room with 5 to 20 seats** |
| 2**. Computing resources**  **1-LCD**  **2-CPU** |
| 3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list) |

**G Course Evaluation and Improvement Processes**

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| **1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching**   * **Evaluation form at the last lecture.** * **E-mail contact** * **Verbal communication** |
| 2 **Other Strategies for Evaluation of Teaching by the Instructor or by the Department**  **At the last lecture the students will evaluate the course based on their course expectation which has been obtained at the beginning of the semester. ( by using a PowerPoint presentation).** |
| **3 Processes for Improvement of Teaching**   * **Planning of the course includes checking of the course topics and possibility of achieving the intended objectives, as well as proposing weeks objectives in relation to the study course.** * **Implementing of the course comprises monitoring of various educational activities and teaching strategies.** * **Weekly evaluation of the achievement of the lectures objectives** * **After completion of the course ,analysis of the exam result is done by the instructor to assess the suitability of the teaching strategies and learning activities to the course and program objectives.** * **A course report is done by the course instructor and is submitted to the quality control and accreditation team** * **Review the students feed back and work on the weak points** * **Conduct departmental workshops to discuss how to support the teaching process.** * **Attend educational courses of teaching methodology.** * **Appoint percentages of department budget for educational resources as text books, audio-visual materials (LCD,CDs, computer, scanner, printer , falsh memory…) and financial support to attend courses and conferences**. |
| 4. **Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)**   * . **During preparation of the exam, questions are analysed by item to discard inappropriate questions.** * **. After the exam completion, answer of each questions is checked by the same faculty for all students according to the model answer and scoring guide.** |
| **5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.**   1. **Students achievement is reviewed and analysed every level, and every year.** 2. **Feedback is obtained from students involved in the educational activities.** 3. **Student s’ achievement in the course is compared through different years.**  * **.As regards planning for improvement ,the course should be updates to meet the current students educational needs, with special emphasis on the use of e-leaning to improve student’s abilities for accessing to relevant and recent information.** |