



Course Specifications

Course Title:	Preventive Nutrition
Course Code:	2062201-2
Program:	Bachelor in Food Science and Nutrition
Department:	Food Sciences and Nutrition Department
College:	College of Science
Institution:	Taif University

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A. Course Identification

1. Credit hours: 2 Hours
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 5 th level / 2 nd year
4. Pre-requisites for this course (if any): Fundamentals of Human Nutrition (2062101-2)
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3h/ Week	100%
2	Blended	---	---
3	E-learning	---	---
4	Distance learning	---	---
5	Other	---	---

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	---
3	Tutorial	---
4	Others (specify)	---
	Total	30

B. Course Objectives and Learning Outcomes:

<p>1. Course Description</p> <p>This course is designed to give knowledge of global issues affecting preventive nutrition; cancer prevention; cardiovascular disease prevention; diabetes and obesity; prevention of major disabilities and improvement in health outcomes; optimal pregnancy and infancy outcomes; nutrition transitions around the world.</p>
<p>2. Course Main Objective:</p> <p>At the end of this course students can taught outline diseases and social problems associated with industrial zones and recognize the global issues affecting preventive nutrition. Show the relationship of nutrition and disease prevention; nutrition transitions around the world.</p>

3. Course Learning Outcomes:

CLOs		Aligned PLOs
1.0	Knowledge and Understanding	
1.1	Student describes the Global Issues that affect public health and disease risks	K1
1.2	Student reviews the chronic diseases that can control by active food components that found in functional foods to promote health care.	K1
2.0	Skills :	
2.1	Student discovers the latest compelling data on the critical importance of nutritional status for the preventive nutrients of birth defects and optimization of gestation.	S1
2.2	Student evaluates problems associated with nutrition and chronic diseases as a dietitian in face of these problems and their solutions in the unique section on nutrition transitions around the world.	S1
3	Values:	
3.1	Student cooperates to select a topic of preventive nutrition and prepared posters, paper research which increase their knowledge and skills in the field of specialization by using the computer and the internet facilities.	V2

C. Course Content:

No	List of Topics	Contact Hours
1	Identify the course description and review the parts of the course and distribute the grades during the lectures through the weeks of the term. PART I: GLOBAL ISSUES 1- Public Health Benefits of Preventive Nutrition 2- Health Economics of Preventive Nutrition 3- Eco-nutrition: Preventing Malnutrition with Agro-diversity Interventions 4- Nutrition in the Age of Polypharmacy	3
2	PART II: CANCER PREVENTION 5- Diet and Childhood Cancer: Preliminary Evidence 6- Prevention of Upper Gastrointestinal Tract Cancers 7- Factors in the Causation of Female Cancers and Prevention 8- The Role of Nutrition and Diet in Prostate Cancer 9- Dietary Supplements and Cancer Risk: Epidemiologic Research and Recommendations	6
3	PART III: CARDIOVASCULAR DISEASE PREVENTION 10- N-3 Fatty Acids from Fish and Plants: Primary and Secondary Prevention of Cardiovascular 11- Cardiovascular Effects of Trans Fatty Acids 12- Antioxidant and B-vitamins and Atherosclerosis 13- B Vitamins in the Prevention of Cognitive Decline and Vascular Dementia .	3
4	PART IV: DIABETES AND OBESITY 14- The Women's Health Initiative: Lessons for Preventive Nutrition 15- Role of Nutrition in the Pathophysiology, Prevention, and Treatment of Type 2 Diabetes and the Spectrum of Cardio-metabolic Disease 16- Nutrition, Metabolic Syndrome, and Diabetes in the Senior Years 17- Adipokines, Nutrition, and Obesity 18- Diet, Obesity, and Lipids: Cultural and Political Barriers to Their Control in Developing Economies	6
5	PART V: PREVENTION OF MAJOR DISABILITIES; IMPROVEMENT IN HEALTH OUTCOMES 19- Diet, Osteoporosis, and Fracture Prevention: The Totality of the Evidence 20- Nutritional Antioxidants, Dietary Carbohydrate, and Age-Related Maculopathy and Cataract 21- Micronutrients and Immunity in Older People 22- Micronutrients: Immunological and Infection Effects on Nutritional Status and Impact on	3

	Health in Developing Countries 23- HIV and Nutrition	
6	PART VI: OPTIMAL PREGNANCY/INFANCY OUTCOMES 24- Folic Acid/Folic Acid-Containing Multivitamins and Primary Prevention of Birth Defects and Preterm Birth 25- Maternal Nutrition and Preterm Delivery 26- Linking Prenatal Nutrition to Adult Mental Health	3
7	PART VII: NUTRITION TRANSITIONS AROUND THE WORLD 28 Nutritional Habits and Obesity in Latin America: An Analysis of the Region 27- Effects of Western Diet on Risk Factors of Chronic Disease in Asia 28- Goals for Preventive Nutrition in Developing Countries 29- Preventive Nutrition and the Food Industry: Perspectives on History, Present, and Future Directions 30- The Role of Preventive Nutrition in Clinical Practice	6
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding:		
1.1	Student describes the Global Issues that affect public health and disease risks	Lectures	Written exams
1.2	Student reviews the chronic diseases that can control by active food components that found in functional foods to promote health care.		
2.0	Skills:		
2.1	Student discovers the latest compelling data on the critical importance of nutritional status for the preventive nutrients of birth defects and optimization of gestation.	Lecture and discussion	Oral exam
2.2	Student evaluates problems associated with nutrition and chronic diseases as a dietitian in face of these problems and their solutions in the unique section on nutrition transitions around the world.	Problem Solving	Written exam
3.0	Values:		
3.1	Student cooperates to select a topic of preventive nutrition and prepared posters, paper research which increase their knowledge and skills in the field of specialization by using the computer and the internet facilities.	Researches	Evaluation the student Assignment

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments, term paper, oral presentations, and interaction during lectures.	Continues	10%
2	Midterm exam	5-6	30%
3	Periodical short exams	8	10%
4	Final exam	12	50%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support:

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

- There are 6 h per week for this purpose and the students know these hours according to the time of professor who teach the course.
- Student satisfaction surveys are conducted for academic guidance.
- Develop an improvement plan for academic guidance based on the results of the questionnaire analysis.
- Communicate with students 24 hours in 7 days through social media such as WhatsApp, University Mail, and Blackboard.

F. Learning Resources and Facilities

1. Learning Resources:

Required Textbooks	- Adrienne Bendich and Richard J. Deckelbaum. Preventive nutrition. 4 th ed, Humana Press, New York, USA, 2010. 20220327184212_594_SpringerLinkResponsesThread-22.
Essential References Materials	1) Adrienne Bendich and Richard J. Deckelbaum. Preventive nutrition. 5 th ed, Humana Press, New York, USA, 2015. ISBN-13: 978-3319224305 2) WHO Technical Report Series 916. Diet, nutrition and the prevention of chronic diseases. Report of a Joint WHO/FAO Expert Consultation, Geneva 2003.
Electronic Materials	- http://sdl.summon.serialssolutions.com/#!/search?bookMark=ePnHCXMwZV1NSwMxEA1UoVr9DzkJHgLJZvOxHi21nsSDSG8hm2ZQ7KG42t_vzCZBwVMYSOYwIZNJZua9S3aG79bMagKxYrgqYaXunDDUDIK7rGYRjB_4FdSOeEqto6DE-GX7KSEeAiuHC7ZtqEanzJ8aVj2_42hQTqfnM7-Vom--_X7fZ45RHy_NPPz5D87FdMXOAYd8XccVe33YvKwfRaUfELFHn92JaGBwMe0BRqmdBJ9Ga71PUTrAu0X7UWUwo019jJpaQG2S0IHWEjR4RXzLt0VxnD7QZaE7-5rC6TCnQadAaFPNDMSWJMvcl08NxwI3Ef7ZD8P13gyUKr8pS9oEmbNtaozbO7XeOB6L_UPAp5wrA
Other Learning Materials	- http://sdl.summon.serialssolutions.com/#!/search?bookMark=ePnHCXMw42JgAfZbQRuBjYGxC6wgjA0jmBEcA0MO-AgIsO1sYWzAySACO62oLFXBD3YGPQ8DaxowAIJ5oTQ3Q4iba4izhy70jgDdFBNLE10jo6QUo8RkkzTLVIMUc0sji1Rgk8DAMgmY_Q2MkkwTLS0SU4wTzYHVqllaqqRcXKkyobm5QaJ5qmWSYWqyAeiwQGWIsZBJyvgCyBkP8aAREZj7jYwBBK83rw

2. Facilities Required:

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	A good teaching lecture room with lighting and ventilation with at least 60 seats and stand desk for lecturers
Technology Resources (AV, data show, Smart Board, software, etc.)	Network, data show or Computer with smart board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Arrange regular visit to hospitals and health care centers for field training

G. Course Quality Evaluation:

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students, faculty, program leaders and Peer Reviewer	<ul style="list-style-type: none"> • Continuous monitoring by directors of program and quality assurance unit (Direct). • Applying Questionnaires received from the Deanship of Academic Development for Student evaluation (indirect). • Evaluation of course report (indirect).
Extent of achievement of course learning outcomes	Students, faculty, program leaders and Peer Reviewer	<ul style="list-style-type: none"> • Applying Questionnaires for Student evaluation (indirect). • Evaluation of course report (indirect).
Quality of learning resources	Faculty, program leaders, administrative staff, independent reviewers.	<ul style="list-style-type: none"> • Continuous monitoring by directors of program and quality assurance unit (Direct). • Applying Questionnaires for Student evaluation (indirect). • Evaluation of course report (indirect).

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department council - Academic Development Committee	
Reference No.	Department council NO: 2	Subject NO: 1
Date	30 /02 /1444 H	