College of Micronesia-FSM
Course Outline

GENERAL INFORMATION:

Course Code and Title: PH 131 Food and Nutrition in the Lifecycle		
Course owner by program: Health Sciences/ASDPH		
Campus: Kosrae, National	**Initiator:** Frehiwot Teshome	**Date:** August 2025
Course description: This course explores the changing nutritional needs of individuals throughout the human life cycle—from preconception, pregnancy, infancy, childhood, adolescence, adulthood, and into older age. It emphasizes evidence-based nutrition guidelines, physiological changes, public health implications, and cultural influences that shape dietary practices. Students will examine the impact of nutrition on growth, development, health promotion, and chronic disease prevention across diverse populations.		

COURSE HOURS/CREDITS:

	Hours per Week		No. of Weeks		Total Hours		Semester Credits
Lecture	3	x	16	=	48 /16	=	3
Laboratory		x		=		=	
Workshop		x		=		=	
Co-op		x		=		=	
				Total Semester	Credits		3

PURPOSE OF COURSE:

[X] Degree requirement
[ ] Degree elective
[ ] Certificate
[ ] Other

PREREQUISITES: ESL 089 & ESL 099

PSLOs OF OTHER PROGRAMS THIS COURSE MEETS:

PSLO#	Program

CC Chair signature: _____ **Date recommended:** _02/10/2026_

VPIA signature: _____ **Date approved:** 2/20/2026

I. Institutional Student Learning Outcomes

[X]	1. **Effective oral communication**: capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
[X]	2. **Effective written communication**: development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
[X]	3. **Critical thinking**: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
[X]	4. **Problem solving**: capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
[X]	5. **Intercultural knowledge and competence**: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
[X]	6. **Information literacy**: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
[ ]	7. **Foundations and skills for life-long learning**: purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
[ ]	8. **Quantitative Reasoning**: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

2) PROGRAM STUDENT LEARNING OUTCOMES (PSLOs): The student will be able to:

1. Deliver effective public health presentations
2. Develop well-researched written public health reports
3. Analyze public health data using critical thinking
4. Design and evaluate community health solutions
5. Apply cultural competence in public health interventions
6. Utilize credible sources and research for public health decision-making
7. Engage in professional development for lifelong learning
8. Apply quantitative reasoning to epidemiological and statistical data

3) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (General): The student will be able to:

1. Explain the nutritional requirements at different stages of the human life cycle.
2. Analyze the impact of nutrition on growth, development, and health outcomes.
3. Assess public health strategies that support healthy eating across the lifespan.
4. Evaluate dietary practices in diverse populations using culturally competent approaches.

4) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (Specific): The student will be able to:

CSLO (General) 1: Explain the nutritional requirements at different stages of the human life cycle.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
1.1 Describe age-specific nutrient needs and dietary guidelines. 1.2 Identify and give examples of the factors that may influence dietary choices and practices of individuals and groups. 1.3 Discuss the role of proper nutrition in maintaining good health through-out the lifecycle	2, 3	2, 3	Exam describing the nutrient needs by life stage. In-exam essay questions identifying the factors of dietary choices and practices to be graded with a rubric. Written assignments and case study problems to be graded with rubrics.
CSLO (General) 2: Analyze the impact of nutrition on growth, development, and health outcomes.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
2.1 Identify how nutrition affects developmental milestones and health risks. 2.2 Recognize and address common diet-related health conditions affecting different groups.	4	4	Exam on developmental milestones and nutrition related risk factors. Case study analysis to be graded with rubrics,
CSLO (General) 3: Assess public health strategies that support healthy eating across the lifespan.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
3.1 Explore policies and programs supporting nutrition. 3.2 Use basic nutritional assessment methods to detect common health problems.	6	6	Program analysis, community engagement assignment. To be graded with rubric. Assignment on nutritional status assessment methods and tools used; to be graded with a check list.
CSLO (General) 4: Evaluate dietary practices in diverse populations using culturally competent approaches.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
4.1 Discuss cultural influences on food choices and nutrition outcomes.	1, 2, 5*	1, 2, 5	Cultural dietary comparison assignment to be graded with a rubric.

4.2 Explain the relationship between diet and health 4.3 Identify and communicate reliable nutrition information to target audiences			Written assignment on the relationship between diet and health to be graded with a rubric. PowerPoint presentation to be graded with a check list.

5) COURSE CONTENT:

1. Introduction to Nutrition & Life Cycle Framework
2. Preconception Nutrition
3. Maternal Nutrition & Pregnancy
4. Lactation & Infant Nutrition (0–12 months).
5. Toddler & Preschool Nutrition (1–5 years)
6. Childhood Nutrition & School-Age Needs
7. Adolescent Nutrition
8. Adult Nutrition: Early and Middle Adulthood
9. Older Adult Nutrition
10. Nutrition and Chronic Disease Prevention
11. Food Security and Public Nutrition Programs
12. Cultural and Religious Influences on Diet
13. Evaluating Diets & Supplements
14. Presenting Culturally Informed Nutrition Projects

6) METHOD(S) OF INSTRUCTION:

[X] Lecture	[X] Cooperative learning groups
[ ] Laboratory	[X] In-class exercises
[ ] Audio visual	[ ] Demonstrations
[ ] Other:online	

7) Suggested TEXT(S) AND COURSE MATERIALS:

Titchenal, A., Hara, S., Caacbay, N., & et al(2020). Human Nutrition 2020 ed. University of Hawaii at Manoa Food Science & Human Nutrition Program. (Open Textbook Library) https://open.umn.edu/opentextbooks/textbooks?q=nutrition

8) REFERENCE MATERIALS: Online Resources

- USDA MyPlate & Dietary Guidelines https://www.myplate.gov/
- WHO: Nutrition Across the Life Course https://www.who.int/health-topics/nutrition
- National Institute on Aging - Nutrition for Older Adults https://www.nia.nih.gov/health/healthy-eating

9) INSTRUCTIONAL COSTS: None

10) EVALUATION: Students must have a grade of 70%[C] or better to pass this course that is to be accomplished by having to complete a comprehensive final exam that focuses on the main concepts of the course.

11) CREDIT BY EXAMINATION: None