COURSE OUTLINE

(1) GENERAL

SCHOOL	**School of Food and Nutritional Sciences**		
ACADEMIC UNIT	**Department of Food Science & Human Nutrition**		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	3570	**SEMESTER**	6th
COURSE TITLE	Nutritional Epidemiology & Public Health		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures and Practice Exercises	3	3

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Scientific special background and specialized general knowledge
PREREQUISITE COURSES:	Statistics Biostatics and nutrition
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (English if needed)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This course covers the basic concepts of nutritional epidemiology and it's link public health nutrition, emphasizing on food-diet-dietary state associations with chronic diseases and other health issues (preventive or risk).

The main aim of this course is to familiarize students how notions of nutritional epidemiology & public health, are translated into community nutrition programs, that will alter dietary habits & behaviors, based on population needs, with main aim to promote health, help population meet set dietary guidelines. The aim of the government in establishing public health policies will also be underlined. This course will introduce key concepts related to nutritional assessment at the population level, dietary recommendations, policies for changing eating habits at the individual, community and population level, the role of the state in public health, and setting global and national priorities as well as policy-making and leadership skills.

By the end of this course the students will be able to:

- Have a good understanding of the basic concepts of epidemiology and its role in public health, as well as how these are interrelated in promoting well-being and/or preventing disease.
- Be knowledgeable of the tools and techniques required for assessing nutritional guidelines and policies and how these can be used to help achieve changes in terms of individual, community and population level.
- To list and distinguish the main roles in planning a nutrition prevention program, and to assess the role each interested party plays in achieving results.
- Analyzes and accounts for all key elements that are required in creating nutritional policies that ensures public health.
- Collaborates with fellow students in evaluating dietary/nutritional intervention programs aimed to alter eating habits and ultimately ensuring public health promotion.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues*
Adapting to new situations	*Criticism and self-criticism*
Decision-making	*Production of free, creative and inductive thinking*
Working independently	*……*
Team work	*Others…*
Working in an international environment	*…….*
Working in an interdisciplinary environment	
Production of new research ideas	

- Search for, analysis and data-information synthesis, using necessary means
- Decision-making
- Working independently
- Teamwork
- Production of free, creative and inductive thinking

(3) SYLLABUS

1. Introduction to Nutritional Epidemiology & Public Health
2. Basic concepts in Nutritional Epidemiology and Public Health Nutrition
3. Nutrients- Food, Epidemics & the first interventions in history
4. Community Nutritional status assessment & community nutrition prevention programs
5. Cardiovascular disease – epidemiology – dietary recommendations & interventions
6. Recent Food trends: trans-fat, saturated fat and "Salt"
7. Undernutrition: epidemiology – risks & interventions
8. Overnutrition: epidemiology-lifestyle behaviors & interventions
9. Breastfeeding – epidemiology & interventions for frequency & duration
10. Epidemiology of diabetes mellitus & Public health interventions
11. The role of the European Food safety Authority (EFSA) & EU-menus in public health nutrition – DRV notions
12. Micronutrients: Iron & Iodine; requirements & considerations
13. Micronutrients: Vitamins A & D; the old and the new public health problems
14. Work-shop.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In class lectures using adequate technological means, distance learning if required; and specific exercises at the end of hands on lectures.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use Powerpoint slides. Communication with students via e-mail. Learning process support through access to e-class, online databases, etc.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lectures	70
Reading & Analyzing publications	50
Group assignment	30
Course total	***150***

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically defined evaluation criteria are given, and if and where they are accessible to students.*	I. Evaluation of lecture comprehension via a final examination (80% of final grade) • Multiple choice questions • Short answer • Problem solving/calculations II. Group Assignment [20% of final grade].

(5) ATTACHED BIBLIOGRAPHY

1. Spark A, Dinour LM, Obenchain J. Επιστημονική μετάφραση & επιμέλεια: Zampelas A. & Magriplis E. Διατροφή στη Δημόσια Υγεία: Αρχές Πολιτικές & Πρακτικές. Press, ISBN: 978-14665-8994-0. Εκδόσεις Πασχαλίδης.
2. Lovegrove JA; Hodson L; Sharma S; Lanham-New SA. (2015). Γενική Επιμέλεια: Ζαμπέλας Α. Επιμέρους Επιμέλεια: Μαγριπλή Ε, Ηλιόπουλος Η και Χατζόπουλος
3. Walter Willett, Nutritional Epidemiology, 3rd Edition, Oxford University Press, 2012. Margetts and Nelson, Design Concepts in Nutritional Epidemiology, 2nd Edition, Oxford University Press, 1997

Included course material available to all enrolled students:
Power point slides (Online through e-class) in pdf version.