

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	251	SEMESTER	3 rd
COURSE TITLE	Introduction to Nutritional Assessment		
INDEPENDENT TEACHING ACTIVITIES <i>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</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	3	
<i>Add rows if necessary. The organisation of teaching and the teaching</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific area		
PREREQUISITE COURSES:			
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

The course is the introductory class to in Nutritional Assessment.

The course material aims at introducing the students to the basic principles and methodology of estimating nutritional status, including the newer technologies in the assessment of nutritional intake, anthropometric indexes, body composition, biochemical parameters and their clinical signs. Moreover, it refers in introductory aspects of evaluating different nutritional scores in all age groups and illuminates the limitation of these methods and the effect of the disease on their accuracy and their application.

Lastly, the goal of the course is the comprehension of the spherical knowledge regarding the methods of nutritional assessment of the patient and the population, the evaluation of reference values of dietary intake and the assessment of the quality of the diet, the methods of analysing body composition and the interpretation of laboratory tests.

Upon successful completion of the course the student will:

- Have gained knowledge and understanding of basic methods and tools for the assessment of nutritional status at individual and population level.
- Have gained the ability to identify complex ideas that are connected with the choice of the best method of nutritional assessment according to each case scenario and will know the benefits and the limitations of each method.
- Will be able to understand the benefits and the limitations of nutritional assessment and apply effectively different methods
- Will be able to understand published studies and their methodology regarding nutritional assessment
- Will be able to have an opinion on nutritional assessment and food technology and their connexion to public health

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?

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

- Acquisition, analysis and synthesis of data and information with the use of relevant technologies
- Knowledge flexibility and adaptation in new scientific environment
- Independent work
- Group work
- Work in interdisciplinary environment
- Development of new research ideas
- Respect of ecosystems
- Social and ethical responsibility and sensitivity on male/female issues
- Critical thinking
- Promotion of free, creative and analytical thinking

1. SYLLABUS

2. TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: right;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>In class lectures using adequate technological means, distance learning if required; and specific exercises at the end of hands-on lectures.</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use PowerPoint slides. Communication with students via e-mail. Learning process support through access to e-class, online databases, etc.</p> <p>Use of Specific programme for the analysis of dietary intake</p> <p>Methods of body composition</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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.</i></p> <p><i>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</i></p>	Activity	Semester workload
	Lectures	25
	Individual assignment (brief methodological study protocol)	25
	Individual study	25
Course total	75	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically defined evaluation criteria are given, and if and where they are</i></p>	<p>I.I. Written exam (70%) which includes:</p> <ul style="list-style-type: none"> - Multiple choice questions and critical evaluation of concepts <p>II. Group Assignment (30%)</p>	

ATTACHED BIBLIOGRAPHY

1. Διατροφική Αξιολόγηση. Γ. Μανιός, Ιατρικές Εκδόσεις ΠΧ Πασχαλίδης, 2006, 13256940
2. Εργαστηριακές εξετάσεις και διαφορική διάγνωση-οδηγός στην κλινική διερεύνηση, Marks Vincent, Cantor Thomas, Mesko Dusan, Pullmann Rudolf, Nosalova Gabriela, Ιατρικές Εκδόσεις ΠΧ Πασχαλίδης 2009, 13256617
3. Online class material (PowerPoints).