

Course Outline: “2105 - Nutritional Assessment”

1. General information

FACULTY/SCHOOL	Physical Education, Sport Science & Nutrition		
DEPARTMENT	Nutrition & Dietetics		
LEVEL OF STUDY	Undergraduate		
COURSE UNIT CODE	2105	SEMESTER	2nd
COURSE TITLE	Nutritional Assessment		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits			
	Lectures	2	
	Laboratory Exercises	2	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>		4	6
COURSE TYPE <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>	General Knowledge Scientific expertise Skills Development		
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION	GREEK (available in English for incoming ERASMUS students)		
LANGUAGE OF EXAMINATION/ASSESSMENT	GREEK (available in English for incoming ERASMUS students)		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult: Συμβουλευτείτε το</i></p> <p>APPENDIX A</p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.</i> <i>Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and</i> <p>APPENDIX B</p> <ul style="list-style-type: none"> <i>Guidelines for writing Learning Outcomes</i>
<p>Through this course students will be trained to develop the appropriate skills to assess the nutritional status of individuals or population groups, healthy or ill, of all age groups. The course focuses on tools to assess nutritional status or body composition, as well as nutritional screening tools that are used by dietitians-nutritionists in daily practice, in clinical practice, in research or other settings.</p> <p>Upon the completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> 1) Use tools to assess nutritional status, body composition and nutritional risk. 2) Explain the results obtained by the nutritional assessment and use them to design diet plans.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies,
Adapting to new situations Decision-making
Individual/Independent work Group/Team work Working in an international environment Working in an interdisciplinary environment Introduction of innovative research

Project planning and management Respect for diversity and multiculturalism Environmental awareness Social, professional and ethical responsibility and sensitivity to gender issues Critical thinking Development of free, creative and inductive thinking
(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)

- Search for, analysis and synthesis of data and information
- Decision-making
- Individual/Independent work Group/Team work
- Working in an interdisciplinary environment
- Introduction of innovative research
- Respect for diversity and multiculturalism
- Social, professional and ethical responsibility and sensitivity to gender issues
- Development of free, creative and inductive thinking

3. COURSE CONTENT

Indicative topics to be covered:

1. Nutritional assessment
2. Clinical examination
3. Anthropometric measurements
4. Body composition
5. Assessment of nutritional intake
6. Estimation of energy requirements
7. Nutritional risk assessment

4. TEACHING METHODS - ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	<ul style="list-style-type: none"> • Software to assess nutritional intake • Software to assess risk for development of diseases • Software to assess body composition • eClass 	
COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc. The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i>	Activity/Method	Semester workload
	Lectures	35
	Laboratory practice	25
	Educational visits	15
	Projects	25
	Personal Study	50
	Total	150

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>Written final exam (80%) which includes:</p> <ul style="list-style-type: none"> • Multiple choice questions • Short- answer questions <p>Laboratory work (projects): 20%</p>
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5. SUGGESTED BIBLIOGRAPHY

- Suggested bibliography:

1. Manios Y (2006) Nutritional assessment. Athens: Paschalides Medical Publisher.