

## Course Outline: “3104 - Nutrition Through the Life Cycle”

### 1. General information

<b>FACULTY/SCHOOL</b>	Physical Education, Sport Science & Nutrition		
<b>DEPARTMENT</b>	Nutrition & Dietetics		
<b>LEVEL OF STUDY</b>	Undergraduate		
<b>COURSE UNIT CODE</b>	<b>3104</b>	<b>SEMESTER</b>	<b>3<sup>rd</sup></b>
<b>COURSE TITLE</b>	<b>Nutrition Through the Life Cycle</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
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	3	
	Tutoring	2	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>		<b>5</b>	<b>5</b>
<b>COURSE TYPE</b>	Scientific expertise		
<i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>			
<b>PREREQUISITE COURSES</b>	Non		
<b>LANGUAGE OF INSTRUCTION</b>	Greek		
<b>LANGUAGE OF EXAMINATION/ASSESSMENT</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></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><b>APPENDIX A</b></p> <ul style="list-style-type: none"> <li><i>Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.</i></li> <li><i>Descriptive indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and</i></li> </ul> <p><b>APPENDIX B</b></p> <ul style="list-style-type: none"> <li><i>Guidelines for writing Learning Outcomes</i></li> </ul>		
<p>The purpose of this course is to introduce the student to the nutritional needs and requirements of humans in the stages of the human life cycle. The life stages covered are pregnancy, lactation, infancy, early childhood (preschool age), childhood, adolescence, adulthood and elderly. In addition, the purpose of the course is to teach the principles of diet planning for physiological conditions. Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>• Know the changes that take place in humans in every stage of the life cycle</li> <li>• Know the different nutrient intake needs</li> <li>• Know the factors that influence food choice</li> <li>• list the appropriate nutritional recommendations for proper growth in these stages</li> <li>• Know the process of diet planning based on food equivalents</li> </ul>		
<p><b>General Competences</b></p> <p><i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <i>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</i> </td> <td style="width: 50%; border: none; vertical-align: top;"> <i>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.) .....</i> </td> </tr> </table>	<i>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</i>	<i>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.) .....</i>
<i>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</i>	<i>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.) .....</i>	

- Individual/Independent work Group
- Team work
- Decision making

### 3. COURSE CONTENT

Indicative:

1. The role of nutrition through the stages of the life cycle
2. Anatomical & functional changes during pregnancy, Nutrition during pregnancy
3. Breast milk composition and breastfeeding
4. Nutrition in breastfed women - problems during breastfeeding
5. Physiological and anatomical changes in the infant's body, Infant nutrition, Special milk formulas
6. Nutrition in preschool-age
7. Physiological and anatomical changes during childhood, nutrition in childhood
8. Physiological and anatomical changes during adolescence, Adolescent's nutrition
9. Nutrition in adulthood
10. Physiological changes in old age, Role of diet for a healthy lifestyle in the elderly
11. Diet planning for physiological conditions in all life stages

### 5. TEACHING METHODS - ASSESSMENT

<b>MODES OF DELIVERY</b> <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i>	In-class lecturing, distance guidance	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	Communication with students via e-class	
<b>COURSE DESIGN</b> <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>	<b>Activity/Method</b>	<b>Semester workload</b>
	Lectures	60
	Individual and team Exercises	10
	Literature search	10
	Menu planning using the software DietSpeak	5
	Self-directed study	40
	<b>Total</b>	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b> <i>Detailed description of the evaluation procedures:</i>  <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>	<ol style="list-style-type: none"> <li>1. Written examination (90%) which includes:               <ol style="list-style-type: none"> <li>A. Theory (70%)                   <ul style="list-style-type: none"> <li>- Multiple choice- questions (MCQ)</li> <li>- Short- answer questions</li> </ul> </li> <li>B. Diet planning (30%)                   <ul style="list-style-type: none"> <li>- Problem solving</li> <li>-short- answer questions</li> <li>-problem solving</li> </ul> </li> </ol> </li> <li>2. In class active participation and in class presentation of individual projects (Power point) (10%)</li> </ol>	

<p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	
---	--

## 6. SUGGESTED BIBLIOGRAPHY

*-Suggested bibliography:*

Antonis Zampelas , Nutrition through the life cycle, eds Pashalidis, 2017

Brown J.E. Nutrition through the life cycle, 6<sup>th</sup> edition, SBN-13: 978-1305628007

Nutrition: A Lifespan Approach, Langley-Evans S., Wiley-Blackwell, 312 pages, 2009, (ISBN: 978-1-4051-7878-5)