

## Course Outline: “3106 - Nutrition Education”

### 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>3106</b>	<b>SEMESTER</b>	<b>3<sup>rd</sup></b>
<b>COURSE TITLE</b>	<b>Nutrition Education</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		2	
Tutoring		1	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>		<b>3</b>	<b>5</b>
<b>COURSE TYPE</b> <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>	General Knowledge Scientific expertise Skills Development		
<b>PREREQUISITE COURSES</b>	No		
<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 <b>APPENDIX A</b></i></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 <b>APPENDIX B</b></i></li> </ul> <p><i>Guidelines for writing Learning Outcomes</i></p> <p>Through this course students will be trained to develop the appropriate skills on nutrition education targeting individuals or population groups of all age groups by delivering appropriately designed nutrition interventions.</p> <p>Upon the completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1) Design nutrition education programs and nutrition interventions, based on behavioral models, tools and strategies that are appropriate for each age group.</li> <li>2) Evaluate the effectiveness of these programs and nutrition interventions.</li> </ol>
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### 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
- Adapting to new situations
- Decision-making
- Individual/Independent work Group/Team work
- Working in an interdisciplinary environment
- Introduction of innovative research
- Respect for diversity and multiculturalism
- Environmental awareness
- Social, professional and ethical responsibility and sensitivity to gender issues

### 3. COURSE CONTENT

Indicative topics to be covered:

1. Determinants of food choice and of energy-balance related behaviours
2. Behavioral models used in interventions focusing on nutrition education and nutrition/health promotion
3. Factors influencing the effectiveness of nutrition education
4. The role of nutrition education in the prevention of obesity and obesity related diseases
5. Practical examples of behavioral interventions aiming to improve individual's or population groups' dietary behavior

### 4. TEACHING METHODS - ASSESSMENT

<b>MODES OF DELIVERY</b> <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	eClass	
<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	26
	Lectures/practice	13
	Projects	26
	Personal Study	60
	<b>Total</b>	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b>	Written final exam that includes:	

<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>	<ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short- answer questions</li> </ul>
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## **5. SUGGESTED BIBLIOGRAPHY**

*- Suggested bibliography:*

Σχεδιασμός Προγραμμάτων Αγωγής Υγείας, ΘΕΟΔΩΡΑΚΗΣ ΙΩΑΝΝΗΣ, ΧΑΣΑΝΔΡΑ ΜΑΙΡΗ 2018. ΑΦΟΙ ΚΥΡΙΑΚΙΔΗ ΕΚΔΟΣΕΙΣ Α.Ε