

Course Outline: “6101 - Artificial Nutrition”

1. General information

FACULTY/SCHOOL	Physical Education, Sport Science & Nutrition		
DEPARTMENT	Nutrition & Dietetics		
LEVEL OF STUDY	Undergraduate		
COURSE UNIT CODE	6101	SEMESTER	6th
COURSE TITLE	Artificial Nutrition		
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	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>		2	3
COURSE TYPE	Scientific expertise		
<i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>			
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION	GREEK		
LANGUAGE OF EXAMINATION/ASSESSMENT	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No		
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>The course delves into the principles of artificial nutrition both through enteral and parenteral routes in children and adults. The benefits and the selection criteria of artificial nutrition are analyzed. Upon the completion of the course, the students will have acquired the required background on this interesting field. They will also be able to seek research studies from the international literature by using the most established search engines (e.g., Pubmed).</p>		
<p>General Competences</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>
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<ul style="list-style-type: none"> Individual/Independent work Group/Team work Working in an interdisciplinary environment Introduction of innovative research Development of free, creative and inductive thinking 		

3. COURSE CONTENT

- Introduction to biology of nourishment
- Macro- and micro nutrients
- Water and electrolytes
- The role of artificial nutrition on nutritional support of patients
- Malnourishment and metabolism
- Assessment of nutritional status and organization of nutritional support
- Traits, pros and cons of enteral nutrition
- Traits, pros and cons of parenteral nutrition
- Artificial nutrition and cancer
- Artificial nutrition and gastrointestinal pathologies
- Artificial nutrition in liver and kidney diseases
- Artificial nutrition in diabetes and metabolic disorders
- Artificial nutrition during pregnancy

4. TEACHING METHODS - ASSESSMENT

<p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i></p>	Face to face, distance teaching	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>1. Lectures in power point documents 2. Research or review papers in pdf documents 3. Laptops for the projection of relevant videos 4. The lectures in pdf documents that are announced to the students through the eclass platform The students get in touch with the instructor either directly (through face to face contact or email) or indirectly (through notes posted on the poster boards and the website of the Department).</p>	
<p>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></p>	Activity/Method	Semester workload
	Lectures	2 × 13 = 26
	Study and analysis of bibliography	15
	Personal study (Preparation for the exams)	34
	Total	75
<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <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> <i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	The assessment language is Greek. The performance of the students is assessed through written exams.	

5. SUGGESTED BIBLIOGRAPHY

- Suggested bibliography:*
- Μαρία Σκουρολιάκου, Εντερική και Παρεντερική Διατροφή. Θεωρία και βασικές αρχές. ΑΕΣΠΙ ΕΚΔΟΤΙΚΗ Ε.Π.Ε., 2016.
 - Φ. ΚΑΛΦΑΡΕΤΖΟΣ, Αρχές τεχνητής διατροφής. Επιστημονικές Εκδόσεις ΠΑΡΙΣΙΑΝΟΥ Α.Ε., 2005.
 - Χ. Παντελιάδης, Διατροφή Εντερική Παρεντερική. Εκδόσεις Γιαχούδη, ΙΚΕ, 2008