

Course Outline: “7102 - Nutrition and Aging”

1. General information

FACULTY/SCHOOL	Physical Education, Sport Science & Nutrition		
DEPARTMENT	Nutrition & Dietetics		
LEVEL OF STUDY	Undergraduate		
COURSE UNIT CODE	7102	SEMESTER	7th
COURSE TITLE	Nutrition and Aging		
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	
	Tutoring	1	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>		3	5
COURSE TYPE	Scientific expertise		
<i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>			
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION	Greek		
LANGUAGE OF EXAMINATION/ASSESSMENT	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.uth.gr/courses/DND_U_269/		

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:</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>Healthy aging is the result of a combination of increased life expectancy, reduced likelihood of disease and disability, high levels of physical and mental functioning, and active participation in life. The purpose of the course is to provide multi-level knowledge about the role of nutrition in healthy aging, the special nutritional requirements of the elderly, and the specialized requirements for nutritional support in the various diseases and conditions related to aging. Upon successful completion of the course, students should be able to: have a comprehensive understanding of the role of nutrition in the mechanisms of aging; assess the nutritional status of an elderly person; plan nutritional support programs or nutritional interventions at the community level or individually in elderly people with morbidities or for the prevention of aging-related conditions.</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;"><i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for diversity and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Environmental awareness</i></td> </tr> <tr> <td style="border: none;"><i>Individual/Independent work Group/Team work</i></td> <td style="border: none;"><i>Social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>Development of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Introduction of innovative research</i></td> <td style="border: none;"><i>(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,</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>	<i>Decision-making</i>	<i>Environmental awareness</i>	<i>Individual/Independent work Group/Team work</i>	<i>Social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Critical thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Development of free, creative and inductive thinking</i>	<i>Introduction of innovative research</i>	<i>(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i>
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- Search for, analysis and synthesis of data and information by the use of appropriate technologies
- Decision-making
- Individual/Independent work Group/Team work
- Respect for diversity and multiculturalism
- Project planning and management
- Development of free, creative and inductive thinking

3. COURSE CONTENT

Indicative:

- Understanding the global aging trend, healthy aging and the role of nutrition
- Physiology of aging
- Nutritional requirements of the elderly
- Nutritional assessment-geriatric assessment and interaction with nutrition
- Nutritional management of elderly people with type 2 diabetes
- Nutritional management of the elderly with sarcopenia
- Nutrition in the prevention and treatment of cognitive decline
- Nutritional management of elderly people with weight disorders
- Drug-nutrient interactions in the elderly
- Enteral and parenteral nutrition in the elderly
- Ethical food issues

5. TEACHING METHODS - ASSESSMENT

<p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i></p>	in-class lecturing, distance guidance	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	Use of ICT in teaching Communication with students via e-class	
<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	39
	Individual and team Exercises	19,5
	Self-directed study	66,5
	Total	125
<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>	Group work (100%) or Written examination (100%)	

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6. SUGGESTED BIBLIOGRAPHY

-Suggested bibliography:

- 1) Ζαμπέλας Α. (2018). Η Διατροφή στα Στάδια της Ζωής. 2η έκδοση, Εκδόσεις Πασχαλίδης
- 2) Bales CW, Locher J.L., Saltzman E. (Eds.). (2015). Handbook of Clinical Nutrition and Aging (3rd ed.), New York: Springer.