

COURSE OUTLINE

(1) GENERAL

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| SCHOOL | Physical Education, Sports Science and Dietetics | | |
| DEPARTMENT | Physical Education and Sports Science | | |
| STUDY LEVEL | Postgraduate | | |
| COURSE CODE | | STUDY SEMESTER | |
| COURSE TITLE | Nutritional behaviour and education | | |
| SELF CONTAINED TEACHING ACTIVITIES | | WEEKLY TEACHING HOURS | COURSE CREDITS |
| <i>In case of the course credits being awarded for distinct components of the course, e.g. Lectures, Laboratories, etc. If the course credits are awarded undivided for the entirety of the course, fill in the weekly teaching hours and the total of the course credits.</i> | | | |
| | Lectures | 12 hours in total (divided in 4 blocks) | 7 |
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| <i>Add more rows, if needed. Teaching organization and teaching methods employed will be described in detail at (4).</i> | | | |
| COURSE TYPE <i>general background, special background, specialization, general knowledge, skills development</i> | General background | | |
| PREREQUISITE MODULES | None | | |
| TEACHING AND EXAM LANGUAGE | English | | |
| COURSE IS AVAILABLE TO ERASMUS STUDENTS | No | | |
| COURSE WEB PAGE (URL) | - | | |

(2) LEARNING OUTCOMES

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| <p>Learning Outcomes</p> <p><i>Describe the learning outcomes of the course. Specific knowledge, competencies and skills that the students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework for the European Higher Education Area.</i> • <i>Descriptors of Levels 6, 7 & 8 of the European Qualifications Framework and Appendix B.</i> • <i>Summary Guide to describing Learning Outcomes.</i> |
| <p>Through this course students will be trained to: a) understand the mechanisms underpinning human's eating behaviour and b) 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"> 1) Design nutrition education programs and nutrition interventions, based on behavioral models, tools and strategies that are appropriate for each age group. 2) Evaluate the effectiveness of these programs and nutrition interventions |

General Competencies

Taking into account the general competencies that the graduate must have acquired (as they are described in the Diploma Supplement and following below), which of those does the course aim at?

Search for, analysis and synthesis of data and information, using the necessary technology
Adaptation to new situations
Decision making,
Working Independently,
Working in a team,
Working in an international environment,
Working in an interdisciplinary environment,
Production of new research ideas,

Project Planning and Management
Respect for diversity and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Promotion of free, creative and inductive thought
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Other...
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Search for, analysis and synthesis of data and information, using the necessary technology
Working Independently
Working in an international environment,
Working in an interdisciplinary environment
Respect for diversity and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Promotion of free, creative and inductive thought

(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 AND LEARNING METHODS - EVALUATION

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| <p>TEACHING METHOD <i>In person, Remote learning, etc.</i></p> | Remote learning | |
| <p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in Teaching, Laboratory Training, Communication with the students.</i></p> | Communication with the students | |
| <p>TEACHING ORGANIZATION <i>Detailed description of teaching methods. Lectures, Seminars, Laboratory Work,, Field Work, Study and analysis of bibliography, Tutorial, Practical Work, Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Project, Essay Writing, Artistic creation, etc.</i></p> <p><i>The student's study hours for each learning activity are given along with the hours of independent study according to the principles of the ECTS</i></p> | <p>Activity</p> | <p>Semester Workload</p> |
| | Lectures | 35 |
| | Lectures/practice | 25 |
| | Projects | 45 |
| | Personal Study | 70 |
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| <p>Module Total</p> | <p>175</p> | |
| <p>STUDENT ASSESSMENT <i>Description of the evaluation procedure</i></p> <p><i>Language of Evaluation, Methods of Evaluation, Formative or Summative, Multiple Choice Test, Short Answer Questions, Open-Ended Questions, Problem Solving, Written Assignment, Essay / Report, Oral Examination, Public Presentation, Laboratory Assignment, Clinical Examination of Patient, Art Performance, Other</i></p> <p><i>Specifically defined evaluation criteria are given and if/where the students can access those.</i></p> | <p>Essay (PowerPoint Presentation in the class)</p> <p>Final exam: Multiple Choice Test, True/false questions, Short Answer Questions</p> | |

(5) READING LIST

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| <p>- Recommended bibliography:</p> <p>Contento R. Isobel (2018) Nutrition Education. BROKEN HILL PUBLISHERS LTD The Science of Nutrition, Janice Thompson, Melinda Manore, Linda Vaughan. 5th Edition. Pearson. For Greek students: Διατροφική Αγωγή. Ιωάννης Μανιός. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδης</p> <p>- Relevant scientific journals:</p> <p>International Journal of Behavioral Nutrition and Physical Activity Health Education Journal PLoS ONE</p> |
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