

SOCIAL GENDER

| Course Title | Code | Semester | Theoretical (hours/week) | Practice (hours/week) | Laboratory (hours/week) | ECTS |
|--|---|-----------------------|-----------------------------|--------------------------|----------------------------|------|
| SOCIAL GENDER | SBF101 | 4. SEMESTER Spring | 2 | 0 | 0 | 4 |
| Prerequisites | None | | | | | |
| Language of Instruction | Turkish | | | | | |
| Course Type | Elective | | | | | |
| learning and teaching techniques of the Course | Lecture, Discussion, Question & Answer, Team / Group Work, Role Playing / Dramatization, Brain storming Field work | | | | | |
| Instructor(s) | | | | | | |
| Goal | This course is aimed to gain awareness to students related to gender and gender inequality reasons, effects of gender? On individuals for the protection and promotion of women's health. | | | | | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Knows the basic theoretical and conceptual of gender 2. Awareness of gender discrimination against to women 3. Explains the impact of gender in family planning services 4. Explains the impact of gender on women's health 5. Describes attitudes toward gender roles | | | | | |
| References | <ol style="list-style-type: none"> 1. Dökmen YZ. Toplumsal Cinsiyet, Remzi BOOKSTORE 2. Navaro L. Tapınağın Öbür Yüzü, Remzi BOOKSTORE 3. Navaro L, Bir Cadı Masalı, Remzi BOOKSTORE. 4. Kulin A. Tek ve Tek Başına Türkân, Everest PUBLISHING, İstanbul | | | | | |

Course Outline Weekly:

| WEEKS | TOPICS |
|----------|---|
| 1. Week | Introduction, explanation of the goals and objectives of the course, the course introduction |
| 2. Week | Gender and Social gender, explained the concepts of gender equality and equity, |
| 3. Week | Gender theories, |
| 4. Week | Psychosocial dimension of gender, |
| 5. Week | The effect of gender on women's health, |
| 6. Week | Gender according to the stages of life, |
| 7. Week | Life according to the stage of gender, reproductive health services and the concept of gender, |
| 8. Week | I. MIDTERM EXAM |
| 9. Week | The concept of reproductive health services and gender, |
| 10. Week | Family planning services and the concept of gender, |
| 11. Week | Attitudes about gender roles and factors affecting it, |
| 12. Week | Increasing the awareness of gender equality and things to do for those who do, |
| 13. Week | Increasing the awareness of gender equality and things to do for those who do, the factors affecting gender (society's values, religion, culture, family and myths, etc...) |
| 14. Week | II. MIDTERM EXAM |
| 15. Week | FINAL EXAM |

ECTS (Student Work Load Table)

| Activities | Number | Duration | Total Work Load |
|--|--------|----------|-----------------|
| Course Duration (X14) | 14 | 2 | 28 |
| Laboratory | | | |
| Practice | | | |
| Field Study | 1 | 3 | 3 |
| Study Time Of Outside Of Class (Pre-Study, Practice, Etc.) | 14 | 2 | 28 |
| Presentations (Video shoot/Poster preparation/Oral presentation, Etc.) | 1 | 14 | 14 |
| Seminars | | | |
| Project | | | |
| Case study | | | |
| Role playing, Dramatization | | | |
| Writing articles, Critique | | | |
| Time To Prepare For Midterm Exam | 2 | 10 | 20 |
| Final Exam Preparation Time | 1 | 7 | 7 |
| Total Work Load (hour) / 25(s) | | 100/25=4 | |
| ECTS | | 4 | |

Evaluation System

| Mid-Term Studies | Number | Contribution |
|---|--------|--------------|
| Midterm exams | 2 | %50 |
| Quiz | | |
| Laboratory | | |
| Practice | | |
| Field Study | 1 | %25 |
| Course Internship (If There Is) | | |
| Homework's | 1 | %25 |
| Presentation and Seminar | | |
| Project | | |
| Other evaluation methods | | |
| Total Time To Activities For Midterm | | 100 |
| Final works | | |
| Final | 1 | %100 |
| Homework | | |
| Practice | | |
| Laboratory | | |
| Total Time To Activities For Midterm | | 100 |
| Contribution Of Midterm Studies On Grades | | %50 |
| Contribution Of Final Exam On Grades | | %50 |
| Total | | 100 |

The relationship between learning outcomes and the program qualifications of the courses

| Program Qualifications | Learning outcomes | | | | |
|---|-------------------|--------|-------|-------|-------|
| | L.O.1 | L.O. 2 | L.O.3 | L.O.4 | L.O.5 |
| 1. To acquire information in the basic and social sciences as the Dietitian as he profession entails and make use of it for life. | | | | | |
| 2. To develop personalized diet and programme in accordance with the principles of adequate and balanced nutrition. | | | | | |
| 3. To improve and develop the food and nutrition plans and policy for the development of individuals with the energy and nutrient element requirements with scientific method detection, health protection | | | | | |
| 4. To determine and evaluate individual, the community and the patient's nutritional status by applying up-to-date information gained in the field of nutrition and dietetics. She/he can use the knowledge to raise the level of community health and the quality of life. | | | | | |
| 5. Assess the nutritional status of the patients, evaluate the clinical symptoms, plan and apply individualized medical nutrition therapy for the patients. | | | | | |
| 6. The student can understand the basic values and culture of the society he/she is living in and gain the skill to transform him/herself in a positive way | 3 | 3 | 3 | 3 | 3 |
| 7. Dietitian can improve products, make laboratory practice on elements affecting analysis and quality of nutrition, review and evaluate them regarding the legal regulations | | | | | |
| 8. The student embraces the concepts with regard to biological systems that form the basis of human health, Anatomy, Physiology, and the sustainability of them. | | | | | |
| 9. The student can participate in Nutrition and Dietetics practices individually and/or within a team, use, apply, discuss and share scientific and evidence based knowledge in nutrition and dietetics practice with team and team members, develop and demonstrate effective skills using oral, print, visual methods in communicating and expressing thoughts and ideas, communicate with all stakeholders within ethical principles. Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods | | | | | |
| 10. Dietitian has knowledge to develop food and nutrition plans and policies for protection of health, in order to improvement and development by using methods for determining the nutritional status. | | | | | |

Contribution to the level of proficiency: 1. Lowest, 2. Low / Medium, 3. Average, 4. High, 5. Excellent