**COURSE NAME**

| Course Name | Code | Term | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | ECTS |
|---|---|---|---|---|---|---|
| | BDB309 | 5. Autumn | 2 | 0 | 0 | 2 |
| Prerequisites | None | | | | | |
| Language of Instruction | Turkish | | | | | |
| Course Type | Compulsory | | | | | |
| Learning and Teaching Techniques of The Course | Expression,<br>Discussion | | | | | |
| Instructor(s) | Lecturer. Funda Esin FAKILI | | | | | |
| Goal | The purpose of food control in the world and in Turkey is to explain and evaluate the basic concepts in food legislation, legislative regulations on food in Europe and Turkey, factors causing food pollution and legal regulations | | | | | |
| Learning Outcomes | 1. To control the quality of foods and understand the importance of their legislation<br>2. Being able to learn the purpose and importance of food safety<br>3. To be able to learn the organizations and practices responsible for food control in the world and in Turkey<br>4. To learn the European Union food safety management systems<br>5. Be able to learn the legal regulations and practices about foods<br>6. To be able to learn legal regulations and practices related to food labeling<br>7. Be able to define food additives<br>8. Learning the functions and uses of food additives<br>9. To be able to learn the classification of food additives<br>10. Evaluate the health effects of food additives<br>11. Learning of food additives and legal regulations<br>12. To be able to interpret toxicological evaluations related to food additives<br>13. To learn the causes of contamination and formation of food-borne toxins, their effects on health and ways of protection<br>14. To be able to identify potential risks in food production and learn how to perform risk analysis<br>15. To be able to learn the factors and practices affecting nutritional safety<br>16. Learn food poisoning and control applications<br>17. Understand the factors that disturb food safety<br>18. To learn legal regulations about food pollution<br>19. To understand the quality control methods applied to foods<br>20. Learning the methods of analysis to be applied in food control<br>21. To learn the principles of food safety in the field. | | | | | |
| References | 1. Anon.Kodeks Alimentaryus Commission,http://www.gkgm.gov.tr/mevzuat/kodeks/kodeks_liste.html<br>2. Preedy VR., Watson RR. Reviews In Food and Nutrition Toxicity (Edited by) Volume 3, CRC press. (2005).<br>3. Omaye ST. Food and Nutritional Toxicology (Edited by), CRC press. (2004).<br>4. Lu FC.,Kacew S. Lu's Basic Toxicology , Fundamentals, Target Organs and Risk Assessment, (Edited by), Fifth Edition,CRC press. (2009)<br>5. Vries J..Food Safety and Toxicity, ( Edited by), CRC press. (1996)<br><br>Branen AL., Davidson PM., Salminen S., Thorngate III JH. Food Additives (Edited by), Second Edition, CRC press. (2001). | | | | | |

**Course Outline Weekly:**

| WEEKS | TOPİCS |
|---|---|
| 1. Week | The importance of food control in the world and Turkey, responsible organizations and practices |
| 2. Week | Legislation on past day to day food control<br>Regulations on food control |
| 3. Week | Food Committees |
| 4. Week | Food labeling and related legal regulations<br>Legal regulations and certifications related to food safety in Turkey and in the world |
| 5. Week | Definition of food additives, usage purposes, usage areas and functions in foods |
| 6. Week | Regulatory and toxicological evaluations of food additives |
| 7. Week | Classification of food additives (antioxidants, acidity regulators, emulsifiers, colorants, preservatives, sweeteners, flavors / fragrances, stabilizers, thickeners, gelling agents, starter cultures, chelating agents, agglomerating inhibitors, |
| 8. Week | **MIDTERM EXAM** |
| 9. Week | Health effects of food additives |
| 10. Week | Legal arrangements for the prevention (physical, chemical and biological) and prevention of contamination of various contaminants by food |
| 11. Week | Risk analysis and related legal regulations in food processing<br>Health effects of toxic compounds in foods |
| 12. Week | Definition of hygiene and sanitation in legislation, personnel hygiene and sanitation |
| 13. Week | Food pollution and related legal regulations (pesticides, plant growth regulators, anabolizans, metallic contaminants, radionuclides, plastic monomers, detergents |
| 14. Week | Organic foods, genetically modified organisms and related legal regulations |
| 15. Week | Organic foods, genetically modified organisms and related legal regulations |

**Student Work Load Table**

| Activities | Number | Duration | Total Work Load |
|---|---|---|---|
| Course Duration | 14 | 2 | 28 |
| Laboratory | | | |
| Practice | | | |
| Field Study | | | |
| Study Time Of Outside Of Class (Pre-Study, Practice, Etc.) | 14 | 1 | 14 |
| Presentations (Video shoot/Poster preparation/Oral presentation, Etc.) | 1 | 3 | 3 |
| Seminars | | | |
| Project | | | |
| Case study | | | |
| Role playing, Dramatization | | | |

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|---|---|---|---|
| Writing articles, Critique | | | |
| Time To Prepare For Midterm Exam | 1 | 2 | 2 |
| Final Exam Preparation Time | 1 | 3 | 3 |
| **Total Work Load ( hour) / 25(s)** | 50 / 25 | | |
| **ECTS** | **2** | | |

**Evaluation System**

| **Mid-Term Studies** | **Number** | **Contribution** |
|---|---|---|
| Midterm exams | 1 | 100% |
| Quiz | | |
| Laboratory | | |
| Practice | | |
| Field Study | | |
| Course Internship (If There Is) | | |
| Homework's | | |
| 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** | **L.O.6** | **L.O.7** | **L.O.8** | **L.O.9** | **L.O.10** | **L.O.11** | **L.O.12** | **L.O.13** | **L.O.14** | **L.O.15** | **L.O.16** | **L.O.17** | **L.O.18** | **L.O.19** | **L.O.20** | **L.O.21** |
| 1. To acquire information in the basic and social sciences as the | | | | | | | | | | | | | | | | | | | | |

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| | 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 | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| 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 | | | | | | | | | | | | | | | | | | | | | |
| 7. | Dietitian can improve products, make laboratory practice on | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** |

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| | 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**