

BDB306 - Nutritional Problems and Epidemiology in Society

| Course Title | Code | Semester | Theoretical (hours/week) | Practice (hours/week) | Laboratory (hours/week) | ECTS |
|--|--|----------------------|--------------------------|-----------------------|-------------------------|------|
| Nutritional Problems and Epidemiology in Society | BDB306 | 6. Semester / Spring | 3 | 0 | 0 | 3 |
| Prerequisites | None | | | | | |
| Language of Instruction | Turkish | | | | | |
| Course Type | Compulsory | | | | | |
| learning and teaching techniques of the Course | Expression, Question & Answer, Brainstorming | | | | | |
| Instructor(s) | | | | | | |
| Goal | 1. Nutritional problems seen in the society, their causes and the state of being seen, 2. Nutritionally risky groups in the community, 3. To teach the methods of preventing nutritional problems in the society (preparation of national food and nutrition policies, nutrition education, food enrichment). | | | | | |
| Learning Outcomes | 1. Learns the nutritional problems of risky groups in society, causes and solutions of problems. 2. Understands the role of descriptive / analytical epidemiological studies in the relationship between nutrition and health. 3. The food in Turkey and in the world, will have information about the creation and implementation of nutrition and public health policy. 4. Understand the role of dietitian in public health development and learn the steps of nutrition policy planning in public health. 5. Turkey and seen the world energy and nutrient deficiencies and nutrition-related chronic diseases, epidemiology learn, gain the skills to develop solutions. | | | | | |
| References | 1. Michael J. Gibney, Barrie M. Margetts, John M. (2004). Kearney ve Lemore Arab. Public Health Nutrition 1st Edition, Blackwell Publishing 2. Nweze Eunice Nnakwe (2009). Community Nutrition 1st Edition, Jones and Bartlett Publishers 3. World Health Organization. who.int/nutrition/publications. 4. unicef.org/nutrition 5. Muhsin Akbaba et all. (2017). Temel Halk Sagligi, Akademisyen Publishing, Ankara. 6. Mustafa S. Senocak (2017). Epidemiyoloji'de Yontembilim ve Sayisal Degerlendirme, Nobel Tip Publishing, İstanbul. 7. Niyazi Karasar (2013). Bilimsel arastirma yontemi: kavramlar- ilkeler- teknikler, Nobel Publishing, Ankara. 8. Gamze AKBULUT (2019). Krause, Besin ve Beslenme Bakim Sureci, Hatiboğlu Publishing, Ankara. 9. Saglik Istatistikleri Yilligi. (2017). T.C. Saglik Bakanligi, Ankara. 10. http://www.hips.hacettepe.edu.tr/tnsa2018/rapor/sonuclar_sunum.pdf 11. http://www.sagem.gov.tr/TBSA_Beslenme_Yayini.pdf | | | | | |

Course Outline Weekly:

| WEEKS | TOPICS |
|----------|---|
| 1. Week | Community Nutrition Problems, Community Nutrition Risk Groups |
| 2. Week | Protein-Energy Malnutrition and Epidemiology, Sustaining and Improving Breastfeeding, Monitoring Growth |
| 3. Week | Iron Deficiency Anemia and Epidemiology |
| 4. Week | Iodine Deficiency Diseases and Epidemiology |
| 5. Week | Zinc Deficiency and Epidemiology |
| 6. Week | Iodine deficiency diseases and epidemiology |
| 7. Week | Folate Deficiency and Epidemiology, Other Vitamin Deficiencies and Epidemiology |
| 8. Week | MIDTERM EXAM |
| 9. Week | Obesity and Epidemiology, Nutritional Chronic Diseases and Epidemiology |
| 10. Week | Dental Health and Epidemiology |
| 11. Week | Solutions to Nutrition Problems, Nutrition Education |
| 12. Week | Public Health Policy Development, Food and Nutrition Policies and Their Importance |
| 13. Week | Food Enrichment and Food Supplements |
| 14. Week | Descriptive and Analytical Epidemiological Studies and Study Planning |
| 15. Week | Descriptive and Analytical Epidemiological Studies and Study Planning, General overview |

ECTS (Student Work Load Table)

| Activities | Number | Duration | Total Work Load |
|--|--------|-----------------|-----------------|
| Course Duration (X14) | 14 | 2 | 28 |
| Laboratory | | | |
| Practice | | | |
| Field Study | | | |
| Study Time Of Outside Of Class (Pre-Study, Practice, Etc.) | 14 | 2 | 28 |
| Presentations (Video shoot/Poster preparation/Oral presentation, Etc.) | | | |
| Seminars | | | |
| Project | | | |
| Case study | | | |
| Role playing, Dramatization | | | |
| Writing articles, Critique | | | |
| Time To Prepare For Midterm Exam | 1 | 7 | 7 |
| Final Exam Preparation Time | 1 | 12 | 12 |
| Total Work Load (hour) / 25(s) | | 75/ 25=3 | |
| ECTS | | | 3 |

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 | | 40% |
| Contribution Of Final Exam On Grades | | 60% |
| Total | | 100 |

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

| Program Qualifications | Learning Outcomes | | | | |
|--|-------------------|-----|-----|-----|-----|
| | LO1 | LO2 | LO3 | LO4 | LO5 |
| 1. Enables the students to use theoretical knowledge based on basic and social sciences in practice. | 5 | 5 | 3 | 3 | 3 |
| 2. Has the ability to use equipments and information Technologies required for the professional practice efficiently. | 2 | 1 | 5 | 5 | 5 |
| 3. Knows his rights, duties and responsibilities towards the society, colleagues, and other professions, individuals and patients, and learns how to behave in harmony with the professional ethical rules. | 1 | 1 | 5 | 5 | 5 |
| 4. When confronted with problems within any field of Nutrition and Dietetics, has the ability to observe, diagnose, assess, report and come up with solutions thanks to their up-to-date knowledge and skills. | 5 | 5 | 3 | 3 | 5 |
| 5. Gains efficient working skills based on the principles of effective communication, responsibility, solution-oriented working in disciplinary and interdisciplinary conditions. | 5 | 5 | 3 | 3 | 5 |
| 6. Has the ability to make a plan for a research individually or as part of a team, make experiments, collect and analyze the data, interpret and write a report by using theoretical / practical knowledge and skills gained in the field of Nutrition and Dietetics. | 4 | 4 | 5 | 5 | 5 |
| 7. Develops suggestions for healthy/sick individuals and those at risk considering their lifelong diet. | 5 | 5 | 5 | 5 | 5 |
| 8. Gains knowledge to contribute to the diet plans and politics to be developed based on the needs of the individuals and the society. | 5 | 4 | 3 | 3 | 5 |
| 9. Improves themselves by following the latest advances in their profession nationally and internationally, and acquires awareness in lifelong learning. | 5 | 5 | 5 | 5 | 5 |

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