

**BDB310 - Enteral-Parenteral Nutrition**

Course title	Code	Semester	Theory (hours/week)	Implementation (hours/week)	Laboratory (hours/week)	ECTS
Enteral-Parenteral Nutrition	BDB310	6 <sup>th</sup> Semester/Spring	2	0	0	2
Prerequisites	No					
Language of the lesson	Turkish					
Type of Course	Compulsory					
Lesson learning and teaching techniques	Lecture, Question and Answer, Case Study					
Course responsible( s )						
The aim of the course	To understand the principles of enteral and parenteral nutrition.					
Learning outcomes of the course	1. Applies the principles of enteral nutrition . 2. Comprehends the principles of parenteral nutrition and solves the patient's nutritional problems . 3. Explain nutrient requirements and changes in metabolism . 4. Comprehends the products and compositions used in enteral and parenteral nutrition .					
Resources	1. European Society of Clinical Nutrition and Metabolism Guidelines <a href="https://www.espen.org/guidelines-home/espen-guidelines">https://www.espen.org/guidelines-home/espen-guidelines</a> 2. Nutrition and Diet magazine <a href="https://youtuvediyetdergisi.org/">https://youtuvediyetdergisi.org/</a> 3. The American Journal of Clinical Nutrition 4. British Journal of Nutrition 5. Akbulut G. (2020). Enteral and Parenteral Nutrition, Ankara Nobel medical bookstores					

**Weekly Lesson Topics**

Weeks	Topics to be Discussed
1 week	Importance and history of nutritional support systems, importance of teamwork, role of dietitian
2 week	Evaluation of nutritional status of patients and methods used in evaluation. Malnutrition definition, types
3. week	Evaluation of nutritional status of patients and methods used in evaluation. Malnutrition definition, types
4.week	Enteral nutrition definition, nutritional support, methods, complications, indications
5.week	Enteral products used
6.week	Calculation of energy, protein and nutrient requirements in enteral nutrition, sample solutions
7.week	Calculation of energy, protein and nutrient requirements in enteral nutrition, sample solutions
8.week	<b>Midterm</b>
9.week	Definition of parenteral nutrition, nutritional support, methods, complications, advantages
10.week	Parenteral products used
11.week	Calculation of energy, protein and nutrient requirements in parenteral nutrition, sample solutions
12.week	Disease-specific nutritional support systems
13.week	Disease-specific nutritional support systems
14.week	Disease-specific nutritional support systems
15.week	Disease-specific nutritional support systems

**Student Workload Table**

Events	Number	Time	Total Workload
Lesson Duration	14	2	28
Lab			
Application			
Field Study			
Out of Class Study Time (Free Study/Group Study/Pre-Study)	14	1	14
Presentation (Making Videos/Preparing Posters/Making Oral Presentations/Focus Group Discussion/Survey Application/Observation and Report Writing)			
Seminar Preparation			
Project			
Case Study			
Role Playing, Dramatizing			
Article writing-Criticizing			
Midterm exams	1	3	3
Final exams	2	5	5
<b>Total workload (hours) / 25(s)</b>			<b>50 / 25=2</b>
<b>Course ECTS</b>			<b>2</b>

### Evaluation System

Semester studies	Number	Contribution margin
Midterm	1	% 100
Quiz		
Lab		
Application		
Field Study		
Course-Specific Application (If Available)		
Homeworks		
Presentation and Seminar		
Projects		
Other		
<b>Total of semester studies</b>		<b>100</b>
<b>End of semester studies</b>		
Final	1	% 100
Homework		
Application		
Lab		
<b>Sum of studies at the end of the semester</b>		<b>100</b>
Contribution of Midterm Studies to Success Grade		40%
The Contribution of the Final Exam to the Success Grade		60%
<b>Sum of success grade</b>		<b>100</b>

### Associating the learning outcomes of the courses with the program qualifications

Program qualifications	Course Learning Outcomes			
	F.C.1	F.O.2	F.O.3	F.O.4
1. Gains the ability to use the evidence-based theoretical knowledge obtained from basic and social sciences specific to Nutrition and Dietetics in practice.	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
2. Gains the ability to effectively use the equipment and information technologies needed in professional applications.	-	-	<b>3</b>	<b>5</b>
3. Knows their rights, duties and responsibilities towards society, colleagues, other professionals and healthy/sick individuals , and abides by professional ethical rules learns to behave.	<b>5</b>	<b>5</b>	-	-
4. Nutrition and Dietetics science problems faced in different areas of the acquired knowledge and skills up to date through monitoring, detection, interpretation, reporting and have the skills to produce solutions.	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
5. Gains effective communication skills, taking responsibility, solution-oriented working principles and effective working skills in disciplinary or interdisciplinary environments.	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
6. Using the theoretical and applied knowledge and skills acquired in the field of nutrition and dietetics, they plan a research individually or as a team, conduct experiments /collect data, analyze, interpret and report data.	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
7. Develops recommendations by considering the nutritional status of healthy/sick and at-risk individuals throughout their lives.	-	-	<b>3</b>	-
8. Gains information on the creation and implementation of nutrition plans and policies in line with the needs of the individual and society.	-	-	<b>2</b>	-
9. By following the latest developments in the professional field at the national and international level, he develops himself and gains the awareness of lifelong learning.	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

**Level of providing proficiency:** 1: Low, 2: Low/Medium, 3: Medium, 4: High, 5: Excellent