Kurdistan Region Government Ministry of Higher Education and Scientific Research

Erbil Polytechnic University

**Module (Course Syllabus) Catalogue**

**2022-2023**

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| **College/ Institute** | **Koya Technical Institute** | | | | | | | | | | | | |
| **Department** | **Community Health** | | | | | | | | | | | | |
| **Module Name** | **Nutrition** | | | | | | | | | | | | |
| **Module Code** | **NUT402** | | | | | | | | | | | | |
| **Degree** |  | | | | | | | | | | | | |
| **Technical Diploma** | | | | **\*** | **Bachler** | | | | |  | |  |
| **High Diploma** | |  | **Master** | | | | | **PhD** | |  | |  |
| **Semester** |  | | | | | | | | | |  | |  |
| **4** | | | | | | | | | | | | |
| **Qualification** |  | | | | | | | | | | | | |
| **Scientific Title** | **Assist Prof** | | | | | | | | | | | | |
| **ECTS (Credits)** | **4** | | | | | | | | | | | | |
| **Module type** |  | | | | | | | | |  | |  | |
| **Prerequisite** |  | **Core** | | | | **\*** | **Assist.** | |
| **Weekly hours** | **2 hrs** | | |  | | | | | | | | | |
| **Weekly hours (Theory)** | **(2) Hrs. Class** | | | **(2) Total hrs. Workload** | | | | | | | | | |
| **Weekly hours (Practical)** | **(0) hrs. Class** | | | **(0) Total hrs. Workload** | | | | | | | | | |
| **Number of Weeks** | **12** | | | | | | | | | | | | |
| **Lecturer (Theory)** | **Layla Kareem Ali** | | | | | | | | | | | | |
| **E-Mail & Mobile NO.** | [**layla.ali@el.epu.edu.iq**](mailto:layla.ali@el.epu.edu.iq) **07501049043** | | | | | | | | | | | | |
| **Lecturer (Practical)** | **------** | | | | | | | | | | | | |
| **E-Mail & Mobile NO.** | **------** | | | | | | | | | | | | |
| **Websites** |  | | | | | | | | | | | | |

# Course Book

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| **Course Description** | Topics covered in this course include: Basic facts and principles of human nutrition are presented. Study includes the physiological and psychological factors of food intake and utilization with emphasis on nutrition education for dietary improvements of groups and individuals. | | | | |
| **Course objectives** | * To be able to discriminate in dealing with a vast amount of nutrient information. * Make decisions concerning nutrient claims, separating fact from fallacy. * Recognize the consequences of over nutrition, under-nutrition, and malnutrition. * Describe the principle of caloric balance. * Apply the concepts of nutrition in personal food selection. * Assist others in planning healthy adequate diets. * Identify the major nutrients, their functions, interactions, and needs of the body. * Select and use appropriate guidelines for food selection and provide for adequacy,   balance, calorie control, moderation, variety, and density.   * Describe the role of proper nutrition for athletes and others involved in physical activity. * Identify signs, physical consequences, and a referral system for common eating disorders. * Recognize and advocate the principles of nutrition that promote health and prevent disease throughout the life cycle. | | | | |
| **Student' s obligatio**  **n** | It is requisite that all the students listen and write notes and their obligations throughout the academic year and the attendance and completion of all tests, exams. | | | | |
| **Required**  **Learning Materials** | Lecture halls with data show equipment for lecture presentations, white board, overhead projector, posters and data collection according to lectures. | | | | |
| **Evaluation** | **Tas k** | | **Weight (Marks)** | **Due Week** | **Relevant Learning Outcome** |
| Paper Review | |  |  |  |
| As sig | Homework | 10 |  |  |
| Class Activity | 2 |  |  |

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|  |  | Report | 8 |  |  |

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|  |  | Seminar | 8 |  |  |
| Essay | - |  |  |
| Project |  |  |  |
| Quiz | | 8 |  |  |
| Lab. | | - |  |  |
| Midterm Exam | | 24 |  |  |
| Final Exam | | 40 |  |  |
| Total | | 100 |  |  |
| **Specific learning outcome:** | 1. Explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society. 2. Identify the methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice. 3. Apply the principles of project implementation, including planning, assessment, and evaluation in organizational and community initiatives. 4. Relate the underlying science of human health and disease to opportunities for promoting and protecting health across the life course. 5. Identify the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations. | | | | |
| **Course References:** | 1. **The Atlas of Food by Erik Millstone; Tim Lang; Marion Nestle (Foreword by)** Call Number: Reference 2nd Fl TX353 .M55 2008 Publication Date: 2008 2. **Dietary Reference Intakes by Jennifer J. Otten (Editor); Jennifer Pitzi Hellwig (Editor); Linda Meyers (Editor)** Call Number: Reference 2nd Fl QP141. D75 2006 Publication Date: 2006 3. **Handbook of Nutrition and Food, Third Edition by Carolyn D. Berdanier (Editor); Johanna T. Dwyer (Editor); David Heber (Editor)** Call Number: Reference 2nd Fl QP141 .H345 2014 Publication Date: 2014 4. **Manual of Nutritional Therapeutics by David H. Alpers; William**   **F. Stenson; Dennis M. Bier; Beth E. Taylor** Call Number: Reference 2nd Fl RM217.2. A47 2008 Publication Date: 2008 | | | | |

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| **Course topics (Theory)** | **Week** | **Learning Outcome** |
| **Basic of nutrition** | **1st week** | Students learn the basic information of nutrition generally. |
| **Nutritional requirements** | **2nd week** | Students learn the requirements of human daily nutrients. |
| **Antioxidant vitamins** | **3rd week** | Students learn about antioxidant vitamins and  the role in the body. |
| **Fat-Soluble Vitamins** | **4th week** | Students learn what are  the fat-soluble vitamins and the role in the body. |
| **Water -Soluble Vitamins** | **5th week** | Students learn what are the water -soluble vitamins and the role in  the body. |
| **Principles of good nutrition and Energy Requirements** | **6th week** | Students learn how to choose the right foods and energy requirements  to use it. |
| **Lipids and main types** | **7th week** | Students learn how to do chose the best mark of  lipids and the health benefits to our body. |

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| **Nutrition during pregnancy and lactation** | **8th week** | Students learn how to choose good foods  through the pregnancy and lactation. |
| **Energy Requirements and Calorific value** | **9th week** | Students learn how measure the energy  requirements based on body composition. |
| **Basal and Resting Energy Expenditure** | **10th week** | Students learn how to get the minimum amount of  energy expended that is compatible with life. |
| **Basal Metabolic Rate (BMR)** | **11th week** | Students learn how to is equivalent to the amount of energy (in the form of  calories) that your body needs to function |
| **Trans fats and the types** | **12th week** | Students learn what is the trans fats and how to go away and what are the  health effects. |
| **Practical Topics** | **Week** | **Learning Outcome** |
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| **Questions Example Design**  **Different** question for examples: - Q/ calculate the ….?  Q/ choose the correct answer ….? Q /Match the following………?  Q/ fill the following blankets ?  Q/ Enumerate ?  Q/ Briefly explain or define the following  …...?  Q/ MCQ (multiple choice question) Q/ Write on  Q/ Fill the following Q/ Case management Q/ true and false |  |  |
| **Extra notes:** | | |
| **External Evaluator** | | |
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