

	<b>UČNI NAČRT PREDMETA/COURSE SYLLABUS</b>
<b>Predmet</b>	<b>Zdrava prehrana</b>
<b>Course title</b>	<i>Healthy Diet</i>

<b>Študijski program in stopnja</b> Study programme and level	<b>Študijska smer</b> Study field	<b>Letnik</b> Academic year	<b>Semester</b> Semester
Integrirana zdravstvena in socialna oskrba/2. stopnja	Ni smeri študija	2. letnik	3.
Integrated Health and Social Care / 2 <sup>nd</sup> Cycle	No study field	2 <sup>nd</sup> year	3 <sup>rd</sup>

**Vrsta predmeta/Course type**

**Univerzitetna koda predmeta/University course code**

<b>Predavanja</b> Lectures	<b>Seminar</b> Seminar	<b>Sem. vaje</b> Tutorial	<b>Lab. vaje</b> Laboratory work	<b>Teren.</b> vaje Field work	<b>Samost.</b> delo Individ. work	<b>ECTS</b>
25		30			155	7

**Nosilec predmeta/Lecturer:**

<b>Jeziki/ Languages:</b>	<b>Predavanja/Lectures:</b>	<input type="text" value="slovenski/Slovenian"/>
	<b>Vaje/Tutorial:</b>	<input type="text" value="slovenski/Slovenian"/>

<b>Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:</b>	<b>Prerequisites:</b>
<ul style="list-style-type: none"> <li>• Vpis v drugi letnik študijskega programa.</li> <li>• Študent mora pred izpitom pripraviti in predstaviti ter zagovarjati projektno/raziskovalno nalogo.</li> </ul>	<ul style="list-style-type: none"> <li>• A prerequisite for inclusion is enrolment in the second year of study.</li> <li>• Student has to prepare, present and defend a project/research paper before the exam.</li> </ul>

<b>Vsebina:</b>	<b>Content (Syllabus outline):</b>
<ul style="list-style-type: none"> <li>• <i>Osnove o prehrani.</i> Hranila v hrani in telesu: ogljikovi hidrati, lipidi, proteini, alkohol, vodotopni vitamini, v maščobah topni vitamini, voda, minerali, elementi v sledovih, fitokemikalije, funkcionalna živila, trendi v prehrani, inovativni proizvodi (tridimenzionalno natisnjena hrana, meso iz petrijevke). Metabolizem: kemične reakcije v telesu, razgradnja hranil, stradanje. Sestav telesa. Načrtovanje prehrane: načela, priporočila, označevanje.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Basics of nutrition.</i> Nutrients in food and in the body: carbohydrates, lipids, proteins, alcohol, water-soluble vitamins, fat-soluble vitamins, water, minerals, trace minerals, phytochemicals and functional foods, dietary trends, innovative products (three-dimensional printed food, Petri dish meat). Metabolism: chemical reactions in the body, breaking down nutrients for energy, feasting and fasting. Body composition.</li> </ul>

<p>Promocija zdravja. Znanost o prehrani: raziskave, prehranski miti. Ekonomski učinki zdrave prehrane.</p> <ul style="list-style-type: none"> <li>• <i>Prehranska ocena.</i> Ocena prehranskega vnosa: prebava, absorpcija, transport in izločanje hranil, vnos energije, analiza prehrane, vnetje in patofiziologija kroničnih bolezni. Klinična ocena: nutrigenomika, voda, elektroliti in kislinsko-bazično ravnovesje, biokemijska, fizikalna in funkcionalna ocena, najpogostejše prehranjevalne težave, interakcije hrane z zdravili. Vedenjsko-okoljska ocena: posameznik v skupnosti.</li> <li>• <i>Prehranske diagnoze in ukrepanje</i> Pregled prehranskih diagnoz in ukrepov. Hrana in preskrba s hranili: prehranske smernice, priporočila za vnos hranil, kulturna raznolikost, dopolnilna in integrativna medicina, prehranska dopolnila, prehranska podpora. Izobraževanje in svetovanje o vedenjskih spremembah.</li> <li>• <i>Prehrana v različnih življenjskih obdobjih.</i> Prehrana za reproduktivno zdravje in dojenje, prehrana dojenčkov, otrok in mladostnikov, prehrana odraslih in starostnikov.</li> <li>• <i>Prehrana za zdravje in vitalnost.</i> Prehrana za uravnavanje telesne teže, pri motnjah hranjenja, za zdravje kosti, za zdravje ustne votline in zob, športna prehrana.</li> </ul>	<p>Planning a healthy diet: principles, guides, food labels. Health promotion. Science of nutrition: research, dietary myths. Economics of healthy diet.</p> <ul style="list-style-type: none"> <li>• <i>Nutrition assessment.</i> Intake: digestion, absorption, transport and excretion of nutrients, energy intake, analyses of the diet, inflammation and pathophysiology of chronic disease. Clinical: nutrigenomics, water, electrolytes, and acid-base balance, biochemical, physical, and functional assessment, common digestive problems, food-drug interactions. Behavioural-environmental: the individual in the community.</li> <li>• <i>Nutrition diagnosis and intervention.</i> Overview of nutrition diagnosis and intervention. Food and nutrient delivery: diet guidelines, nutrient standards, cultural food patterns and dietary practices, complementary and integrative medicine and dietary supplementation, nutrition support. Education and counselling: behavioural change</li> <li>• <i>Nutrition in the life cycle.</i> Nutrition for reproductive health and lactation, nutrition in infancy, in childhood, in adolescence, in the adult years and in aging.</li> <li>• <i>Nutrition for health and fitness.</i> Nutrition for weight management, in eating disorders, nutrition for exercise and sports performance, nutrition and bone health, nutrition for oral and dental health.</li> </ul>
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### **Temeljna literatura in viri/Readings:**

#### **Temeljna literatura/Basic literature**

Izbrana poglavja iz našete literature/ Selected chapters from the listed literature

- Mahan, L.K., Raymond, J.L. (2017). *Krause's Food & the Nutrition Care Process* (14<sup>th</sup> ed.). St. Louis, Missouri: Elsevier.
- Rolfes, S.R., Pinna, K., Whitney, E. (2015). *Understanding Normal and Clinical Nutrition* (10<sup>th</sup> ed.). United States of America: Stanford, Cengage Learning.
- Escott Stump, S. (2015). *Nutrition and Diagnosis-Related Care* (8<sup>th</sup> ed.). Philadelphia: Wolters Kluwer Health.

***Priporočljiva literatura/Recommended literature***

- Grosvenor, M.B., Smolin, L.A. (2015). *Visualizing Nutrition: Everyday Choices* (3<sup>rd</sup> ed.). United states of America: Danvers, Wiley.
- Grosvenor, M.B., Smolin, L.A. (2006). *Study Guide to accompany Nutrition: Everyday Choices* (1<sup>st</sup> ed.). United states of America: Danvers, Wiley.
- Schlenker, E., Gilbert, J.A. (2015). *Williams' Essentials of Nutrition and Diet Therapy* (11<sup>th</sup> ed.). St. Louis, Missouri: Elsevier Mosby.
- Nemško prehransko društvo, Avstrijsko prehransko društvo, Švicarsko društvo za raziskovanje prehrane in Švicarsko združenje za prehrano (2004). *Referenčne vrednosti za vnos hranil*. Ljubljana: Ministrstvo za zdravje.
- Poličnik, R. (2018). *Zdrava prehrana: Priročnik za izvajalce v zdravstvenih domovih*. Ljubljana: Nacionalni inštitut za javno zdravje. Pridobljeno 12. 1. 2021, s [https://www.nijz.si/sites/www.nijz.si/files/publikacije-datoteke/prirocnik\\_zdrava\\_prehrana\\_12.1.2018\\_za\\_splet.pdf](https://www.nijz.si/sites/www.nijz.si/files/publikacije-datoteke/prirocnik_zdrava_prehrana_12.1.2018_za_splet.pdf).

**Cilji in kompetence:**

*Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:*

**SPLOŠNE**

- interdisciplinarno povezovanje vsebin,
- sposobnost kritičnega mišljenja, prepoznavanje posameznikovih specifičnih prehranskih potreb,
- fleksibilna uporaba z dokazi podprtih znanj v praksi,
- usposobljenost za profesionalno in interdisciplinarno reševanje problemov,
- ozaveščenost o nujnosti lastnega stalnega strokovnega napredovanja.

**SPECIFIČNE**

- poznavanje osnovnih načel zdravega prehranjevanja,
- poznavanje prehrane različnih starostnih skupin prebivalstva in skupin oseb s posebnimi prehranskimi potrebami,
- poznavanje prehranske obravnave, prepoznavanje aktualnih prehranskih težav ter prilaganje obravnave glede na individualne potrebe,
- načrtovanje in izvajanje izobraževanja in svetovanja o vedenjskih spremembah,
- prepoznavanje posameznikovih potreb po dodatni prehranski podpori pri specialistih ustrezne stroke.

**Objectives and competences:**

*The learning unit mainly contributes to the development of the following general and specific competences:*

**GENERAL**

- interdisciplinary use of knowledge,
- skills of critical thinking, identifying of individual specific nutritional needs,
- flexible use of evidence-based knowledge in clinical practice, qualification for professional and interdisciplinary problem-solving,
- awareness of the necessity of their own continuous professional development.

**SPECIFIC**

- understanding basic principles of healthy eating,
- understanding nutrition in the life cycle and diets for groups of people with special dietary needs,
- understanding nutrition care process, identifying common nutritional problems and adjustment of the nutritional treatment to individuals needs,
- planning and implementation for education and counselling to support behavioural changes,
- identifying individuals needs for additional nutritional support and referral to an appropriate specialist for nutrition.

**Predvideni študijski rezultati:****Študent/študentka:**

- razvije kritičen pogled v humano prehrano,
- razume smernice in priporočila zdravega prehranjevanja,
- pozna inovativne pristope in trende v prehrani,
- pozna in razume prehranske mite,
- razvije osnovne veščine za promocijo zdravja,
- razume ekonomske učinke prehranske preventive,
- zna prepoznati prehranske težave in nepravilnosti v prehranjevanju,
- se usposobi za načrtovanje prehrane za različne ciljne skupine,
- kritično bere in piše strokovna besedila s področja zdravega prehranjevanja,
- se usposobi za izobraževanje in svetovanje o vedenjskih spremembah,
- zna kritično ovrednotiti poročanja medijev o zdravem prehranjevanju,
- usposobi se za presojo o potrebi po napotitvi na dodatno prehransko obravnavo k specialistu ustrezne stroke,
- pridobljena znanja uporabi v kliničnem okolju in vsakodnevem življenju.

**Intended learning outcomes:****Students:**

- develop a skills for critical view in the field of human nutrition,
- understand the guidelines and recommendations for healthy diet,
- know the innovative approaches and trends in nutrition,
- know and understand the nutritional myths,
- develop basic skills for health promotion,
- understand economic benefits of preventive nutrition,
- know the importance of recognizing nutritional problems and irregularities in eating,
- qualify for planning meals for different target groups,
- critically read and write professional texts,
- qualify for education and counselling to support behavioural changes,
- know critical evaluate healthy diet information's in press publications,
- qualify for assessment individuals need for additional nutritional treatment and referral to a relevant specialist,
- know the importance of application of obtained knowledge into clinical practice and everyday life.

**Metode poučevanja in učenja:**

- *predavanja* z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),
- *seminarske vaje*: priprava, predstavitev in uspešen zagovor projektne/raziskovalne naloge,
- *konzultacije*.

**Learning and teaching methods:**

- *lectures* with active student participation (explanation, discussion, questions, examples, problem solving);
- *tutorial*: preparation, presentation and a successful defence of a project/research paper,
- *consultations*.

**Načini ocenjevanja:**

Delež (v %)

Weight (in %)

**Assessment:**

Načini:	Delež (v %) Weight (in %)	Types:
<ul style="list-style-type: none"> <li>• 100 % udeležba na predavanjih in vajah: priprava, predstavitev in zagovor</li> </ul>	100 %  ali / or	<ul style="list-style-type: none"> <li>• 100 % attendance at lectures and tutorials: preparation, presentation and defence of</li> </ul>

<p>projektne/raziskovalne naloge – 100 % ocene;</p> <ul style="list-style-type: none"> <li>• če študent ni 100 % udeležen na predavanjih in vajah: <ul style="list-style-type: none"> <li>- izpit – 60 % ocene,</li> <li>- priprava, predstavitev in zagovor projektne/raziskovalne naloge – 40 % ocene.</li> </ul> </li> </ul> <p>Ocenjevalna lestvica: ECTS.</p>	<p>60 % 40 %</p>	<p>project/research paper – 100 % of the grade;</p> <ul style="list-style-type: none"> <li>• if the students' attendance at lectures and tutorials is not 100%: <ul style="list-style-type: none"> <li>- exam - 60% of the grade,</li> <li>- preparation, presentation and defense of the project/research paper – 40% of the grade.</li> </ul> </li> </ul> <p>Grading scheme: ECTS.</p>
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