



FACULTY OF MEDICINE

Approved:

Dean:

(Prof. Dr. Yoto Yotov, MD, PhD)



SYLLABUS in Current Nutrition Problems of Healthy and Sick People

Specialty	MEDICINE
Educational - qualification degree	master
Organizational form of education	full-time
Auditorial activity (Lectures/Seminars)	30 (15/15)
Extra-auditorial activity	15
ECTS- credits	2
Discipline type	elective
Semester/s of education	Sixth and above
Semester of examination	Sixth and above
Developer(s) of the Syllabus:	Prof. Dr. D. Naydenova, MD, PhD Prof. Dr. R. Pancheva, MD, PhD

Varna, 2024



ANNOTATION

Aims of the course	To provide up-to-date information to students in Medicine with a Master's degree in the preventive role of food and the most appropriate dietary nutrition in non-communicable diseases and certain physiological conditions.
Outcomes for students at the end of the course:	
Knowledge	<ul style="list-style-type: none"> ▪ Main terminological statements in the field of nutrition and dietetics, ▪ Work with scientific publications and normative documents.
Skills	<ul style="list-style-type: none"> ▪ Monitoring, analysis and assessment of nutritional status at the individual and population level; ▪ Health risk analysis (individual and population) arising from eating habits, ▪ Assessment of eating behavior and preferences;
Competences	<p>1.Patient Care that is compassionate, appropriate, and effective for treating health problems and promoting health.</p> <ul style="list-style-type: none"> - To collect important and accurate information about the patient's nutrition. - Advise patients on nutritional and risk risks. - To know the indications for monitoring their nutritional status - Describe their nutritional risks and behavior in a language appropriate to patients and carers. - Understand the impact of nutrition and eating behavior on patients and their families. <p>2.Medical Knowledge about established and evolving biomedical, clinical, and cognate (eg, epidemio-logical and social-behavioral) sciences and the application of this knowledge to patient care.</p> <ul style="list-style-type: none"> - To acquire new scientific and clinical knowledge about nutrition. - Apply a research and analytical approach to the evaluation and diets, as well as in solving clinical and scientific problems. - To apply medical and scientific knowledge in clinical nutrition - To train others. <p>3.Practice-Based Learning and Improvement that involves investigation and evaluation of their own patient care, appraisal, and assimilation of scientific evidence, and improvements in patient care.</p> <ul style="list-style-type: none"> - To research and evaluate eating practices for patients. - To evaluate and assimilate scientific evidence in the field of modern nutrition problems - Apply evidence-based medicine. <p>4.Interpersonal and Communication Skills that result in effective information exchange and teaming with patients, their families, and other health professionals.</p> <ul style="list-style-type: none"> - Create and sustain a therapeutic relationship with patients and families - Work effectively as a member or leader of a health care team



	<p>5. Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population</p> <ul style="list-style-type: none"> - Demonstrating Professional Conduct and Accountability - Demonstrating Humanism and Cultural Proficiency - Maintaining Emotional, Physical, and Mental Health, and Pursuing Continual Personal and Professional Growth <p>6. Systems-Based Practice, as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.</p> <ul style="list-style-type: none"> - Work effectively in various health care delivery settings and systems relevant to their clinical specialty. - Coordinate patient care within the health care system relevant to their clinical specialty. - Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate.
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Key competencies for lifelong learning¹, that the discipline develops:

Literacy competence

Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.

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Multilingual competence

This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs.

Mathematical competence and competence in science, technology, engineering

A. Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts).

B. Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

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¹ As defined in 2018 r. by the European Union Council ([https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604(01)&from=EN))



Digital competence

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

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Personal, social and learning to learn competence

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.

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Citizenship competence

the ability to act as responsible citizens and to fully participate in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

Entrepreneurship competence

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

Cultural awareness and expression competence

Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

Methods of education

- lectures
- seminars
- practicals and laboratory exercises, practical and creative problem solving, case studies, discussions, work with scientific literature, regulatory documents, databases, analyses, presentations

Links with other courses from the curriculum of the specialty

- Hygiene and ecology
- Biochemistry
- Physiology
- Endocrinology