

DISCIPLINE DESCRIPTION

1. Program data

1.1 Higher education institution	UNIVERSITY OF ORADEA
1.2 Faculty	Environment protection
1.3 Department	Animal science and Agroturism
1.4 Field of study	Engineering and Management
1.5 Study cycle	Master
1.6 Study Program / Qualification	Management of public catering and tourism units

2. Discipline data

2.1 Name of the discipline		Human rational feeding					
2.2 Course holder		Prof. dr. Mierlita Daniel					
2.3 Seminar / laboratory / project owner		Prof. dr. Mierlita Daniel					
2.4 Year of study	I	2.5 Semester	I	2.6 Type of evaluation	E	2.7 The discipline regime	I

(I) Imposed; (O) Optional; (F) Facultative

3. Estimated total time (hours per semester of didactic activities)

3.1 Number of hours per week	2	of which: 3.2 course	1	3.3 seminar/laboratory/project	1
3.4 Total hours of the curriculum	28	of which: 3.5 course	14	3.6 seminar / laboratory / project	14
Distribution of Time Fund					
Study after manual, course support, bibliography and notes					8
Additional documentation in the library, on the specialized electronic platforms and on the field					8
Training seminars / laboratories, themes, papers, portfolios and essays					4
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total hours of individual study		20			
3.9 Total hours per semester		20			
3.10 Number of credits		3			

4. Preconditions (where applicable)

4.1 curriculum	
4.2 skills	

5. Conditions (where applicable)

5.1. of course	The lecture room with laptop and videoprojector.
5.2. seminar / laboratory / project	Laboratory room equipped with the equipment necessary to determine the nutrient content and appreciation of the food quality; computers, Internet connection, specialized software.

6. Specific skills accumulated

Professional skills	<p>C2 Identification and analysis of nutritional aspects by age groups.</p> <p>C3 Appropriate setting of diets on groups of diseases.</p> <p>C6 Management of information systems based on nutritional indicators, applying appropriate sanitary legislation in the field.</p>
Transversal skills	<p>CT1 Identifying the objectives to be achieved, the available resources, the conditions for their completion, the working steps, the working times, the related implementation deadlines and the related risks.</p>

7. Objectives of the discipline

7.1 The general objective of the discipline	To communicate to students the concepts, notions and experimental data on nutritional factors in food and their importance for human rational nutrition.
7.2 Specific objectives	<ul style="list-style-type: none"> - knowing the nutritional characteristics and innocuity of the main food groups, - nutritional deficiencies and prevention strategies, - Knowledge of rational human nutrition, specific to different age categories, forms and types of activity. - the role of nutrients in triggering morbid conditions (public health problems) as well as public health issues through rational-balanced feeding.

8. Contents *

8.1 Cours	teaching methods	Nr. Hours / Observations
The place and role of nutritional factors and rational nutrition in developing and maintaining health.	Lecture, explanation, conversation and dialogue with students heuristics	1
Nutritional Factors - Fundamental determinants of human health. Nutritional importance and their pathological implications. protein carbohydrates lipids vitamins Biologically active substances	Lecture, explanation, conversation and dialogue with students heuristics	2

Mineral elements		
Human health through rational-balanced eating: Rational feeding during preconception. The rational feeding of the baby and preschool children. Rational feeding of adolescents. The rational feeding of adults in relation to the type and intensity of their activity. The rational feeding of the elderly. The rational feeding of athletes.	Lecture, explanation, conversation and dialogue with students heuristics	4
Food innocence as a priority of rational nutrition.	Lecture, explanation, conversation and dialogue with students heuristics	1
Nutritional Deficiencies and Prevention Strategies: Deficiency of iron and iodine. Vitamin Deficiency. A, folic acid and vit. D. Prevention strategies for eating disorders.	Lecture, explanation, conversation and dialogue with students heuristics	1
Non-communicable diseases caused by food imbalances: Cardiovascular diseases. Nutritional Risk Factors and Prevention Methods. Cancer. Nutritional Risk Factors and Prevention Methods. Obesity.	Lecture, explanation, conversation and dialogue with students heuristics	2
Vegetarian diet.	Lecture, explanation, conversation and dialogue with students heuristics	1
Dietetic feeding. The diet system. Functional foods. Fortified foods. Biologically active food supplements.	Lecture, explanation, conversation and dialogue with students heuristics	2
References		
<ol style="list-style-type: none"> 1. Garban Z. (2000) – Nutriție umana; Vol. I. Probleme fundamentale. Ed. Didactica si Pedagogica, R.A.; Bucuresti. 2. Mincu I. (1982) – Notiuni elementare de alimentatie rationala. Ed. Medicala, Bucuresti. 3. Mierlita Daniel (2010) – Nutritie umana. Suport de curs. Oradea. 4. Mincu I. (1993) – Impactul om – aliment. Ed. Medicala, Bucuresti. 5. Mincu I. Si col. (1989) – Orientari actuale in nutritie. Ed. Medicala, Bucuresti. 6. Cernaianu L. (2001) – Alimentatie si sanatate pentru copilul tau (3 – 15 ani). Ed. Bic All, Bucuresti. 7. Radulescu E. (2005) – Alimentatie inteligenta. Ed. Viata si Sanatate, Bucuresti. 8. Olinescu R.M., (2000) – Totul despre alimentatia sanatoasa. Ed. Niculescu, Bucuresti. 9. Opopol N., Obreja G., Ciobanu A. (2006) – Nutritia in sanatatea publica. Casa editorial-poligrafica Bons Offices, Chisinau. 		
8.2 Seminar	teaching methods	Nr. Hours / Observations
8.3 Laboratory		

Modern techniques for identifying and quantifying nitrifying factors in food.	lecture, explanation, dialogue with students, individual and team activities.	1
Food Innocence Assessment: Laboratory techniques used to assess innocuity of animal food. Laboratory techniques used to assess the innocuity of food of plant origin. Laboratory techniques used to assess the innocence of food preparation and serving spaces.	lecture, explanation, dialogue with students, individual and team activities.	4
Toxins and Mycotoxins in Food - Implications in Human Health.	lecture, explanation, dialogue with students, individual and team activities.	1
Methods of food preservation: the influence of their rational human nutrition.	lecture, explanation, dialogue with students, individual and team activities.	2
Rated recommended for the main food groups - prerequisite for healthy eating.	lecture, explanation, dialogue with students, individual and team activities.	2
Establishment of nutritional requirements in relation to age, sex, shape and intensity of performed activities, physiological state.	lecture, explanation, dialogue with students, individual and team	2
The technique of drawing the rational food pyramid into groups of consumers.	lecture, explanation, dialogue with students, individual and team	2
8.4 Project		
References:		
<p>Garban Z. (2000) – Nutriție umana; Vol. I. Probleme fundamentale. Ed. Didactica si Pedagogica, R.A.; Bucuresti.</p> <p>Mincu I. (1982) – Notiuni elementare de alimentatie rationala. Ed. Medicala, Bucuresti.</p> <p>Mincu I. (1993) – Impactul om – aliment. Ed. Medicala, Bucuresti.</p> <p>Cernaianu L. (2001) – Alimentatie si sanatate pentru copilul tau (3 – 15 ani). Ed. Bic All, Bucuresti.</p> <p>Radulescu E. (2005) – Alimentatie inteligenta. Ed. Viata si Sanatate, Bucuresti.</p> <p>Olinescu R.M., (2000) – Totul despre alimentatia sanatoasa. Ed. Niculescu, Bucuresti.</p> <p>Opopol N., Obreja G., Ciobanu A. (2006) – Nutritia in sanatatea publica. Casa editorial-poligrafica Bons Offices, Chisinau.</p>		

9. Corroborating the contents of the discipline with the expectations of epistemic community representatives, professional associations and representative employers in the field of the program

The thematic content of the subject was elaborated in collaboration with the representative employers in the field, where the students practice, thus facilitating the graduation of the students.

10. evaluation

Tip activitate	10.1 Evaluation criterias	10.2 Metode de evaluare	10.3 Weight of the final grade
10.4 Cours	correctness and completeness of knowledge; - logical coherence; - degree of assimilation of specialized terms - interest in individual study.	continuous evaluation (student's free exposure, oral conversation and questioning, active student participation in courses) summative assessment (final written assessment during the exam session)	20% 40%
10.5 Seminar			
10.6 Laboratory	- the ability to work with assimilated knowledge; - the capacity to operate with the data and the results obtained in the laboratory; - interest in individual study.	continuous assessment (current written papers, individual papers, active participation of the student in laboratory activities) Summative assessment (final written assessment during the exam session).	25% 15%
10.7 Project			
10.8. Minimum performance standard: Very good knowledge of one subject out of two; the score given for the periodical checks during the semester should be at least 5; marking "very good" at least ½ of the papers (homeworks) handed over during the year; attending at least 80% of the teaching activities.			

Date of completion

01. 10. 2022

Signature of course holder

Prof. dr. ing. Mierlita D.
(dadi.mierlita@yahoo.com)

Signature of holder

seminar/laboratory/project
Prof. dr. ing. Mierlita D.

Date of approval in the department

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Signature of Department Director

Lecturer dr. ing. Monica Dodu

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Conf. Dr. Ing. Cristina Maerescu